2024–2025

GRADUATE CATALOG

IMMACULATA
UNIVERSITY

1145 West King Road
Immaculata, PA 19345
immaculata.edu/graduate

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Immaculata, PA 19345
IMMACULATA.EDU/GRADUATE

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ACCREDITATION

Immaculata University is currently granted accreditation by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801; (267) 284–5000; website: www.msche.org.

The Immaculata University Master's in Athletic Training (MAT) program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2001 K Street, NW, Washington, DC, 20006; (512) 733-9700.

The Immaculata University associates and baccalaureate business programs and MS in Strategic Leadership program 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 is an accredited institutional member of the National Association of Schools of Music (NASM): 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; (703) 437-0700.

The baccalaureate degree program in nursing and master's degree program in nursing at Immaculata University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The Immaculata University Didactic Program in Dietetics (DPD) and Dietetic Internship (DI) are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, 312-899-0040 1-800-877-1600 ext:5400, https://www.eatrightpro.org/acend

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

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.

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

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

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Important Notice

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

Non-Discriminatory Policy

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

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Academic Calendar

2024-25 Calendar

August 26	Fall Semester Classes Begin
September 2	Labor Day – No Classes
October 4	Fall Break – No Classes
November 27-November 30	Thanksgiving Recess begins after Day Classes on 11/26
December 2	Classes Resume
December 13	Semester Ends
January 6	January Graduation
January 21	Spring Semester Classes Begin
March 10-14	Spring Break
March 17	Classes Resume
April 17 - 21	Easter Break
April 22	Classes Resume
May 9	Semester Ends
May 17	Baccalaureate Mass
May 18	Commencement
May 19	Summer I Classes Begin
May 26	Memorial Day – No Classes
June 19	Juneteenth Recognition – No Classes
July 7	Summer II Classes Begin
July 4	Holiday – No Classes
August 20	August Graduation

Mission Statement

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

Vision

Immaculata University is a fiscally stable institution as a result of strategic enrollment growth in both the undergraduate and graduate programs and by focusing on the mission to provide distinctive transformational education to students in the IHM tradition.

Core Values

Faith * Community * Knowledge * Virtue * Service

Philosophy/Goals

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

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

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

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

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

Motto

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

The University

Immaculata University consists of three colleges – the College of Undergraduate Studies, the College of Nursing and Health Professions, and the College of Graduate Studies and Research. This publication conveys information about the policies, procedures, and programs for all graduate programming in the university. A separate catalog is available for undergraduate programming.

LOCATION

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

FACULTY

Approximately 100 sisters, laymen, and laywomen make up the full-time faculty. An additional part-time faculty serves the College of Undergraduate Studies, the College of Nursing and Health Professions, and the College of Graduate Studies and Research. 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 100 years, the campus of Immaculata has expanded to include 16 principal buildings and facilities for outdoor sports and recreation. Today the University's physical plant represents a multi-million-dollar investment. The general style of campus architecture, a modern adaptation of Italian Renaissance, follows that of the original building, Villa Maria (1914), which houses administrative offices and various student facilities.

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

The academic complex includes Good Counsel Hall (1955), which contains classrooms, seminar centers, a language laboratory, music listening rooms, the Office of Technology Services, and the Immaculata University campus store. Loyola Hall (1963), a science and arts building with laboratories, amphitheaters, curriculum library, and business, computer, and cyber labs, as well as Natural Sciences, Education, and the office of the College of Graduate Studies and Research. The Center for Nursing and Allied Health Sciences with state-of-the-art simulation labs is located on the terrace level in Loyola Hall. The Faculty Center (1962) contains private offices, general conference rooms, lounge, service facilities for the faculty, and a Music Therapy Clinic (2021). Across from Loyola Hall stands the performing arts and physical education center, Alumnae Hall (1970), housing the theater, gymnasiums, pool, and athletic

training facility. Completing the quadrangle of academic buildings is the Parsons Science Pavilion (fall 2022), which provides state of the art science labs for anyone taking lab science courses.
Also on the west campus stands the Draper Walsh Stadium, softball field, baseball field, as well as the Mighty Macs Training Facility, located on the west side of campus in the beautiful, wooded area near Parking Lot B.

The west campus is also home to several athletic facilities, such as the Draper Walsh Stadium, softball field, baseball field, tennis courts, and the Mighty Macs Training Facility. Near these spaces, the IHM Student Center (2019) and West Campus apartment housing, provides a state-of-the-art hub for IU students to congregate, dine, relax, and socialize.

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, Career and Professional Development Center, a campus coffee shop, Immaculatté, technology and online learning offices, the Duffy's Cut exhibit, and the teaching and learning center (CASTLE).

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

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

HISTORY
The tradition of friendliness, creative hope, and vitality derives from a spirit fostered at Immaculata by the Sisters, Servants of the Immaculate Heart of Mary, who established and conduct the University. The congregation, founded in Monroe, Michigan, has been engaged in the work of Catholic education for over 175 years.

Academic Highlights

1925   • Teacher Education approved by Pennsylvania Department of Instruction

       • First degrees conferred

1927   • Membership in National Catholic Educational Association

1928   • Accreditation by Middle States Association

1929   • Formal change of name from Villa Maria to Immaculata College

       • Membership in American Council of Education and Association of American Colleges

       • Recognition of Premedical Program by American Medical Association

1930   • Dietetic Program approved by The American Dietetic Association

1945   • Establishment of the Father Gillet Cancer Research Unit (terminated in 1974)

1953   • Approval of four-year program in Elementary Education by Pennsylvania State Council of Education

1957   • Approval by American Association of University Women

1964   • Renewal of accreditation by Middle States Association

1967   • Establishment of Center for the Teaching of the Americas

1969   • Establishment of the Evening Division

1973   • Initial approval of Early Childhood Teacher Education Program by Pennsylvania Department of Education

1974   • Establishment of the Early Learning Center

       • Renewal of accreditation by Middle States Association

       • Initial accreditation by National Association of Schools of Music

1976   • Renewal of Plan IV Dietetic Program in the areas of General and Clinical Dietetics by The American Dietetic Association

1977   • Establishment of Bicultural/Bilingual Studies Master's Program (in cooperation with Marywood College)

1978   • Renewal of Teacher Certification Programs by Pennsylvania Department of Education

       • Approval of Music Therapy Program by American Association for Music Therapy

       • Full approval of Early Childhood Teacher Education Program by Pennsylvania Department of Education

1980   • Permanent approval of Music Therapy Program by American Association for Music Therapy

       • Full membership in National Association of Schools of Music

1981   • Approval of Associate of Arts and Associate of Science Degree Programs by Pennsylvania Department of Education

       • Affiliation with Brandywine and Chester County Hospital Schools of Nursing

1983   • Approval of Master of Arts Programs in Counseling Psychology, Educational Leadership and/or Administration, and Nutrition Education by Pennsylvania Department of Education

       • Renewal of Teacher Education Program by Pennsylvania Department of Education

       • Approval of Elementary-Middle School Principal Certification Program by Pennsylvania Department of Education

1984   • Accreditation of Coordinated Undergraduate Program (CUP) in the area of General Dietetics by Commission on Accreditation of The American Dietetic Association

       • Renewal of accreditation by Middle States Association

       • Approval of upper-division Bachelor of Science in Nursing Degree for Registered Nurses by Pennsylvania Department of Education

1987   • Approval of School Psychology Certification Program by Pennsylvania Department of Education

       • Additional focus of Graduate Educational Leadership Program: Leadership in Teaching and Learning

1988   • Renewal of accreditation of Coordinated Undergraduate Program (CUP) in the area of General Dietetics by the Council on Education Division of Education

• Accreditation/Approval of The American Dietetic Association

1989 • Initial accreditation of Nursing Program by National League for Nursing

• Approval of Master of Arts in Music Therapy Program by National Association of Schools of Music

• Approval by Council on Education, Division of Education

• Accreditation/Approval of the American Dietetic Association of the Preprofessional Practice Program (AP4)

1990 • Approval of Elementary School Guidance Certification and Secondary School Guidance Certification Programs by Pennsylvania Department of Education
• Approval of Letter of Eligibility for Superintendent/Assistant Superintendent and Executive Director/Assistant Executive Director by Pennsylvania Department of Education
• Approval of Master of Arts Program in Music Therapy by Pennsylvania Department of Education

• Renewal of Teacher Education Program by Pennsylvania Department of Education

1991 • Renewal of approval of Didactic Program in Dietetics by The American Dietetic Association

• Approval of Master of Arts Program in Bilingual/Multicultural Studies by Pennsylvania Department of Education
• Approval of Master of Arts in the Teaching of Mathematics Program by Pennsylvania Department of Education
• Approval of Master Teacher and Elementary Certification Program by Pennsylvania Department of Education
• Approval of School Nurse Certification Program by Pennsylvania Department of Education

• Approval of Doctor of Psychology in Clinical Psychology Program by Pennsylvania Department of Education
• Approval of Doctor of Education in Educational Leadership and Administration Program by Pennsylvania Department of Education

1994 • Renewal of accreditation by Middle States Association

• Approval by Council on Education Division of Education

• Accreditation/Approval of The American Dietetic Association of change of the Preprofessional Practice Program to Developmental Accreditation as a Dietetic Internship

1995 • Celebration of 75th Anniversary

• Final approval of Doctor of Psychology Program in Clinical Psychology by the Pennsylvania Department of Education
• Final approval of Master of Arts Program in Music Therapy by the National Association of Schools of Music
• Renewal of Teacher Education Program by Pennsylvania Department of Education

• Establishment of ACCEL® (Accelerated Continuing and Experiential Learning) Programs

1996 • Approval of change of name of Master of Arts Program in Bilingual/Multicultural Studies to Cultural and Linguistic Diversity by Pennsylvania Department of Education

1997 • Renewal of accreditation of Nursing Program by the National League of Nursing

• Final approval of Doctor of Education Program by the Pennsylvania Department of Education

1998 • Initiation of Phi Kappa Delta Honor Society

• Approval of certification for Mentally and/or Physically Handicapped Program and Supervisor Certification Programs by the Pennsylvania Department of Education

1999 • Approval of Master of Arts degree in Organization Leadership by the Pennsylvania Department of Education
• Accreditation of Dietetic Internship by the American Dietetic Association

• Accreditation of Doctor of Clinical Psychology by the American Psychological Association

• First International Institute for Expressive Arts (IEAAA) held at Immaculata

• Renewal of Middle States accreditation

• Approval of official site for National Counselors Exam

2000 • Initial Approval of program in School Psychology leading to Doctor of Psychology by the Pennsylvania Department of Education
• Renewal of Teacher Education by Pennsylvania Department of Education

• Establishment of three-college structure: the Women's College; the College of LifeLong Learning; and the College of Graduate Studies
• Accreditation granted for the Dietetic Internship by the Commission on Accreditation for Dietetics Education of the American Dietetic Association

2001 • Initial approval of program in Theology leading to an associate's degree by the Department of Education

• Initial accreditation of the Didactic Program in Dietetics by the Commission on Accreditation of the American Dietetic Association

2002 • Renewal of accreditation by the National Association of Schools of Music (NASM) and the American Music Therapy Association (AMTA)
• Approval of teacher certification for Citizenship; Social Justice; General Science; and Business, Computers, and Information Technology Programs by the Pennsylvania Department of Education
• Renewal of accreditation of the Bachelor of Science in Nursing Program by the National League for Nursing Accrediting Commission, Inc. (NLNAC)
• Approval of Health Care specialization by Pennsylvania Department of Education

• Final approval of MA in Organization Leadership by Pennsylvania Department of Education

• Initial approval of English as a Second Language (ESL) program specialist training by the Pennsylvania Department of Education
• Immaculata College awarded University status in June 2002 by the Pennsylvania Department of Education
• Initial accreditation of the Didactic Program in Dietetics by American Dietetic Association Commission on Accreditation for Dietetic Education

2003 • Approval by Pennsylvania Department of Education of ESL track within MA in Educational Leadership

• Initial approval by Pennsylvania Department of Education for Master of Science in Nursing

• Board of Trustees approved the College of Undergraduate Studies to become co-educational starting Fall 2005

2004 • Final Approval for Doctor of Psychology (PsyD) in School Psychology by Pennsylvania Department of Education
• Renewal of accreditation by Middle States Commission on Higher Education

• Approval of Bachelor of Science Degree in Accounting, Business Administration, Biology, Chemistry, Exercise Science, Mathematics/Computer Science, Information Technology by the Pennsylvania Department of Education
• Approval of Associate of Science Degree in Biology, Mathematics/Computer Science, Information Technology by the Pennsylvania Department of Education
• Accreditation of Bachelor of Science in Nursing degree by Commission on Collegiate Nursing Education (CCNE)

2005 • Renewal of accreditation of Doctor of Psychology Program in Clinical Psychology by the American Psychological Association

2006 • Approval by Pennsylvania Department of Education for Bachelor of Science Degree in Marketing Management
• Approval by Middle States Association to offer first online accelerated program in Organization Dynamics
• Approval by Pennsylvania Department of Education for Master of Science Degree in Nursing

• Approval by Pennsylvania Department of Education for Bachelor of Science Degree in Health Care Management
• Approval by Pennsylvania Department of Education for Bachelor of Science Degree in Allied Health

2007 • Approval by the National Association of Schools of Music for a Bachelor of Arts Degree in Music (Performance [Instrumental, Vocal])
• Approval by Middle States Association to offer online accelerated programs in Financial Management, Human Performance Management and Healthcare Management

2008 • Approval by Pennsylvania Department of Education for Master of Arts Degree in Applied Communication

- Approval to offer RN to BSN program in state of Maryland

- Approval by the Servicemembers Opportunity Colleges (SOC) as a member of the SOC Consortium

- Agreement with Brandywine Hospital to provide the academic leadership for the Brandywine School of Nursing leading to the transition to close the two-year program at Brandywine School of Nursing and open the four-year pre-licensure BSN program at Immaculata

2009
- Approval by the State Board of Nursing to deliver the Bachelor of Science in Nursing degree as a pre-licensure Nursing program
- Approval by Pennsylvania Department of Education to deliver the Bachelor of Science in Nursing degree as a pre-licensure Nursing program
- Approval of change of name of Master of Arts Program in Applied Communication to Public Relations by Pennsylvania Department of Education
- Celebration of College of Graduate Studies 25th anniversary

- Approval of Periodic Review Report by Middle States Commission on Higher Education

- Establishment of the Division of Education and the Division of Nursing

- Awarded SunGard Higher Education Award for Institutional Performance

- Institutional approval of revisions to liberal arts core curriculum

2010
- Approval by Pennsylvania Department of Education for Master of Arts program in Clinical Psychology

- Celebration of Nursing department's 25th anniversary

- Approval by Department of Veterans Affairs to participate in the Yellow Ribbon Program

- Incorporation of the pre-licensure program in Nursing into existing accreditation of Bachelor of Science in Nursing degree by Commission on Collegiate Nursing Education (CCNE)

2011
- Initial approval of Doctorate in Education in Higher Education by Pennsylvania Department of education
- Renewal of accreditation for 10 years of MSN program by Commission on Collegiate Nursing Education (CCNE)
- Approval of Special Education and English Language Learning provisions by Pennsylvania Department of Education; Approval of Post-Baccalaureate Certification (Pre K-4 and Pre-K with Special Education) by Pennsylvania Department of Education
- Awarded the Excellence in Holistic Nursing Education Award from the American Holistic Nurses Association (AHNA)
- Accreditation of its Business Programs and Separate Specialized Accreditation of its Accounting program by the Accreditation Council for Business Schools and Programs (ACBSP)
- Approval of Bachelor of Science Degree in Athletic Training by the Pennsylvania Department of Education

2012
- Renewal of accreditation of Doctor of Psychology program in Clinical Psychology by the American Psychological Association
- Institutional approval of the Department of Professional Studies

- Institutional approval of the Emergency Planning and Management major

- Renewal of accreditation of the Didactic Program in Dietetics by the Commission on Accreditation for Dietetics Education Accreditation of the American Dietetic Association

2013
- Renewal of accreditation by the National Association of Schools of Music (NASM) and the American Music Therapy Association (AMTA)

2014
- Institutional approval of Human Resources Management and Health Information Management majors

- Renewal of accreditation by Middle States Commission on Higher Education

- Initial accreditation of Athletic Training Program by the Commission on Accreditation of Athletic Training Education (CAATE)

2015
- Renewal of accreditation of Doctor of Psychology Program in Clinical Psychology by the American Psychological Association
- Institution of partnership with DeSales University to offer a 4+1 MBA program to Immaculata students

- Institutional approval of Interactive Digital Media and Cybersecurity majors

2016
- Achievement of Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for the Clinical Mental Health Counselor Master of Arts programs

2017 • Installation of Immaculata University's first lay president, Barbara Lettiere (IU class of '72)

2018 • Official change of College of LifeLong Learning name to College of Adult Professional Studies
• Accreditation of Business Leadership and Human Resource Management programs by the Accreditation Council for Business Schools and Programs (ACBSP)
• Institution of several partnerships with area graduate programs to benefit IU students (DeSales University, Penn State University –Great Valley, Temple University, and Widener University and its Delaware Law School)

2019 • Institutional approval of new Undergraduate Core curriculum, Master of Science in Health Care Management, and Master of Science in Athletic Training
• Effective January 2019, Immaculata approved as a SARA institution, allowing for nationwide offering of online programs
•Approval by Pennsylvania Department of Education for Pupil Personnel Services Certification, Social, Emotional and Behavioral Wellness Endorsement

2020 •Approval by Pennsylvania Department of Education for Reading Specialist Certification, Special Education PreK-12

2021 • Institutional approval of new Associate of Arts degree in Psychology, Associate of Science degree in Cybersecurity, and Bachelor of Science in Sport and Business Management
• Bachelor of Science in Financial Planning program receives approval by Certified Financial Planning Board of Standards (CFP ® Board)
• Renewal of accreditation for 10 years of both the BSN and MSN programs by Commission on Collegiate Nursing Education (CCNE)

2022 • Renewal of accreditation for 10 years for business programs by the Association of College Business Schools and Programs (ACBSP)
• Renewal of approval for all education certification programs by the Pennsylvania Department of Education (PDE)
• Institutional approval for new degree programs: Bachelor of Arts programs in Public Administration and Public Health; Master of Science program in Higher Education; Master of Music program in Music Education; and Master of Science in Nursing, Nurse Practitioner program.

2023 • Institutional approval for new degree programs: Associate of Science in Social Sciences; BS in Esports and Gaming; LPN to BSN program; and Master of Business Administration.
• Initial accreditation for 5 years for Master of Athletic Training program by the Commission on Accreditation of Athletic Training Education (CAATE)
• Master of Science in Nursing, Nurse Practitioner program approved by State Board of Nursing (PA).
• Renewal of accreditation of Doctor of Psychology program in Clinical Psychology by the American Psychological Association (APA).
• Fall 2023 launch of new three-college structure: College of Graduate Studies and Research, College of Nursing and Health Professions, and College of Undergraduate Studies

2024 • Institutional approval for new degree programs: BS in Business and Fashion; M.S. in Criminal Justice; and Ph.D. in Counselor Education and Supervision.
• Renewal of accreditation by Middle States Commission on Higher Education (MSCHE).
• Renewal of accreditation by the National Association of Schools of Music (NASM).

Admission

Immaculata University seeks to admit students whose interests, goals, and abilities are compatible with its mission and endeavors to retain them through the pursuit of the students' education goals. Those students who are best qualified to profit from the distinctive education opportunities offered by the University will be admitted. The admission process endeavors to bring together a group of students whose intellectual ability, personal qualities, varied interests and talents, and diverse backgrounds provide a cultural and intellectual atmosphere in which each may become a well-rounded person.

Applications are processed without unlawful discrimination based on an individual's race, gender, ethnicity, religion, age, national origin, color, disability, marital status, familial status, veteran status, ancestry, genetic characteristics, pregnancy, or any other characteristic protected by federal, state, or local law or University policy. Each applicant is considered as an individual and consideration is given to special cases. The university reserves the right to modify admission requirements at any time without prior notice.

Master's Degree Programs

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

1. Applications for master's degree programs may be submitted online at www.immaculata.edu/gradapply

2. Official transcripts from each undergraduate and graduate school attended should be sent directly to the Office of Graduate Admission from the school registrar(s).

3. Letters of reference appraising the applicant's personal and professional qualities as well as capability for graduate study. References must be completed by academic professors or employers and forwarded directly to the Office of Graduate Admission.

4. A one-page essay addressing the following: Discuss your professional goals and how graduate study at Immaculata will enable you to achieve those goals (certain MA programs only).

5. Resume

6. MSN applicants must have a BSN from NLNAC or CCNE accredited school with a minimum GPA of 3.0. A copy of current RN license and current professional resume is also required for admission. RNs from an NLNAC or CCNE accredited nursing program with a non-nursing baccalaureate degree may be admitted but must meet BSN equivalent competencies* in nursing leadership, research, and community health. These competencies may be met through documentation in a professional portfolio or collegiate course work after admission. *BSN equivalent competencies as outlined in the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

7. An official interview with the department/division chair or designated advisor may be required.

8. International Students, see page 18.

Immaculata updates its requirements to remain in compliance with all federal and state laws as these are issued. Based on the admission packet, students may be required to fulfill additional specified prerequisites prior to matriculation. Please submit all inquiries and admission materials to:

Immaculata University
Office of Graduate Admission
1145 King Road
Immaculata, PA 19345
Gradadmission@immaculata.edu

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

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

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

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

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

- An applicant deficient in some of the admission requirements who shows promise of being able to satisfy these requirements may be granted non-matriculated status for a limited period to make up deficiencies. Students with a final GPA ranging from 2.5-2.9 may only be considered for non-matriculated admission and only in designated departments/divisions.

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

CERTIFICATE/CERTIFICATION PROGRAMS
An applicant who has completed a bachelor's or master's degree from an accredited institution and has completed prerequisites in the proposed area of concentration, and with a minimum GPA of 3.0 may apply for admission to a certificate or certification program. The following materials must be submitted:
1. Applications for master's degree programs may be submitted online at www.immaculata.edu/gradapply

2. Official transcripts from each undergraduate and graduate school attended should be sent directly to the Office of Graduate Admission from the school registrar(s).

3. Two letters of reference appraising the applicant's personal and professional qualities as well as capability for graduate study. References should be completed by academic professors or employers and forwarded directly to the Office of Graduate Admission.

4. Some departments/divisions have specific prerequisites for admission to certification programs. More information may be found in the department/division listing.

ENDORSEMENTS
1. Applications may be submitted online at www.immaculata.edu/gradapply

2. Official transcripts from each undergraduate and graduate school attended should be sent directly to the Office of Graduate Admission from the school registrar(s)

3. One reference form

4. Copy of Level I or Level II Certification

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

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

Doctoral Degree Programs

Applications for doctoral degree programs may be submitted online at www.immaculata.edu/gradapply

Doctor of Psychology (Psy.D.) Clinical Psychology
Admission for the doctoral program in clinical psychology is available for the Fall semester. The application deadline is December 15. Qualified applicants must possess a master's degree and a bachelor's degree from an accredited institution with a minimum 3.0 in the master's degree program (B) grade point average OR a bachelor's degree in psychology or a related field with a minimum of 12 credits in psychology from an accredited institution with a minimum 3.3 grade point average. A complete application for admission will include the following:

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

2. Three completed reference forms appraising the student's capacity for doctoral study.

3. A two page, double-spaced, typed and signed statement detailing the student's educational pursuits in psychology.

4. **Optional** official score reports for the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) sent directly to the Office of Graduate Admission by the testing center. For MAT information, contact the Psychological Corporation, Control Testing Center, 555 Academic Court, San Antonio, TX 78204 (1-500-622-3231). For GRE information, contact Graduate Record Examinations Educational Testing Services, PO Box 6000, Princeton, NJ 08541-6000 (1-800-473-2255).

5. Official TOEFL or IELTS score sent directly to the Office of Graduate Admission if an international student.

6. International students, see page 18.

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

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

2. Miller Analogies Test (MAT) or Graduate Record Examination (GRE) test scores (optional for Fall 2025), as well as the TOEFL or IELTS (for international students)

3. Strength of recommendations.

4. Strength of interview.

5. Strength of writing sample; and

6. Standing in applicant group on all areas considered.

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

Doctor of Education in Educational Leadership & Administration K-12 (Ed.D.)
Students may apply to the doctoral program in Educational Leadership and Administration or the Letter of Eligibility for the Fall, Spring or Summer semesters. Application deadlines are: July for Fall, November for Spring, and April for Summer. A complete application for admission will include the following:

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

2. Three completed reference forms appraising the student's capacity for doctoral study.

3. A goals statement in the form of a two-page double-spaced, typed, and signed statement of your pursuits in education.

4. Official TOEFL or IELTS score sent directly to the Office of Graduate Admission, if an international student.

5. International students, see page 18.

Doctor of Philosophy (Ph.D.) Counselor Education and Supervision

The Ph.D. in Counselor Education and Supervision is structured and built upon the five pillars of knowledge and application set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which are counseling, teaching, scholarship and research, supervision, and leadership/advocacy, in preparation for seeking accreditation. Immaculata University will apply for CACREP accreditation once students have been admitted into the program and the University has collected ample program evaluation data as required. The Ph.D. program will use the same structure and evaluation matrix as Immaculata's already CACREP-accredited clinical mental health counseling program.

1. Official transcript(s) of your academic record from each undergraduate and graduate school attended. An official transcript verifying completion of prerequisite degrees is required. Official transcripts should be forwarded directly from the schools' registrar(s).
2. Three references: Three completed reference forms appraising your capacity for doctoral study. At least one reference must be from outside of Immaculata University. Electronic reference forms, including instructions, are available within the application portal upon submission of an application.
3. Personal Statement: A two-three page, double-spaced, typed statement of your interests and goals as they relate to the five program areas, including counseling, supervision, teaching, applied research, and professional leadership.
4. Resume
5. Optional official test scores from MAT or GRE
6. Official TOEFL or IELTS score sent directly to the Office of Graduate Admission, if an international student.
7. International students, see page 18.

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

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

1. Official transcript(s) of your academic record from each undergraduate and graduate school attended. An official transcript verifying completion of prerequisite degrees is required. Official transcripts should be forwarded directly from the schools' registrar(s). Applicants to the Nursing Education concentration must be a Registered Nurse (RN) and hold an earned Master of Science in the field of nursing.

2. Two completed reference forms appraising the student's capacity for doctoral study.

3. A goals statement in the form of a two page, double-spaced, typed, and signed statement of your pursuits in education.

4. A current curriculum vitae.

5. Official TOEFL or IELTS score sent directly to the Office of Graduate Admission if an international student.

6. International students see page 18.

INTERNATIONAL STUDENTS
1. Original transcript of academic credentials. These must be accompanied by English translations and a course-by-course evaluation by World Education Services (www.wes.org).

2. Certification of financial support during the time of graduate study.

3. Official scores on Test of English as a Foreign Language (TOEFL) of 79 on the IBT (internet-based), 550 on the PBT (paper-based), or 213 on the CBT (computer-based), when appropriate. On the International English Language Testing System (IELTS) a score of 7.0 will also be accepted.

4. Certification of enrollment in an approved health and accident insurance program.

5. Formal admission to a program is required prior to issuance of the I-20.

6. Enrollment in an in-person, full-time course of study is required for those with a student visa.

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

Academic Life

Academic Standing and Progress

ADMISSION STATUS (at the master's level)

Admission is determined as follows:

Matriculated status
Students who have submitted all required application materials and have met admission criteria and prerequisites.

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

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

Enrichment Status
Students who seek to enrich themselves though graduate level courses; those with enrichment status are not considered students within the college's degree programs. A student with enrichment status is limited to no more than six credits at the master's level. Enrichment status students must submit a completed graduate application and official copies of all undergraduate and graduate transcripts. Students must achieve a grade of "B" or better in any courses studied under this status in order to be considered for matriculation.

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

APPLICATION RE-SUBMISSION (at the doctoral level)
The application packets of students who have been denied admission to a doctoral program will not be reconsidered unless there has been substantial change to the admission packet such as academic preparation and/or professional experience. In order to ensure objectivity during the admission process, all communication about admission must be restricted to the Director of Admission.

CHANGE OF PROGRAM
A student desiring to transfer from one graduate program to another graduate program offered at Immaculata must complete a new application form, goals statement, have an interview with the appropriate program advisor, and submit program specific documentation required for admission. Students will be notified in writing regarding their admission status.

CHANGE OF STATUS
Anyone seeking a change of status (enrichment, non-matriculated, matriculated) within any master's program must request in writing a change of status. It is the student's responsibility to complete the admission process in a timely fashion.

COMPREHENSIVE EXAMINATIONS

Master's Students
Each candidate must successfully complete the comprehensive examination or its department/division equivalent. A candidate who fails the comprehensive examination may petition the department/division for a re-examination. If the petition is accepted, the re-examination may be taken on the next scheduled testing date. When the student fails, recommendations for academic remediation are made by the Chair. The comprehensive examination may not be taken more than twice.

Nursing and Nutrition and Dietetics students submit the capstone to satisfy this requirement.

Doctoral Students
Each candidate must successfully complete the Degree Candidacy Application (EDL 797) or its department equivalent. A candidate who fails must seek department/division advisement and fulfill recommendations (additional information may be found in the department/division handbook).

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

Comprehensive examinations are not considered an assignment and, therefore, are not returned to the student.

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

Undergraduate students with a 3.3 GPA or better who intend to continue study toward an advanced degree at Immaculata University upon graduation may be permitted to apply credits towards a graduate degree. Students may complete up to 9 credits of graduate work while enrolled as an undergraduate student. Courses permitted for concurrent enrollment will be the decision of the program director.

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

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

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

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

DEGREE CANDIDACY

Master's Degree Students:
Matriculated students who have completed 12 semester hours at Immaculata with a minimum GPA are considered degree candidates. In order to be considered a degree candidate, a student must have maintained a B average in his/her course work, have the recommendation of the program chair, and must be matriculated. (See Admission Status.)

Doctoral Degree Students:
Degree candidacy is achieved upon successful completion of the Comprehensive Examination or Degree Candidacy Application.

DOUBLE COUNTING OF CREDITS
Students enrolled in a Master of Arts degree program who are pursuing a Certificate may "double count" a maximum of 9 credits. This total of 9 credits includes both Core and Certificate-specific courses. Chairs of individual departments/divisions will make a determination as to whether courses within the Certificate curriculum may be accepted towards the Master of Arts program.

DUAL DEGREES AT IMMACULATA
For students interested in pursuing a dual major or second graduate degree at Immaculata, the credits for the Core Curriculum will be applied to both degrees. The student is required to fulfill all major requirements and may not "double count" any other courses or credits beyond the Core Curriculum, except when determined by the individual departments. Students are responsible for the Comprehensive Examination or its equivalent in both major areas. Two separate degrees will result from successful completion of all requirements. Students must be officially admitted to a second program.

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. No more than three semesters before the intended graduation date, students are directed to indicate intent to graduate through S.S.I.U, completing the "Apply to Graduate" form in the Student Records section. Students should contact the College of Graduate Studies and Research office should they need assistance with this process.

COMMENCEMENT WALKING POLICY
Immaculata University holds its annual commencement ceremony at the end of each spring semester. Students approved to graduate are strongly encouraged to participate in commencement for the conferring of the degree.

Students who do not meet graduation requirements in time for the May ceremony may still be allowed to "walk" in commencement provided they meet the criteria listed below:

- Have six (6) or fewer semester hours to complete.
- Have a minimum a 3.0* cumulative grade point average at the Master's level and 3.3 for Doctoral level.
- Doctoral students must have successfully defended their dissertation.
- Complete a Petition to Participate in Commencement Ceremonies, which must outline student's plan to complete all degree requirements.

Students may not participate in commencement if they have any outstanding balances.

Names of both walkers and graduates will be printed in the commencement program, and there will be no asterisk or special notation in the program differentiating walkers from actual graduates of the University. "Walkers" do not receive public or printed recognition of honors (cum laude, etc.) in the commencement program.

All graduation requirements and all financial obligations must be satisfied in order to receive the diploma. Degree will be conferred and officially awarded only after all graduation requirements have been met.

A student may participate in only one commencement ceremony. If, after declaring an intention to walk, a student does not participate in the ceremony and fails to notify the Office of the University Registrar at least four days prior to the commencement date, that student is ineligible to participate in any subsequent commencement ceremony.

POSTHUMOUS CONFERRAL OF DEGREES
On rare occasions, a student who has completed all or nearly all of the requirements for a degree meets an untimely death before the degree is conferred. In such cases, it may be appropriate for this student to be recognized for his/her work by means of conferring a degree posthumously.

Graduate students shall be in good academic standing and substantially complete with courses and the required culminating experience for the graduate degree, including thesis/dissertation if required, and as confirmed in the petition by the graduate program director. Petitions shall be forwarded to the Dean of the College of Graduate Studies and Research for review and recommended to the VPAA, then to the President for approval.

If approved, the President will notify the VPAA and dean. The official commencement program will include the student's name with the annotation that the degree was conferred posthumously. The student's academic record will be similarly annotated.

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.

Academic Code of Conduct
Immaculata University's Academic Code of Conduct is designed to assist in the development of a supportive and productive learning environment. It is both a description of the University's ethical expectations of students as well as a guarantee of students' rights and responsibilities as members of a learning community. The Academic Code of Conduct provides clarity related to policy and procedure regarding academic conduct.

The Academic Code of Conduct is not associated with the Grade Appeal Procedure for a course. Please see Grade Appeal Procedures for the procedures regarding a Grade Appeal.

Violations of this Code
Violations of this Code involve attempts to be dishonest or deceptive in the performance of academic work in or out of the classroom, alterations of academic records, alterations of official data on paper or electronic resumes, unauthorized collaboration with another student or students, or unauthorized use of A.I. generated content.
The Academic Code of Conduct addresses disruption or obstruction of teaching and research.
Additionally, the Academic Conduct Code addresses behavior that is not congruent with the professional standards and personal conduct of the student's field of study.
Violations are grouped into two categories:

<u>Category A:</u>
- **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, employing A.I. generated content, or engaging another person to complete an assessment or examination in place of the student.
- **Plagiarism** is failing to acknowledge adequately the source of words or ideas that are not one's own. Plagiarism includes, but is not limited to:
  1. The quotation or other use of another person's or A.I. generated words, ideas, logic, opinions, thoughts, or theories without use of quotation marks and acknowledgment of the source;
  2. The paraphrasing of another person's or A.I. generated 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 that has copyright protection. 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.

- **Recycling.** Recycling is defined as submission of a student's work that has previously counted for credit in another course. Recycling is not allowed unless explicitly authorized by the faculty members of both courses 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.
- **Unauthorized communication during examinations**. Any unauthorized communication may be considered automatic evidence of cheating.
- **Failure to complete examinations in a specifically assigned location.**
- **Unauthorized downloading, uploading, sharing, and/or duplicating course materials** including, but not limited to, assignments, exams, quizzes, slides, videos, and any other material created and/or provided by the instructor without the instructor's express permission. This includes, but is not limited to, downloading/uploading/viewing/sharing/selling copyrighted material.

Category B:

- **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.
- **Theft of an examination**. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- **Knowingly allowing another student to represent your work as their own**. This includes actions such as: providing a copy of your work to another student, and/or providing (including selling) class materials to third parties that sell or otherwise share such materials–including, but not limited to, homework, exams and exam solutions, submitted papers, or projects.
- **Misrepresentation of identity** in any interaction with a member of the Immaculata University community or on any academic work.
- **Conduct in a professional field assignment** that violates the policies and regulations of the host school or agency.
- **Conduct in violation of public law** occurring outside the University that directly affects the academic and professional status of the student, after civil authorities have imposed sanctions.
- **Attempting improperly to influence** the award of any credit, grade, or honor.
- **Intentionally making false statements** to faculty or University administrators.
- **Unprofessional treatment of patients and clients** including, but not limited to: Treating patients/clients without authorization or supervision by faculty; treating patients/clients in unauthorized clinical settings; Accepting personal monetary payment from patients/clients for services; waiving patient payment responsibilities without authorization, or otherwise acting in disregard of patient-related contracting and financial policies; failing to comply with policies and procedures related to patient/client

care; failing to maintain accepted protocols regarding infection control and OSHA standards; treating a patient/client while under the influence of alcohol or drugs; refusal to properly treat any patient/client for reasons of gender, race, color, religion, national origin, financial status, or disability; patient/client abandonment; violating patient/client rights to confidentiality or improperly disclosing confidential patient information; falsifying patient/client records in any manner, e.g., by changing previous entries, making false entries, or by forging signatures, with or without intent to defraud, injure or deceive; failure to maintain demonstrable and timely progression towards achievement of clinical competencies.

- **Behavior that is not congruent with the professional standards and personal conduct** of the student's field of study.
- Disruption or obstruction of class, lab, office hours, or other teaching or research functions.
- **Failure to comply** with the sanctions imposed under the authority of this Code.

REVIEW PROCEDURE FOR ACADEMIC INTEGRITY CODE OFFENSES

Category A Violations, First time infractions
1. **Faculty** who have reason to believe that a student has violated an item in Category A of the Code in a course which they are the instructor and the alleged violation occurred in their course shall follow the procedures below:
   a. If the student has admitted to the academic misconduct, the faculty member may work directly with the student regarding sanctions. The faculty must submit the Academic Misconduct Form to the designated Dean's office.
   b. The designated Dean, at their discretion, and considering the nature of the infraction or if it is not a first-time offense may convene the Academic Conduct Committee to review the alleged infraction (s).

If the alleged infraction is not the first violation of the Academic Code of Conduct, the alleged infraction will be handled through the process described in the "**Academic Conduct Committee Procedures"** section of this policy (below).

2. **Staff, Students or Faculty** who have reason to believe that a student has violated an item in Category A of the Code in a course for which they are not the instructor, and the alleged violation did not occur in their course shall:
   a. Provide documentation to the course faculty of record
   b. The faculty member of record shall proceed with process outlined in #1 under Category A.

Cases of Disputed Academic Misconduct, Repeat Offenders, or Category B alleged violations
If the student disputes the charge of Academic Misconduct (Category A), or if the designated Dean denies permission for a grading penalty because the student is a repeat offender as evidenced by a prior record of academic misconduct in the University, or because of the serious nature of the offense, the designated Dean shall then refer the charges and supporting evidence to the Academic Conduct Committee, which shall then proceed with a hearing.

Academic Conduct Committee Procedures:

All evidence should be carefully documented using the guidelines set forth below:

A. The person originating the misconduct report shall present the report in writing, accompanied by suitable evidence, to the designated college Dean.

B. Witnesses to the alleged infraction (s) of the Academic Conduct Code may be requested to file a report on the incident. The report may be provided via email to the designated college Dean.

C. The Dean will contact the student outlining the alleged academic misconduct, and the process and procedures pertaining to the violations and potential sanctions.

D. The Dean will convene an Academic Conduct Committee to review the alleged infraction (s). The committee will be comprised of three faculty members or administrators within academic affairs. The committee must be formed and provide documentation shared with the Dean within ten (10) days of the meeting with the Dean. The students may provide a written statement to the Dean, that will be forwarded to the Academic Conduct Committee.

E. The Academic Conduct Committee must review the alleged infraction (s) and determine a sanction. Sanctions may include but are not limited to: precluding the ability to be in an honor society, non-admittance to academic events, educational/training requirements, dismissal from program of study, and expulsion from the University. The Academic Conduct Committee must render their decision within 14 days of the committee being formed. The decision will be sent to the student using the Academic Code of Conduct Committee Response Form, copying the designated college Dean.

F. The student must submit the Academic Code of Conduct Committee Response Form to the college Dean within five (5) days of receipt. If the form is not returned it is assumed that the student accepts responsibility and the recommended sanctions.

G. Student Response to Academic Code of Conduct Committee Response Form
   - Student accepts responsibility and agrees with the recommended sanction. Next step: Sanction imposed.
   - Student accepts responsibility but challenge the recommended sanction(s) and requested resolution via an appeal. An Academic Code of Conduct Resolution meeting will be held within ten (10) days of receiving the Academic Code of Conduct Committee Response Form indication from the student. The Academic Code of Conduct Resolution meeting will include the college Dean, and a second academic administrator. At the conclusion of the meeting the student may accept the resolution and recommended sanctions, or they can request a hearing through Formal Academic Hearing procedures (outlined below). If the student requests a hearing, it will be scheduled within ten (10) days after the Academic Code of Conduct Resolution meeting
   - If the student denies responsibility, a Formal Academic Hearing will be scheduled within ten (10) days of the student denying responsibility.

Formal Academic Hearing

The Formal Academic Hearing Committee will be comprised of three (3) faculty/administrators within academic affairs and two (2) students, studying at the same level (undergraduate/ graduate) as the student, designated by the Provost. Individuals serving on the committee must verify that they did not know the student and the alleged academic code infraction. The Dean's office shall inform the student by email at least 10 days prior to the hearing. The email shall be sent (read receipt/delivery notification enabled) to the student's official university email account. It shall include the following:

1. The date, time, and location of the hearing.
2. The fact that the student may request to reschedule the hearing, within a limited time, for a valid reason.
3. The fact that the student may be accompanied by an advisor (University employee) of their choice. At the discretion of the committee chair, the advisor may be allowed to make a brief statement on behalf of the student. The advisor may not otherwise participate directly in the hearing.
4. The fact that the student may also bring witnesses to provide additional information related to the alleged offense. The designated chair may limit or exclude the matters presented by any individual to the extent that such information is repetitive or is not pertinent to the academic infraction.
5. The fact that the student shall have the right to examine documentation supporting the charges.
6. The fact that the student may, but is not required, to submit a written statement and/or other documents for review by the Formal Academic Hearing Committee, provided that any such written statement is prepared by the student, and provided that any statement or documents that the student wishes the Formal Academic Hearing Committee to review are received by the Dean's Office at least seven (7) days prior to the scheduled date of the hearing. The Formal Academic Hearing Committee reserves the right not to accept or review any materials that are submitted after this deadline.
7. A student may waive the 10-day notice requirement. The committee may hold an expedited hearing when the Dean and student both believe that doing so is in the interest of fairness.
8. Members of the committee may be excused if the case might involve a conflict of interest (e.g., kinship, teacher-student relationship, etc.).
9. A hearing shall proceed in the absence of the accused student only if:
   - The student waives the right to be present or
   - The committee is satisfied that proper notice of the hearing was given to the student and that there is no legitimate cause for the absence.
10. Because the hearing is not a court hearing, the committee is not bound by legal rules of evidence. However, every effort will be made to conduct hearings as fairly and expeditiously as possible.
11. At the request of the accused student, the chair of the Formal Academic Hearing Committee may, at their discretion, elect to admit parents or legal guardians.
12. The school/college may, from time to time, make public the facts and decisions of cases that come before the committee. However, such reports shall not reveal the name of any student, professor, or course involved in a case that has been heard by the committee.

Formal Academic Hearing Final Decision
Within 14 days of the date of the Committee's final decision, the designated Dean of the student's school/college shall send an email (read receipt/delivery notification enabled) to the student's official university email account notifying the student of the judgment and penalty imposed.
Sanctions may include but are not limited to: precluding the ability to be in an honor society, non-admittance to academic events, educational/training requirements, dismissal from program of study, and expulsion from the University.

The decision of the Formal Academic Hearing Committee shall be final.

EXEMPTIONS

Students seeking an exemption from an academic policy stated in the catalog should submit a request in writing to the Dean for a catalog exemption. Exemptions related to coursework (such as a waiver of prerequisites, sequencing or courses, or course substitutions) should be submitted to the department/division chair.

GRADING POLICIES

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

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

The grade of "W" is assigned to students who withdraw from a course after the third class session. The course will be included on the student's transcript with this grade.

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

GRADES

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

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

GRADUATION
A candidate is expected to complete degree requirements within a maximum of six years for master's programs and eight years for doctoral programs. The catalog indicates the minimum number of credits required within each program of study. In order to graduate, the candidate must fulfill the following requirements:

     a. completion of academic program with a minimum GPA of 3.0 for master's students and 3.3 for doctoral students
     b. recommendation of the faculty
     c. clearance of all financial accounts, academic holds, and library records
     d. payment of Graduation Fee
     e. apply online for graduation

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

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

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

TEMPORARY SUSPENSION, NON-CONTINUATION, OR EXCLUSION
Temporary suspension, non-continuation, or exclusion from the programs and services of the college may occur for academic or disciplinary reasons.

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

Temporary Suspension consists of a designated period during which the student may not participate in programs and services. Non-continuation involves the termination of a student's acceptance in a specific program of study. Following a ruling of non-continuation, a student may not participate in the programs of the associated major.

Exclusion involves the termination of a student's status. Following a ruling of exclusion, the student may not participate in any of the programs, services, or activities of the College.

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

RE-ADMISSION

If a student has not been enrolled in graduate courses at the master's or doctoral level for a period of one year and has not requested a leave of absence, the student is considered to have withdrawn and must re-apply for admission. Readmitted students are subject to the rules and policies of the catalog under which they are readmitted and may be re-enrolled in their previously declared major if the program is available at the university at the time of their re-admission. If a student has attended another institution during the interim, official transcripts must be submitted. Programs which have been discontinued are unavailable to re-admitted students. The timeframe for degree completion (not to exceed 6 years-master's; 8 years-doctoral) as well as program requirements for graduation will be assessed and formalized at time of re-admission. Re-admission is not guaranteed. This time frame does not necessarily apply to financial aid eligibility. **See Published Length of Program.**

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

RE-ADMISSION OF SERVICE MEMBERS AND RESERVISTS POLICY

Immaculata University academic community includes a number of veteran and military students. At times, these students may be called to fulfill their duties for training or deployment. Immaculata has a number of procedures in place to support such students during service-related absences. Short Absences (less than 30 days): Military students (including those in the Reserve or National Guard) may have required military activities which cause the student to be absent from class for a short period of time (typically 2-3 weeks once a year). These absences qualify as "excused absences", which means that the absence, with proper arrangement, is not subject to penalty, and coursework may be satisfied through agreement between the instructor and the student. A copy of military orders should be presented to the instructor as soon as they are available. Long absences (30 days or greater): In the case of a longer activation or deployment, the student should consult with his/her advisor and appropriate dean for coordination with instructors to determine the best course of action based on the length of absence and percentage of the term completed. The resolutions may include: course drops without academic or financial penalty, alternate methods to complete coursework, or an incomplete.

RETURN OF TUITION ASSISTANCE: Military Tuition Assistance (TA)

The TA is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the new Department of Defense policy, (Immaculata University) will return any unearned TA funds on a prorate basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military Service branch.

Instances when a Service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

8- Week Course withdraw submitted				
Before or during week 1 100%	During week 2 75%	During weeks 3-4 50%	During week 5 40%	During weeks 6-8 No Return
15-Week Course Withdraw submitted				
Before or during weeks 1-3 100%	During weeks 4-5 75%	During weeks 6-8 50%	During weeks 9 40%	During weeks 10-15 No Return

STATUS: FULL-TIME/HALF-TIME
For purposes of enrollment, full-time status requires enrollment in a minimum of 9 credits per semester. Half-time status requires a minimum of 4.5 credits per semester.

WITHDRAWAL FROM COLLEGE
Complete withdrawal should not be confused with changes in registration status. Requests for complete withdrawal from the College must be made in writing to the Dean. If students have completely withdrawn from a program, they may not resume their studies unless they have been formally re-admitted. If students are withdrawing from the University prior to the end of the semester, they must follow the procedure outlined for withdrawal from classes in order to avoid receiving failing grades for their courses. Students who withdraw without approval will receive an F grade in any courses in which they are enrolled. Students who have not enrolled for the period of one year will be withdrawn.

WRITING
It is required that graduate students are able to write clearly and coherently. The quality of writing is considered in evaluating students' work. Students demonstrating deficiency in writing ability may be advised to rectify this through appropriate redemption procedures. APA style is the required format.

Registration and Transcripts

CLERY ACT
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires all colleges and universities that participate in federal financial aid programs to keep and

disclose information about crime on and near their respective campuses. The Annual Campus Security Report for Immaculata University is available on https://www.immaculata.edu. The website also provides information on campus safety and security measures and services.

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

ACADEMIC ADVISEMENT
Each student is appointed an academic advisor at the time of admission to graduate study. Questions pertaining to the academic program instruction and related concerns are discussed with the advisor. At the time of registration, students should seek advisement regarding their program of study. Course registration is approved by the academic advisor.

AUDITING COURSES
Having met prerequisites and, with approval from the department/division chair and dean, a student may register to audit a course without receiving grades or credits. Audited courses must be indicated with an "AUD" in the credit-hour column on the registration form. Tuition for a course audited is the same as for a course taken for credit. While attendance at all class sessions is expected, completion of assignments, including examinations and term papers, is not required. Changing course registration from credit status to audit status is permitted only during the Drop/Add Period. Changing course registration from audit status to credit status is not permitted. The University reserves the right to cancel an audit registration if class size exceeds space available.

CHANGE OF COURSES – DROP/ADD/WITHDRAWAL
The University maintains an add/drop period on a schedule that varies based upon the course length within the program in which a student is enrolled.

Students at Immaculata University may add or drop classes online up until the first day of class. Students may not drop their last 3 credit course online. Requests to change courses after registration or after web registration closes should be directed to the College of Graduate Studies. Prior to the third class, students should process these changes by completing an Add/Drop form available from the College of Graduate Studies and Research; these courses will not appear on the transcript. Classes may be added only prior to the second class meeting, assuming all financial obligations are met. Requests for dropping a course after the third class will be processed as course withdrawals. Adding and dropping courses after registration requires the approval of the academic advisor.

Requests for withdrawal from a course must be submitted in writing on the official withdrawal form, which may be obtained in the Graduate office.
A student is urged to consult with the instructors before initiating withdrawal procedures. Failure to withdraw in the manner prescribed may result in a grade of "F" for the course. Date of withdrawal

(determinant of refund) will be the date with written notice is received in the Graduate Office. If there is an alleged Academic Code of Conduct allegation pending, the student may not drop or withdraw from the course. If the student is found responsible for any prohibited academic conduct, she/he will not be permitted to drop or withdraw from the course.

Drops/Withdrawal from Semester Length Courses (12-14 weeks)
Drops/withdrawals from semester length Graduate courses have the following tuition and transcription implications:

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

Drop/Withdrawal from 7 Week Courses
Drops/withdrawal from 7 week courses have the following tuition and transcript implications:

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

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

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

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

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

EXTENSION TO COMPLETE DEGREE
Students pursuing master's degrees at Immaculata University are expected to complete the program in 6 years, while students pursuing doctoral degrees are expected to complete the program in 8 years. However, under unusual circumstances, students may have compelling reasons for needing to extend the time to complete the degree (6 years – master's; 8 years-doctoral). Students requesting an extension must submit a request in writing to the dean outlining the anticipated date for degree completion with a tentative course schedule. This timeline should be designed in consultation with the department/division chair and will be confirmed in writing by the dean. These timeframes do not guarantee financial aid eligibility. **See Published Length of Program**

GRADE APPEALS PROCEDURE
Faculty members are responsible for outlining grading policies in writing to students at the beginning of each course. If a student wishes to question a grade, the initial step is to discuss the grade directly with the faculty member teaching the course within three weeks after posting the grade.
If the step does not result in a satisfactory explanation or resolution of the perceived problem, the student may bring the matter to the attention of the respective department/division chair or to the appropriate program director within one week after receiving the decision from the faculty member. Documentation supporting the student's appeal must be provided.
Should the student continue to contest the grade and wish to pursue an appeal, additional documentation supporting the student's claim should be brought to the appropriate dean within one week after receiving the decision from the department/division chair of program director. The dean's decision is final.

INCOMPLETE COURSES
The grade of incomplete is given as a temporary grade, and must be approved by the instructor, department/division chair, and graduate dean in writing using the official incomplete grade request form available in the graduate office. For semester-based courses, all such authorized incompletes must be changed to traditional grades within three weeks of the start of the following semester. For courses offered in an alternate, non-semester-based format, all authorized completes must be changed to traditional grades within three weeks of the end of the course in which the Incomplete is given. If the course is not completed within the allotted time, the student will receive an F. If there are extenuating circumstances, extensions to the incomplete time period may be granted subject to appropriate approvals.

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

    a. The student will consult with the department/division chair about the nature of the interest; the Chair will direct the student to a faculty member with whom the study might be conducted.
    b. The student will obtain the faculty member's approval.
    c. The student will complete the registration form for Independent Study available in the Graduate Office; this form requires a brief description of the study and the signature of the faculty member.
    d. The student will submit the registration form for Independent Study to the Graduate Office for approval by the dean.

LEAVE OF ABSENCE
A student who is unable to register for courses because of a serious illness, personal/professional reasons, extraordinary job requirements or military service may be granted a leave of absence from the University without penalty. The leave of absence is normally limited to one year. The student must inform the chair in writing of his/her intention. A leave of absence must be confirmed by the dean. All requirements must be completed within six years (master's degree Candidates) and eight years (Doctoral Degree Candidates) of the first admission.

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

    1. Student will be issued grades of W for each course in the current semester (if applicable).
    2. Student will be dropped from all future courses.
Once the student is ready to return from leave, the student should register for courses. If a student does not return at the end of the leave, the student's withdrawal date will be the first date of the leave. Students who are absent from the University for one year without taking a formal leave of absence, and those who attempt to extend their leave of absence beyond one year, must seek readmission. **Readmitted students will be governed by the new department/division guidelines in place at the time of readmission.**

REGISTRATION PROCEDURES

Registration for each semester begins on the date published in the graduate course listing. Students can register online via SSIU (Self-Service at Immaculata University). Online registrations are processed in "real time" (24/7) until the class limit has been reached.

Through the registration process, students assume academic and financial responsibilities for the classes in which they enroll. All financial obligations must be met prior to registration. The registrar's office will submit course selections to the department faculty member for review and
approval. Registration is not complete until the student has signed the Student Financial Responsibility Agreement form online.

TRANSFER CREDITS

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

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

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

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

3. The department/division chair, with the approval of the dean, may accept up to 12 credits of transfer credit toward the Immaculata degree program. This determination will be made after the receipt of official academic transcripts from the other institution(s), a review of catalog descriptions, and as necessary, a detailed comparison of course descriptions and syllabi.

4. Only the equivalent of PSYC 675 can be transferred from a master's program into the Psy.D. Program.

5. No more than 4 classes (12 credits) can transfer in from another APA accredited doctoral program unless the dean and department/division chair approve additional credits. Field placements, dissertation, and internship are not eligible for transfer.

6. Additional credits beyond the 12 which the department/division chair may authorize may be accepted on the recommendation of the department/division chair and with the approval of the Dean.

7. General practice requires that at least one half of all degree requirements must be completed at Immaculata.

8. Courses which were taken ten years prior to admission to Immaculata are not accepted in transfer. In addition, courses containing time sensitive content may need to be retaken. Decisions are made in consultation with the department/division chair/advisor.

9. All credits being transferred must have been received at a regionally accredited institution of higher education and must be documented by an official transcript sent directly to Immaculata from the Registrar of the granting institutions.

Credits will be officially transferred and transcripted by Immaculata University with the approval of the dean, generally at the time of admission.

Transfer credits will be recorded on the transcript using the course equivalency (title and credits) at Immaculata. Grades will all be recorded as TR (Transfer) and will not be factored into a student's Grade Point Average at Immaculata.

10. Students remain responsible for the content of all Immaculata courses at the time of Comprehensive Examinations, even if the student receives credit or course waivers for courses taken at other institutions.

11. Any requests for exception to the policy outlined above must be made at the recommendation of the department/division chair and require the approval of the Dean.

12. Graduate students must petition the advisor and receive approval before enrolling in courses at another institution. Generally, courses are not accepted in transfer after matriculation.

TRANSCRIPTS
Immaculata University students and alumni are able to order copies of their official academic transcripts via the National Student Clearinghouse. All outstanding financial obligations must be met before official transcript copies can be issued. Please go to www.immaculata.edu and click on Academics, then Registrar and **IU Transcript Ordering Center** to go to the National Student Clearinghouse web site. A valid Social Security Number or Immaculata University ID number and a signed consent form will be required. The fee is $10 per official academic transcript.

Credit/debit card payment must be made via the National Student Clearinghouse in order for a transcript request to be processed. Your card will only be charged after your order has been completed. Transcript orders that require special handling and are placed during national holidays, University holidays, or in cases of weather-related University closure will be processed when the University reopens for business operations.
Order updates will be emailed to you. You may also track your order online using your email address and order number.

 Transcript Processing Options:
- *Now* – Transcripts will include all grades/classes as of the day your request is processed.

- *Hold for Grades* – Transcripts will not be processed until all grades for the active term have been submitted.
- *Hold for Degree* – Transcripts will not be processed until the degree is posted.

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

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

Need Help?
If you need help ordering or retrieving your electronic transcript, please contact the Clearinghouse at 703-742-4200 or **service@studentclearinghouse.org**

For additional information and FAQs: **https://mystudentcenter.org/transcripts/**
If you have any further questions, please contact the Office of the Registrar at 610-647-4400, ext. 3095 or **registrarhelp@immaculata.edu**

Expenses

TUITION, CHARGES & FEES 2024-2025

Application fee (Master's) $50
Application Fee (Doctoral) $75
Psychology Enrollment Deposit* $500
      *Once submitted, the enrollment deposit will be applied as a payment towards the student account balance. The enrollment deposit is non-refundable.

Tuition

Master's Courses	$710 per credit
Ed.D. Doctoral Courses	$955 per credit
Psy.D. Doctoral Courses	$990 per credit

Fees - **Please consult the Graduate Studies Course Schedules for additional information on specific course related fees that may apply**.

Practicum and Internship Fees (per term or per course as appropriate)

Dietetic Internship	$260/$400
Music Therapy	$50/$100
Nursing	$110
Psychology Field Site	$250
Student Teaching & Observation	$350
Special education Student Teaching	$175

Comprehensive Examination Fee

Master's	$75/$150
Doctoral	$160

Course Fees

Athletic Training fee	$100/$250/$350
Course fee	$25
Exam fee	$250
Leadership Course Fee	$95
EPPP Materials	$1099/$1165
Nursing Clinical/Lab Fee	$950
Psychology Program Fee	$99/$200

Miscellaneous Fees

Graduation Fee	$150
Late Payment Fee	$30
Parking Permit Part-time/full-time	$25/$50
Replacement ID Card	$25
Returned Check Charge	$30
Transcript Fee	$20

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

Financial Assistance

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

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

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

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

A Free Application for Federal Student Aid (FAFSA) must be filed annually to establish eligibility for the Direct Loan and Graduate PLUS loans. Applications are to be completed and are available online at www.studentaid.gov

How to Apply:
1. Free Application for Federal Student Aid (FASFA). You can complete it on the web at www.studentaid.gov signing with your FSA ID. The FASFA must be completed every year. Immaculata University code is 003276.

2. Immaculata University Student Aid Application. This is required, since it will be the way we will know if you want a Direct Loan and how much you are requesting. This will also give us your planned enrollment and registration status. Students will receive an FASFA Received email confirmation. Within the email will be a link to complete and submit the Institutional Application online.

3. Entrance Interview Counseling. New graduate students and all first-time borrowers at Immaculata must complete entrance counseling prior to receiving any loans. On-line loan counseling is available at www.studentaid.gov

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

The application process will take about 2-3 weeks to complete. Please apply at least three weeks prior to your planned registration date. This will allow for sufficient time for processing prior to registration.

You will be emailed an award letter after:

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

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

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

- Full time 9 credits per semester
- Half time 4.5 credits per semester

PRIVATE EDUCATIONAL LOAN PROGRAM

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

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

Additional application and information regarding both Federal Student Loans and Private Educational loans may be reviewed at immaculata.edu.

PROGRAMS ELIGIBLE FOR FINANCIAL ASSISTANCE

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

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

Master of Arts Programs
Clinical Mental Health Counseling
Educational Leadership
Music Therapy

Master of Science Programs
Clinical Nutrition, combined with Dietetic Internship
Criminal Justice
Nutrition Education and Counseling
Strategic Leadership
Health Care Management
Higher Education
Master of Science in Nursing (MSN)

Master of Athletic Training

Master of Business Administration

Financial assistance in the form of a **Direct student loan** is available for the following certification programs:
PK-4 School Teacher
Secondary School Teacher
PK-12 Special Education Teacher
Reading Specialist

Financial assistance in the form of an **Alternative student loan** is available for the following certifications:
Supervisor, Special Education
Supervisor, Single Subject
Supervisor, Curriculum and Instruction
Supervisor, Pupil Personnel Services PK-12
Principal K-12
School Counseling (PK-12)
Letter of Eligibility – School District Superintendent
Endorsement in Instructional Coaching
Endorsement in Mathematics Coaching
Endorsement in Social, Emotional and Behavioral Wellness
STEM Endorsement

Teacher certification and graduate prerequisites
Financial assistance in the form of a Direct loan in the amount of $5,500 subsidized and $7,000 unsubsidized, depending on eligibility, is available for special education, elementary and secondary teacher certification and prerequisites required to be accepted into a graduate program.

Based on federal guidelines for student eligibility, students enrolled in post-baccalaureate teacher certification are considered 5th year undergraduates. Enrollment must be at least half time, 4.5 credits or more.

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

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

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

FINANCIAL AID – ACADEMIC EXPERIENCES
Practicum/Internships:

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

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

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

Dissertations:

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

Student Teaching:

| EDL591 | (3 cr/semester) Half-time |
| EDL592 | (6 cr/semester) Full-time |

We request that you register for credits prior to the beginning of the semester. Loans will be delayed due to late registrations. Payment of all balances not covered by financial aid is the responsibility of the student. Grades and future enrollment may be jeopardized if account balances are not paid in full. Please see Payment Policy below.

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

Please contact the Student Financial Aid Office with any questions.

OFFICE LOCATION/HOURS:
Financial Aid Office
Immaculata University
Lettiere Center, Second Floor
Immaculata, PA 19345
Voice: 484-323-3028
FAX: 484-395-0068
Email: finaid@immaculata.edu

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

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

Payment Policy
Tuition, charges, and fees are assessed on a term basis and are due in full by the term payment due date unless a student enrolls into the IU Installment Payment Plan. Students registering on or after the term payment due date are required to pay at the time of registration. Once registered, a student assumes financial responsibility for charges. Term bills and monthly statements are generated electronically and available online in the Student Account Center, accessible through MyIU. Students are not permitted to attend class or occupy University housing with a financial hold. Late payment fees in the amount of $30 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, or diplomas.

Collection Practices
Immaculata University reserves the right to assign outstanding account balances to collection agencies. Once an account is assigned to a collection agency, all communication by the student must be made through the collection agency. Accounts are reported to credit bureaus. Students are responsible to reimburse Immaculata for fees of any collection agency, which may be based on a percentage of the debt up to a maximum of 40% of the debt, and all costs and expenses, including reasonable attorney's fees, incurred in the collection efforts. All payments must be made directly to the collection agency; Immaculata cannot accept direct payments once an account is placed with a collection agency. The account is considered paid in full when the total debt is paid.

Students with 2 or more collection assignments do not qualify for the IU Installment Payment Plan.

Payment Methods

- Online, by logging in to MyIU, select the Student Account Center tile from the Student Dashboard.
    - ACH or e-check payments do not have a convenience fee.
    - Debit/Credit card transactions are available through TouchNet PayPath, there is a non-refundable convenience fee of 2.95% or minimum $3 charge.
- By mail. Make check payable to Immaculata University and mail to: Business Office, Villa Maria #14, 1145 West King Road, Immaculata, PA 19345. Include student name and ID# on the check.
- In person at the Business Office located in Rm. #14, terrace level of Villa Maria between the hours of 8:00 a.m. and 4:03 p.m., counter service closes at 4:00 p.m. Credit card transactions are not accepted.
- A payment dropbox is located outside the Business Office doors, terrace level of Villa Maria. Include student name and ID# in on the check.

Questions may be directed to studentaccounts@immaculata.edu or by phone at 484-323-3178.

IU Installment Payment Plan
You may choose to enroll in the IU Installment Payment Plan, which distributes payments across due dates within the term. There is a $25 non-refundable installment plan enrollment fee payable at time of enrollment; this fee is not eligible to be included in the installment payment plan. Students must submit an Installment Plan Enrollment Form and pay the $25 fee each term. The enrollment form is located in MyIU, use the menu on the left side, select Resources, Student Finances, and scroll down to Business Office Documents & Forms.

To avoid account holds and a monthly late fee of $30, please remit payment at time of submitting the enrollment form. Payments are accepted online, in the Student Account Center. The minimum account balance to qualify for the installment plan is $200.

Fall Installment Dates: August, September, October, November

Spring Installment Dates: December, January, February. March

Summer Installment Dates: April, May, June

Winter Term: Not Available

Students with 2 or more collection assignments do not qualify for the IU Installment Payment Plan.

Employer Reimbursement
Students are responsible for providing to their employer the necessary documents to receive timely reimbursement. Immaculata offers a **Course Reimbursement** by term document that may assist with reimbursement. The Course Reimbursement by Term document lists course, tuition, and grade information. The form is located in S.S.IU; under the Student menu; Student Course Reimbursement Document.

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

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

For further information or to receive an ETAP Form, visit MyIU, using the menu bar on the left, select Resources then Student Finances. Scroll down to Documents & Forms.

Student Refund Policy
In compliance with Federal regulations, it is Immaculata University's policy that credit balances on a student account resulting from the receipt of Federal Funds be refunded to the student, third party (such as a borrower) or lending institution. Immaculata will process refunds within 14 days of the start of the term and weekly during the term in accordance with Federal guidelines.
To be eligible for a refund, you must meet the criteria below. Once the criteria are met, your refund will be processed.
- Undergraduate full time – enrolled in at least 12 credits and all classes must have started.
- Undergraduate part time – enrolled in at least 6 credits and all classes must have started.
- Graduate Studies – enrolled in at least 4.5 credits and all classes must have started.

The Business Office processes and mails refund checks to the home address provided by the student. By logging on to MyIU and selecting the Student Account Center tile, students may elect to have their refunds deposited directly into their bank account. Refunds are based on the disbursement of funds and the order in which they are received on the student account. Refunds are issued to the student unless the Parent PLUS Loan creates the credit to be refunded. In this case the refund will be issued to the borrower. Credit balances resulting from non-Federal funds will be processed within three weeks after the credit occurs and issued to the appropriate party.

Credit balances (up to $800) may be transferred to the students' University One Card to purchase books at the Campus Bookstore. We recommend you estimate the cost of books prior to contacting the Business Office who will transfer the funds to the OneCard.

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

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

Business Office Hours and Contact Information
The Business Office is located in Room #14 Terrace Level, Villa Maria Hall and open Monday-Friday, 8:00 am - 4:30 pm. Counter service closes at 4:00. Modified summer hours begin in May and run through mid – August.

Voice: 484-323-3178

Fax: 610-251-9358

Email: studentaccounts@immaculata.edu

Graduate Assistantships
A limited number of full or partial graduate assistantships are available yearly. These provide for tuition reduction and stipend. Students are required to provide service under the supervision of a faculty or administrative mentor. Further details including the application and assistantship requirements will be made available in early spring.

Academic Programs

DEGREES AND PROGRAMS OF CONCENTRATION

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

DOCTORAL PROGRAMS
Doctor of Education (Ed.D.) in Higher Education
Doctor of Education (Ed.D.) in Educational Leadership & Administration (K-12)
Doctor of Psychology (Psy.D.) in Clinical Psychology
Doctor of Philosophy (Ph.D.) in Counselor Education and Supervision

MASTER OF ARTS PROGRAMS
Clinical Mental Health Counseling
Clinical Psychology
Educational Leadership
Music Therapy

MASTER OF SCIENCE
Clinical Nutrition, combined with Dietetic Internship
Criminal Justice
Nutrition Education and Counseling
Strategic Leadership
Health Care Management
Higher Education

MASTER OF ATHLETIC TRAINING

MASTER OF SCIENCE IN NURSING (MSN)

MASTER OF BUSINESS ADMINISTRATION (MBA)

CERTIFICATIONS
The University is also authorized to grant Pennsylvania Department of Education (PDE) certifications through the College of Graduate Studies for:
Principal K-12
School Counselor (PK-12)
Elementary Certification (PK-4)
Secondary Certification
Reading Specialist
Letter of Eligibility – School District Superintendent
Special Education (PK-8) and (PK-12)
Supervisor, Special Education
Supervisor, Single Subject
Supervisor, Curriculum and Instruction
Supervisor, Pupil Personnel Services PK-12

CERTIFICATES
Addictions Studies
Addition Studies and Therapeutic Practice
Healthcare Management
Strategic Leadership
Nursing Administration
Nursing Education
Nurse Practitioner

ENDORSEMENTS
Instructional Coaching
Mathematics Coaching
STEM Endorsement
Social, Emotional, and Behavioral Wellness

CERTIFICATES OF EMPHASIS
(Open only to students in Psy.D. in Clinical Psychology)
Psychological Testing
Integrative Psychotherapy
Forensic Psychology
Human and Cultural Diversity
Psychodynamic Psychotherapy
Neuropsychology
Therapeutic Assessment

Core/General Curriculum

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

General Core Student Learning Outcomes and Requirements
Based on a personalized educational program emphasizing student commitment to individual development through reflection, demonstration of growth toward appropriate interpersonal behavior, moral responsibility and service to others.

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

CORE COURSES

GEN 501	Human Development	3
GEN 502	Methods of Research	3
GEN 503	Interpersonal Relations	3
GEN 506	Interprofessional Health Care Research	3
EDL 702	Methods of Doctoral Research	3
HED 702	Methods of Research	3
PSYC 705	Human Development	3
PSYC 706	Research and Statistics I	3
PSYC 707	Research and Statistics II	3
EDL 734/PSYC 790/HED 794	Dissertation Research Seminar	3
EDL 797/PSYC 797	Comprehensive Examination	0

COURSE DESCRIPTIONS

GEN 501　　Human Development (3)
This course provides opportunities for students to understand and appreciate the developmental experiences of all people across the lifespan. This course includes: development theories related to the human growth process, and salient biological and environmental factors which affect the process of human growth and development.

GEN 502   Methods of Research (3)
This course is designed to examine comprehensive methodological approaches to qualitative and quantitative research and the basic research process. Skills in critiquing research, evaluating the research outcomes as valid, reliable, and useful and the application of this knowledge and skill in the creation of a literature review are included. Students who receive a grade of B- or below in Methods of Research at the master's level will be required to repeat the course

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

GEN 506   Interprofessional Health Care Research (3)
This course focuses on the processes of research in healthcare professions and evidence-based practice. The historical, scientific, and theoretical context of healthcare research is examined. Ethical issues involved in the conduction of research are explored. The use of scientific evidence to improve healthcare practice and patient outcomes is emphasized.

EDL 702   Methods of Doctoral Research (3)
An overview of methods used to conduct educational research with emphasis on locating and evaluating research literature. Course content includes the scientific method, development of research questions, formulation of research designs with ethical considerations, and professional critiques of methodologies. Qualitative, quantitative, and mixed-method designs will be reviewed. Design of an action research project will be required. Scholarly writing and APA formatting will be a focus. (Course must be taken within the first 12 credits of the doctoral program.

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

PSYC 705   Human Development (3)
This course covers some of the major concepts and lines of research and inquiry within the field of human development, mainly for a theoretical and research-based perspective. Development is considered as an overarching construct with which to view cognition, affect, social relatedness, etc. Recent theorists and researchers are studied especially for their clinical relevance. Issues related to diversity will be addressed specifically throughout the course. Open only to Psy.D. students in Clinical Psychology.

PSYC 706   Research and Statistics I (3)
This course is the first course in a 2-course series. Topics include developing research questions; designing experimental and non-experimental research studies; identifying threats to validity; conducting and writing systematic literature reviews; and applying research findings to psychological practice. Students will gain familiarity with research ethics, meta-analysis, data screening, univariate statistical tests, power analysis, and the use of technology in data analysis. Each student will begin a

two-semester individual research project, to be completed in PSYC 707, in this course. (Prerequisite: PSYC 703). Open only to Psy.D. students in Clinical Psychology.

PSYC 707   Research and Statistics II (3)
This course is the second course in a 2-course series. Students will gain familiarity with effect size calculation and advanced and multivariate statistical tests, including MANOVA, factor analysis, discriminant analysis, and regression techniques. Students will also become familiar with qualitative research models, methods, and data analysis techniques. Students will complete the individual research projects begun in PSYC 706 in this course. Prerequisite: PSYC 706. Open only to Psy.D. students in Clinical Psychology.

EDL 734   Dissertation Research Seminar (3)
Guidance of student efforts to translate theoretical constructions and research ideas into useful plans to be incorporated into the research proposal. Focus will be placed on developing effective APA writing skills as well as methods of defense of written plans. Course includes preparation for all aspects of the dissertation process. Grading is Pass or Fail. (Prerequisite: successful completion of required course work and comprehensive examination.)

HED 794   Dissertation Research and Evaluation (3)
In-depth exploration of research related to the dissertation topic culminating in a comprehensive literature review suitable to serve as Chapter 2 of the dissertation; pro and con arguments from the literature are explored; student's written work, the qualifying paper, serves as the basis for an oral defense of the need for the study. The defense fulfills the requirement of the qualifying examination for candidacy; the student is only permitted to participate in the qualifying hearing twice. In order to be eligible for HED 794, the student must have completed all required course work with a GPA of 3.3 or higher, and also must secure the approval of the Program Director. (See Dissertation Handbook for guidelines.) Grading is "pass/fail."

PSYC 790   Dissertation Research Seminar (3)
This seminar is designed to prepare students for beginning their dissertation in the Fall and Spring semesters. Students review the Dissertation Handbook, including dissertation requirements, formatting, information technology, committee selection, ethical issues in research and the department's timeline for completing the dissertation process. Students work in seminar format to refine dissertation topics and methodology and write a significant portion of their literature review. Grading is "Pass" or "Fail." Open only to Psy.D. students in Clinical Psychology.

EDL 797/PSYC 797   Degree Candidacy Application / Comprehensive Examination (0)
A culminating experience which assesses the student's ability to synthesize and integrate knowledge. Grading is "Pass" or "Fail". See specific department for details.

Areas of Concentration

Master of Athletic Training

Program Director: Kelly A. Stalker, Ed.D., LAT, ATC

PROGRAM OVERVIEW

The Master of Athletic Training (MAT) is a 60-credit curriculum that is completed in two years of full-time study.   Through didactic coursework and six clinical education experiences, students will learn through evidence-based practices to prevent, diagnose, and treat various musculoskeletal and medical conditions. The rigorous curriculum is designed to develop critical thinking and autonomous decision-making skills as students prepare to sit for the Board of Certification examination.

Program Goals:

The goals of the Athletic Training Program are to:

- Provide students with the knowledge, skills, and clinical integration proficiencies essential for Board of Certification eligibility
- Prepare students for meaningful careers in athletic training
- Prepare students for the diverse and changing world of healthcare
- Encourage a lifelong commitment to learning and professional excellence.

Program Learning Outcomes:

Upon completion of the athletic training curriculum students will be able to:

- Demonstrate knowledge and practical skills in prevention and risk management of athletic injuries and illness
- Demonstrate critical decision making and problem-solving skills that are essential in the recognition, evaluation, and management of athletic injuries and illness
- Design, implement, and assess treatment and rehabilitation protocols and reconditioning programs
- Exhibit ethical decision making, administrative, and leadership skills essential for success in athletic training
- Demonstrate effective written and oral communication skills, and technological skills in academic and professional activities
- Apply and synthesize evidence-based athletic training knowledge to current issues in the variety of athletic training settings.

PROGRAM OF STUDY

ATP 501	Foundations in Athletic Training	(3)
ATP 503	Structural and Functional Kinesiology	(3)
ATP 504	Emergency Medical Care	(3)
ATP 505	Lower Extremity Assessment	(3)
ATP 506	Upper Extremity Assessment	(3)
ATP 507	Head & Spine Assessment	(3)
ATP 508	Therapeutic Exercise	(3)
ATP 509	Therapeutic Modalities	(3)
ATP 510	General Medical Conditions	(3)

ATP 511	Athletic Training Administration	(3)
ATP 512	Mental Health Strategies	(3)
ATP 513	Manual Therapy/Alternative Treatments	(3)
ATP 514	Orthopedic Procedures	(3)
ATP 599	Comprehensive Exam in Athletic Training	(0)
ATP 650	Biometric and Physiological Measurements in Athletic Training	(3)
ATP 651-653	Special Topics	(3)
ATP 551	Clinical I	(2)
ATP 552	Clinical II	(2)
ATP 553	Clinical III	(1)
ATP 554	Clinical IV	(2)
ATP 555	Clinical V	(4)
ATP 556	General Medical Clinical	(1)
GEN 506	Interprofessional Health Care Research	(3)

COURSE DESCRIPTIONS

ATP 501   Foundations in Athletic Training (3)
A comprehensive course that exposes students to the fundamentals of athletic training, including the history, purpose, and professional standards of the National Athletic Trainers' Association (NATA), along with the fundamental skills of the profession. Students will utilize medical terminology while developing the essential competencies in taping, wrapping, fitting and fabrication of protective equipment and padding/splints, and modality application. Students will be introduced to the standards of the educational curriculum, professional ethics, and professional responsibilities. ($250 course fee)

ATP 503   Structural and Functional Kinesiology (3)
This course will review the structural anatomy of the human body with focus on the skeletal, muscular, and neurological systems. Emphasis will be on appropriate anatomical palpations of soft tissue and skeletal structures. The course will include muscular analysis of gross movement patterns and introduction to manual muscle testing.

ATP 504   Emergency Medical Care (3)
This course will provide students will the knowledge and skills necessary to work as a first responder in an emergency situation. Topics include blood borne pathogens, emergency respiratory and cardiac care, spine boarding, transport techniques, airway insertions, supplemental oxygen, and emergency procedures to treat various medical conditions. At the completion of the course students will be prepared for American Red Cross certification in Emergency Response and CPR/AED for the Professional Rescuer and Health Care Provider. ($250 course fee)

ATP 505   Lower Extremity Assessment (3)
This course will introduce students to the procedures and tests used to examine and diagnose injuries of the lower extremity. 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 ligamentous, neurological, strength and range of motion assessment. (2 hours lecture, 2 hours laboratory)

ATP 506   Upper Extremity Assessment (3)
This course will introduce students to the procedures and tests used to examine and diagnose injuries to the upper extremity. 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 ligamentous, neurological, strength and range of motion assessment. (2 hours lecture, 2 hours laboratory)

ATP 507   Head and Spine Assessment (3)
This course will introduce students to the procedures and tests used to examine and diagnose injuries to the head, face, chest, and cervical, thoracic, and lumbar spine. Students will be able to identify risk factors for musculoskeletal injuries and illness and be instructed in theory and proper techniques for diagnostic and special tests, including ligamentous, neurological, strength and range of motion assessment.

ATP 508   Therapeutic Exercise (3)
This course will focus on therapeutic exercises and rehabilitation used in the treatment of athletic injuries and illness. Students will be introduced to various rehabilitation protocols stressing the importance of safe progression and body mechanics. Indications and contraindications for exercises will be thoroughly examined. (2 hours lecture, 2 hours laboratory)

ATP 509   Therapeutic Modalities (3)
This course will provide an overview of the planning and implementation of therapeutic modalities used to treat injuries and illness. 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. (2 hours lecture, 2 hours laboratory) ($350 course fee)

ATP 510   General Medical Conditions (3)
This course examines how illnesses and pharmacological agents affect body function, 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 ramification surrounding the use of recreational drugs and performance enhancing drugs will also be discussed. (2 hours lecture, 2 hours laboratory) ($100 course fee)

ATP 511   Athletic Training Administration (3)
This course examines the administrative policies and procedures related to state licensure, national certification, continuing education, legal concerns, and athletic training department facility planning, staffing, budgeting, equipment maintenance, and record keeping.

ATP 512   Mental Health Strategies (3)
This course will examine the various mental health concerns of the physically active population. Case studies will assist the students through discussion of the critical decision-making process to assist patients in receiving the appropriate care. Risk factors, management plans, referrals, and medications related to mental health concerns will be discussed. ($25 course fee)

ATP 513   Manual Therapy and Alternative Treatments (3)

This course will introduce students to additional therapeutic interventions that can be used with their patient population. The physiological effects of manual therapy and other alternative treatments will be discussed. The benefits and risks associated with each treatment modality will be examined. (2 hours lecture, 2 hours laboratory) ($800 course fee)

ATP 514   Orthopedic Procedures (3)
This course will examine the various techniques for diagnosis and care of common musculoskeletal injuries. Students will examine various forms of radiography used in the diagnosis of injuries, proper procedures for casting and bracing of injuries, and other techniques used on the orthopedic setting. This course will include experiences in the clinical orthopedic setting.

ATP 551   Clinical I (2)
This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be on evaluation and therapeutic exercise techniques.

ATP 552   Clinical II (2)
This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be on evaluation techniques and therapeutic modalities. (Pre-requisite: ATP 551)

ATP 553   Clinical III (1)
This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be integrating evaluation and treatment techniques. (Pre-requisite: ATP 552)

ATP 554   Clinical IV (2)
This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be emergency management skills through an immersive experience. (Pre-requisite: ATP 553) ($400 course fee)

ATP 555   Clinical V (2)
This course will include both didactic and experiential learning. Students will be assigned to clinical education sites either on campus or at an affiliated site. Focus of this clinical experience will be preparing for independent function as an entry-level athletic trainer. (Pre-requisite: ATP 554)

ATP 556   General Medical Clinical (1)
This course will include both didactic and experiential learning. Students will be assigned to clinical education sites at various health care facilities. This clinical experience focuses on general medical skills. (Pre-requisite: ATP 551, Offered either Winter I or Summer II)

ATP 599   Comprehensive Examination (0)
A culminating experience which reflects the student's cumulative knowledge of athletic training concepts, procedures, and theories. All students pursuing a MAT are required to sit for the Comprehensive Examination. Students must receive permission from the Athletic Training Program Director to schedule the exam and must have successfully completed ATP 501-512. A "Pass" or "Fail" is awarded for the comprehensive exam. Students must earn a "Pass" in order to progress in the curriculum. ($250 course fee)

ATP 650   Biometrics and Physiological Measurements (3)
This course will explore various biometric measurements and physiological monitoring systems that are used in athletic and healthcare settings. Through a semester long project, students will assess patient/client status, develop a corrective exercise program, and monitor the individual throughout the program. The course will explore topics of identifying and correcting muscle imbalances and movement patterns, ethics, and new technologies will be presented.

ATP 651-653   Special Topics in Athletic Training (3)
Selected topics in athletic training and healthcare will be presented. Topics will rotate based on current issues and student and/or faculty interest. ($350 course fee)
Students will choose from ATP 651 (1 credit), ATP 652 (2 credits), and ATP 653 (3 credits) to meet this requirement.

Master of Science in Criminal Justice
Program Director: Joseph A. Sorgini, DPA.

MASTER OF SCIENCE IN CRIMINAL JUSTICE (30 credits)
Through an interdisciplinary approach, remote delivery, and relevant curriculum, including exploration of timely topics in the field, Immaculata University's Online Master of Science in Criminal Justice will prepare you to enhance student knowledge in the fields of criminal justice and criminology, improve speaking and writing skills, expand research competencies and improve critical thinking. Graduates from the program will be trained to become better leaders in their profession and scholars in the field. They will also be able to expand the ethical, moral and practical foundations of the criminal justice system and help advance criminological knowledge. The Master of Science in Criminal Justice program is ideal for anyone interested in the deeper study of behavioral analytics, criminal justice, cybercrime, forensics, homeland security, policing and community relations, the American legal system and sociology.

Program outcomes include:
- Apply the integration of knowledge and skills learned in social theory, research methods, and data analysis in criminology.
- Employ the basic conceptual tools, methods, and theories necessary to address social behavior including criminal behavior), social groups, and society.
- Demonstrate the ability to document a deepening awareness of society's needs and exercise their commitment to criminal justice.
- Provide evidence of proficiency for working with diverse populations in the public or private sector.
- Display skills in working with and helping people in the criminal justice professions.
- Exhibit a knowledge base appropriate for graduate study in criminal justice, and degree programs in other related fields.

REQUIRED COURSES (30 credits)

LDR 621	Strategic and Critical Problem-Solving	(3)
CRJ 600	Criminological Theory	(3)
CRJ 601	Ethics in the Criminal Justice System	(3)
CRJ 602	Research Design and Data Analysis	(3)
CRJ 603	Criminal Law and Procedure	(3)
CRJ 604	Pro-Seminar in Criminal Justice	(3)
CRJ 605	Victimology	(3)
CRJ 606	Corrections	(3)
CRJ 607	Homeland Security	(3)
CRJ 609	Cybersecurity	(3)

COURSE DESCRIPTIONS

LDR 621   Strategic and Critical Problem-Solving (3)
This course explores strategy development and adopts an interdisciplinary approach to this process by drawing on history, sociology, literature and game theory. A historical overview of the field of strategy is analyzed, along with contemporary approaches that introduce and demonstrate real-world application. A combination of game theory and practice in all relevant aspects of strategic and critical thinking is emphasized.

CRJ 600   Criminological Theory (3)
This course focuses on the foundations of criminological theory, with an emphasis on classical readings and familiarizes students with key research questions and assumptions of theoretical approaches, their core propositions and challenges for measurement/testing, as well as policy implications.

CRJ 601   Ethics in the Criminal Justice System (3)
This course examines the ethical foundation upon which the American system of criminal justice operates. During the course, students examine numerous societal issues that directly concern the criminal justice practitioner and the application of discretionary powers. In addition, this course examines the ethical issues specifically related to the criminal justice profession. Issues include professional communications in government regulation and policy, free speech, client/victim/investigative privacy, accuracy in media and the impact of science and technology on communications.

CRJ 602   Research Design and Data Analysis (3)
This course examines data analysis and statistics used by criminologists in quantitative research that attempts to make causal inferences about how the social world works. The course provides students with extensive experience in analyzing data and in writing research and covers basic data analysis and statistical methods, from univariate and bivariate descriptive and inferential statistics through multivariate regression analysis. This course focuses on observational data used in cross-sectional statistical analysis, but also considers issues of research design more broadly.

CRJ 603   Criminal Law and Procedure (3)
This course provides an in-depth exploration of the laws and constitutional cases governing criminal procedure in the American criminal justice system. The course focuses on the investigation, arrest and prosecution phase of the criminal process, including custody and seizures, arrests, interrogation and identification procedures.
It also provides a survey of the rules of evidence in criminal proceedings, their origins and history, the use of both direct and circumstantial evidence in proving guilt or innocence, witness reliability, hearsay and the use of inference. The course also highlights both procedural and evidentiary rules governing the investigative and prosecutorial phases of law enforcement, including the role of investigating grand juries, and the defense and police misconduct aspects of entrapment.

CRJ 604   Pro-Seminar in Criminal Justice (3)
This course provides a comprehensive review of criminal justice, focusing on how the American criminal justice system functions in theory and practice and analysis of specific policies relevant to crime and the administration of justice and how these policies are used. This course is an in-depth study of the American criminal justice system and the field of criminology, including the history, theories, responsibilities and functions of primary parts of the system. Students have the option to complete a thesis or ending capstone in this course in order to graduate.

CRJ 605   Victimology (3)
This course covers 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.

CRJ 606   Corrections (3)
This course presents an overview of sentencing, punishment, and treatment of convicted offenders and analysis of the history of the correctional system, the prison social system and the theory and contemporary practices and trending issues in the area of corrections.

CRJ 607   Homeland Security (3)
This course introduces the theories of homeland security and the crucial fundamentals of the Department of Homeland Security by exploring its mission and goals. Students will develop an understanding of terrorism by learning how terrorist organizations work and what threats they pose to today's society. In addition, students will learn that the man-made threats are not the only dangers challenging homeland security and that "natural threats" also pose a challenge for the department. Students will become familiar with federal, state and local laws, as well as international law, as it relates to the mission and goals of homeland security.

Special attention will be dedicated to the USA PATRIOT Act of 2001, the Homeland Security Act of 2002, and the Emergency Management Reform Act of 2006 and how these acts affect policy making within the department. Included is an introduction to the different communities associated with the Department of Homeland Security, the intelligence, the security and the military.

CRJ 609   Cybersecurity (3)
This course covers the duties of cybersecurity analysts who are responsible for monitoring and detecting security incidents in information systems and networks and for executing a proper response to such incidents. The course introduces tools and tactics to manage cybersecurity risks, identify various types of common threats, evaluate the organization's security, collect and analyze cybersecurity intelligence and handle incidents as they occur.

Educational Leadership
Chair: Melissa Reed, Ed.D.

The Education Division seeks to promote the preparation of authentic, knowledgeable, and exemplary school professionals by encouraging inquiry, analysis, creativity, and Christian values. To that end, studies are related to skills, knowledge, values, ethics, and professional standards. The Educational Leadership program is committed to excellence in preparing educational leaders. The program is an integrated, rigorous preparation of educational leaders who study on a part-time basis. The courses are designed to support professionals in their efforts to think systematically about practice, learn from experience, seek the advice of others, draw upon educational research and scholarship, and actively seek out opportunities to grow professionally.

PROGRAMS OF STUDY

M.A. in Educational Leadership (Administration Track)	30 credits
M.A. in Educational Leadership (Instructional Track)	30 credits
M.A. in Educational Leadership (Instructional Coach Endorsement Track)	30 credits
M.A. in Educational Leadership (Mathematics Coach Endorsement Track)	30 credits
M.A. in Educational Leadership (STEM Endorsement Track)	30 credits
M.A. in Educational Leadership	
(Social, Emotional, and Behavioral Wellness Endorsement Track)	31 credits
M.A. in Educational Leadership with Reading Specialist Certification (PK-12)	30 credits
M.A. combined with Principal Certification (PK-12)	36 credits
M.A. combined with Special Education Supervisor Certification (PK-12)	33 credits
M.A. combined with PK-4 certification	42 credits
M.A. combined with PK-12 Special Education Certification	45 credits
M.A. combined with Secondary certification in a content area -	
42 credits plus any content area specific requirements	
M.A. combined with Single Subject Supervisor Certificate	33 credits
Ed.D. in Educational Leadership and Administration	54 credits
Ed.D. combined with Letter of Eligibility (PK-12)	63 credits

CERTIFICATIONS*
PK-4
Secondary (7-12) and Specialists (PK-12)
Special Education (PK-12)
PK-4 and Special Education (PK-12)
Reading Specialist (PK-12)
Principal (PK-12)
Supervisor, Single Subject Area
Supervisor, Curriculum and Instruction (PK-12)
Supervisor, Special Education (PK-12)
Supervisor, Pupil Personnel Services (PK-12)
Letter of Eligibility PK-12 (Superintendent)

ENDORSEMENTS*
Instructional Coaching Endorsement
Mathematics Coaching Endorsement

STEM Endorsement
Social, Emotional, and Behavioral Wellness Endorsement

*All certifications and endorsements (including course requirements) are subject to change to comply with the most current PA Department of Education (PDE) regulations. Upon a candidate's admission to any certification or endorsement program, professional experiences and previously completed coursework will be reviewed on a case-by-case basis. At the time of application for certification, students must be in compliance with the most current university requirements and PDE regulations. Students seeking Pennsylvania State certification in any specialization area are required to complete all requirements for certification including state-mandated tests and to submit completed forms to the Certification Office.

INSTRUCTIONAL CERTIFICATIONS
The INITIAL instructional certifications offered by Immaculata are:
1. PK-4
2. PK-4 with a dual certificate in Special Education (PK-12)
3. Secondary Education (grades 7-12) and Specialists (PK-12)
4. Special Education (PK-12)

ADD-ON INSTRUCTIONAL CERTIFICATION
Special Education (PK-12)
Reading Specialist (PK-12)

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

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

ENDORSEMENTS

(Entry into any endorsement program requirements are below: -

Immaculata University offers Endorsements in the following areas:

1. Instructional Coaching Endorsement
   To be admitted into an Instructional Coach Endorsement Program, candidates must hold an Instructional I or II certificate and have at least three years of successful teaching experience.
2. Mathematics Coaching Endorsement
   To be admitted into a Mathematics Coach Endorsement Program, a candidate must have at least three years of successful mathematics teaching experience and Instructional I or II certificate in one or more of the following areas: Elementary Education K-6; PK-4; 4-8; or 7-12 Mathematics.
3. STEM Endorsement
   To be admitted into a STEM Endorsement Program, candidates must be enrolled in an approved Level I program or hold a Level I or II certificate.

4. Social, Emotional, and Behavioral Wellness
   Added to existing Level I or Level II certificates. Candidates who have earned a Level I or Level II instructional, supervisory, educational specialist, or an administrative certificate may also complete the endorsement program.

MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP (30 credits)
Director, Karen Miscavage, Ed.D.

Learning Outcomes
The M.A. degree focuses on the personal and professional development of the student and provides a comprehensive preparation for one who aspires to leadership roles either as classroom teacher or as an educational administrator. Programs enable educational leaders to contribute to school effectives in their ethical practice and conduct by collaborating with other professionals and parents, by using community resources, and by working as advocates to improve opportunities for student learning.

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

The **Instructional Track** enables teachers as educational leaders to:
- Demonstrate the central concepts, tools of inquiry, and structure of the specific discipline to be taught;
- Demonstrate how students learn and develop and plan learning opportunities to support their development through good instructional planning, creation of effective learning environments, use of a variety of teaching strategies and implementation of appropriate assessment tools;

- Create opportunities that foster achievement of diverse learners in an inclusive classroom by encouraging positive social interaction, active engagement in learning, and self-motivation.

The Instructional Coach, Mathematics Coach, STEM, and Social Emotional and Behavioral Wellness Endorsement Tracks Enable certified teachers as educational leaders to:

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

COURSE REQUIREMENTS

REQUIRED CORE CURRICULUM (18 credits)

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

REQUIRED CONCENTRATION (Administration track – 12 credits)

EDL 621	Administration	3
EDL 623	Supervision	3
EDL 625	School Law	3
EDL 626	School Community Relations	3

REQUIRED CONCENTRATION (Instructional track - 12 credits)

EDL 629	Introduction to Special Education	3
EDL 634	Content Area Reading	3
OR		
EDL 644	Language Arts Methods (PK-4)	3
OR		
EDL 645	Language Arts Methods (5-12)	3
EDL 613	Testing and Assessment	3
OR		
EDL 637	Technology in Education	3
ELECTIVE	Master's Level EDL Course	3

REQUIRED CONCENTRATION (Instructional Coaching track - 12 credits)

EDL 660	Instructional Strategies for Standards Aligned Curriculum	3

in Literacy

EDL 661	Literacy in Education	3
EDL 664	Literacy Assessment and Intervention	3
EDL 665	Teacher Leaders: Coaching Principles	3

REQUIRED CONCENTRATION (Mathematics Coaching track - 12 credits)

EDL 662	Instructional Strategies for Standards Aligned Curriculum in Mathematics	3
EDL 663	Literacy in Mathematics Education	3
EDL 664	Literacy Assessment and Intervention	3
EDL 665	Teacher Leaders: Coaching Principals	3

REQUIRED CONCENTRATION (STEM track - 12 credits)

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

REQUIRED CONCENTRATION (Social, Emotional, and Behavioral Wellness PK-12 - 13 Credits)

EDL 674	Prevention and Intervention for At-Risk Youth PK-12	3
EDL 675	Mental Health Literacy to Promote Positive Behaviors PK-12	3
EDL 676	Integrated Application of Wellness Education	4
ELECTIVE	Master's Level EDL Course	3

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP
with READING SPECIALIST CERTIFICATION (30 credits)

REQUIRED COURSES

GEN 502	Methods of Research	3
EDL 599	Comprehensive Examination	0
EDL 614	Instructional Needs of English Language Learners	3
EDL 615	Contemporary Professional Ethics	3
EDL 629	Introduction to Special Education	3
EDL 644	Language Arts Methods (PK-4)	3
EDL 645	Language Arts Methods (5-12)	3
EDL 677	Children's Literature	3
EDL 678	Reading Diagnosis and Remediation	3
EDL 679	Planning & Leading a Literacy Program	3
EDL 692	Reading Specialist Practicum	3

CERTIFICATIONS combined with M.A. in Educational Leadership

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

A minimum of three years of relevant professional experience required for principal certification. For the purpose of this section, relevant professional experience is "professional experience in an educational setting that is related to the instructional process." The experience needs to be validated by the school district. Students who meet the state requirements of professional school experience may take the following courses to obtain certification as principal at the elementary and secondary levels. Program requires a minimum of 360 hours of field experience, including a 180-hour practicum. (Certification also requires satisfactory completion of state-mandated tests.)

REQUIRED CORE CURRICULUM (18 credits)

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

REQUIRED CONCENTRATION (Administration track–18 credits)

EDL 621	Administration	3
EDL 623	Supervision	3
EDL 625	School Law	3
EDL 626	School Community Relations	3
EDL 643	Special Education for School Leaders	3
EDL 690	Principal Practicum	3

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

Students may pursue this certification if they have at least five years of certified professional school experience in the area for which the certificate is sought. Preparation for this professional certificate is at the graduate level and presumes in-depth study in the area of supervision. Five years of satisfactory experience as a certified Special Education teacher in classrooms with identified special education students. The teaching experience needs to be validated by the school district. Program requires a minimum of 360 hours of field experiences, including a 180-hour internship.

REQUIRED CORE CURRICULUM (18 credits)

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

REQUIRED CONCENTRATION (Administration track– 15 credits)

EDL 621	Administration	3
EDL 623	Supervision	3
EDL 625	School Law	3
EDL 626	School Community Relations	3

| EDL 693 | Supervisory Internship | 3 |

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

Students may pursue this certification if they have at least five years of certified professional school experience in the area for which the certificate is sought. Preparation for this professional certificate is at the graduate level and presumes in-depth study in the area of supervision. Validation of experience in a specific discipline needs to be provided. These certifications are limited to disciplines in which the institution may grant initial certification. Program requires a minimum of 360 hours of field experience, including a 180-hour internship.   The following courses need to be completed to obtain this supervisory certificate.

REQUIRED CORE CURRICULUM (18 credits)

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

REQUIRED CONCENTRATION (Administration track–15 credits)

EDL 621	Administration	3
EDL 623	Supervision	3
EDL 625	School Law	3
EDL 626	School Community Relations	3
EDL 693	Supervisory Internship	3

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

REQUIRED CORE CURRICULUM (18 credits)

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

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

EDL 613	Testing and Assessment	3
EDL 617	Foundations of Education and Learning	3
EDL 620	Curriculum Applications	3
EDL 629	Introduction to Special Education	3
EDL 640	Instructional Accommodation	3
EDL 644	Language Arts Methods (PK-4)	3
EDL 592*	Student Teaching	6

REQUIRED CONCENTRATION (Instructional Track plus Special Education PK-12 – 27 credits)

| EDL 629 | Intro to Special Education | 3 |

EDL 640	Instructional Accommodation *(FE)*	3
EDL 644	Language Arts Methods (PK-4)	3
EDL 645	Language Arts Methods (5-12)	3
EDL 651	Procedures/Process in Special Education	3
EDL 652	High Incidence Disabilities *(FE)*	3
EDL 653	Low Incidence Disabilities *(FE)*	3
EDL 592	Student Teaching	6

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

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

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

REQUIRED CORE CURRICULUM (18 credits)

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

REQUIRED CONCENTRATION (24 credits)
(Instructional Track plus Secondary Certification 7-12 & Specialists PK-12)

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

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

M.A. (Instructional Track) plus initial PK-4 AND INITIAL SPECIAL EDUCATION (PK-12) CERTIFICATIONS – (54 credits)

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

REQUIRED CORE CURRICULUM (18 credits)

GEN 501	Human Development	3

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

REQUIRED CONCENTRATION (36 credits)
(Instructional Track plus PK-4 and Special Education (PK-12) (Certifications)

EDL 613	Testing and Assessment	3
EDL 617	Foundations of Education and Learning	3
EDL 620	Curriculum Applications	3
EDL 629	Intro to Special Education	3
EDL 640	Instructional Accommodation *(FE)*	3
EDL 644	Language Arts Methods (PK-4)	3
EDL 645	Language Arts Methods (5-12)	3
EDL 651	Procedures/Process in Special Education	3
EDL 652	High Incidence Disabilities	3
EDL 653	Low Incidence Disabilities	3
EDL 592	Student Teaching	6

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

PROFESSIONAL CERTIFICATIONS
POST-BACCALAUREATE LEVEL
INITIAL INSTRUCTIONAL (TEACHER) CERTIFICATIONS

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

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

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

PK-4 (Pre-Kindergarten through Grade 4 (30 credits)

CERTIFICATION ONLY REQUIRED COURSES

GEN 501	Human Development	3
EDL 613	Testing and Assessment	3
EDL 614	Instructional Needs of English Language Learners	3
EDL 617	Foundations of Education and Learning	3
EDL 620	Curriculum Applications	3
EDL 629	Introduction to Special Education	3
EDL 640	Instructional Accommodations	3
EDL 644	Language Arts Methods (PK-4)	3
EDL 592*	Student Teaching	6

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

PK-4 and Special Education (PK-12) (42 Credits)
CERTIFICATION ONLY REQUIRED COURSES

GEN 501	Human Development	3
EDL 613	Testing and Assessment	3
EDL 614	Instructional Needs of English Language Learners	3
EDL 617	Foundations of Education and Learning	3
EDL 620	Curriculum Applications	3
EDL 629	Introduction to Special Education	3
EDL 640	Instructional Accommodations	3
EDL 644	Language Arts Methods (PK-4)	3
EDL 645	Language Arts Methods (5-12)	3
EDL 651	Procedures/Process in Special Education	3
EDL 652	High Incidence Disabilities	3
EDL 653	Low Incidence Disabilities	3
EDL 692	Student Teaching	6

SPECIAL EDUCATION PK-12 (30 credits)
CERTIFICATION ONLY REQUIRED COURSES

EDL 614	Instructional Needs of English Language Learners	3
EDL 629	Introduction to Special Education	3
EDL 640	Instructional Accommodations	3
EDL 644	Language Arts Methods (PK-4)	3
EDL 645	Language Arts Methods (5-12)	3
EDL 651	Procedures/Process in Special Education	3
EDL 652	High Incidence Disabilities	3
EDL 653	Low Incidence Disabilities	3
EDL 592*	Student Teaching	6

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

*STUDENT TEACHING – Students are required to contact the Director of Student Teaching two semesters prior to the intended student teaching semester. Students will spend 12 weeks full-time in the school during student teaching. The student teaching experience is supervised by university staff in cooperation with school personnel. Student teachers participate in seminars conducted by university staff on various topics throughout the semester. Prior to student teaching, students are required to complete all required field experience and coursework.

*Certification requires the completion of all coursework and requirements of the program, satisfactory completion of the state-mandated tests required by the Pennsylvania Department of Education and must be recommended to the PA Department of Education by Immaculata University at which the person completed these requirements.

READING SPECIALIST (21 credits)
REQUIRED COURSES

EDL 614	Instructional Needs of English Language Learners	3
EDL 644	Language Arts Methods (PK-4)	3
EDL 645	Language Arts Methods (5-12)	3
EDL 677	Children's Literature	3
EDL 678	Reading Diagnosis and Remediation	3
EDL 679	Planning & Leading a Literacy Program	3
EDL 692	Reading Specialist Practicum	3

PROGRAM OUTCOMES

The **Reading Specialist Certification program** will enable certified teachers as educational leaders to:

- Understand reading methodologies and theories, recognizing reading as a process of constructing meaning through the interaction of reader, text, and contextual factors
- Select and implement effective instructional strategies, curriculum resources and technologies to meet the needs of diverse learners
- Identify literacy needs of individuals and groups of students based on multiple indicators of student progress
- Provide collaborative literacy leadership to teachers, administrators, and the school community.

ENDORSEMENTS (as stand-alone endorsements)

INSTRUCTIONAL COACHING ENDORSEMENT (All courses offered online)
REQUIRED COURSES

EDL 660	Instructional Strategies for Standards Aligned Curriculum in Literacy	3
EDL 661	Literacy in Education	3
EDL 664	Literacy Assessment and Intervention	3
EDL 665	Teacher Leaders: Coaching Principles	3

MATHEMATICS COACHING ENDORSEMENT (All courses offered online)
REQUIRED COURSES

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

STEM ENDORSEMENT (All courses offered online)
REQUIRED COURSES

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

SOCIAL EMOTIONAL AND BEHAVIORAL WELLNESS ENDORSEMENT (All courses offered online)
REQUIRED COURSES

EDL 674	Prevention and Intervention for At-Risk Youth PK-12	3
EDL 675	Mental Health Literacy to Promote Positive Behaviors PK-12	3
EDL 676	Integrated Application of Wellness Education	4

Field experience hours are required for EACH of the endorsements. These field experience hours vary based on the endorsement and are embedded in the courses.

ADD-ON INSTRUCTIONAL CERTIFICATION: SPECIAL EDUCATION P K-12

Instructional certification holders may enroll in this certification program.
 The intake/admissions process for add-on Special Education PK-12 certification is based on a thorough assessment of the following areas of the candidate's background: academic history, work experience, and continued professional development.
The academic history of course work will be individually evaluated against all courses listed under INITIAL INSTRUCTIONAL (TEACHER) CERTIFICATIONS.

Candidates seeking to add on Special Education PK-12 certification must participate in Field Experiences related to the new grade band(s). The comprehensive and coordinated field experiences will be embedded into specific courses aligned with the grade band and will follow the PDE Field Experience Competency Domains with Stages 1, 2 and 3. Candidates will also be required to do a modified student teaching experience (EDL 591) for at least 6 weeks for 3 academic credits. All field experience and student teaching placements will be in licensed private and/or public schools.

ADMINISTRATIVE PROFESSIONAL CERTIFICATIONS

PRINCIPAL PK-12 CERTIFICATION
At least three years of relevant professional experience. For the purpose of this section, relevant professional experience is "professional experience in an educational setting that is related to the instructional process." The experience needs to be validated by the school district. Students who meet the state requirements of professional school experience may take the following courses to obtain certification as principal at the elementary and secondary levels. Program requires a minimum of 360 hours of field experience, including a 180-hour practicum.

REQUIRED CONCENTRATION

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

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

SUPERVISOR OF SPECIAL EDUCATION (PK-12)
Students may pursue this certification if they have at least five years of certified professional school experience in the area for which the certificate is sought. Preparation for this professional certificate is at the graduate level and presumes in-depth supervision study. Five years of satisfactory experience as a certified Special Education teacher in classrooms with identified special education students. The teaching experience needs to be validated by the school district. Program requires a minimum of 360 hours of field experiences, including a 180-hour internship.

REQUIRED COURSES

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

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

SUPERVISOR – SINGLE SUBJECT

Students may pursue this certification if they have at least five years of certified professional school experience in the area for which the certificate is sought. Preparation for this professional certificate is at the graduate level and presumes in-depth supervision study. Validation of experience in a specific discipline needs to be provided. These certifications are limited to disciplines in which the institution may grant initial certification. Program requires a minimum of 360 hours of field experiences, including a 180-hour internship. The following courses need to be completed to obtain this supervisory certificate.

REQUIRED COURSES

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

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

SUPERVISOR – CURRICULUM AND INSTRUCTION (PK-12)

Students who pursue this certification must have a minimum of five years certified school experience in an instructional area. This certification would be added to an existing state certificate. Validation of experience needs to be provided. Program requires a minimum of 360 hours of field experiences, including a 180-hour internship.

REQUIRED COURSES

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

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

SUPERVISOR – PUPIL PERSONNEL SERVICES (PK-12)

Students may pursue this certification if they have a minimum of five years certified school experience in a pupil personnel service area such as elementary or secondary school counselor, school psychologist, home and school visitor or school nurse. Validation of experience needs to be provided. The program requires a minimum of 360 hours of field experiences, including a 180-hour practicum. The following courses need to be completed to obtain this supervisory certificate.

REQUIRED COURSES

EDL 615	Contemporary Professional Ethics	3
EDL 621	Administration	3

EDL 622	Curriculum and Instruction	3
EDL 623	Supervision	3
EDL 626	School Community Relations	3
EDL 640	Instructional Accommodations	3
EDL 691	Practicum Experience	3

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

LETTER OF ELIGIBILITY (PK-12)

For the letter of eligibility, students need to have a minimum of six years of satisfactory school experience, of which at least three must be in a supervisory or administrative capacity. This certification for the letter of eligibility would be added to an existing state certificate. Validation of experience needs to be provided. Program requires a minimum of 360 hours of field experiences, including a 180-hour internship.   Students must be accepted through the doctoral admission process.

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

REQUIRED COURSES

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

DOCTOR OF EDUCATION (Ed.D. PK-12) Director: Sr. Carol Anne Couchara, Ed.D.

Learning Outcomes: An Ed.D. in Education Leadership is a professional degree that focuses on the preparation of educational leaders in the PK-12 environment who must confront and adapt to everyday situations encountered in the complex and every-changing life of the school setting. Therefore, the program is built not only upon a theoretical and research base but also upon an experiential understanding of pedagogy and administrative practice.

The Ed.D. program enables the educational leader to:
- Apply the central concepts of school leadership, tools of research and inquiry, and principles of teaching and learning that make educational administration effective and efficient;
- Understand the process of curriculum development, implementation and evaluation, and use this understanding to develop high quality curriculum for student learning in collaboration with teachers, administrators, parents, and community members;

- Use an understanding of individual and group motivation to create a professional development environment that engages teachers to develop and apply effective instructional techniques for all students;
- Demonstration knowledge and skills in supervision of instruction as well as effective communication with various school constituencies.

PREREQUISITES*

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

REQUIRED COURSES (54 credits)

EDL 702	Methods of Doctoral Research	3
EDL 720	Orientation to Doctoral Research	3
EDL 721	School Leadership in Teaching and Learning	3
EDL 722	Personnel Management and Labor Relations	3
EDL 723	School Business Management	3
EDL 724	Organizational Development and Change Theory	3
EDL 725	Communication Theory and Practice	3
EDL 726	Political, Economic, & Social Structures of the Culture	3
EDL 727	Pennsylvania School Code & School Board Policies	3
EDL 728	Curriculum Theory and Evaluation	3
EDL 729	Curriculum Management	3
EDL 730	Pupil Personnel Services	3
EDL 731	Advanced Supervision	3
EDL 732	Staff Development	3
EDL 734	Dissertation Research Seminar	3
EDL 797	Degree Candidacy Application	0
EDL 798	Dissertation I	3
EDL 799	Dissertation II	3
EDL 800	Dissertation III	3
EDL 000	Dissertation Continuation	0

*Prerequisites – identified courses or their equivalent per advisement.

COURSE DESCRIPTIONS

EDL 591   Modified Student Teaching (3)
Modified Student Teaching is reserved for those candidates who are adding on the Special Education PK-12 instructional certification to an existing instructional certification(s). By arrangement with the Director of Student Teaching (two semesters prior to the intended student teaching semester), students spend full-time in the schools during SIX weeks (more if needed). This experience is guided and directed by university staff in cooperation with school personnel. During this time student teachers participate in seminars conducted by university staff. Certification also requires satisfactory completion of the state mandated tests. Note: Methods and Strategies courses must be completed before student teaching.

EDL 592   Student Teaching (6)

By arrangement with the Director of Student Teaching (two semesters prior to the intended student teaching semester), students spend full-time in the schools during the twelve weeks of student teaching. This experience is guided and directed by university staff in cooperation with school personnel. During this time student teachers participate in seminars conducted by university staff. Students are required to complete pre-student teaching observations in school settings prior to student teaching. Certification also requires satisfactory completion of the state-mandated tests. Note: Methods and Strategies courses must be completed before student teaching.

EDL 599   Comprehensive Examination in Educational Leadership (0)

The comprehensive examination is a culminating experience for the MA degree which reflects the student's synthesis and integration of knowledge in both Core and Education domains. It requires primary research investigations, using APA documentation within clear, cogent and logical responses.   In order to be eligible for the comprehensive examination, the student must have completed the following requirements:

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

EDL 613   Testing and Assessment (3)

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

EDL 614   Instructional Needs of English Language Learners (3)

Course participants are introduced to the cultural and English learning needs of ELLs (both academic and communicative). Course emphases include knowledge and strategies for making academic content accessible to ELLs; recognizing linguistic and cultural bias in instruction; using assessment data for modifying instruction; knowing legal responsibilities to ELLs; and communicating with their families. (PA Code, 49.13)

EDL 615   Contemporary Professional Ethics (3)

An examination of the unique ethical challenges faced by leaders with an emphasis on building ethical competency through self-assessment, challenge, and feedback. Topics include: virtue ethics, evil, forgiveness, moral theories, moral reasoning, ethical decision-making, ethical influence, transformational leadership, servant leadership, ethical group problem solving, ethical organizational climate, ethical diversity, and ethical crisis leadership.

EDL 617   Foundations of Education and Learning (3)

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

EDL 620   Curriculum Applications (3)

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

EDL 621   Administration (3)

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

EDL 622   Curriculum and Instruction (3)

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

EDL 623   Supervision (3)

This course, aligned with the PA Leadership core Standards and Corollary Standards, examines the goals, principles, and approaches to supervision of instruction. Options for working with teachers in a learning community and for encouraging teacher leadership are included. Through research, problem-based learning, in-class scenarios, case studies, and discussion, the course will focus on leadership and the role of supervision in student achievement.

EDL 625   School Law and the Legal Process (3)

The purpose of the course is to provide students with a basic understanding of the legal system and the fundamental principles of law as they apply to education, as well as the social and political influences between state and local governments, organizations, and their influences on public education.

EDL 626   School Community Relations (3)

This course investigates the responsibility of the principal/supervisor to communicate effectively with all groups both internally and externally to the school/district. Importance is placed on the principal's and supervisor's responsibility to explain and interpret the school's goals to the community with emphasis on student learning and achievement.

EDL 629   Introduction to Special Education (3)

This is a survey course, introducing the general categories, etiologies, and identification of children with disabilities as per the Individuals with Disabilities Education Improvement Act. It also covers the process

of Special Education at the Federal and State (PA) levels. Factors that promote effective communication and collaboration among all school personnel, families, students, and other community members are included.

EDL 630   Strategies for the Classroom Teacher (3)
Study which focuses on the development of effective teaching strategies. It includes strategies of supporting instructional efforts. Current effective instructional strategies will be explored. (Field experience required)

EDL 634   Content Area Reading (3)
This course is intended to help design and implement multimodal literacy strategies in various middle and high school content areas through the study of adolescent literacy, assessment practices and the reading process. There is a heavy emphasis on the use of technology as a means to engage and support students as readers, writers, thinkers, and speakers.

EDL 637   Technology in Education (3)
A focus on the application of technology to the local school setting. Students will become knowledgeable of the latest innovations in computer and multi-media technology as they apply to classroom and administrative tasks.

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

EDL 643   Special Education for School Leaders (3)
This course, designed for school leaders, addresses aspects of over-representation of diverse students in special education as well as prevention, early intervention, and instructional strategies for students with disabilities in inclusive settings. More specifically, it addresses instructional adaptations and accommodations to meet the needs of the following student populations: a) academically and functionally at-risk for learning, b) identified as needing special education, c) culturally and linguistically diverse. The role the school leader plays as a potential Local Education Agency (LEA) representative is also covered.

In order to equip the school leaders with both knowledge and competence in leading, supervising and evaluating the skills of staff members engaged in student learning, the following concepts will be included: a) Universal Design for Learning (UDL) as instructional techniques in a standards aligned system within the Least Restrictive Environment, b) Response to Intervention models used as appropriate educational decision making for all learners, c) application of legal mandates from the Individuals with Disabilities Education Improvement Act (specifically IEPs) and other federal and state (PA) laws, d) factors that promote effective communication and collaboration among all school personnel, families, students and other community members.

EDL 644   Language Arts Methods, PK-4 (3)
This course will introduce candidates to the reading, writing, speaking and listening connection in the teaching of language arts to early childhood education students. Content follows the Pennsylvania Department of Education Standards Aligned System with emphasis on research-based approaches to instruction while making connections between and across the curriculum, students' lives, literature, and literacy. It is also designed to meet the individual needs of students while demonstrating formal and informal assessment measures specific to literacy.

EDL 645   Language Arts Methods, 5-12 (3)
This course will focus on the reading, writing, speaking and listening connection in the teaching of language arts to middle and high school students. Content follows the Pennsylvania Department of Education Standards Aligned System with emphasis on research-based approaches to instruction in grades 5 through 12 while making connections between and across the curriculum, students' lives, literature, and literacy. Emphasis will be placed on comprehension of print and digital texts, vocabulary development, and content area literacy. The course is also designed to teach candidates how to meet the individual needs of students through the use of formal and informal assessment measures specific to middle and high school literacy. This course is required for reading specialist certification.

EDL 651   Procedures/Process in Special Education (3)
This course includes federal and state level Professional and Ethical Practices required of the Special Education Teacher. In addition, it covers ADVANCED development (Instructional Planning) of Individual Education Plans (IEP), Individual Family Service Plans (IFSP), 504 Plans, and Positive Behavior Support Plans (PBSP) created as a result of comprehensive, multidisciplinary evaluations (MDE) (Evaluation Reports – ER, Functional Behavior Assessments – FBA) of students with disabilities in school settings. Contents capture global procedures for screening/assessment, referral, classification, placement, instructional programming in a standards aligned system, and progress monitoring (data collection systems). (Prerequisite: EDL 629 or equivalency, EDL 640)

EDL 652   High Incidence Disabilities (3)
This course covers traits and research-based strategies for students who have HIGH INCIDENCE DISABILITIES (specific Learning Disabilities, Attention Deficit Disorders, Mild/Moderate intellectual/Developmental Disabilities, Speech/Language Disorders, Social-Emotional/Behavioral Disorders and High Functioning Autistic Disorders). It includes instructional planning and pedagogical techniques for all academic, social-behavioral, and other functional skill areas, and monitoring of students' progress from these instructional techniques. (Prerequisites: EDL 629 or equivalency, EDL 640)

EDL 653   Low Incidence Disabilities (3)
This course covers traits and research-based strategies for students who have LOW INCIDENCE DISABILITIES: (Significant Cognitive Delays-Intellectual/ Developmental Disabilities, Low Functioning Autism Spectrum Disorders or Pervasive Developmental Disorders, Serious Physical Disabilities, Orthopedic Impairments, Complex Health Issues-Other Health Impairments, Multiple Disabilities, Visual Impairments including Blindness, Hearing Impairments including Deafness and Severe Emotional Disorders). It includes instructional planning and pedagogical techniques for all academic, social behavioral and other functional skill areas, and monitoring of students' progress from these instructional techniques. Medical and physical management techniques are also included. (Prerequisites: EDL 629 or equivalency, EDL 640) (Field Experience or equivalency required)

EDL 654   **Foundations of Integrative STEM Education (3)**
This introductory course places strong emphasis on the understanding of inquiry, project, and problem based approaches to STEM grounded state and national standards and Pennsylvania's Standards Aligned System (SAS). In this course, PK-12 educators will explore past and present social and political influences impacting STEM education, STEM related careers as well as the foundational principles of Integrative STEM Education to include: transdisciplinary standards based curriculum, supportive learning environment, and rigorous content. STEM curricular programs that reflect research-based practices will also be reviewed and critiqued.

EDL 655   **Curriculum, Instruction & Assessment in STEM Education PK-12 (3)**
This course addresses foundational issues of curriculum, instruction, and assessment in PK-12 STEM education. Educators will apply their knowledge of STEM education to revise or create a year-long standards-based curriculum map and a unit plan that incorporates STEM content and practices, transdisciplinary connections, inquiry-based pedagogy and strategic use of technology to support all learners. This course includes five hours of field experiences.

EDL 656   **ETD & PBL for Early Childhood & Elementary Teachers (3)**
This course will prepare early childhood (PK-2) elementary teachers, (3-5), and special education teachers to use and apply problem solving and design processes to develop and answer questions and pose solutions to real word problems in STEM. Participants will implement the engineering design process developed by NASA entitled Beginning Engineering, Science and Technology (BEST) and NASA Summer of Innovation Curriculum grades 4-9. Using these approaches, participants will learn how to introduce STEM careers and tie STEM education to other disciplines such as social studies, arts, health, and movement. This course includes five hours of field experiences. (Prerequisite: EDL 655)

EDL 657   **ETD & PBL for Secondary Teachers (3)**
This course will prepare middle and high school teachers to support secondary students in the implementation of the engineering design process. Teachers will gain the knowledge and skills necessary to develop effective and creative designs using ETD and PBL to analyze and solve real word problems and develop innovative solutions. Teachers will learn how to introduce STEM careers and tie STEM education to other disciplines such as social studies, arts, health, and movement. Teachers will incorporate science and math content to include the use of appropriate tools, numerical problem solving, and technology. This course includes five hours of field experience. (Prerequisite: EDL 655)

EDL 658   **STEM Integration & Application in the Classroom (3)**
In this course, educators will integrate learning from previous coursework into meaningful STEM instruction through a job embedded field experience in their own classroom. Students will document and compile projects and products from an integrative STEM unit through the use of a digital portfolio. This culminating course will prepare educators to: 1) implement appropriate assessment and technology tools to enhance STEM teaching, learning, student achievement and college career readiness. 2) Implement innovative problem-based approaches to teaching, learning and the integration of STEM practices. This course includes 37 hours field experience. (Prerequisites: EDL 654, 655, and 656 or 657.)

EDL 660   **Instructional Strategies for Standards Aligned Curriculum in Literacy (3)**
This course involves the examination of principles and procedures in curriculum development with a focus on adapting curriculum to the needs of students as well as implementation of research-based teaching strategies. Emphasis on the elements of assessment is included. Coaching Field Experiences

include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

EDL 661   Literacy in Education (3)
This course is designed to support teachers that develop literacy skills for individuals and provide instruction that is integrated and helps students understand how to access, evaluate, synthesize, and contribute to information (National Council of Teachers of English [NCTE], 2007). Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

EDL 662   Instructional Strategies for Standards Aligned Curriculum in Mathematics (3)
This course involves the examination of principles and procedures in mathematics curriculum development for teacher leaders with a strong preparation and background in mathematics content, mathematics pedagogical content knowledge, instructional strategies, and school leadership. There is a strong emphasis on adapting mathematics curriculum to the needs of students, identification and remediation of error patterns, scaffolding instruction as well as implementation of research-based teaching strategies. Emphasis on the elements of assessment in mathematics is included. Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

EDL 663   Literacy in Mathematics Education (3)
According to the Association of Mathematics Teacher Educators (2010), coaches are teacher leaders who are responsible for supporting effective mathematics instruction and student learning. This course focuses on Mathematical Literacy to support positive changes in teachers' practice including actively engaging students, emphasizing reasoning and problem solving over skills-based lessons, using students' work to inform instruction, and effectively planning lessons. Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

EDL 664   Literacy Assessment and Intervention (3)
In this course, participants will examine various assessment strategies and current methods of assessment, through the study of theory and effective practices in assessment. The philosophy of Pennsylvania's Standards Aligned System (SAS) is embedded in this course experience, as well as the required field experiences. Research based strategies for the assessment and instruction of diverse learners will be examined. The SAS Assessment Builder will be utilized to create an assessment at various grade levels. The Framework for Teaching Evaluation Instrument (Danielson, 2011 Edition) will be utilized to correlate all work to the appropriate Domains I and V. Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

EDL 665   Teacher Leaders: Coaching Principles (3)
This course, aligned with the PA Leadership Core Standards and Corollary Standards, examines the goals, principles, and approaches to the coaching model. The emphasis of the course work is an understanding of adult learning principles that support collaboration with the ultimate goal of improved student performance. Options for working with teachers in a learning community and for encouraging teacher leadership are included. Through research, problem-based learning, in-class scenarios, case studies, and

discussion, the course will focus on leadership and the role of supervision in student achievement. Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (15 Hours of Field Experience Required)

EDL 674   Prevention and Intervention for At-Risk Youth PK-12 (3)

This course provides classroom teachers with information about factors that contribute to risky behaviors with a focus on the ecology of children's lives that includes the school, community and neighborhood environments that increase risk in PK-12. Family, school, and individual characteristics that provide a more prominent and direct influence on youth will be explored. Data on at-risk categories along with major treatment and prevention approaches are examined. Prevention strategies are presented that focus on family, school, peer groups, and the individual. (Required: 10 hours supervised or mentorship in the endorsement area).

EDL 675   Mental Health Literacy to Promote Positive Behaviors PK-12 (3)

This course seeks to inform teachers about the importance of mental health literacy in teaching students in PK-12. Mental Health issues include Substance Use and Abuse, STDs and Risky Behaviors, Youth Violence, Youth Suicide, Anxiety, Depression, Bullying, Child Abuse and Neglect, Coping with Emergencies and disasters, Attention Deficit (ADD/ADHD), Eating Disorders: Anorexia and Bulimia, and Affective Mood Disorders with goal toward understanding and compassionate care of youth engaged in these behaviors. (Required: 10 hours supervised or mentorship in the endorsement area).

EDL 676   Integrated Application of Wellness Education (4)

Research shows that to be successful in adult life, students must master not only core academics (literacy, numeracy, etc.) but also social emotional skills and a mindset that embodies a good citizen (Bock, 2015). Socio-emotional functioning of students, a nonacademic component of schooling is inextricably intertwined with academic functioning. Immaculata University's approved endorsement program in Social, Emotional, and Behavioral Wellness PK-12 requires field experience of its students. This final course requires a culmination of 45 hours of field experience PK-12 (10 hours from each of the first 2 courses and 25 hours in integrated application of wellness with a portfolio of culminating supervisory or mentorship experiences.

EDL 677   Children's Literature (3)

This course will equip candidates with the ability to effectively integrate children's literature into instruction from Pre-K through high school. Various fiction and nonfiction genres will be explored in terms of motivating students, increasing their interest in reading, and developing an appreciation for a wide variety of types of texts. Emphasis will be placed on incorporating children's literature into core and intervention instruction to address the Pennsylvania Core ELA Standards. This course is required for reading specialist certification.

EDL 678   Reading Diagnosis and Remediation (3)

This course is designed to provide reading specialist candidates with the ability to successfully evaluate and diagnose children who are struggling with reading and writing. Students will gain an in-depth understanding of how to select, administer, and analyze date gleaned from a variety of formal, informal, and state-required assessment types, including but not limited to formative, diagnostic, progress monitoring, summative, curriculum-based, standardized, and informal reading inventories. Candidates will develop the ability to interpret and communicate those results to school personnel and families. Students will conduct a variety of assessments and will compose a case study diagnosing the

strengths and needs of a struggling learner. This course is required for reading specialist certification. **(Prerequisites: EDL 644 and EDL 645)**

EDL 679   Planning and Leading a Literacy Program (3)
This course will focus on the study of the PK-12 literacy program. Emphasis is placed on the role of the reading specialist in developing, coordinating, and administering a literacy program at the school and district levels. Students will analyze the strengths and needs of a school's literacy program and make recommendations for improvement. Other topics that will be explored include involvement in professional organizations; instructional schedules, tasks, and procedures; selecting materials and programs providing professional support and development. **(Prerequisites: EDL 644 and EDL 645)**

EDL 690   Principal Practicum (3)
Provides the Principal Certification Candidate with the opportunity to apply educational theory and research findings to practical application in a variety of educational environments. Students are required to experience appropriate activities in the areas of administration, curriculum, teaching and learning. These experiences provide students with opportunities to compare their varied practical educational experience with the knowledge base of educational administration to diagnose sources of difficulty, to identify problems, to develop plans and strategies as well as to assess developing outcomes. Includes 360 hours of documented activities of which 180 may be accumulated prior to taking the Principal Practicum. The hours may be accumulated through work-site activities in the school setting as well as through completion of assigned coursework research. The focus of the practicum experience is directly aligned with the standards of the Pennsylvania Inspired Leadership Program. (All prerequisite courses should be completed per advisement.)

EDL 691   Pupil Services Practicum (3)
This course provides students with knowledge and skills related to the supervision and evaluation of pupil personnel services workers (i.e. counselors, nurses, school psychologists, home-school visitors). It involves field-based projects and activities determined by the student, local mentor, and university practicum advisor. Evidence will be provided in the student's portfolio. Includes 360 hours of documented activities of which 180 may be accumulated prior to taking the Pupil Services Practicum. The student will need to provide a plan of the kinds of activities, time spent on each activity including preparation, and align with standards or policies governing the pupil services involved (i.e. National Standards for School Counselors, PDE School Nurses Guidelines, etc.)

EDL 692   Reading Practicum (3)
During this practicum, candidates will connect theory to practical application of concepts studied during coursework. The focus of the practicum experience is directly aligned with the competencies identified by the Pennsylvania Department of Education for Reading Specialist certification. Students will administer various assessments; analyze data; design standards-aligned instructional plans reflecting an understanding of systems of language in the reading process, phonemic awareness, phonics, word identification, vocabulary, comprehension, and process writing; select, implement, and adapt a variety of instructional materials; monitor student progress; communicate with colleagues; and demonstrate knowledge and competencies that foster professionalism. Students will be required to submit a portfolio of practicum experiences. **(Prerequisites - All program courses: EDL 614; EDL 644; EDL 645; EDL 677; EDL 678; EDL 679)**

EDL 693   Supervisor Internship (3)

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

EDL 702   Methods of Doctoral Research (3)

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

EDL 720   Orientation to Doctoral Research (3)

Students will refine their skills in scholarly research and writing by framing research questions (Dissertation, Chapter 1), analyzing and synthesizing research (Dissertation, Chapter 2), and completing a mini literature review in APA format on their selected dissertation topic. (Course must be taken within the first 21 credits of the doctoral program).

EDL 721   School Leadership in Teaching and Learning (3)

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

EDL 722   Personnel Management and Labor Relations (3)

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

EDL 723   School Business Management (3)

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

EDL 724   Organizational Development and Change Theory (3)

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

EDL 725   Communication Theory and Practice (3)

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

EDL 726   Political, Economic and Social Structures of the Culture (3)
This course, aligned with the PA Leadership Core Standards and Corollary Standards and offered in an online environment, examines the historical antecedents of the political processes of education, as well as ways to improve the organization's culture. The course focuses on the political, social, and economic realities in which the education system operates and considers research and theory which are directly related to issues of education and school reform.

EDL 727   Pennsylvania School Code and School Board Policies (3)
This course provides doctoral students with a basic understanding and appreciation of the interaction of the PA School Code, PA School Law, School Policies, and landmark court decisions that have influenced the development of education in the Commonwealth of Pennsylvania. (Prerequisite: EDL 625)

EDL 728   Curriculum Theory and Evaluation (3)
Analysis of various approaches to curriculum theory. Examination of the educational strengths and weaknesses of these theories as they are implemented in different school environments. Evaluation of the effectiveness of school curriculum programs. (Prerequisite: EDL 622)

EDL 729   Curriculum Management (3)
Assistance for experienced educators in their effort to monitor and evaluate the implementation of curriculum improvement plans. (Prerequisite: EDL 622)

EDL 730   Pupil Personnel Services (3)
This course examines pupil personnel services in public and private schools. The focus includes the nature and development of programs to meet diverse student needs at the building and district levels along with discussions of current issues and trends. Central administration and school leadership must understand the broad and extensive services mandated by state and/or federal requirements and those that derive from student needs at the local level. These services strongly influenced by member constituents requires an evaluation and assessment of their worth and effectiveness in promoting effective learning environments and programs for students.

EDL 731   Advanced Supervision (3)
This course, aligned with the PA Leadership Core Standards and Corollary Standards, examines the supervisory process as developmental, dynamic, and collegial to promote purposeful, important learning and teaching. Supervisory perspectives, skills, and authority are analyzed. Options for working with teachers in a learning community and for encouraging teacher leadership are included. Through research, problem-based learning, in-class scenarios, case studies, and discussion, the course will focus on leadership and the role of supervision in student achievement. (Prerequisite: EDL 623)

EDL 732   Staff Development (3)
Focus on the process of growth and change in the adult and various ways of enabling individuals to gain professional competence. Includes skills needed in designing, implementing and evaluating staff development programs.

EDL 734   Dissertation Research Seminar (3)
Guidance of student efforts to translate theoretical constructions and research ideas into useful plans to be incorporated into the research proposal (Chapters 1-3 Draft). Course includes preparation for all

aspects of the dissertation process. Grading is Pass or Fail. (Prerequisite: successful completion of required course work and Degree Candidacy Application.)

EDL 735   The Superintendency (3)
Consideration of roles, relationships, and responsibilities of the school administrator and central office staff. Emphasis is placed on school district organization and governed relationship in federal and state government, administrative functions and the role of the school board. Includes also the role of the Intermediate Unit.

EDL 789   Clinical Experience (3)
The Clinical Experience provides candidates for the Superintendent's Letter of Eligibility opportunities to integrate education theory and research with practical experiences in the school district. The candidate may accomplish this task through participation in work-site activities as well as through completion of assigned coursework research. The course includes 360 hours of field experience of which 180 may be accumulated prior to registering for the Clinical Experience. The focus of the Clinical Experience and coursework are directly aligned with the standards of the Pennsylvania Inspired Leadership program.

EDL 797   Degree Candidacy Application (0)
A culminating experience which reflects the student's synthesis, integration of knowledge and the academic content of the dissertation research. Successful completion of the Degree Candidacy Application prepares the student for EDL 734: Dissertation Research Seminar. Students will submit Dissertation Chapters 1-2 (draft) with references. Grading is Pass/Fail. The student is allowed to take the Degree Candidacy Application twice.

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

EDL 798-799-800   Dissertation (3, 3, 3)
The time when the student works with committee members to complete the dissertation. Students must register for consecutive semesters of dissertation. Grading is Pass/Fail. (A minimum of 6 credits in dissertation is required)
Normally, EDL 798 involves completion of the dissertation proposal, EDL 799 involves data collection and analysis, and EDL 800 involves preparation of the final document and the dissertation defense. See Dissertation Handbook for further details.

EDL 000   Dissertation Continuation
Required for students who have completed EDL 798, 799, and 800 but need additional time to complete the dissertation process. See page 28 Dissertation Continuous Registration.

Doctor of Education in Higher Education
Program Director: Sr. Ann M. Heath, Ph.D.

The Ed.D. in Higher Education program inspires and equips insightful, ethical administrators and faculty leaders. Current and future collegiate, educational practitioners benefit from practice-informed learning within the context of higher education's trends, challenges, and vision.

The program offers three concentrations meeting the needs of a broad range of administrators, collegiate faculty, and nurse educators. The concentration,

- ✓ **administration and instruction** is designed for higher education administrators or faculty members who are seeking to advance their career opportunities by expanding their knowledge of current trends in higher education and developing their leadership skills.

- ✓ **community colleges** responds to the interests of collegiate administrators and faculty who desire to expand their knowledge of higher education while focusing specialized areas of study on two-year institutions.

- ✓ **nursing education** offers nurses seeking to work effectively within the broad higher education environment, the academic and research preparation for roles as collegiate nurse educators and administrators of a nursing educational unit.

The Ed.D. Program also prepares individuals working in related fields such as clinical nursing, law, and organizational or educational consulting, who are seeking to make a career change. The Doctor of Education in Higher Education program prepares students to meet the challenges of the changing landscape of higher education while maintaining the highest educational and ethical standards.

Area	Student Learning Outcomes
Historical Foundations	Apply information, principles, and references from the historical foundations of higher education to current issues and practices including the recognition that social and cultural systems develop out of adaptation to environmental and historical circumstances
Contemporary Global Issues & Challenges	Apply theory to practice in analyzing potential solutions to contemporary issues facing higher education worldwide
Leadership & Ethics	Evaluate and employ leadership values, beliefs, and styles in the context of ethical decision making; demonstrate acquisition of professional identity consistent with the goals of scholar and practitioner with a doctoral education

Strategic Thinking	Illustrate strategic thinking in institutional planning, academic direction and programming, organizational budgets, operations, and institutional assessment and evaluation at all levels
Equity & Diversity	Articulate diverse perspectives and incorporate diverse viewpoints and cultural paradigms into program development, implementation, assessment, and personal interactions
Curriculum	Evaluate and employ current paradigms of curriculum design, delivery and assessment
Student Development, Access, and Completion	Evaluate and apply best practices in access, retention, and completion for all students in the context of student development theory and institutional environments
Administration & Operations	Evaluate current administrative, operational, legal and public issues and trends in higher education
Use of Research	Interpret with accuracy research in the field
Conducting Research	Conduct and disseminate current research
Administration & Instruction	Evidence breadth of understanding of factors influencing and supporting higher education, its purpose, and its practices viewed from the perspective of administration or faculty
	Evidence in-depth knowledge of the roles, responsibilities, and governance of faculty and administration in higher education
	Demonstrate knowledge of the science of learning assessment and institutional effectiveness and best practices for institutional change and innovation in higher education
	Contribute to the advancement of administration and/or student learning effectiveness in higher education through intellectual inquiry and scholarship
Community Colleges	Demonstrate knowledge of profile, issues, strategies, and practices of two-year collegiate institutions reflective of the varied constituents impacting or impacted by this area of the higher education community
	Evidence in-depth knowledge of the roles, responsibilities, and governance of faculty and administration in community colleges
	Demonstrate knowledge of the science of learning assessment and institutional effectiveness and best practices for institutional change and innovation in community colleges
	Contribute to the advancement of administration and/or student learning effectiveness at community colleges through intellectual inquiry and scholarship
Nursing Education	Evidence in-depth knowledge of the nurse educators' roles and practices in higher education as faculty members and academic leaders
	Conceive evidenced-based strategies to design, implement, evaluation, and improve nursing education to reflect modern theory and trends in higher education, healthcare, and nursing practice
	Design curriculum and programs in nursing education including planning for development, implementation assessment, and evaluation using 21st century delivery and assessment methodologies
	Contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship.

REQUIRED COURSES: DOCTOR OF EDUCATION (Ed.D.) IN HIGHER EDUCATION (54 credits)

Foundational Core (12 credits)

HED 700 Seminar in Doctoral Studies	(3)
HED 705 Foundations of American Higher Education	(3)
HED 712 Higher Education Administration and Leadership	(3)
HED 721 Diversity and Multiculturalism in Higher Education	(3)

Research Core (9 credits)

HED 702 Methods of Research	(3)
HED 703 Quantitative Research Methods	(3)
HED 704 Qualitative Analysis and Mixed Research Methods	(3)

Concentration (15 credits)

Administration and Instruction

HED 715 Change and Innovation in Higher Education	(3)
HED 725 Finance and Strategic Planning	(3)
HED 732 Assessment of Student Learning Outcomes	(3)
HED 748 Enrollment Management	(3)
HED 820 Applied Field Experience in Higher Education	(3)

Community Colleges

HED 715 Change and Innovation in Higher Education (Community Colleges)	(3)
HED 725 Finance and Strategic Planning	(3)
HED 732 Assessment of Student Learning Outcomes	(3)
HED 757 The American Community College	(3)
HED 820 Applied Field Experience in Community Colleges	(3)

Nursing Education

HED 770 Program Development & Evaluation in Nursing Education	(3)
HED 771 Instructional Design & Curriculum Development in Nursing Education	(3)
HED 772 Learning Theory and Practice for Classroom & Clinical Nursing Education	(3)
HED 773 Advanced Scientific Inquiry in Nursing & Health Care	(3)
HED 820 Applied Field Experience in Nursing Education	(3)

Electives (6 credits)
The Program offers a variety of electives on a rotating basis. In addition, students may take concentration courses from outside their area as electives. HED 725 is required of Nursing Education Students.

Dissertation Sequence (12 credits)

HED 794 Dissertation Research and Evaluation	(3)
HED 795 Dissertation Design	(3)
HED 798/799 Dissertation I and II	(3, 3)

All students entering the program must hold a master's degree. The 54 credits are beyond the student's master's degree. Students must receive a B or higher in each course or retake the course, and maintain a minimal semester GPA of 3.3 or successfully fulfill an advisement plan. Transfer credits from a doctoral program taken at an accredited institution require a minimum grade of B+ (3.3) for acceptance.   For policies specific to the doctoral program in Higher Education, please refer to the handbooks posted in the Moodle Higher Education Networking and Information Center.

PROGRAM HIGHLIGHTS

Fully Online with Synchronous and A-Synchronous Courses
The Doctor of Education in Higher Education Program is delivered in an online hybrid model that seamlessly blends asynchronous and synchronous delivery of courses, combining the ***flexibility of online learning with the benefit of real-time instruction***.

Program Delivery
In fall and spring, courses meet in 7-week sessions with two courses per semester; web-based face-to-face synchronous meetings alternate with fully online weeks to enhance and support the learning experience.

In summer, concentration and elective courses generally meet in 5-week sessions with courses offered in sequence. The accelerated summer sessions enable students to balance a full academic schedule with other professional and personal goals often associated with summer plans.

The Cohort Model
The program is offered in cohort model creating a professional learning community to enhance student-to-student interactions and support throughout the program. Students meet in a cohort model for major courses and intermingle across groupings for elective courses and offerings in each concentration.

The Field Experience
The Field Experience is designed to provide doctoral candidates with opportunities to demonstrate knowledge, skills and abilities developed and/or enhanced in the Doctor of Education Program enriching and expanding their areas of concentration. In addition, the Field Experience (90 hours) provides a link between current experience and future goals in higher education by affording valuable networking experiences.

Dissertation Development
Preparation for dissertation research permeates the curriculum throughout the program, supported by coursework, advisement, and scholarly development.

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

COURSE DESCRIPTIONS

HED 700   Seminar in Doctoral Studies (3)
Course materials expose students to fundamental elements of scholarly inquiry and the research process including exploration of dissertation topics, ethics, and strategies for success.

HED 702   Methods of Research (3)
This course provides an overview of methods used to conduct and evaluate research in the area of social science. This course will include discussion on the scientific method, development of research questions, exploration of literature, formulation of research designs, and professional critique of methodologies. Qualitative, quantitative, and mixed method designs, and their underlying philosophies will be reviewed. (Pre-requisite HED 700)

HED 703   Quantitative Research Methods (3)
This course reviews quantitative methodologies utilized in designing research studies in the field of Higher Education. Quantitative topics include descriptive and inferential statistics (i.e., sampling methods, descriptive statistics, standard scores, distributions, statistical significance testing, t-tests, correlation, chi-square, power, and effect size) as well as a variety of supporting designs. This course emphasizes interpretive knowledge versus computation. (Pre-requisite HED 702)

HED 704   Qualitative and Mixed Methods Research Methods (3)
This course covers how to formulate qualitative and mixed methods research questions and how to design such research studies. As part of the process, the researcher/participant positionality, power dynamics, ethics and techniques of research are examined. In addition, the course provides practice in different qualitative data collection methods, including in-depth interviews, focus groups, and observation. (Pre-requisite HED 702)

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

HED 706   Student Development Theories and Practice (3)
This course examines theories related to the physical, cognitive, emotional, social and spiritual development of students. Theories will be explored as foundational to understanding behavior and applying research to practice. Theory will be applied to situations in higher education through personal reflections, case studies, and class discussions.

HED 711   Special Topics (1-3)
This course is a one-semester small group project-oriented course, which meets the approval of the program chair and is conducted under faculty supervision. Students may merit one, two, or three credits according to the complexity of the project. The study would be outside the scope of the current courses. Examples of study include executive leadership, global models of accreditation, advanced quantitative or qualitative research methods, community and governmental relations, student persistence and completion, etc.

HED 712   Higher Education Administration and Leadership (3)
This course will provide an overview of the basic organizational structure of higher education and how leadership at every level may use that structure to facilitate change and innovation. In that light, the role of each leadership unit (academic affairs, student affairs, enrollment management, finance, institutional advancement) is examined.

HED 715   Change and Innovation in Higher Education (3)
This course examines Change Theory, innovations in higher education, and the redesign of existing strategies. Consideration of the future of higher education, current assumptions, and potential impact of innovation will provide a basis for discussion and analysis of issues.

HED 721   Diversity and Multiculturalism in Higher Education (3)
This course emphasizes development of the awareness, knowledge, and skills necessary to be a multiculturally-competent higher education faculty and/or administrator through the lens of structural inequality and diversity. It emphasizes the practitioner's responsibilities, challenges, and opportunities for creating and sustaining affirming, pluralistic, and inclusive campus communities for all students.

HED 725   Finance and Strategic Planning (3)
This course reviews budgeting and planning models appropriate to a broad spectrum of higher education institutions. The emphasis is on developing strategic thinking. Topics will include strategic planning strategies, constituent involvement, decision making, assessment, budgeting models, revenue sources, resource allocation, fiscal management, and the impact of government fiscal policies.

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

HED 732   Assessment of Student Learning Outcomes (3)
Learning outcomes assessment is critical to providing high-quality learning environments and promoting student achievement. This course focuses on the assessment cycle of creating learning outcomes both in and outside of the classroom, designing appropriate assessments, developing the instructional strategies and closing the feedback loop to improve learning.

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

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

HED 757   The American Community College (3)
This course provides a critical analysis of the characteristics, scope, public policy issues, and impact of two-year colleges in America.

HED 760   Current Topics in Higher Education (3)
This course provides an overview of topics, practices, and policies of current importance in higher education. A group of topical areas will be explored such as theories of human development, policy analysis, institutional evaluation, curriculum design/delivery/assessment or new trends.   Topics will be explored from the perspective of students' concentrations (administration & instruction, community colleges, or nursing education).

HED 765   Advanced Topics in Higher Education (Independent Study) (1-6)
A one-semester independent project, which meets the approval of the program chair and is conducted under faculty supervision, frames this course. Students may merit one, two, or three credits according to the complexity of the project. Examples of study include executive leadership, global models of accreditation, advanced quantitative or qualitative research methods, community and governmental relations, student persistence and completion, etc.

HED 770   Program Development & Evaluation in Nursing Education (3)
This course gives students the opportunity to focus on the cyclical systematic process of program planning and assessment. Major topics include conducting a needs assessment and analysis, establishing program goals and student learning outcomes, planning of the program assessment, and setting up processes for evaluation and improvement that involve external and internal stakeholders at all levels in the context of all appropriate accreditation and licensing bodies in both Higher Education and Nursing. The course will culminate in the simulated experience of presenting a complete new Nursing program proposal delivered to a panel of reviewers similar to a college board of trustees.

HED 771   Instructional Design & Curriculum Development in Nursing Education (3)
This course offers students an exploration of theory and practice of the systematic instructional design of nursing curriculum in the context of current institutional, professional, and regulatory environments at the local, state, national, and international levels. (Pre or Co-requisite HED 770)

HED 772   Learning Theory and Practice for Classroom & Clinical Nursing Education (3)
In this course, students study and apply theory-based practices of teaching and learning in classroom and clinical nursing education courses utilizing face-to-face, hybrid, and online delivery models. Collaborative strategies for designing student learning outcomes, assessments, and activities are emphasized.

HED 773   Advanced Scientific Inquiry in Nursing & Health Care (3)
Within this course, students will apply advanced research design, instrumentation, data collection and analysis to questions and topics in the area of nursing and health care with an emphasis on quantitative methods and consideration of mixed methodologies. Methods of disseminating research findings will also be discussed. (Pre-requisite HED 703)

HED 794   Dissertation Research and Evaluation (3)
In-depth exploration of research related to the dissertation topic culminating in a comprehensive literature review suitable to serve as Chapter 2 of the dissertation; pro and con arguments from the literature are explored; student's written work, the qualifying paper, serves as the basis for an oral defense of the need for the study. The successful defense fulfills the requirement of the qualifying examination for candidacy. The student is only permitted to participate in the qualifying hearing twice. In order to be eligible for HED 794, the student must have completed all required course work (with the exception of the Applied Field Experience) with a GPA of 3.3 or higher, and also must secure the

approval of the Program Director. (See Dissertation Handbook for guidelines. Course Fee $150.) Grading is "pass/fail."

HED 795 Dissertation Research Design (3)
In-depth preparation of dissertation prospectus; purpose, methods, significance of study explored; preparation and presentation of the dissertation prospectus that includes dissertation Chapters 1, 2, 3; formation of dissertation committee. Students completing HED 795 should be ready to finalize their proposal under the direction of the dissertation committee, participate in the dissertation hearing, and submit their proposal to RERB. (Pre-requisite: HED 794; see Dissertation Handbook for guidelines.) Grading is "pass/fail."

HED 798-799-800   Dissertation (3, 3, 3)
The dissertation process supports a student's exploration of a research topic providing opportunities, under the guidance of a scholarly community, to pose questions, gather date, present cohesive arguments, and articulate an extensive analysis resulting in an independent, scholarly work. Working with the committee to complete a dissertation, students must register for consecutive semesters of dissertation. HED 798 and HED 799 involve finalization of the study structure, data collection/analysis, preparation of the final document and defense. If students require additional time to complete the study, then the students register for HED 800. See Dissertation Handbook for further details. (Pre-requisite HED 795)

HED 000   Dissertation Continuation (0)
Required for students who have completed HED 798, 799, and 800, but need additional time to complete the dissertation process.

HED 820   Applied Field Experience (3)
Students complete a minimum of 90 hours in a field experience related to higher education leadership and their unique areas of concentration as determined in conjunction with their advisor. A seminar and internship-based project is designed to serve as a vehicle for applying and extending the knowledge learned in program coursework.

Master of Science in Higher Education
Program Director: Sr. Ann M. Heath, Ph.D.

Designed to provide a comprehensive and foundational preparation for a career in higher education, students will expand their capacity for professional service in institutions of higher education in the 21st century through a course of study focused on personal and professional development.

The program leads students to gain the knowledge and skills needed to be informed advisers, responsive leaders, effective educators, and administrators across all types of colleges and universities.

Graduates will be ready to seek career advancement in a variety of student-focused positions including student advisement, admissions and recruitment, student affairs, athletics, career development, communications and marketing, alumni relations, and other campus departments.

Student Learning Outcomes

Students who complete the program will be able to:

- Discuss factors influencing and supporting higher education, its purpose, and its practices

- Evaluate and respond to current administrative issues and trends in higher education

- Recognize social and cultural systems in the context of the environment and through an historical lens

- Articulate leadership values and styles in the context of ethical decision making

- Use research, knowledge of human dimensions, and interpersonal dynamics to inform practice.

REQUIRED COURSES: MASTER OF SCIENCE (M.S.) IN HIGHER EDUCATION (30 credits)
Core courses in educational leadership

GEN 501	Human Development
GEN 502	Methods of Research
GEN 503	Interpersonal Relations
EDL 615	Contemporary Professional Ethics **OR**
LDR 603	Organizational Ethics*

Concentration courses in higher education

HED 605	Foundations of American Higher Education
HED 612	Higher Education Administration and Leadership
HED 621	Diversity and Multiculturalism in Higher Education
HED 632	Assessment of Student Learning

Applied capstone courses

HED 637	Professional Seminar, Part I
HED 638	Professional Seminar, Part II

*Fulfills requirements for MS and Certificate in Leadership

PROGRAM HIGHLIGHTS

- ▪ *Program Delivery* – Three distinct approaches to course delivery are adopted in the program, providing students with a truly "hybrid" approach to learning.

  Online/Asynchronous
  > Core courses in educational leadership employ an online asynchronous pedagogy and delivery.

  Online/Synchronous
  > Concentration courses in higher education employ an online synchronous pedagogy and delivery with synchronous class sessions held during weeks 1, 3, 5, and 7.

  Hybrid
  > Two seminar courses at the conclusion of the program include both periodic synchronous sessions coupled with field experience and independent research.

- • *Cohort Model* – MS students follow a course of study designed to build a close professional network with peers in the program.

- • *Program Structure* – The MS program requires 30 graduate credits that may be finished in five semesters with two courses per semester. Each course meets in accelerated seven-week sessions with students taking one course at a time.

- • *Higher Education Learning Community* –The MS in Higher Education is part of a broader program of study in the field of higher education, encompassing graduate study at both the master's and doctoral levels. The master's curriculum is designed to integrate seamlessly with the doctoral program providing students with options to move directly into the Ed.D. program without repetition of course content. Faculty and students from a wide range of institutions have participated in this learning community, contributing to the growing body of research and leadership in the field.

- • *Alignment with Doctoral Program* – The MS provides the pathway to doctoral study. Students who complete the MS in Higher Education and meet eligibility requirements for the Ed.D. in Higher Education program will be waived from four doctoral course requirements if enrolling within five years.

- • **Attain a Certificate in Leadership** - Students may use LDR 603 Organization Ethics to fulfill course requirements in both the Certificate and MS program. Completion of 3 additional courses in leadership studies fulfills the requirements for a Certificate in Leadership**.** See catalog in Strategic Leadership for Certificate courses.

COURSE DESCRIPTIONS

GEN 501   Human Development (3)
This course provides opportunities for students to understand and appreciate the developmental experiences of all people across the lifespan. This course includes development theories related to the

human growth process and salient biological and environmental factors which affect the process of human growth and development.

GEN 502   Methods of Research (3)
This course is designed to examine comprehensive methodological approaches to qualitative and quantitative research and the basic research process. Skills in critiquing research, evaluating the research outcomes as valid, reliable, and useful and the application of this knowledge and skill in the creating of a literature review are included.

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

EDL 615   Contemporary Professional Ethics (3)
An examination of the unique ethical challenges faced by leaders with an emphasis on building ethical competency through self-assessment, challenge, and feedback. Topics include: virtue ethics, evil, forgiveness, moral theories, moral reasoning, ethical decision-making, ethical influence, transformational leadership, servant leadership, ethical group problem solving, ethical organizational climate, ethical diversity, and ethical crisis leadership.

HED 605   Foundations of American Higher Education (3)
This course examines the historical, political, philosophical, and cultural shifts including technology that have given rise to and shaped modern day higher educational practice. Special focus will be placed on the objectives and functions of various types of higher education institutions and the adult learning population in contemporary colleges and universities.

HED 612   Higher Education Administration and Leadership (3)
This course provides an overview of the basic organizational structure of higher education and how leadership at every level may use the structure to facilitate change and innovation. In this light, the role of each leadership unit (academic affairs, student affairs, enrollment management, finance, institutional advancement, and others) is examined.

HED 621   Diversity and Multiculturalism in Higher Education (3)
This course emphasizes development of the awareness, knowledge, and skills necessary to be an inclusive higher education administrator or faculty member through the lens of structural inequality and diversity. It emphasizes the practitioner's responsibilities, challenges, and opportunities for creating and sustaining affirming, pluralistic, and inclusive campus communities for all students.

HED 632   Assessment of Student Learning (3)
Learning outcomes assessment is critical to providing high-quality learning environments and promoting student achievement. This course focuses on the assessment cycle of creating learning outcomes both in and outside of the classroom, designing appropriate assessments, developing the instructional strategies and closing the feedback loop to improve learning.

HED 637/638   Professional Seminar Parts I & II (3 + 3)

The Seminar consists of a capstone project with an experiential component of 15 hours of immersion in practice. The project employs an action research process that applies learning directly to a higher education setting. The project serves as the master's comprehensive evaluation incorporating concepts from all parts of the curriculum. Formal presentation of the project is the final requirement for the program.

Master of Science in Health Care Management
Program Director: Anne Marie McCauley, DHEd., RN

PROGRAM OVERVIEW

The 30-credit, fully online Master of Science in Health Care Management could be completed in two years (5 semesters) and will provide students with the knowledge, skills, and clinical integration proficiencies essential for employment within the health care management field.

The program is designed to educate students who want to serve others through the health care profession of health care management. The curriculum is academically rigorous and challenges students to think critically and make ethical decisions on a day-to-day basis. The integration of special topics courses and interdisciplinary learning will provide students the opportunity to stay on the cutting edge of the profession and prepare for careers in the ever-changing world of healthcare.

Learning Outcomes:
- Evaluate the complexities of health care to provide and manage safe delivery of care and services
- Improve the management of internal and external customers to maintain a multifaceted and diverse organizational environment
- Incorporate the general health care principles and policies to create a well-functioning fiscal and budgetary operation within the health care organization
- Examine current health care management literature and recommend and develop areas for improved strategies for directing a medical organization
- Prepare to distinguish and inspire using management skills and leadership qualities

PROGRAMS OF STUDY

MASTER OF SCIENCE IN HEALTH CARE MANAGEMENT (30 credits)

GEN 506	Interprofessional Health Care Research	(3)
MHCM 604	The Aging and Long-Term Care Management	(3)
MHCM 606	Resources, Recruitment and Retention in Health Care	(3)
MHCM 608	Fiscal Management in Health Care	(3)
MHCM 610	Health Economics	(3)
MHCM 612	Risk Management and Patient Affairs	(3)
MHCM 614	Health Care Politics and Policy	(3)
MHCM 616	Health Care Strategic Planning and Marketing	(3)
MHCM 618	Medical Practice Management	(3)
MHCM 620	Healthcare Management Capstone	(3)

CERTIFICATE IN HEALTH CARE MANAGEMENT (12 credits)

MHCM 606	Resources, Recruitment and Retention in Health Care	(3)
MHCM 612	Risk Management and Patient Affairs	(3)
MHCM 614	Health Care Politics and Policy	(3)
Elective	Any MHCM course (excluding MHCM 620)	(3)

COURSE DESCRIPTIONS

GEN 506   Interprofessional Health Care Research (3)
This course focuses on the processes of research in healthcare professions and evidence-based practice. The historical, scientific, and theoretical context of healthcare research is examined. Ethical issues involved in the conduction of research are explored. The use of scientific evidence to improve healthcare practice and patient outcomes is emphasized.

MHCM 604   The Aging and Long-Term Care Management (3)
Discussion of the effect of the increasing numbers in the aging population due to improved technology and medicine. The course focuses on the management of retirement and skilled nursing facilities and their efforts to keep up with the demands of a consumer driven influence on the new nursing home environment.

MHCM   606 Resources, Recruitment and Retention in Health Care (3)
Identify resources needed to recruit and retain competent health care professionals in the health care industry to provide care for patients while protecting the medical professional.

MHCM   608 Fiscal Management in Health Care (3)
The course includes didactic learning in utilizing the previously learned methods in accounting to make budgetary, price and service decisions, cost allocation, and time value of money determinations in making financial managerial decisions in healthcare.

MHCM 610   Health Economics (3)
Focus on economic issues in producing, delivering and financing health care. Impact of economics on the delivery of medical care influenced by the role of insurance companies, physicians and the medical care markets.

MHCM 612   Risk Management and Patient Affairs (3)
Focus on managing patient health care risks. Instruction will include a review of the importance of the health care record as well as the role of the risk management team in the health care facility. Mitigating loss throughout the health care industry will be discussed.

MHCM 614   Health Care Politics and Policy (3)
Introduction to health policy and how governmental influence affects the outcomes in the delivery of health care. Accessibility of care, quality of care, safety, and the environment will be discussed.

MHCM 616   Health Care Strategic Planning and Marketing (3)
Business planning and marketing as it applies to health care organizations. Focus on the needs of the health consumer, customer groups, clinical staff needs, forecasting and marketing. Advertising and public relations are also discussed.

MHCM 618   Medical Practice Management (3)
Explores the foundational aspects of practice management. The focus of this course will explore the operational management of a health care practice. Customer service and attention to patient needs as well as direction of the health care staff will be discussed.

MHCM 620   Healthcare Management Capstone (3)
The capstone will allow the student to review recent and relevant information, using critical analysis, on a topic in the health care management field. A sound understanding of the literature will be displayed in the writing of a clear and concise literature review in an academic manner.
(Pre-requisite: GEN 506)

Master of Science in Strategic Leadership
Program Director: James Eric Siburt, Ph.D.

MASTER OF SCIENCE IN STRATEGIC LEADERSHIP (30 credits)
Through an interdisciplinary approach, remote delivery, and relevant curriculum, including timely topics such as critical problem solving, power and influence, and political and environmental leadership, Immaculata University's Online Master of Science in Strategic Leadership will prepare you to lead people with courage and confidence in any industry, organization, or company. The Master of Science in Strategic Leadership program provides leadership courses that incorporate evidence-based practices to help you lead the changes necessary for people and organizations to thrive.

Program outcomes include:
- Identify and develop critical problem-solving skills to mitigate the impact of internal and external schemes that affect organizations.
- Develop an awareness that leadership is the ethical and respectful application of power within a specific cultural context.
- Recognize and value the unique nature and complexity of the leader-follower relationship.
- Learn to exercise various practices for negotiation and consensus building in the strategic mitigation of conflict.
- Develop a perspective of power as a complex symbolic system of communication inherent in all relationships.
- Practice global-minded and socially responsible decision making in light of contemporary environmental and political issues.

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REQUIRED COURSES (30 credits)

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GEN 502	Methods of Research	(3)
LDR 600	Foundations of Leadership	(3)
LDR 603	Organizational Ethics	(3)
LDR 604	Theories of Change	(3)
LDR 605	Politics of Leading	(3)
LDR 610	Sustainability Leadership	(3)
LDR 615	Leading Digital Citizens	(3)
LDR 621	Strategic and Critical Problem Solving	(3)
LDR 630	Leading Across Cultures	(3)
LDR 640	Power and Influence	(3)
LDR 635	Leadership Comprehensive	(0)

Stackable Credentials
Students may pursue a graduate certificate in leadership as part of the master's program or as a standalone credential.

Graduate Certificate in Strategic Leadership (12 credits)

Upon completion of the certificate program, students will be able to:

- Identify and develop critical problem-solving skills to mitigate the impact of internal and external schemes that affect organizations.

- Recognize and value the unique nature and complexity of the leader-follower relationship.

- Develop an awareness that leadership is the ethical and respectful application of power within a specific cultural context.

REQUIRED COURSES

LDR 600	Foundations of Leadership	(3)
LDR 604	Theories of Change	(3)
LDR 621	Strategic and Critical Problem Solving	(3)
Elective	LDR course per advisement	**(3)**

COURSE DESCRIPTIONS

GEN 502   Methods of Research (3)
This course is designed to examine comprehensive methodological approaches to qualitative and quantitative research and the basic research process. Skills in critiquing research, evaluating the research outcomes as valid, reliable and useful and the application of this knowledge and skill in the creation of a literature review are included. Students who receive a grade of B- or below in Methods of Research at the master's level will be required to repeat the course.

LDR 600   Foundations of Leadership (**3)**
Students will identify the unique nature, characteristics, and relationship of the Self and Others in regard to leader-follower relationship. You will build upon a foundational understanding that improves the quality of work culture and overall productivity for the betterment of the collective organization. This course lays the foundation for other courses in the program to include semiotics, ethics, power, strategy, change, and self-care.

LDR 603   Organizational Ethics (3)
This course pursues the understanding that leadership, the practice of leading, requires the knowledge to recognize and discern the ethical, respectful, and just application of influence within a specific cultural context. Ethical leadership must invariably form everyday practices which preserve human dignity and benefit the common good even in the process of influence. Difficulties arise when striving to balance the collective interests of the organization with the cultural norms, established regulations, and global perspectives that comprise all societies.

LDR 604   Theories of Change (3)

This course draws upon a variety of interdisciplinary methods to analyze and better understand the societal aspects of organizational groups– change, memory, and stability– which allow people, either as groups or as individuals, to formulate initiatives to reach their full potential through growth and change. This course emphasizes how leaders can be effective in generating organizational transformation. Learners integrate knowledge of organizational change theory into the understanding of a leader's role as an influencer toward change.

LDR 605   Politics of Leading (3)
This course will explore lobbying, persuasion, bargaining, consensus building, and opinion management as key aspects of strategic leadership. Terms like politics and lobbying are often associated with government, but they are also a common aspect of human interaction and organizational leadership.

LDR 610   Sustainability Leadership (3)
This course will examine a leader's role and responsibility in regard to issues of sustainability, declining ecosystems, and environmentally minded leadership practices. Responsible decision making in light of current environmental issues and the organizational impact upon the environment will be discussed.

LDR 615   Leading Digital Citizens (3)
This course focuses on the importance of leaders recognizing the duality of citizenship in a digitally driven culture. Students will develop an awareness of cultural–products, linguistics, practices–as manifest in digital modalities. This understanding and the necessity of forming a digital worldview will be applied to the broader practice of leading across contexts both virtual and physical.

LDR 621   Strategic and Critical Problem Solving (3)
This course explores strategy development and adopts an interdisciplinary approach to this process by drawing on the disciplines of history, sociology, literature, and game theory. A historical overview of the field of strategy will be analyzed, along with contemporary approaches which will introduce and demonstrate real-world application. A combination of theory and practice in all relevant aspects of strategic and critical thinking will be emphasized.

LDR 630   Leading Across Cultures (3)
This seminar style course will address a revolving set of timely and relevant topics in regard to leadership. Topics and/or lecturers will change to explore current events and topics that impact and inform leadership, organizational culture, and society.

LDR 640   Power and Influence (3)
This course explores the manifestation of power through the field of Socio-Narratology. Students will learn to recognize how power is active through everyday narrative and the role stories play in leader-follower relationships. Students will acquire the tools needed to study the cultural influence of these stories in history, folklore, mythology, literature, and media.

LDR 635   Leadership Comprehensive (0)

The culminating research experience is a research proposal based thesis which requires students to build upon their research of a theory of leading of their choice established post LDR600 and pursued throughout the two- year program. Students will define their research project, primary sources, and how exploring their research topic of choice has shaped them as both a scholar and a practitioner of strategic leadership.

Master Of Business Administration (MBA)

Program Director: Sarah Dougherty, MBA, SHRM-SCP.

MASTER OF SCIENCE IN BUSINESS ADMINISTRATION (30 credits)

Today's employers seek strategic professionals with the capacity to anticipate trends, leverage human capital, and make sound business decisions to move an organization forward. Immaculata University's Online MBA program is designed to meet these demands through foundational and specialized coursework delivered by industry leaders. Earning an MBA is associated with higher earnings, expanded career opportunities, and advanced-level positions. Through our distinctive leadership core, MBA concentration, and various track options, this program will prepare you to advance your career in an ever-changing business landscape.

Program outcomes include:
- Use logic and reasoning to make sound business decisions.
- Understand the interplay between external and internal influences on an organization.
- Demonstrate competency in analyzing and and employing metrics, statistics, and financial documents.
- Create value for an organization through understanding the needs of complex workforce dynamics.
- Communicate effectively with stakeholders at all levels of an organization.
- Leverage human capital within an organization to increase productivity and improve bottom line performance.
- Address emerging trends in business and understand how they might contribute to a successful operation.

LEADERSHIP CORE (6 CREDITS)

LDR 600	Foundations of Leadership	(3)
LDR 621	Strategic and Critical Problem Solving	(3)

MBA CONCENTRATION (15 CREDITS)

MBA 605	Quantitative Decision Making	(3)
MBA 610	Ethical and Legal Perspectives in Business	(3)
MBA 615	Financial Analysis for Leaders	(3)
MBA 620	People and Organizations	(3)
MBA 631	Contemporary Marketing	(3)
MBA 690	Comprehensive (0-credit experience)	(0)

GENERAL MBA TRACK (9 CREDITS)

MBA 625	Emerging Topics in Business	(3)
MBA 630	Supply Chain Management	(3)
MBA 632	Avoiding Organizational Failure	(3)

LEADERSHIP TRACK (9 CREDITS*)

LDR 603	Organizational Ethics	(3)
LDR 615	Leading Digital Citizens	(3)
LDR 640	Power and Influence	(3)

* Upon completion, students earn a graduate certificate in leadership

HEALTH CARE MANAGEMENT TRACK (9 CREDITS*)

MHCM 606 Resources, Recruitment, and Retention in Health Care   (3)
MHCM 612 Risk Management and Patient Affairs   (3)
MHCM 614 Health Care Policy and Politics   (3)
* *Upon completion, students earn a graduate certificate in health care management*

FINANCIAL PLANNING TRACK (9-18 CREDITS*)

FIN 667 Fundamentals of Financial Planning   (3)
FIN 613 Income Tax Planning for Individuals and Business   (3)
FIN 625 Securities Analysis   (3)
FIN 610 Insurance & Risk Management   (3)
FIN 620 Retirement Planning   (3)
FIN 650 Fundamentals of Estate Planning   (3)
* *Upon advisement. This track prepares students to sit for the certified financial planner exam*

COURSE DESCRIPTIONS

LDR 600   Foundations of Leadership (3)
Students will identify the unique nature, characteristics, and relationship of the Self and Others in regard to leader-follower relationship. Build upon an understanding of these identified differences to develop and implement strategies that improve the quality of the work culture and overall productivity for the betterment of the collective organization. This course lays the foundation for other courses in the program to include semiotics, ethics, power, strategy, change, and self-care.

LDR 621   Strategic and Critical Problem Solving (3)
This course explores strategy development and adopts an interdisciplinary approach to this process by drawing on the disciplines of history, sociology, literature, and game theory. A historical overview of the field of strategy will be analyzed, along with contemporary approaches which will introduce and demonstrate real-world application. A combination of theory and practice in all relevant aspects of strategic and critical thinking will be emphasized.

MBA 605   Quantitative Decision Making (3)
This course examines the relationship between statistics, microeconomic trends, and effective decision making. It emphasizes the importance of using data and metrics to guide decision making and stresses the importance of data- driven outcomes. Prerequisites: Managerial Accounting, Statistics.

MBA 610   Ethical and Legal Perspectives in Business (3)
This course builds foundational knowledge and practical approaches in balancing stakeholder interests, ensuring financial transparency, and addressing economic, social, and environmental sustainability. The tension between law and ethics is examined and critical thinking skills are further developed. Prerequisite: Business Management.

MBA 615   Financial Analysis for Leaders (3)
This course expands upon existing knowledge of finances and accounting and relates that information to leading a team or organization. Topics include financial statement literacy for decision-making purposes, budgeting and accounting at the enterprise level, and decision making based on financial information. Prerequisite: Financial accounting.

MBA 620   People and Organizations (3)

People & Organization emphasizes the role of human capital in the workplace. This course explores motivating and developing a competent and engaged workforce and creating a thriving organizational structure and culture. This course covers both leadership and management concepts and explores topics such as performance management and motivating a diverse team.

MBA 631   Contemporary Marketing (3)

Contemporary Marketing discusses relevant topics in the field of marketing addressing foundational concepts and emerging trends.

MBA 690   Comprehensive (0)

The culminating experience requires synthesis and integration of knowledge gained throughout the program as demonstrated by response to a case study scenario. Students draw upon the concepts learned to prepare an analysis of and solution to a hypothetical business problem. Taken within the final 0-6 credits of the program. Prerequisite: Principles of economics.

GENERAL MBA TRACK

MBA 625   Emerging Topics in Business (3)

This course explores current events that impact the way organizations conduct business. Through examination of emerging and new concepts, students will be better equipped to contribute to and lead the workplaces of tomorrow.

MBA 630   Supply Chain Management (3)

This course provides learners with a comprehensive look at the importance of supply chains in our inter-connected world. Current topics in supply chain management, logistics, and advanced procurement are discussed.

MBA 632   Avoiding Organizational Failure (3)

This course examines organizational failure, what contributes to dysfunctional teams and how to avoid unfavorable outcomes. Strategy, change management, team dynamics, building trust, rebranding, and pivoting are all explored.

LEADERSHIP TRACK

LDR 603   Organizational Ethics (3)

This course pursues the understanding that leadership, the practice of leading, requires the knowledge to recognize and discern the ethical, respectful, and just application of influence within a specific cultural context. Ethical leadership must invariably form everyday practices which preserve human dignity and benefit the common good even in the process of influence. Difficulties arise when striving to balance the collective interests of the organization with the cultural norms, established regulations, and global perspectives that comprise all societies.

LDR 615   Leading Digital Citizens (3)

The importance of leaders recognizing the responsibility of the individual as a citizen in a digitally driven culture is the primary focus of this course. Students will develop an understanding of their own competency and proficiency in the areas of Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety and Security, and Problem Solving. This understanding and the implications of a digital citizenship perspective will be applied to the broader practice of leading others within organizations.

LDR 640   Power and Influence (3)
This course explores power through the field of Socio-Narratology. Students will learn to recognize how power is manifest through everyday narrative and the role stories play in leader-follower communications. Students will acquire the tools needed to study the cultural influence of history, folklore, mythology, literature, and media.

HEALTHCARE MANAGEMENT TRACK
MHCM 606   Resources, Recruitment, and Retention in Health Care (3)
Identify resources needed to recruit and retain competent health care professionals in the health care industry to provide care for patients while protecting the medical professional.

MHCM 612   Risk Management and Patient Affairs (3)
Focus on managing patient health care risks. Instruction will include review of the importance of the health care record as well as the role of the risk management team in the health care facility. Mitigating loss throughout the health care industry will be discussed.

MHCM 614   Health Care Policy and Politics (3)
Introduction to health policy and how governmental influence affects the outcomes in the delivery of health care. Accessibility of care, quality of care, safety, and the environment will be discussed.

FINANCIAL PLANNING TRACK
FIN 667   Fundamentals of Financial Planning (3)
This course provides an overview of the financial planning process, including the role and responsibilities of a financial planner and the analytical tools required for effective decision making. Topics include professional conduct and ethics, regulatory issues, economic concepts, time-value-of money, debt management, and education planning.

FIN 613   Income Tax Planning for Individuals and Business (3)
This course reviews federal tax law and explains income tax fundamentals for individuals, businesses, and trusts and estates. Topics include income tax fundamentals, AMT, tax reduction techniques, property transactions and passive activity, and charitable contributions and deductions.

FIN 625   Securities Analysis (3)
This course discusses the characteristics, uses, and taxation of investment vehicles. Also addressed are the types of investment risk, calculating investment returns, asset allocation and portfolio diversification, and portfolio development and investment strategies.

FIN 610   Insurance & Risk Management (3)

This course addresses the importance of planning for insurance needs and covers the basic concepts in risk management and insurance. Topics include health and disability insurance, life insurance and annuities, long- term care, property and casualty insurance.

FIN 620   Retirement Planning (3)
This course focuses on retirement savings and income planning for individuals and businesses. Topics include retirement needs analysis, Social Security and Medicare, types of retirement plans, qualified plan rules and options, key factors affecting plan selection for businesses, distribution rules and strategies, and business succession planning.

FIN 650   Fundamentals of Estate Planning (3)
This course provides an overview of the gift and estate tax system and basic estate planning strategies. Topics include characteristics of property titling and strategies to transfer property, critical estate planning documents, gift and estate tax calculations, sources for estate liquidity, types and features of trusts, and estate planning for nontraditional relationships.

Music Therapy
Program Director: Corey Olver, PhD, MT-BC, LPC, ACS

PROGRAM OVERVIEW
The Master of Music Therapy and Counseling (MMTC) and Master of Arts in Music Therapy (MAMT) programs prepare students to practice music therapy at an advanced level, in a range of clinical settings. The graduate music therapy program provides extensive breadth and depth of training in the musical, clinical, and theoretical components of music therapy emphasizing advanced clinical practices in the upper division. It provides a thorough orientation to scholarly literature, research, and writing on music therapy topics. In addition, it prepares students to be independent professionals, clinical supervisors, advocates for music therapy services, and leaders within their field.

Educational Outcomes
The Graduate Music Therapy programs prepare students to:

- Work at an advanced level with a wide range of clients across various clinical settings

- Understand client needs from a variety of theoretical perspectives and clinical models

- Practice music-centered psychotherapy at an advanced level

- Practice music therapy with greater self-awareness, and engage in ongoing personal development

- Utilize the scholarly literature effectively, understand and conduct research, and produce scholarly writing in music therapy

- Align with the ethical standards of professional practice in music therapy

- Serve as leaders within the music therapy field

Two levels of training, Equivalency (60 credit MMTC, 60 credit MAMT) and Advanced (48 credit MMTC & 48 credit MAMT) are offered.

Equivalency Level Program: Students with a Bachelor's Degree Outside of Music Therapy
The equivalency degree programs are specially designed for students who wish to complete music therapy training (attaining MT-BC eligibility) at the graduate level. Typically, these students have an undergraduate degree in music (or related field) and are versatile instrumentalists and vocalists but have not yet studied music therapy. Students in this program complete the requirements for Board Certification through 500-level courses, and then continue with courses in advanced clinical practices (identical to the Advanced Level program).

Advanced Level Program: Students with a Bachelor's Degree of Music Therapy and MT-BC Credential
The advanced counseling (MMTC) and professional (MAMT) degree programs are specially designed for accredited music therapists (MT-BC) who wish to develop advanced skills in music therapy clinical practice, with a special emphasis on advanced clinical practices. The MMTC degrees are designed for music therapists who wish to complete the academic requirements to qualify for a License as a

Professional Counselor (LPC) in Pennsylvania. Detailed information and links to state requirements are provided in the Music therapy Graduate Handbook.

Master of Music Therapy and Counseling versus Master of Arts in Music Therapy
The Master of Music Therapy and Counseling degrees are designed for music therapists who wish to complete the academic requirements to qualify for a License as a Professional Counselor (LPC) in Pennsylvania. The degree program contains courses in both the music therapy program and the clinical mental health counseling program. Detailed information and links to state requirements are provided in the Music therapy Graduate Handbook. Students in the Master of Arts in Music Therapy degree programs are designed to prepare students to enhance their professional music therapy practice through core courses and elective credits in music therapy or a related field.

Dual Degree in Music Therapy & Clinical Mental Health Counseling
Students interested in pursuing a career in Mental Health Counseling and Music Therapy may be eligible to pursue both degrees at a significantly reduced credit load. Graduate music therapy students entering Immaculata University with advanced standing may apply to the CACREP-approved Master of Arts in Clinical Mental Health Counseling program and pursue the dual degree for 15 additional credits beyond the Advanced MMTC for a total of 75 degree credits. Students accepted into the dual degree program are required to complete BOTH an advanced internship in Music Therapy (MUT 610, 621, 622) AND an internship in Clinical Mental Health Counseling (COUN 691, 692, 693).

Immaculata University is accredited by the National Association of Schools of Music (NASM), and all of our music therapy degree programs are approved by the American Music Therapy Association (AMTA). For further information on music therapy (including educational guidelines), consult AMTA's website at www.musictherapy.org

COURSE OF STUDY
Equivalency Level Course of Studies

Equivalency level courses are specifically designed for students who do not have a bachelor's degree in music therapy. These courses begin with a series of theories, processes and practices courses (500-level courses). Upon successful completion of these courses, along with completion of graduate clinical training and demonstration of proficiency, on piano, guitar, and voice (through diagnostic examination administered by music therapy faculty [consult department handbook for specific guidelines]), the student becomes eligible to enroll in Graduate Internship. During and after the internship, the student undertakes courses at the Advanced Level.

Upon successful completion of the Internship and verification of all professional music therapy competencies, the student becomes eligible to take the examination administered by the certification Board for Music Therapists (CBMT). Upon successful completion of the CBMT examination, the student earns the national credential Music Therapist-Board Certified, or MT-BC. Attainment of the MT-BC credential permits the student to seek professional employment as an accredited music therapist. Toward the completion of the degree, students take both the Culminating Project in Music Therapy and the Comprehensive Exam.

Advanced Level Course of Studies
Advanced level courses are specifically designed for practicing music therapists. Students who are enrolled in the Advanced MAMT or MMTC, and equivalency students who have completed equivalency

level (500 level) courses and are enrolled in internship may take advanced (600 level) courses. Courses at this level further advance clinical practice, with a special emphasis on music-centered psychotherapy. At this level, students focus on assessment, music and imagery, clinical improvisation, resource development, songs in psychotherapy, verbal skills, advanced supervision, advanced technology, advanced music skills, and more. Courses at this level are offered in an intensive, weekend format, which enables students to work professionally while completing their advanced graduate studies. Toward the completion of the degree, students take both the Culminating Project in Music Therapy and the Comprehensive Exam.

ADMISSION GUIDELINES

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

Standard Admission (Equivalency programs)
For admission to the Equivalency Level, 60 credit programs, the applicant must have earned a bachelor's degree in music, or a bachelor's degree in another major, plus course work equivalent to a major in music. In exceptional cases, an applicant who requires only minimal course work to attain this level of equivalency may be considered for professional admission. Applicants are advised that certain graduate courses require prerequisites for the Music Therapy curriculum. These include music courses in theory, aural skills, and history; competency on guitar, piano, and voice; a course in basic statistics for the social sciences; and a course in human anatomy and world music acceptable to the department. Those who have not completed these courses may do so at the community college, undergraduate or equivalent level (through Immaculata or another institution) or at the graduate level (through Immaculata or another institution). If needed, students may enroll in individual lessons to attain competencies in piano, voice, and guitar at Immaculata at the graduate level. Faculty will assess these prerequisites and competencies during the admission process.

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

Audition and Interview Requirements:
An audition and interview are required for both tracks and is arranged directly with the Program Director. Each audition lasts one hour and has three components:

1. Performance of one piece on the applicant's primary instrument. Typically, pieces from "classical" tradition suffice. Jazz standards or other nontraditional pieces may also be included in accordance with the applicant's undergraduate concentration. An accompanist is not required, and pieces do not need to be performed from memory.

2. Demonstration of existing skills in piano and guitar. The applicant will present six pieces from the "popular" music literature (for example, children's songs, pop music from the 1960s to present, folk music, religious music, and show tunes). At least three songs should

be performed on piano and three on guitar. Diversity in musical style is encouraged. The applicant must sing and play each song. Memorization is welcomed but not necessary.

3. An interview, in which the applicant will be asked a range of questions related to their application and their academic, personal, and professional goals.

For successful applicants to the program, the audition also serves to evaluate music skills for therapy, and to assign music skills lessons requirements in piano, guitar, and voice (MUT 530, 532, 534) that will be undertaken during their program of study to achieve competency in these areas.

Students Interested in the Dual Degree in Music Therapy & Clinical Mental Health Counseling must *first* apply for entry to the university through the Graduate Music Therapy Program.

MASTER OF MUSIC THERAPY AND COUNSELING (Equivalency Track, 60 credit)
CORE REQUIREMENTS

GEN 501 Human Development	3
MUT 500 Theoretical Orientations to MT Clinical Practice	3
MUT 502 Theories and Processes in Music Therapy Practice	3
MUT 504 Theories and Practices in Medical Music Therapy	3
MUT 506 Theories and Practices in Psychiatric Music Therapy	3
MUT 608 Ethical and Professional Orientation in Music Therapy	2
MUT 609 Music Therapy Practice with Diverse Populations	2
MUT 512-514 Clinical Training: Integrating Theory & Practice	1, 1, 1
MUT 524 Graduate Internship I	2
MUT 525 Graduate Internship II	2
COUN 600 Research & Program Development	3
COUN 604 Group Process	3
COUN 608 Psychopathology	3
COUN 609 Career and Vocational Counseling	3
COUN 6xx Counseling Elective	3

Advanced Music Therapy Clinical, Professional, Music, & Research Skills
(Choose 13 credits from the following)

MUT 600 Music and Imagery in Clinical Practice	2
MUT 601 Advanced Resource Development	2
MUT 603 Clinical Improvisation in Music Therapy	2
MUT 606 Songs in Psychotherapy	2
MUT 613 Music Biofeedback Research	2
MUT 614 Grant Writing and Program Development in Music Therapy	2
MUT 626 Vocal Psychotherapy	2
MUT 642 Clinical Assessment in Music Therapy*	2
MUT 643 Integration of Verbal and Music Skills in Music Therapy*	2
MUT 645 Advanced Technology for Music Therapy	2
MUT 646 Music Therapy Research	2
MUT 630 Advanced Music Skills for Therapy	1
OR **GEN 511** Music for Everyone	1

*Course required for LPC Track

Advanced Clinical Training & Final Components

MUT 610	Advanced Music Therapy Practicum	1
MUT 621	Advanced Music Therapy Internship I	1
MUT 622	Advanced Music Therapy Internship II	1
MUT 599	Comprehensive Exam in Music Therapy	0
MUT 690	Culminating Project in Music Therapy	3

Students entering the program through standard equivalency level admission, and who are not prepared to pass the diagnostic functional music skills proficiency examination, must complete one or more of the following courses (on a repeatable basis), until the necessary skills can be demonstrated. (Note: credit through these courses may count toward, and may surpass, required elective credits within the degree):

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

MASTER OF ARTS IN MUSIC THERAPY (Equivalency Track, 60 credits)
Core Requirements

MUT 500	Theoretical Orientations to MT Clinical Practice	3
MUT 502	Theories and Processes in Music Therapy Practice	3
MUT 504	Theories and Practices in Medical Music Therapy	3
MUT 506	Theories and Practices in Psychiatric Music Therapy	3
MUT 608	Ethical and Professional Orientation in Music Therapy	2
MUT 609	Music Therapy Practice with Diverse Populations	2
MUT 512-514	Clinical Training: Integrating Theory & Practice	1, 1, 1
MUT 524	Graduate Internship I	2
MUT 525	Graduate Internship II	2
GEN 501	Human Development	3
GEN 502	Methods of Research **OR**	3
COUN 600	Research & Program Evaluation	3
GEN 503	Interpersonal Relations **OR**	3
COUN 604	Group Process	3
COUN 608	Psychopathology	3
Electives		6

Advanced Music Therapy Clinical, Professional, Music, & Research Skills
(Choose 13 credits from the following)

MUT 600	Music and Imagery in Clinical Practice	2
MUT 601	Advanced Resource Development	2
MUT 603	Clinical Improvisation in Music Therapy	2
MUT 606	Songs in Psychotherapy	2
MUT 613	Music Biofeedback Research	2
MUT 614	Grant Writing and Program Development in Music Therapy	2
MUT 626	Vocal Psychotherapy	2
MUT 642	Clinical Assessment in Music Therapy*	2
MUT 643	Integration of Verbal and Music Skills in Music Therapy*	2
MUT 645	Advanced Technology for Music Therapy	2

MUT 646	Music Therapy Research	2
MUT 630	Advanced Music Skills for Therapy **OR**	1
GEN 511	Music for Everyone	1

Advanced Clinical Training & Final Components

MUT 610	Advanced Music Therapy Practicum	1
MUT 621	Advanced Music Therapy Internship I	1
MUT 622	Advanced Music Therapy Internship II	1
M**UT 599**	Comprehensive Exam in Music Therapy	0
MUT 690	Culminating Project in Music Therapy	3

Students entering the program through standard equivalency level admission, and who are not prepared to pass the diagnostic functional music skills proficiency examination, must complete one or more of the following courses (on a repeatable basis), until the necessary skills can be demonstrated. (Note: credit through these courses may count toward, and may surpass, required elective credits within the degree):

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

MASTER OF MUSIC THERAPY AND COUNSELING (Advanced Track, 48+12 Credits)
CORE REQUIREMENTS

GEN 501	Human Development	3
MUT 608	Ethical and Professional Orientation in Music Therapy	2
MUT 609	Music Therapy Practice with Diverse Populations	2
COUN 600	Research & Program Development	3
COUN 604	Group Process	3
COUN 608	Psychopathology	3
COUN 609	Career and Vocational Counseling	3
COUN/MUT	Electives	9

Advanced Music Therapy Clinical, Professional, Music, & Research Skills
(Choose 14 credits from the following)

MUT 600	Music and Imagery in Clinical Practice	2
MUT 601	Advanced Resource Development	2
MUT 603	Clinical Improvisation in Music Therapy	2
MUT 606	Songs in Psychotherapy	2
MUT 613	Music Biofeedback Research	2
MUT 614	Grant Writing and Program Development in Music Therapy	2
MUT 626	Vocal Psychotherapy	2
MUT 642	Clinical Assessment in Music Therapy*	2
MUT 643	Integration of Verbal and Music Skills in Music Therapy*	2
MUT 645	Advanced Technology for Music Therapy	2
MUT 646	Music Therapy Research	2
MUT 630	Advanced Music Skills for Therapy OR	1
GEN 511	Music for Everyone	1

*Course required for LPC Track

Advanced Clinical Training & Final Components

MUT 610 Advanced Music Therapy Practicum	1
MUT 621 Advanced Music Therapy Internship I	1
MUT 622 Advanced Music Therapy Internship II	1
MUT 599 Comprehensive Exam in Music Therapy	0
MUT 690 Culminating Project in Music Therapy	3
Electives	12

Students may select an additional 12 Credits of Electives in Music Therapy or Counseling or apply to attain the following:
Addictions Studies Certificate (See CMHC Program)
Master of Arts in Clinical Mental Health Counseling (72 Degree Credits Total; See Below)

Please note that students who choose not to pursue LPC Licensure may graduate with a 48 credit MAMT Degree without taking these credits for degree completion
DEGREE TOTAL 48 MMTC/60 Total

MASTER OF ARTS IN MUSIC THERAPY (Advanced Track, 48 Credits)
Core Requirements

GEN 501 Human Development	3
GEN 502 Methods of Research **OR**	3
COUN 600 Research & Program Evaluation	3
GEN 503 Interpersonal Relations **OR**	3
COUN 604 Group Process	3
MUT 608 Ethical and Professional Orientation in Music Therapy	2
MUT 609 Music Therapy Practice with Diverse Populations	2
Electives	15

Advanced Music Therapy Clinical, Professional, Music, & Research Skills
(Choose 14 credits from the following)

MUT 600 Music and Imagery in Clinical Practice	2
MUT 601 Advanced Resource Development	2
MUT 603 Clinical Improvisation in Music Therapy	2
MUT 606 Songs in Psychotherapy	2
MUT 613 Music Biofeedback Research	2
MUT 614 Grant Writing and Program Development in Music Therapy	2
MUT 626 Vocal Psychotherapy	2
MUT 642 Clinical Assessment in Music Therapy*	2
MUT 643 Integration of Verbal and Music Skills in Music Therapy	2
MUT 645 Advanced Technology for Music Therapy	2
MUT 646 Music Therapy Research	2
MUT 630 Advanced Music Skills for Therapy* **OR**	1
GEN 511 Music for Everyone	1

Required Courses

Advanced Clinical Training & Final Components

MUT 610 Advanced Music Therapy Practicum	1
MUT 621 Advanced Music Therapy Internship I	1

MUT 622 Advanced Music Therapy Internship II	1
MUT 599 Comprehensive Exam in Music Therapy	0
MUT 690 Culminating Project in Music Therapy	3

DEGREE TOTAL 48

DUAL DEGREE IN MUSIC THERAPY AND CLINICAL MENTAL HEALTH COUNSELING
**Please note: Current Graduate Music Therapy students are required to apply for admission into the CMHC Degree prior to pursuit of advanced CMHC coursework

MASTER OF MUSIC THERAPY AND COUNSELING
Core Courses

GEN 501 Human Development	3
MUT 608 Ethical and Professional Orientation in Music Therapy	2
MUT 609 Music Therapy Practice with Diverse Populations	2
COUN 600 Research & Program Development	3
COUN 602 Theories of Counseling	3
COUN 604 Group Process	3
COUN 608 Psychopathology	3
COUN 609 Career and Vocational Counseling	3
COUN 614 Substance Abuse Ed & Counseling	3
COUN 630 Crisis Intervention & Counseling	3
TOTAL 28	

Advanced Music Therapy Clinical, Professional, Music, & Research Skills
(Choose 14 credits from the following)

MUT 600 Music and Imagery in Clinical Practice	2
MUT 601 Advanced Resource Development	2
MUT 603 Clinical Improvisation in Music Therapy	2
MUT 606 Songs in Psychotherapy	2
MUT 613 Music Biofeedback Research	2
MUT 614 Grant Writing and Program Development in Music Therapy	2
MUT 642 Clinical Assessment in Music Therapy*	2
MUT 643 Integration of Verbal and Music Skills in Music Therapy*	2
MUT 645 Advanced Technology for Music Therapy	2
MUT 646 Music Therapy Research I	2
MUT 647 Music Therapy Research II	2
MUT 630 Advanced Music Skills for Therapy **OR**	1
GEN 511 Music for Everyone	1
TOTAL 14	
*Course required for LPC Track	

Advanced Clinical Training & Final Components

MUT 610 Advanced Music Therapy Practicum	1
MUT 621 Advanced Music Therapy Internship I	1
MUT 622 Advanced Music Therapy Internship II	1
MUT 599 Comprehensive Exam in Music Therapy	0
MUT 690 Culminating Project in Music Therapy	3

TOTAL 6
MUSIC THERAPY TOTAL 48

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

15 Credits of Additional Coursework beyond 60 credit LPC degree requirements. Totaling 75 degree credits. Students complete the requirements for the Master of Arts in Clinical Mental Health Counseling by taking the courses below. Students must successfully complete all of the requirements for the Master's degree in Music Therapy before being eligible to receive the degree in Clinical Mental Health Counseling. For a full range of CMHC program description and content, please see Master of Arts in Clinical Mental Health Counseling in the Graduate Catalog.

GEN 503 Interpersonal Relations	3
COUN 601 Counseling Skills & Techniques	3
COUN 606 Family Counseling	3
COUN 614 Substance Abuse Ed & Counseling	3
COUN 618 Professional Orientation & Ethics	3
COUN 630 Crisis Intervention & Counseling	3
COUN 640 Diversity Counseling	3
COUN 641 Assessment for counselors	3
COUN 691 Practicum in Clinical Mental Health Counseling**	3
COUN 692 Internship I in Clinical Mental Health Counseling**	3
COUN 693 Internship II in Clinical Mental Health Counseling**	3

*** The CMHC degree requires 700 total hours of independent counseling internship*
DUALDEGREE TOTAL 75

Licensed Professional Counselor: State Licensure in PA
Licensed Professional Counselor: State Licensure in PA Students pursing the Licensed Professional Counselor (LPC) credential in Pennsylvania (in either the 48 or 60 credit programs) must complete 3600 hours of supervised clinical practice following completion of graduate study. Because the overall course of study must include a minimum of 60 graduate credits, students admitted with advanced standing must elect a minimum of 12 additional credits beyond the 48 required for their degree, any of which may be completed prior to or following graduation (for PA Licensure. Note that other states have different timing requirements). The student must also have successfully passed the Music Therapy Board Certification exam. For further information, refer to Pennsylvania law on the LPC at *https://www.pacode.com/secure/data/049/chapter49/s49.13.html*. Although Immaculata's music therapy program is designed in accordance with educational requirements for licensure in Pennsylvania, the university cannot guarantee the student's eligibility for licensure; therefore, the student must assume independent responsibility for ensuring that all requirements are met, on her or his own behalf. Students pursing licensure within jurisdictions other than Pennsylvania must consult and follow the regulations and procedures stipulated by those jurisdictions and must independently verify that Immaculata University's Master of Arts in Music Therapy program is consistent with the educational requirements of those jurisdictions. The student is responsible for all state application procedures and fees (Pennsylvania or elsewhere) Students entering program with advanced standing (MT-BC) need not take 500 level music therapy courses

1. Students electing a part-time internship may complete their internship over 3 semesters; MUT 521, MUT 522, and MUT 523 (Music Therapy Internship III) for an

additional 2 credits. (Note: credit through this course may not count toward and may surpass required elective credits within the degree.)

2. Specific areas for advanced music study (1 credit) are based upon the individual needs and interests of the student and are arranged by advisement.

COURSE DESCRIPTIONS

500-LEVEL COURSES

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

MUT 502   Theories and Processes in Music Therapy Practice (3)
Students advance their understanding of clinical practice by developing their knowledge of music therapy literature and theory, with a special emphasis on persons with developmental disabilities and children with special needs in educational settings. Students apply knowledge of the dynamics and processes of therapy from a variety of theoretical perspectives, including adapting assessment, treatment, and evaluation procedures for these populations. Data collection and basic research design is introduced in the context of potential clinical research opportunities. Prerequisite: MUT 500.

MUT 504   Theories and Practices in Medical Music Therapy (3)
Students advance their understanding of clinical practice by applying knowledge of music therapy assessment, treatment and evaluation, with a special emphasis on work with children and adults in medical settings. By focusing on physiological and biopsychosocial theories, students advance their knowledge of the influence of music on the human body, and the interplay between mind, body and spirit. Additional emphasis is placed on the assessment process for short-term clinical interventions. Prerequisite: MUT 502.

MUT 506   Theories and Practices in Psychiatric Music Therapy (3)
Students advance their understanding of clinical practice by applying knowledge of music therapy assessment, treatment and evaluation, with a special emphasis on work with children and adults in mental health settings. By focusing on individual and group theories and models, students advance their knowledge of complex psychological processes as they relate to recovery and wellness. An understanding of the potential physical and psychological risks to health and safety encountered in music therapy practice is also emphasized. Prerequisite: MUT 502.

MUT 512-513-514 Clinical Training: Integrating Theory and Practice (1 credit each, 3 credits total)
Students undertake clinical training experiences with various populations, in a range of settings. Through the completion of 200 hours of supervised practice and a weekly seminar, students integrate their theoretical knowledge of music therapy into the design and implementation of music therapy sessions. A special emphasis is placed on 1) synthesizing foundational principles of music therapy

practice, as they relate to the client population and setting encountered; 2) applying current literature to the clients and settings encountered, with a special emphasis on the constructs underpinning this research; 3) adapting assessment, treatment, and evaluation procedures to these client populations, 4) responding to the dynamics of musical and interpersonal relationships that emerge at different stages of the therapeutic process, and 5) adhering to AMTA's Code of Ethics. Prerequisite: MUT 500. Exceptionally, students may be required to take additional credit(s) of practicum if competencies are not met in 3 practicums. MUT 512, 513, 514 may be taken at the same time.

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

Prerequisites: MUT 502; MUT 504; MUT 506; MUT 512-14; successful passage of diagnostic functional music skills proficiency examination. In addition, students attend a one-day seminar held during the semester in which they will focus on research topics related to clinical practice. Such discussions may include the relationship between research and clinical practice, a review of research in a particular area of clinical practice, a discussion of research methods in music therapy, and the development of topical areas that may be pursued later in the degree program (e.g. MUT646, MUT652 and MUT690).

MUT 524-525   Graduate Internship I-II (2 credits each)
Through the completion of a comprehensive, supervised training experience of 1000 hours completed on a full time basis (520 hours per semester), students further their knowledge of clinical practice by:
1) Applying their comprehensive knowledge of the foundations and principles of music therapy to clinical practice, synthesizing and differentiating this knowledge as it applies to their clients and setting,
2) Analyzing and applying knowledge of the music therapy literature to their practice,
3) Adapting assessment and evaluation procedures to these client populations,
4) Responding to the dynamics of musical and interpersonal relationships that emerge at different stages of the therapeutic process,
5) Applying advanced verbal and non-verbal interpersonal skills, and 6) adhering to AMTA's Code of Ethics.
Prerequisites: MUT 502; MUT 504; MUT 506; MUT 512-14; successful passage of diagnostic functional music skills proficiency examination.

MUT 530   Music Skills for Therapy – Piano (1)
Study of piano, arranged on an individual basis, for students who have not yet acquired the piano skills necessary to pass the diagnostic music skills proficiency examination. Course is repeatable.

MUT 532   Music Skills for Therapy – Guitar (1)
Study of guitar, arranged on an individual basis, for students who have not yet acquired the guitar skills necessary in order to pass the diagnostic music skills proficiency examination. Course is repeatable.

MUT 534   Music Skills for Therapy – Voice (1)
Study of voice, arranged on an individual basis, for students who have not yet acquired the vocal skills necessary in order to pass the diagnostic music skills proficiency exapsycation. Course is repeatable.

MUT 599   Comprehensive Examination in Music Therapy (0)
An examination of the student's ability to integrate knowledge and experiences attained through graduate studies in music therapy. Prerequisites: PSYC 604; PSYC 608; ; GEN 501;GEN 502; GEN 503; completion of all but 10 credits (maximum) of required course work in degree program; cumulative grade point average of 3.0 (minimum) in music therapy course work.

600-LEVEL COURSES

MUT 600   Music and Imagery in Clinical Practice (2)
This course provides an overview of the theory, literature, and practice of music and imagery models and methods as they relate to advanced clinical practice. Students will gain an understanding of how to assess and evaluate clients and design individual and group treatment sessions for a variety of client populations with various functional levels. Students will learn advanced skills related to systematic relaxation inductions, imagery techniques and music selection.

MUT 601   Advanced Resource Development (2)
This course provides theoretical instruction and practical application in creating and developing a portfolio of clinical resources for a particular population and area of specialization. Resources include bibliographical sources, music-based clinical interventions, and technological uses of apps to achieve client goals. Students will research, develop, and demonstrate advanced techniques applicable to their clinical practice using all appropriate methods of music therapy for clients with various levels of functioning.

MUT 603   Clinical Improvisation in Music Therapy (2)
This course provides an overview of the theory, literature, and practice of vocal and instrumental models and methods of individual and group improvisation as they relate to advanced clinical practice. Pertinent clinical improvisation techniques will be presented and practiced in class. Students will learn to assess and evaluate individual and group levels of functioning in order to structure and facilitate improvisations to treat various populations, taking into consideration their cultures, ages, functioning levels, and therapeutic needs.

MUT 606   Songs in Psychotherapy (2)
This course provides an overview of the theory, literature, and practice of the use of pre-composed, composed, and improvised songs in individual and group psychotherapy. Students will gain a theoretical and practical understanding of how to assess and evaluate clients using advanced techniques that incorporate song forms. Students will develop methods for the use of receptive and creative techniques with songs with different populations, cultures, and in various clinical settings from sing-a-longs and supportive therapy to group and individual psychodynamic therapy.

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

knowledge of ethical issues related to consent, research, work with minors, and work with dangerous clients.

MUT 609   Music Therapy Practices with Diverse Populations (2)
Students are introduced to multicultural issues in counseling practice and survey the multicultural music therapy literature in order to understand the roles and functions that music plays in a multicultural and diverse society. Includes the design and implementation of music experiences for clinical populations of diverse cultures.

MUT 610   Advanced Music Therapy Practicum (1)
Supervised clinical practice of music therapy at an advanced level, consisting of a minimum total of 100 hours. Includes an orientation to models and practices of music therapy clinical supervision to help prepare the student to supervise others. Prerequisite: MUT 522 or (when applicable) MUT 523 (prerequisite does not apply to students entering program with advanced standing).

MUT 613   Music Biofeedback Research (2)
Students are trained in fundamental concepts of bio-guided music therapy, providing a rationale and theoretical basis for understanding how music therapy treatments affect the physiological manifestations of stress, anxiety, high blood pressure, ADHD, and other disorders. In workshop format, students participate in live experiences to create musical environments and measure real-time physiological output of muscle tension, heart rate, skin conductance and EEG brainwaves.

MUT 614   Grant Writing and Program Development in Music Therapy (2)
This course introduces students to the basics of program proposal and development, as well as grantsmanship to fund both music therapy programs and research. Students practice their skills either through completing a marketing plan and presentation or preparing an original proposal to submit to a funding agency. Instruction will include strategies to propose and obtain funding from government, private, and public sectors, to search for and match programs/projects with appropriate funders, finding collaborators, writing a strong proposal, and preparing compelling presentations

MUT 617   Mindfulness and Self Care (2)
This course will focus on the theory and evidence base of mindfulness-based therapies into music therapy practice. Students will learn about mindfulness-based theories and practices to promote therapeutic change and well-being for a variety of client populations in music therapy and mental health counseling. This course will also explore the professional development of students in areas of self-awareness and wellness towards supporting burnout prevention and cultivating dispositional characteristics as related to their professional role. This course will offer students the opportunity to learn about mindfulness and self-care, evaluate the causes and effects of burnout, and apply/integrate learning through experiential activities.

MUT 621-622   Advanced Music Therapy Internship I, II (I credit each)
Supervised clinical practice of music therapy at an advanced level, consisting of a minimum total of 600 hours (300 hours for each semester elected). Includes an orientation to models and practices of music therapy clinical supervision, to help prepare the student to supervise others. By special arrangement and with permission of the department, students may elect both MUT 621 and 622 within a single semester. Prerequisite: MUT 610. MUT 622 is designed to develop knowledge and skills in supervision.

MUT 626   Vocal Psychotherapy (2)
This course will provide foundational understanding and application of vocal psychotherapy within an advanced level of music therapy practice. Students will examine the therapeutic benefits and techniques of singing with clients and apply the theory and techniques of vocal psychotherapy to specific areas of music therapy practice, with special emphasis of the development of students' vocal identity, reflexivity, and understanding of underlying musical and relational dynamics. Students will apply theories and principles of vocal psychotherapy to create their own interventions for a variety of goal areas. The course involves in-class experiential learning and facilitated reflection to develop clinical skills, techniques, and abilities.

MUT 630   Advanced Music Skills for Therapy (1)
Advanced study of music, arranged on an individual basis, specifically for application in the practice of music therapy. The particular area of focus is based upon the student's strengths, interests, and skill needs. Examples include advanced studies in improvisation or therapeutic accompaniment, or development of popular styles on guitar, piano, or voice. Students may also participate in the Music for People leadership training program. Course is variable-credit and may be repeated as an elective for up to 3 credits.

MUT 642   Client Assessment in Music Therapy (2)
Students advance their knowledge of client assessment in music therapy, survey the music therapy assessment literature, and design an assessment tool relevant to their clinical practice.

MUT 643   Integration of Verbal and Music Skills in Music Therapy (2)
Students further their knowledge of integrating verbal dialogue and music interventions in music therapy clinical practice. Students develop a range of verbal techniques through experiential exercises and learn to verbally process musical interventions related to singing, improvising, composing, and receptive experiences in music therapy. A range of theoretical perspectives are presented to contextualize verbal processing in music therapy.

MUT 645   Advanced Technology for Music Therapy (2)
This course will focus on teaching clinical methods and rationale for utilizing technology specifically in context of music therapy practice as a means of enhancing and better facilitating therapeutic benefit for individuals receiving services. Individuals receiving music therapy services may have physical, social or cognitive limitations which preclude conventional methods of becoming engaged in the music therapy process. Additionally, some individuals receiving services may be more responsive to music therapy interventions that involve use of technology rather than traditional live acoustic instruments. Use of technology can provide alternative methods of becoming engaged throughout the four processes of music therapy. Readings, classroom discussions and experiential activities will provide an educational experience to inform clinical decision-making processes regarding selecting and using a form technology in interventions while working to achieve clinical goals.

MUT 646   Music Therapy Research: Qualitative and Quantitative Perspectives (2)
Students further their understanding of the principles of qualitative and quantitative research along with mixed method approaches to research in music therapy. Students are introduced to cultures of qualitative inquiry and identify the kinds of knowledge and questions that are addressed in reflective and quantitative paradigms. Students develop a research question and present a logical argument for the exploration of this question in a literature review.

MUT 652   Research Colloquium (1)
A seminar focused on developing research and clinical practice topics for MUT690 Culminating Project in Music Therapy. Students discuss topical areas of interest, refine their focus, draw upon and relate pertinent research literature, and develop a timeline for completion. Where appropriate, students may complete an RERB application in this course.

MUT 690   Culminating Project in Music Therapy (3)
Individualized project featuring intensive exploration of a particular area within music therapy, demonstrating depth of understanding and competence at an advanced level. The project is completed under the guidance and supervision of a music therapy faculty, who serves as project advisor. The project must incorporate elements of music therapy theory, practice, and research and can consist of formal research, clinical case study, literature study, clinical/creative materials development, or marketing/advocacy work. Specific aspects of project content and form are based upon the student's interests and learning needs. For examples of projects and further guidelines see the Department Handbook.

Master of Science in Nursing
Program Director: Pamela Hudson DM, RN

PROGRAM OVERVIEW
The Master of Science in Nursing (MSN) program is designed to prepare professional nurses as leaders in administration and education in a variety of organizations. The competencies acquired through an interdisciplinary and cross-disciplinary model of education prepares the MSN graduate to practice in a complex and dynamic professional milieu.

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

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

Specialization Tracks:
Students may choose one of three areas of specialization:

- **Nursing Administration**
- **Nursing Education**
- **Nursing Informatics**

PROGRAM OF STUDY
This 33-credit hour MSN program consists of the following:

General Core	(3)
Nursing Concentration	(15)
Specialization Core	(15)

PREREQUISITE

NURS 500 Professional Portfolio	(3)
(for non-nursing bachelor's admits)	

GENERAL CORE

GEN 503 Interpersonal Relations	(3)

NURSING CONCENTRATION (15 credits)

NURS 621 Role Development for Advanced Nursing Practice	(3)
NURS 625 Healthcare Policy and Politics	(3)
NURS 640 Advanced Health Assessment	(3)
NURS 655 Nursing Research **OR**	
GEN 506 Interprofessional Health Care Research	(3)
NURS 690* MSN Capstone	(3)

SPECIALIZATION CORE (15 credits)

NURSING ADMINISTRATION

LDR 621 Strategic & Critical Problem Solving	(3)
NURS 670 Nursing Administration	(3)
NURS 672 Financial Management of Health Care Organizations	(3)
NURS 681* Clinical Practicum	(3)
NURS 684* Administration Practicum	(3)

NURSING EDUCATION

NURS 645 Advanced Pathopharmacology	(3)
NURS 660 Seminar for Nurse Educators I	(3)
NURS 661* Seminar for Nurse Educators II	(3)
NURS 681* Clinical Practicum	(3)
NURS 683* Education Practicum	(3)

NURSING INFORMATICS

NURS 623 Role of the Nurse Informaticist	(3)
NURS 630 Statistical Analysis for Managerial Decision Making (BUSAD510)	(3)
NURS 631 Data Visualization for Analytics (DAAN 871)	(3)
NURS 632 Predictive Analytics for Business (BAN 840)	(3)
OR	
NURS 633 People Analytics (BUDAD 843)	(3)
NURS 681* Clinical Practicum*	(3)
NURS 686* Nursing Informatics Practicum	(3)

*Indicates prerequisite course(s) needed

POST – MASTER'S CERTIFICATE PROGRAMS: Nursing Administration & Nursing Education

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

CERTIFICATE IN NURSING ADMINISTRATION (12 Credits)

REQUIRED COURSES:

LDR 621 Strategic & Critical Problem Solving	(3)
NURS 670 Nursing Administration	(3)
NURS 672 Financial Management of Health Care Organizations	(3)
NURS 684* Administration Practicum	(3)

CERTIFICATE IN NURSING EDUCATION (12 Credits)

REQUIRED COURSES:

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

+The elective must be taken at the graduate level with the approval of academic advisor.
*Indicates prerequisite course(s) needed.

Applicants who have completed an MSN degree from an accredited institution with a minimum GPA of 3.0 may apply. The following materials must be submitted: an application form; a copy of current RN license; a copy of current professional resume; an official copy of graduate school transcript; two recommendations; and one-page goals statement. An advising session after acceptance with the Director of the MSN program and/or faculty member must be completed after admission to the program. For information on completing the required application, contact the Office of Graduate Admission at 484-323-3219.

Master of Science in Nursing (MSN)

Family Nurse Practitioner

Immaculata University's Family Nurse Practitioner program is designed for bachelor's prepared Registered Nurses seeking to advance their clinical practice as a nurse practitioner.

The 44-credit FNP program at Immaculata University is offered in a hybrid format to support working professionals to complete their degree in as little as 2.5 years while studying part-time. Nurses with an earned Master of Science in Nursing may be considered for the post-master's certificate program.

Program Goals

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

Learning Outcomes

- Critically seek, evaluate, and develop expanding nursing knowledge.
- Use leadership abilities, moral and ethical principles, and professional standards to guide practice of self and others.
- Impact nursing practice through scientific inquiry and the dissemination of research findings.
- Integrate concepts, models, and theories from nursing science and related disciplines into advanced nursing practice.
- Demonstrate competence in management of health/illness status of patients in primary care across the life span.
- Integrate social determinants of health to improve the health outcomes of diverse populations across the life span.
- Employ current technologies to deliver and coordinate care.
- Integrate clinical reasoning, critical analysis of literature, evidence-based practice to improve patient outcomes and quality care in a safe and effective manner.

CURRICULUM (44 Credits)

PREREQUISITE
NURS 500 Professional Portfolio   (3)
              (for non-nursing bachelor's admits)

CORE (9 credits)
NURS 622 Role Development for the Nurse Practitioner   (3)
NURS 625 Healthcare Policy and Politics   (3)
NURS 655 Nursing Research **OR**   (3)
GEN 506 Interprofessional Health Care Research   (3)

NP FOUNDATIONAL ADVANCED PRACTICE CORE (12 credits)
NURS 646 Advanced Health Assessment and Diagnostic Reasoning   (3)
NURS 647 Advanced Pathophysiology   (3)
NURS 648 Advanced Pharmacology   (3)
NURS 649 Population Health and Epidemiology   (3)

SPECIALTY COURSES

NURS 696 Primary Care across the Adult Lifespan I   (6 credits, 225 clinical hours)
NURS 697 Primary Care of Women and Children   (6 credits, 225 clinical hours)
NURS 698 Primary Care across the Adult Lifespan II   (6 credits, 225 clinical hours)
NURS 699 Integrated Care across the Lifespan   (5 credits, 150 clinical hours)

POST – MASTER'S CERTIFICATE PROGRAMS: Family (Individual across the Lifespan (FNP)
The post master's certificate FNP student is expected to meet all the competencies for the family (Individual across the Lifespan) NP student. A Gap Analysis will be performed to assure the post master's FNP student has met the requisite coursework and competencies to apply for a national certification exam for the Family (Individual Across the Lifespan) Nurse Practitioner (FNP).

PROGRAM OF STUDY: Post-Master's Certificate Family (Individual across the Lifespan) FNP

Pending Gap Analysis this 35- credit hour MSN certificate program consists of the following:

FNP Core (3 credits)
NURS 622 Role Development for the Nurse Practitioner   (3)

NP Foundational Advanced Practice Core (9 credits)
NURS 646 Advanced Health Assessment and Diagnostic Reasoning   (3)
NURS 647 Advanced Pathophysiology   (3)
NURS 648 Advanced Pharmacology   (3)

Specialty Courses (23 credits)
NURS 696 Primary Care across the Adult Lifespan I   (6)
NURS 697 Primary Care of Women and Children   (6)
NURS 698 Primary Care across the Adult Lifespan II   (6)
NURS 699 Integrated Care across the Lifespan   (5)

Division of Nursing Academic Policies

1.   MSN graduate students must have a minimum grade of "B" in required courses and a minimum GPA of 3.0 overall.
2.   A student who receives a course grade below "B" in any required course must repeat the course.
3.   Only one course may be repeated once (1).
4.   MSN graduate students must successfully pass the practicum course prerequisites and maintain a minimum GPA of 3.0 overall before progression to all practicum courses.
5.   Health /background clearance is required prior to the beginning of any practicum courses.
6.   Violation of the Nursing Practice Act in any state will result in dismissal from the MSN Program.

Course Descriptions

GEN 506   Interprofessional Health Care Research (3)
This course focuses on the processes of research in healthcare professions and evidence-based practice. The historical, scientific, and theoretical context of healthcare research is examined. Ethical issues involved in the conduct of research are explored. The use of scientific evidence to improve healthcare practice and patient outcomes is emphasized.

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

NURS 621   Role Development for Advanced Nursing Practice (3)

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

NURS 622   Role Development of the Nurse Practitioner (3)
Examines the development of the nurse practitioner role and competencies, engaging the student in the use of select theories around family dynamics, relationships, quality & safety, and leadership to successfully operationalize the role of the FNP. Students learn about Information systems and technology and the application of those systems to improve quality, safety, outcomes, and efficiency in health care.

NURS 623   Role of the Nurse Informaticist (3)
Examines the development of the nurse informaticist and competencies. This course focuses on the foundational knowledge for understanding and practicing nursing informatics in healthcare settings. Students are engaged in the use of selected theories and models that support the role of nursing informatics and the application of nursing information technology in promoting management and quality of healthcare.

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

NURS 630   Statistical Analysis for Managerial Decision Making (BUSAD 801) (3)
This course is designed to provide the students with exposure to the most commonly used statistical concepts, methods, techniques, and their applications to business problems. We cover the basic concepts of business statistics and data analysis integrated in a contemporary spreadsheet environment. The course emphasizes practical applications and business decision-making.

NURS 631   Data Visualization for Analytics (DAAN 871) (3)
This course introduces the principles, concepts, techniques, and tools for visualizing information in large complex data sets. Unlike scientific visualization, which focuses on the presentation of data that has a spatial or physical correspondence, data visualization focuses on mapping complex, abstract information to a physical representation. The development of effective visualization strategies is crucial for not only facilitating an understanding of large complex data sets but also for driving knowledge discovery and the decision-making processes in a given domain. In this course, students will learn the key principles involved in data visualization and will explore a wide range of visualization approaches that can be applied for understanding complex data across different data types. Specifically, techniques for visualizing: • one-dimensional data (e.g., temporal data) • two-dimensional data (e.g., geospatial data) • multidimensional data (e.g., mapping relational data in n-dimensional space) • hierarchies and graphs (e.g., tree structures) • networks (e.g., social networks) Emphasis will be placed on the identification of patterns, trends and differences in visualizations of data from variety of domains (e.g., science, business,

engineering, social media, etc.). In addition, students will gain hands-on experience with a variety of visualization tools that include Tableau and Gephi.

NURS 632   Predictive Analytics for Business (BAN 840) (3)

This course develops students' process modeling, data analytics, and decision-making skills regarding the management of people in an organization. Analytics includes data collection, organization, storage, analysis, and all the tools and techniques used to describe current processes, assess and address challenges, and plan for changes. Before managers can make use of people analytics, they must understand and describe human resource processes as well as the relevant databases, information systems, and other information and resources available. Students in this people analytics course will develop an understanding of traditional work processes, HR management requirements, and HR information system architectures in the context of data-driven approaches to decision-making about people in organizations. Students will learn to model HR processes, develop queries, analyze data, and generate reports to make strategic decisions in areas of HR practice such as selection, compensation, performance evaluation, productivity management and enhancement, training and development, and occupational health. Students will also learn to use process and outcome metrics to evaluate business outcomes and to assess diversity, equity, and inclusion goals as well as other strategic initiatives. Some hands-on work will be required. This will consist of a series of exercises to be used with an employee database. A series of managerial questions will be provided which can be answered utilizing this database. Students will develop approaches towards answering some of these questions and then seek answers in the database. Students will propose their own answers to at least two of these exercise questions. Students will also have the opportunity to model a real-world management challenge and evaluate the analytical techniques that would be used to reach an outcome or decision. Overall, students will cultivate a leadership perspective that values and practices evidence-based decision-making, develop a deeper understanding of how people data associated with HR processes can increase the likelihood of success for organizational change efforts, and enhance their analytical skills by evaluating people data and by interpreting and meaningfully communicating findings.

NUR 633   People Analytics (BUDAD 843) (3)

Provide students with a foundational understanding of applying marketing data analytics to business decisions and strategy. The course will review the process and components of data analysis, including planning the analysis, basic properties of statistics, and reporting results. Students will learn how to map data to marketing challenges, apply basic statistics to marketing analyses, communicate data results in meaningful ways, and support organizations in effectively leveraging marketing data. Special emphasis is given to translating data into meaningful and actionable business insights. This course does not assume any prior knowledge in statistics.

NURS640   Advanced Health Assessment (3)

Provides advanced knowledge and skills for holistic health assessment in advanced nursing practice. This course emphasizes the collection, interpretation, and synthesis of relevant historical, genetic, biological, cultural, psychosocial, and physical data for the development of a comprehensive and holistic health assessment. Evidence-based practice concepts related to health promotion/disease prevention are addressed.

NURS 645   Advanced Pathopharmacology (3)

Focuses on the concepts of pathophysiologic disease processes and pharmacologic agents. Students will apply evidence-based practice, current pharmacologic treatments, preventive measures and integrative

therapies to advanced nursing practice. Environmental, sociocultural, legal/political, ethical and developmental issues of Pathopharmacology will be considered.

NURS 646   Advanced Health Assessment (3)
Students develop comprehensive and age-appropriate holistic health assessment knowledge and skills   within the context of advanced nursing practice including collection of physical, psychological, cultural, functional, spiritual, and psychosocial data. Students develop diagnostic reasoning and clinical problem-solving skills including formulating differential diagnosis, ordering, and interpreting common   diagnostic tests, and documenting findings. All participants engage in actual practice with fellow students, standardized patients, and simulation.

NURS 647   Advanced Pathophysiology (3)
Focuses on the biological basis for altered function and disease at the cellular level across the lifespan. Students learn to differentiate between normal variations and pathology with emphasis given to recognizing changes in patient status and interpreting physiological data. This in-depth knowledge will become the foundation for clinical reasoning and clinical decision making related to diagnostic testing and the initiation and evaluation of effectiveness of therapeutic regimens.

NURS 648   Advanced Pharmacology (3)
Builds upon prior knowledge and clinical experience to integrate and apply pharmacotherapeutic concepts with pharmacogenetics and pathophysiologic status in patients across the lifespan. Pharmacodynamics, pharmacokinetics, and pharmacogenetics will be emphasized as well as the effects of psychosocial issues and polypharmacy on drug regimens. Focus is on the comprehensive knowledge and application of evidence-based drug regimens for the purpose of prescribing, monitoring, and educating patients, families, and caregivers about the effects of drug therapy on health and well-being. Legal and ethical aspects of medication prescribing, dispensing, selling, and acquiring in the U.S. will be covered. This course meets the requirements for prescriptive authority for the advanced practice nurse.

NURS 649   Population Health and Epidemiology (3)
Focuses on issues impacting population health using Healthy People 2030 and the Social Determinants of Health as frameworks for analysis of health interventions. Epidemiologic principles related to individual, family, and population health are examined with consideration given to vulnerable populations. Evidence-based communication strategies to enhance population health are explored.

NURS 655   Nursing Research (3)
This course focuses on the nursing research process and evidence-based practice. The historical, scientific, and theoretical context of nursing research is examined, and current issues are analyzed. The use of scientific evidence to improve nursing practice and patient outcomes is emphasized. Ethical issues involved in the conduct of research are also explored.

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

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

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

NURS 672   Financial Management of Health Care Organizations (3)
Examines the financial management of health care organizations. Issues related to budgeting, accounting, reimbursement, information systems, and other supportive functions are explored. Fiscal responsibility and accountability for nurse administrators are addressed.

NURS 681   Clinical Practicum (1 credit theory; 2 credits practicum)
The role, scope and function of a nurse in an advanced nursing role are explored during a clinical practicum. In consultation with the faculty, students select a specialty area of nursing practice for the clinical component of this course. In conjunction with the role exploration, students also examine current nursing research, and trends in practice and emerging technology related to their selected area. Prerequisites: NURS 621 & 640.

NURS 683   Education Practicum (2 credits theory; 1 credit practicum)
Focuses on the role of the nurse as an educator in the classroom and clinical setting. The course examines the theory and methods of effective classroom and clinical teaching in nursing. Students will experience the role of the nurse educator during the education practicum. Pre-requisites: NURS 660, 661, 645, & 681

NURS 684   Administration Practicum (2 credits theory; 1 credit practicum)
Focuses on concepts and theories related to professional development, quality outcome management, and legal, regulatory, and ethical issues in relation to selected administrative functions of nurse administrators. Contemporary trends and issues affecting the role and function of nurse administrators are also discussed. During the practicum experience, students develop competencies as a nurse administrator under the guidance of a preceptor. Pre-requisites: NURS 670, 672, 681 & LDR 621.

NURS 686   Nursing Informatics Practicum (2 credits theory; 1 credit practicum)
Focuses on practical experience in clinical informatics, project management, system analysis, design, and implementation that impact nursing and health care. Contemporary trends, ethical frameworks, and issues affecting the role and function of the nursing informaticists are also discussed. During the practicum experience, under the guidance of a master's prepared nurse informaticist, students develop competencies in the nurse informaticist role.
Pre-requisites: NURS 630, 631, 632/633, & 681.

At the time of each practica experience, students will be required to show documentation of a current RN license in the state where the practicum is being provided, health insurance, health clearance, CPR

certification, and malpractice insurance. Please note that the practica site may require additional documentation.

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

LDR 621   Strategic & Critical Problem Solving (3)
This course explores strategy development and adopts an interdisciplinary approach to this process by drawing on the disciplines of history, sociology, literature, and game theory. A historical overview of the field of strategy will be analyzed, along with contemporary approaches which will introduce and demonstrate real-world application. A combination of theory and practice in all relevant aspects of strategic and critical thinking will be emphasized.

NURS 696   Primary Care across the Adult Lifespan I (6)
Focuses on management of common health problems in patients across the adult lifespan. Theory content emphasizes analysis and integration of evidence-based health promotion, disease prevention, health protection, and management of common acute and chronic problems. The practicum provides 225 supervised clinical practice hours for the FNP student to initiate all aspects of the NP role.

NURS 697   Primary Care of Women and Children (6)
Further refine skills in critical thinking and clinical reasoning. Assessment, diagnostic, therapeutic, and health teaching strategies are applied to a continuum of health promotion / illness problems of women and children (infants through adolescents). Seminars are grounded in learning the application of theory and evidence to the competencies of practice of the family nurse practitioner with emphasis on the management of patient health and illness and the anticipatory guidance role of the nurse practitioner in the specialty of pediatrics and women's health. The practicum provides 225 supervised clinical practice hours for the FNP student to continue development of role competencies.

NURS 698   Primary Care across the Adult Lifespan II (6)
Focuses on management of complex health problems in patients across the adult lifespan. Theory content emphasizes analysis and integration of evidence-based health promotion, disease prevention, health protection, and management of complex acute and chronic problems. The practicum provides 225 supervised clinical practice opportunities for the FNP student to further develop all aspects of the NP role competencies with focus on the provision of quality, safe, and cost-effective initiatives.

NURS 699   Integrative Practice across the Lifespan (5)
Students apply and evaluate assessment, pathophysiologic, and pharmacologic concepts essential to managing care of patients across the lifespan. The immersion practicum provides 150 supervised clinical practice hours for the student to demonstrate all aspects of the NP role in preparation for role transition to collaborative practice. Certification preparedness is considered.

Graduate Nutrition Programs

Program Director: Jessica Burfield, MS, RD, LDN

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

1. The Master of Science in Clinical Nutrition with the ACEND-accredited Dietetic Internship (MSDI) is for those who want to become a Registered Dietitian Nutritionist (RD/RDN) while simultaneously earning a graduate degree.
2. 2). The Master of Science in Clinical Nutrition is designed for individuals who already hold the Registered Dietitian credential and would like to further their education by earning a master's degree, or for those who have an interest in nutrition but do not plan to become a Registered Dietitian. This program also provides the opportunity for collaboration with stand-alone dietetic internship programs that do not offer the required master's degree option. Additionally, students seeking to become a Registered Dietitian may enroll in this program to receive preferred admittance into the MSDI program.

The graduate nutrition programs will enable the student to:

- Obtain in –depth knowledge of nutrient metabolism, medical nutrition therapy, changing nutrition needs throughout the life cycle, and specialized topics in applied nutrition.
- Communicate nutrition information to various audiences, utilizing knowledge of interpersonal communication, program development and implementation, and counseling skills.
- Develop skills in cultural competence that prepare the individual to provide skilled, evidence-based nutrition care to a diverse population.
- Plan, implement, evaluate and present original research.
- Utilize nutrition literature and resources, integrate nutrition knowledge from a variety of sources, and apply this knowledge to complex, real-world human situations.
- Develop enhanced knowledge and skills that prepare the student to obtain an entry-level position or advance to higher-level career positions and leadership opportunities in nutrition and dietetics.

PROGRAMS OF STUDY

Applicants to the graduate nutrition program are required to have a bachelor's degree with completion of prerequisite coursework. Prerequisites vary depending on the option selected (see individual option below for specific requirements) Students applying to the Master of Science in Clinical Nutrition with Dietetic Internship must also complete Academy of Nutrition and Dietetics academic prerequisites. As deemed necessary, students will be required to take undergraduate courses to meet these admission requirements prior to acceptance into the graduate program.

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

Master of Science in Clinical Nutrition (non-Dietetic Internship Track) (30 credits)

MASTER OF SCIENCE DEGREE IN CLINICAL NUTRITION, COMBINED WITH DIETETIC INTERNSHIP (MSDI)*

This track of the program is designed for those who want to earn a Registered Dietitian Nutritionist (R.D.N.) credential and obtain a graduate degree. Effective January 1, 2024, the Commission on Dietetic Registration (CDR) requires a graduate degree to meet the entry- level registration eligibility education requirements for dietitians. Individuals who successfully complete the MSDI program are eligible to sit for the Commission on Dietetic Registrations' Registration Examination for Registered Dietitians.

With an emphasis in cultural competence and diversity in dietetics practice, the MSDI will provide you with an in-depth understanding of nutrient metabolism, medical nutrition therapy, and changing nutritional needs throughout the life cycle, along with specialized topics in applied nutrition. The Dietetic Internship provides supervised experience in dietetics practice at leading health care facilities in the surrounding area. The internship requires an intensive commitment of working full-time for approximately 10 months.

*Admission to the Master of Science in Clinical Nutrition requires completion of an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited Didactic Program in Dietetics (DPD) program, or equivalent program with verification statement. An ACEND approved DPD program is available at Immaculata University.

<div align="center">

Master of Science in Clinical Nutrition with Dietetic Internship
39 credits

REQUIRED COURSES
</div>

GEN 501	Human Development	(3)
GEN 506	Interprofessional Healthcare Research	(3)
NED 513	Culture & Diversity in Health Care Practice	(1)
NED 640	Nutrition Assessment	(1)
NED 645	Medical Nutrition Therapy I	(3)
NED 647	Applied Nutrition and Metabolism	(3)
NED 655	Medical Nutrition Therapy II	(3)
NED 659	Preparation for Internship	(3)
NED 662,663,664	Internship Experience in Nutrition I, II, III	(9)
NED 680	Principles of Nutrition Education	(3)
NED 691	Nutrition Capstone	(3)
NED 511 or ELECTIVE	Special Topics/Elective	(4)

During your first year in the MSDI, you will take 24 graduate credits. All courses are offered online; most are asynchronous. In your second year of the program, you will complete the dietetic internship on a full-time basis (see details below).

Dietetic Internship

The [Dietetic Internship](#) will give you supervised experience in dietetics practice as part of your master's degree in clinical nutrition. The internship integrates our graduate nutrition faculty's academic expertise with the medical and dietetic expertise of leading health care facilities in the surrounding area. The internship requires an intensive commitment of working full-time for approximately 10 months.

As part of the MS+DI combined program, the internship will provide 12 graduate credits toward the M.S. in Clinical Nutrition with four graduate courses: Preparation for Internship (NED 659) and Internship Experience in Nutrition I, II and III (NED 662-664). These courses provide students seeking dietetic registration an opportunity to complete the ACEND competency requirements through a dietetic internship. The internship experience includes 1000 hours of supervised practice.

Following the successful completion of the supervised practice portion of the internship and all required courses with a minimum grade of a "B", students will be awarded the Master's degree and will receive a verification statement which is submitted to the Commission on Dietetic Registration (CDR) for eligibility to sit for the Registration Examination for Dietitians. A candidate will become a RD/RDN upon passing the exam.

The following are required for application to Master of Science in Clinical Nutrition with Dietetic Internship Program:

- Application to and acceptance or pending acceptance to the College of Graduate Studies

- Completion or anticipated completion prior to the start of the program of an ACEND-accredited Didactic Program in Dietetics (DPD) and a verification statement or Declaration of Intent from the DPD

- Minimum undergraduate GPA of 3.0 overall and 3.2 in DPD coursework (4-point GPA scale) *

- Experience (paid or volunteer) in a foodservice and /or clinical setting

- Completion of the Dietetic internship Application via DICAS. Applicants must submit a personal statement, 3 letters of recommendation, all transcripts, and a resume. . All applications will be reviewed by the Dietetic Internship Committee. Suitable applicants will be selected for a personal interview

- Acceptance will be based on academic performance, work experience, recommendations, and interview. Current Immaculata graduate students must have earned a minimum grade of "B" in required courses and a minimum GPA of 3.0 overall at the time of application to the dietetic internship

- Early Admission to the MSDI is available for qualified students enrolled in Immaculata's undergraduate DPD or bridge to DPD programs and Master of Science in Clinical Nutrition (non-dietetic internship track).

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

Preparation for verification/internship for non-nutrition baccalaureate students:
The option allows the student to achieve eligibility for a Dietetic internship when the student has completed a baccalaureate degree in a non-nutrition major. The Accreditation Council for Education in Nutrition and Dietetics (ACEND) has established educational requirements for eligibility to apply for a Dietetic Internship. The minimum requirements include a baccalaureate degree in any subject and completion of the Didactic Program in Dietetics (DPD) required courses. Since Immaculata University has an ACEND accredited undergraduate DPD, prospective applicants to the Immaculata Dietetic Internship can complete the required courses at the undergraduate level without having to earn an additional degree. The course requirement varies for each student based on prior coursework, which will be determined by the DPD director.

International students seeking a Master of Science in Clinical Nutrition combined with Dietetic Internship must contact the Department of Health, Nutrition and Exercise Sciences for a list of agencies acceptable to the Academy of Nutrition and Dietetics and Immaculata University for their course-by-course transcript evaluation.

MASTER OF SCIENCE DEGREE IN CLINICAL NUTRITION (non-DIETETIC INTERNSHIP TRACK)

The Master of Science in Clinical Nutrition is designed for individuals who already hold the Registered Dietitian credential and would like to further their education by earning a master's degree, or for those who have an interest in nutrition but do not plan to become a Registered Dietitian. This program also provides the opportunity for collaboration with stand-alone dietetic internship programs that do not offer the required master's degree option. Additionally, students seeking to become a Registered Dietitian may enroll in this program to receive preferred admittance into the MSDI program.

Like the MSDI, the Master of Science in Clinical Nutrition has an emphasis on cultural competence and diversity in dietetics practice and will provide you with an in-depth understanding of nutrient metabolism, medical nutrition therapy, and changing nutritional needs throughout the life cycle, along with specialized topics in applied nutrition. This program also provides you with the opportunity to take additional courses in Special Nutrition Topics and/or electives focused on your personal goals and professional development interests. Coursework can be completed in as few as three (3) terms or more depending on preference. All courses are offered online; most are asynchronous.

Admission to the Master of Science in Clinical Nutrition requires completion of an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited Didactic Program in Dietetics (DPD) program, or equivalent program with verification **statement OR** current status as a Registered Dietitian Nutrition with the Commission on Dietetic Registration.

Master of Science in Clinical Nutrition
30 credits

REQUIRED COURSES

GEN 501 Human Development	(3)
GEN 506 Interprofessional Healthcare Research	(3)
NED 513 Culture & Diversity in Health Care Practice	(1)
NED 640 Nutrition Assessment	(1)

NED 645 Medical Nutrition Therapy I   (3)
NED 647 Applied Nutrition and Metabolism   (3)
NED 655 Medical Nutrition Therapy II   (3)
NED 680 Principles of Nutrition Education   (3)
NED 691 Nutrition Capstone   (3)
NED 511 or ELECTIVE Special Topics/Elective   (7)

The following are required for application to Master of Science in Clinical Nutrition Program:

- Application to and acceptance to the College of Graduate Studies. Applicants must submit a personal statement; 3 letters of recommendation; all transcripts; a resume/CV; and a DPD verification statement or Declaration of Intent from the DPD **OR** evidence of current status as a Registered Dietitian Nutrition with the Commission on Dietetic Registration

- Minimum undergraduate GPA of 3.0 overall on a 4-point GPA scale

- Based on the application, applicants may be asked to complete an interview prior to admission.

- Students who apply to the program as an avenue for early acceptance to the MSDI must meet the requirements of the MSDI program, noted above.

COURSE DESCRIPTIONS

NED 511   Special Topics in Nutrition (1-3)
Focused study of a nutrition topic of current interest. Topic varies by semester.

NED 512   Motivational Interviewing in Nutrition (2)
Students will learn and practice the main principles and techniques of motivational interviewing. These include assessing motivation, ambivalence and change talk, asking open-ended questions, reflective listening, and informing.

NED 513   Culture & Diversity in Health Care Practice (1)
Explore the current demographic trends in the U.S. and the need for culturally competent health care professionals. Investigate the research to understand how dietitians are being prepared to be effective contributors in a health care system. Reflect on cross-cultural skills, personal biases, and perspectives while recognizing the importance of culturally competent engagement as a health care professional in a diverse society.

NED 640   Nutrition Assessment (1)
Examines the evidence-based methods of nutrition assessment. Emphasis is placed on the six domains of nutrition assessment, highlighting the measurement and interpretation of physical examination and laboratory parameters to identify and diagnose malnutrition and nutrient deficiencies. Coursework provides students with the opportunity for practical application of these concepts in the nutrition care of individuals in clinical, community, and research settings.

NED 645   Medical Nutrition Therapy 1 (3)
The role of nutrition in various disease states. Physiology of organ systems and an examination of the application of therapeutic intervention in selected pathological states. Prerequisite: undergraduate Medical Nutrition Therapy course.

NED 647   Applied Nutrition and Metabolism (3)
Overview of biochemistry, metabolism, physiological actions, and interrelationships of macronutrients and micronutrients. Discusses the regulation of the biochemical pathways of nutrients digestion, absorption, excretion, transport, and cellular metabolism. Study of nutritional and toxicological standards for humans and bioavailability of micronutrients. Explores the scientific methods to build foundation of nutrition knowledge and recommendations. Co-/Prerequisite: GEN506.

NED 655   Medical Nutrition Therapy II (3)
Examination of the role of nutrition in nutrition support and critical care in various disease states. (Prerequisite: NED 645 or R.D.)

NED 659   Preparation for Internship (3)
Requires acceptance into the Dietetic Internship Program; provides an orientation to the internship process and requirements, and overview of topics and skills that will be applied to the internship experience.

NED 662, 663, 664   Internship Experience in Nutrition I, II, III (3, 3, 3)
Includes a seminar class and placement as a full-time dietetic intern (1200 hours).

NED 680   Principles of Nutrition Education (3)
Overview of the fundamental theories and processes of nutrition education for individuals and groups. Includes approaches to needs assessment: program planning and design, population-appropriate interventions, evaluation and assessment. Co-/Prerequisite: GEN506.

NED 691   Nutrition Capstone (3)
Action research in nutrition/nutrition education is presented. Students develop and present an action research project utilizing skills and knowledge gained from all graduate courses. Prerequisite: student's final semester with a maximum of four other credits needed for completion of the degree. Prerequisite: NED647.

Psychology and Counseling
Chair: David E. Martinson, Ph.D.

PROGRAMS OF STUDY

MASTER OF ARTS DEGREE IN CLINICAL MENTAL HEALTH COUNSELING
David Hunt, LPC, PhD, Program Director

The M.A. program in Clinical Mental Health Counseling prepares students to function as counselors in the mental health field. Students are trained to counsel clients and are instructed in areas relevant to the professional discipline of Clinical Mental Health Counseling. The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

Post graduate study is an option for students who already hold a master's degree and want to acquire additional requirements for professional counselor licensure in Pennsylvania. Students may take up to 15 credits at the master's level as a post graduate student in counseling. (see page 14).

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING (60 credits)
Program competencies and Expected outcomes
Upon program completion successful students will demonstrate professional knowledge skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling community. Specific knowledge outcome areas include the following.

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

REQUIRED COURSES (60 credits)*

Course	Title	Credits
GEN 501	Human Development	(3)
GEN 503	Interpersonal Relations	(3)
COUN 599	Comprehensive Exam	(0)
COUN 600	Research and Program Evaluation	(3)
COUN 601	Counseling Skills and Techniques	(3)
COUN 602	Theories of Counseling	(3)
COUN 604	Group Process	(3)
COUN 606	Family Counseling	(3)

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

* Students must earn a minimum grade of "B-" (80%) in all required courses. A student who receives a course grade below a "B-" in any required course must repeat the course.

SCHOOL COUNSELING CERIFICATION PK-12 (with Master of Arts in Clinical Mental Health Counseling)
Sr. Angela M. Mastrangelo, IHM, Coordinator, School Counselor Certification

Students may obtain School Counseling Certification by taking the courses below in addition to the courses required for the Master of Arts in Clinical Mental Health Counseling. The School Counseling curriculum prepares students for counseling and consultative strategies needed to work with individuals and groups in a PK-12 academic setting.

Students must complete their courses for CMHC before taking courses in School Counseling. However, their 9 elective credits for CMHC may be satisfied by any 3 of the first 5 courses in this section.

COUN 607 Treatment of Children and Adolescents	(3)
PSYC 610 Children with Exceptional Needs	(3)
PSYC 642 Instruction and Assessment of Culturally and Linguistically Diverse Learners	(3)
PSYC 654 Principles of Academic Assessment, Instruction and Intervention	(3)
PSYC 655 School Consultation and Curriculum Design	(3)
PSYC 694 Internship in School Counseling (PK-12) (420 hour internship during fall or spring semesters)	(3)

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

SCHOOL COUNSELOR CERTIFICATION PK-12 (Non-degree - 42 credits)
Students who hold a master's degree and seek PA School Counseling Certification PK-12 must take these courses unless waived through transcript review.

GEN 501 Human Development	(3)
COUN 600 Research and Program Evaluation	(3)
COUN 601 Counseling Skills and Techniques	(3)
COUN 602 Theories of Counseling	(3)
COUN 607 Treatment of Children and Adolescents	(3)

COUN 609 Career and Vocational Counseling	(3)
COUN 618 Professional Orientation and Ethical Issues	(3)
COUN 640 Diversity Counseling	(3)
COUN 641 Assessment for Counselors	(3)
PSYC 610 Children with Exceptional Needs	(3)
PSYC 642 Instruction and Assessment of Culturally and	
Linguistically Diverse Learners	(3)
PSYC 654 Principles of Academic Assessment and Intervention	(3)
PSYC 655 School Consultation and Curriculum Design	(3)
PSYC 694 Internship in School counseling (PK-12)	(3)
(420 hour internship during fall or spring semester)	

Certificate in Addictions Studies and Therapeutic Practice (24 credits)

The department offers a 24-credit certificate in Addiction Studies and Therapeutic Practice to current MA in Clinical Mental Health Counseling students who are completing COUN 691, 692 and 693 (700 practicum and internship hours) in placements in which they serve clients struggling with addictions. Graduates of Immaculata's MA in Clinical Mental Health Counseling, who have completed all COUN 691, 692 and 693 practicum and internships in the field of addictions may also be considered for the certificate.

REQUIRED COURSES (15 credits)

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

ELECTIVES (9 credits)

COUN 511 Behavioral Addictions	(3)
COUN 511 The Psychology and Spirituality of the 12-Step Program	(3)
COUN 511 Counseling Strategies for Dealing with Addictive Disorders	(1)
COUN 511 Dual Diagnosis in the Treatment of Addictions	(1)
COUN 511 Infectious Diseases including HIV/AIDS	(1)
COUN 511 Trauma and Addictions	(1)

Certificate in Addictions Studies (15 credits)

The department offers a 15 graduate credit certificate in Addictions Studies for students who wish to concentrate in this area but who may not have completed the appropriate placements in COUN 691,692, and 693 or who may be from other programs within the university. Students from other institutions are also welcome to enroll. Students may/may not already have an earned master's degree.

REQUIRED COURSES: (6 credits)

COUN 511 Psychopharmacology: Medication Uses and Side Effects	(3)
COUN 614 Substance Abuse Education and Counseling	(3)

ELECTIVES: (9 credits)

Students must select 9 credits from the following courses:

COUN 511	Behavioral Addictions	(3)
COUN 511	The Psychology and Spirituality of the 12-Step Program	(3)
COUN 511	Counseling Strategies for Dealing with Addictive Disorders	(1)
COUN 511	Dual Diagnosis in the Treatment of Addictions	(1)
COUN 511	Infectious Diseases including HIV/AIDS	(1)
COUN 511	Trauma and Addictions	(1)

Students may earn only one of the above certificates.

DOCTOR OF PSYCHOLOGY DEGREE IN CLINICAL PSYCHOLOGY (PSY.D.)
Director, Sr. Donna Kelley, IHM, Psy.D.

The Psy.D. program in Clinical Psychology, accredited by the American Psychological Association, is a 117-credit program grounded in the practitioner-scholar model of professional psychology. The Psy.D. Program is committed to the education and training objectives for doctoral programs set forth by The America Psychological Association (APA) and has been influenced by the values of The National Council of Schools and Programs in Professional Psychology (NCSPP). Students are instructed intensively in psychotherapy, psychodiagnostics and in other areas pertinent to the practice of clinical psychology. The Psy.D. program fosters the development of research skills through coursework, independent projects under faculty direction, and dissertation. Program graduates are prepared to practice at the doctoral level, make scholarly contributions to the professional community and take leadership positions in the mental health field. All course scheduling is done with advisement. The Psy.D. program was developed to address the educational needs and objectives of students who are working, and whose lifestyles do not permit attendance at daytime classes. Classes are in the evening; practica are completed during day hours.

PROGRAM AIMS AND COMPETENCY AREAS
Aim 1: Psy.D. graduates will be competent practitioners of clinical psychology and will acquire the following profession-wide competencies:

    Competency Areas:
        Research
        Ethical and Legal Standards
        Individual and Cultural Diversity
        Professional values, Attitudes, and Behaviors
    Communication and Interpersonal Skills
    Assessment
    Intervention
    Supervision
    Consultation and Interprofessional/Interdisciplinary Skills

Aim 2: PsyD Graduates will acquire discipline specific knowledge to inform their clinical competencies
    Competency Area
    Knowledge of Scientific Foundations

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

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

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

PSYC 675	Psychopathology	(3)
PSYC 689	Counseling Skills and Theories	(3)
PSYC 690	Theories of Counseling	(3)

REQUIRED CONCENTRATION

PSYC 698	Professional Development Series	(0)
PSYC 700	Biological Bases of Behavior	(3)
PSYC 701	Cognitive and Affective Bases of Behavior	(3)
PSYC 702	Professional Issues and Ethics	(3)
PSYC 703	Tests & Measurements	(3)
PSYC 704	Pre-Practicum Seminar	(0)
PSYC 705	Human Development	(3)
PSYC 706	Research & Statistics I	(3)
PSYC 707	Research & Statistics II	(3)
PSYC 708	Advanced Psychopathology	(3)
PSYC 709	Group Dynamics	(3)
PSYC 710	Cognitive and Behavioral Theories and Therapies	(3)
PSYC 711	Psychanalytic Theories and Therapies	(3)
PSYC 712	Client-Centered and Relationship Theories and Therapies	(3)
PSYC 713	History and Systems in Psychology	(3)
PSYC 714	Practicum and Seminar I	(3)
PSYC 715	Practicum and Seminar II	(3)
PSYC 716	Practicum and Seminar III	(3)
PSYC 717	Practicum and Seminar IV	(3)
PSYC 721	Psychology of Human Diversity	(3)
PSYC 724	Practicum and Seminar V	(3)
PSYC 725	Practicum and Seminar VI	(3)
PSYC 726	Practicum and Seminar VII	(3)
PSYC 727	Practicum and Seminar VIII	(3)
PSYC 728	Cognitive Clinical Assessment	(3)
PSYC 729	Assessment II: Personality	(3)
PSYC 730	Assessment IV: Advanced Skills	(3)
PSYC 731	Assessment V: Neuropsychological	(3)
PSYC 740	Clinical Psychopharmacology	(3)
PSYC 741	Clinical Supervision, Consultation, and Management	(3)
PSYC 745	Social Psychology	(3)
PSYC 786	Internship in Clinical Psychology I	(1.5)
PSYC 787	Internship in Clinical Psychology II	(1.5)
PSYC 788	Internship in Clinical Psychology III	(1.5)

PSYC 790 Dissertation Seminar	(3)
PSYC 791 Internship in Clinical Psychology IV	(1.5)
PSYC 792 Internship in Clinical Psychology V	(1.5)
PSYC 793 Internship in Clinical Psychology VI	(1.5)
PSYC 795 Professional Practice Preparation	(3)
PSYC 797 Comprehensive Examination	(0)
PSYC 798 Doctoral Dissertation I	(3)
PSYC 799 Doctoral Dissertation II	(3)
PSYC 800 Doctoral Dissertation III	(3)
PSYC 000 Dissertation Continuation	(0)

*Elective Courses
All students must take two electives. Permission of the Program Director is required to take additional electives.

PSYC 734 Aging and Mental Health	(3)
PSYC 735 Human Sexuality	(3)
PSYC 736 Survey Design and Application Class	(3)
PS**YC 737** Substance Use Disorders and other Addictions	(3)
PSYC 738 Therapeutic Assessment	(3)
PSYC 739 Animal-Assisted Therapy	(3)
PSYC 766 Advanced Neuropsychology	(3)
PSYC 768 Forensic Psychology	(3)

MASTER OF ARTS IN CLINICAL PSYCHOLOGY
The Master of Arts (M.A.) in Clinical Psychology is embedded within the PsyD curriculum. This degree is open to doctoral students admitted into the PsyD program who enter with a bachelor's degree or with a master's degree in an unrelated field.

Program Competencies and Expected Outcomes
Upon completion of the M.A. in Clinical Psychology successful students are expected to have demonstrated competency in the following areas:

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

Scope and Sequence of Courses
The courses towards the M.A. in Clinical Psychology are organized within the six areas that link to the aims and competencies of the program and support program outcomes.

RESEARCH (6 credits)

PSYC 706 Research and Statistics I	(3)
PSYC 707 Research and Statistics II	(3)

ETHICAL AND LEGAL STANDARDS (3 Credits)
PSYC 702 Professional Issues and Ethics   (3)

INDIVIDUAL AND CULTURAL DIVERSITY (3 credits)
PSYC 721 Psychology of Human Diversity   (3)

ASSESSMENT (12 credits)
PSYC 675 Psychopathology   (3)
PSYC 703 Tests and Measurements   (3)
PSYC 728 Cognitive Clinical Assessment   (3)
PSYC 729 Assessment II: Personality   (3)

INTERVENTION (18 credits)
PSYC 709 Group Dynamics   (3)
PSYC 710 Cognitive & Behavioral Theories & Therapies   (3)
PSYC 711 Psychoanalytic Theories & Therapies   (3)
PSYC 712 Client-Centered and Relationship Theories & Therapies   (3)
PSYC 714 Practicum and Seminar I   (3)
PSYC 715 Practicum and Seminar II   (3)

PSYC 689 Counseling Skills and Techniques, PSYC 690 Theories of Counseling, and PSYC 675 Psychopathology are taken as program prerequisites

KNOWLEDGE OF SCIENTIFIC FOUNDATIONS (6 credits)
PSYC 700 Biological Bases of Behavior   (3)
PSYC 705 Human Development   (3)

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

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

If a student earns less than a B grade in a course, they must retake the course. The course may only be repeated once. A student unable to earn a B or higher in the course on the second attempt will be dismissed from the program. Any grade less than a B in two different courses results in program dismissal.

If a student earns an F in a course that is designated Pass/Fail (e.g., Practicum Seminars), the student must successfully complete a remediation plan and retake the course. Failure to successfully complete the remediation plan will result in program dismissal. A student unable to pass the course on the second

attempt will be dismissed from the program. Any failing grade in two different Pass/Fail courses results in program dismissal.

FULL-TIME AND RESIDENCY REQUIREMENT
All non-transfer courses are completed at the university. Psy.D. students must complete a minimum of **three years** of full-time study. To meet this requirement, during their first year, students must take two consecutive semesters of full-time study (nine credits per semester) as a matriculated student. Students may meet the remaining two years of required full-time study by completing either: (a) Two consecutive semesters of at least three classes each semester, or (b) Three consecutive semesters of at least two classes each semester. The program reserves the right to adjust requirements in response to program need during a catalog period.

 CERTIFICATES OF EMPHASIS IN CLINICAL PSYCHOLOGY
Students enrolled in the Psy.D. program in clinical psychology may earn a certificate of emphasis in one of the following areas as part of their program of study:
> Psychological Testing
> Integrative Psychotherapy
> Forensic Psychology
> Human and Cultural Diversity
> Psychodynamic Psychotherapy
> Neuropsychology
> Therapeutic Assessment

Requirements are outlined in the Psy.D., Handbook. Students can earn more than one certificate.

Ph.D. IN COUNSEOR EDUCATION AND SUPERVISION
Director, Ryan Bowers, Ph.D.

The Ph.D. in Counseling Education and Supervision is a 63-credit program designed to advance your credentials in counseling, supervision, teaching, applied research, and professional leadership. Through face to face and online coursework that blends experiential and research-based components, working professionals can complete this degree in as little as three years.

REQUIRED COURSES

CESD 701	Professional Orientation and Ethics in Counselor Education & Supervision	(3)
CESD 702	Professional and Technical Writing for Counselor Education & Supervision	(3)
CESD 703	Advanced Clinical Counseling Theory	(3)
CESD 704	Counseling Supervision	(3)
CESD 705	Counselor Education Pedagogy	(3)
CESD 706	Qualitative Research I	(3)
CESD 707	Quantitative Research I	(3)
CESD 708	Quantitative Research II	(3)
CESD 709	Diverse Leadership in Counselor Education & Supervision	(3)
CESD 710	Clinical Counseling Internship	(3)
CESD 711	Counselor Education Internship	(3)
CESD 712	Counselor Supervision Internship	(3)
CESD 713	Advanced Assessment in Counselor Education & Supervision	(3)
CESD 714	Current Issues in Higher Education for Counselor Educators & Supervisors	(3)

CESD 715	Qualitative Research II	(3)
CESD 716	Counselor Education and Supervision Dissertation Seminar	(3)
CESD 720	Clinical Mental Health Counseling Seminar	(3)
CESD 721	School Counseling Seminar	(3)
CESD 722	Addiction Counseling Seminar	(3)
CESD 723	Student Affairs Counseling Seminar	(3)
CESD 724	Program Evaluation and Consultation	(3)
CESD 798	Counselor Education and Supervision Comprehensive Examination	(0)
CESD 700	Counselor Education and Supervision Continuing Dissertation	(1)

Ph.D. Admission Requirements

Qualified applicants must possess a master's degree in counseling or related discipline from a regionally accredited institution meeting master's level academic requirements. While completion of a CACREP-accredited program is preferred, it is not required. Students with a master's degree in counseling from a non-CACREP-accredited program may have to complete additional courses at the master's level, as determined by the program director and department chair.

Applications are due **January 15** for fall admission.

COURSE DESCRIPTIONS

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

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

A culminating experience which reflects the student's synthesis and integration of knowledge. All students pursuing the M.A. degree in Clinical Mental Health Counseling are required to sit for the Comprehensive Examination. In order to be eligible to take the Comprehensive Examination, the student must secure the chair's approval and have completed the following requirements as described in catalog.

COUN 600   Research and Program Evaluation (3)

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

COUN 601   Counseling Skills and Techniques (3)

This course is designed to provide an understanding, and use of, the fundamental techniques of helping processes. The course emphasizes the development of effective relationship building skills as well as the practice of action-oriented approaches that facilitate client growth and change. Counselor and client

characteristics, relationship variables, and external factors (e.g., societal and environmental) that influence the helping process will be addressed. Topics include legal and ethical issues; working with culturally diverse clients; basic helping skills; establishing a therapeutic alliance, and problematic clinical situations. [students must earn a "B" or higher in this class; <"B" will result in the student retaking the course]

COUN 602   Theories of Counseling (3)
The Counseling Theories course provides students with knowledge of the most current major counseling theories that can be applied to Clinical Mental Health Counseling clients. The basic theory, principles and techniques of counseling and its application to professional counseling settings are explained. Students will begin to develop their own personal style of helping.

COUN 604   Group Process (3)
This course will provide an overview of small group behavior, development, and hands on experience in a small group. There will be two components to the group course; first, students will engage in didactic learning where group content will be provided and discussed; second, students will directly engage in experiential learning as both a member of and a leader of small group experiences. Specifically, the content overview will include focusing on stages of small group development, therapeutic factors, roles of group members, counselor interventions, effective group management, diversity, and ethical and legal issues specific to group work. The experiential component of class will provide students with direct experience as small group participants for a minimum of 10 clock hours over the course.

COUN 606   Family Counseling (3)
This course provides an overview of the application of general systems theory to assessing, conceptualizing, and intervening with families. The course reviews several major models of family therapy and introduces attitudes and techniques from each model to support families in their effort to modify relationships. The course also examines issues of family development, including the roles of gender and culture on developing family beliefs, rituals, rules, and values. Ethics in family therapy and applications to practice settings are reviewed.

COUN 608   Psychopathology (3)
Review of moderate and serious pathological and diagnostic schemas using DSM, with secondary emphasis on treatment implications. Strategies for assessing and formulating clinical and cultural material are examined. Students are introduced to symptom clusters which distinguish different mental health problems and are presented with a dimensional model for understanding diagnosis within the context of personality styles. Implications for diversity are examined.

COUN 609   Career and Vocational Counseling (3)
This course emphasizes the development of professional competencies in the areas of collecting, evaluating, classifying, and using accurate occupational, educational and personal-social informational materials. Also discussed are theories of vocational choice, the psychology and sociology of work, vocational interests and aptitudes, and the use of information in helping a wide diversity of people decide on matters of curricular choice, career aspiration, the meaning of work in one's own life, and the implications of work in society. Students will develop an understanding of how family and culture impact career development and decision-making.

COUN 614 Substance Abuse Education and Counseling (3)
Examination and exploration of drug-and alcohol-related issues in relation to self, significant others and professional roles across the life span. Discussion of basic concepts in understanding alcoholism and drug addiction, dual diagnosis and medications, including effects on mental health and relationships, counseling strategies and an understanding of clinical settings that service these populations. Implications for culturally diverse populations are reviewed.

COUN 618 Professional Orientation and Ethical Issues (3)
This course introduces students to the field of clinical mental health counseling. Specifically, students will gain knowledge of professional identity as a counselor that is based in the history of counseling, certification and licensure as a professional counselor, the roles and process of counseling, and understand current trends within the field of clinical mental health counseling. Ethical standards of professional practice in the field of clinical mental health will be reviewed along legal, social and cultural considerations.

COUN 630 Crisis Intervention and Trauma (3)
The purpose of this course is to prepare the students to deal with the inevitable crisis situations they will encounter as counselors. Students will reflect on how people deal with crises, explore their crisis experiences, and start to develop their skills in crisis intervention. The students will also examine some of the relevant research on crisis, resolution, and resilience. However, the major focus throughout the course will be on learning the practical skills and requisite knowledge and attitudes of helping people in crisis. It is important for students to self-monitor because the course could be emotionally challenging.

COUN 640 Diversity Counseling (3)
This course will provide students with an understanding of multicultural and pluralistic trends within and among diverse groups nationally and internationally. Theories of multicultural counseling, identity development, multicultural competencies, social justice, and strategies for working with and advocating for individuals, couples, families, groups, and communities will be reviewed. Specific attention to counselors' self-awareness, beliefs, understandings, and acculturative experiences will be facilitated through assignments and experiential learning activities to increase understanding of self and culturally diverse clients. Students will gain an understanding of their role in eliminating biases, prejudices, and intentional and unintentional oppression and discrimination. For students in the school counseling certification program, this course is a prerequisite for PSYC 642.

COUN 641 Assessment in Counseling (3)
An introduction to basic concepts in counselor assessment, which includes, but is not limited to: the use of assessment in counseling; the assessment process; types of assessments; basic statistical and measurement concepts; multicultural considerations; and communicating assessment results. For students in the School Counseling certification programs, this course is a prerequisite for PSYC 654.

Practicum and Internship – Clinical Mental Health
All forms and instructions regarding MA practicum placements are available in the MA intern folder in Moodle. No practicum or internship can be completed at place of employment.

COUN 691 Practicum in Clinical Mental Health Counseling (3)
For COUN 691 students must complete supervised practicum experiences that total a minimum of 100 clock hours throughout the academic semester. In addition, the following requirements must be met: a

minimum of 40 clock hours of direct service to actual clients must occur throughout practicum, weekly individual and/or triadic supervision throughout practicum which is led by practicum faculty, weekly-on-site supervision led by designated site supervisor, and attend weekly group supervision led by practicum faculty supervisor.

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

COUN 692   Internship I in Clinical Mental Health Counseling (3)
COUN 692 – students must complete a supervised internship experience that totals a minimum of 300 clock hours - 120 client direct service – over the course of a semester. Additionally, students must attend 1 hour of weekly, individual on-site supervision led by a designated site supervisor as well as weekly group supervision led by faculty supervisor.

COUN 693   Internship II in Clinical Mental Health Counseling (3)
COUN 693 – students must complete a second supervised internship experience that totals a minimum of 300 clock hours– 120 client direct service – over the course of a semester. Additionally, students must attend 1 hour of weekly, individual on-site supervision led by a designated site supervisor as well as weekly group supervision led by faculty supervisor.

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

Sequencing of Seminars for Clinical Mental Health Counseling
The following field placements are required and must be completed in the following sequence after prerequisites have been met:

COUN 691
Practicum in Clinical Mental Health Counseling - 100 hours

COUN 692
Internship I in Clinical Mental Health Counseling – 300 hours

COUN 693
Internship II in Clinical Mental Health Counseling – 300 hours

Internship – School Counseling Certification
PSYC 694   Internship in School Counseling (PK-12) 420 Hours
For PSYC 694, in addition to the general course description, students will also participate in modules which cover topics in family and groups, and substance abuse.

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

Field Placement Considerations and Policies
Upon entering the program, students should begin to anticipate that practicum and internship will require time on site during day hours. The need to spend time on site may necessitate modifications in

the student's regular daily schedule. Students are strongly encouraged to meet with their advisor and to plan accordingly. Students must contact the Field Site Coordinator and begin the process of securing a placement at least one year in advance. Grading is "Pass" or "Fail". The field site coordinator works with the program director in approving students for internship. No student enrolled in the counseling or school program may do practica or internships at places of employment. Questions about exceptional circumstances should be directed in writing to the Field Site Coordinator and the Program Director.

COUN 511   Behavioral Addictions (3)
This course will examine the etiology, attributes and treatment of the main behavioral addictions. Specifically, the addictions of gambling, sex, food, exercise, work and the internet will be explored as well as those therapeutic strategies proven most helpful in addressing these addictions.

COUN 511   Psychopharmacology: Medication Uses and Side Effects (3)
This course will provide an overview of commonly prescribed medications for psychological disorders with an emphasis on current research and drugs used for those with a diagnosis of addictions or addictions with co-occurring illnesses. Readings and lecture will address how the medications work, their uses and side effects. This interactive seminar offers the opportunity to enhance the students' and clinicians' knowledge of their clients' medications, which will contribute to the success of each clients' assessment and treatment.

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

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

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

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

COUN 511   Trauma and Addictions (1)
This course will address the increasing incidence of trauma and abuse among addicted individuals presenting with mental health issues and barriers to recovery. It will explore the scope of the problem, tools for assessment, evaluation, treatment planning, and resources for recovery and trauma resolution among addicted individuals.

COUN 607   Treatment of Children and Adolescents (3)
The course addresses concepts and principles of psychopathology and treatment approaches for children and adolescents. The course covers foundation counseling skills for child and adolescent populations, including therapy alliance, verbal and play approaches, group processes, therapist communication with school and family, social and cultural influences, wrap-around services, childhood exceptionalities, crisis management, and developmental and diagnostic considerations. Intervention strategies are covered from various theoretical orientations and based on recent empirical findings. In addition, qualities that contribute to an effective and ethical child or adolescent therapist/counselor are included. Multicultural competence and awareness is considered a critical component of the therapist/counselor. Empirically supported treatments are reviewed.

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

PSYC 642   Instruction, Assessment, & Intervention of Culturally & Linguistically Diverse Learners (3)
This course will examine factors relating to instruction, assessment, and intervention for culturally and linguistically diverse (CLD) learners. The roles of the educational specialist (i.e., school counselor and school psychologist) in supporting CLD learners will be emphasized. Language acquisition processes for monolingual and multilingual learners will be reviewed. Empirically-supported instructional models and practices for working with CLD learners will be discussed. Bias, fairness, and cultural/acculturative factors impacting instruction and assessment will be addressed. Educational, legal, and ethical standards pertaining to CLD learners will be reviewed. Strategies to facilitate communication and collaboration with culturally and linguistically diverse families will be discussed. Prerequisite: COUN 640.

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

PSYC 655   School Consultation and Curriculum Design (3)
This course addresses theories, models, and processes of consultation, including collaborative, consultee-centered, mental health, behavioral, and instructional consultation. Functional assessment of behavior and positive behavioral supports; direct and indirect interventions with individuals and groups; strategies for crisis prevention and management; systems-level consultation; and program evaluation will be explored. The role of the educational specialist (i.e., school counselor and school psychologist) within the school system are reviewed. Methods of collaboration among school-based professionals, with families, and with community agencies are emphasized.

PSYC 694   Internship in School Counseling (PK-12) 420 Hours
This is a supervised course which prepares students for counseling and consultative strategies for working with students grades PK through 12. It involves direct service and professional socialization in

an approved school setting along with weekly triadic and group supervision by a counseling faculty member. Supervision includes discussions related to intervention, conceptualization, personalization, counseling theories and techniques, issues of diversity, substance abuse, group/family dynamics, and methods of direct and indirect intervention. Also included are readings, review of selected topics, professional collaboration and integration of practice with theory. Prerequisites for PSYC 694: Completion of all course work including PSYC 691, 692 and 693. PSYC 694 must be completed in a public school setting during the fall or spring semester.

PSYC 675   Psychopathology (3)
Review of moderate and serious pathological and diagnostic schemas using DSM, with secondary emphasis on treatment implications. Strategies for assessing and formulating clinical and cultural material are examined. Students are introduced to symptom clusters which distinguish different mental health problems and are presented with a dimensional model for understanding diagnosis within the context of personality styles. Implications for diversity are examined. Open only to Psy.D. students in Clinical Psychology.

PSYC 689   Counseling Skills and Techniques (3)
This course is designed to provide an understanding of, and use of, the fundamental techniques of helping processes. The course emphasizes the development of effective relationship building skills as well as the practice of action-oriented approaches that facilitate client growth and change. Counselor and client characteristics, relationship variables, and external factors (e.g., societal and environmental) that influence the helping process will be addressed. Topics include legal and ethical issues; working with culturally diverse clients; basic helping skills; establishing a therapeutic alliance, and problematic clinical situations. [students must earn a "B" or higher in this class; <"B" will result in the student retaking the course.] Open only to Psy.D. students in Clinical Psychology.

PSYC 690   Theories of Counseling (3)
The Counseling Theories course provides students with knowledge of the most current major counseling theories that can be applied to Clinical Mental Health Counseling clients. The basic theory, principles and techniques of counseling and its application to professional counseling settings are explained. Students will begin to develop their own personal style of helping. Open only to Psy.D. students in Clinical Psychology.

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

PSYC 697 Comprehensive Examination (0)
The Comprehensive Examination is the capstone project. Students petition for the Comprehensive Examination in the fall semester that either follows or coincides with their completion of course work. A student who does not pass the M.A. Clinical Psychology comprehensive examination after two attempts will be dismissed from the program.

PSYC 698 Professional Development Series (0)
Required for all first-year students. Students must attend three sessions in the fall and three sessions in the spring. Each session is for one hour. The series covers topics relevant to the practitioner-scholar model, including professional etiquette, case presentations, practice, and professional scholarship. Open only to Psy.D. students in Clinical Psychology.

PSYC 700   Biological Bases of Behavior (3)
Overview of neuroanatomy, neurophysiology, brain-mind-behavior relationships; diagnostic and clinical issues. Open only to Psy.D. students in Clinical Psychology.

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

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

PSYC 703   Tests and Measurements (3)
This course explores theories and techniques of psychological measurement. Concepts of reliability and validity; classical and contemporary measurement theories; and test standardization processes will be examined. Quantitative scale development strategies will be explored. Relevant laws and ethical principles will be reviewed. Open only to Psy.D. students in Clinical Psychology.

PSYC 704   Pre-Practicum Seminar (0)
This is an as-needed course for students beginning practicum before the scheduled start date **of PSYC 714 in the fall**. The PsyD practicum coordinator is the faculty contact during the interim period.

PSYC 705   Human Development (3)
This course covers some of the major concepts and lines of research and inquiry within the field of human development, mainly from a theoretical and research-based perspective. Development is   considered as an overarching construct with which to view cognition, affect, social relatedness, etc. Recent theorists and researchers are studied especially for their clinical relevance. Issues related to diversity will be addressed specifically throughout the course. Open only to Psy.D. students in Clinical Psychology.

PSYC 706   Research and Statistics I (3)
This course is the first course in a 2-course series. Topics include developing research questions; designing experimental and non-experimental research studies; identifying threats to validity; conducting and writing systematic literature reviews; and applying research findings to psychological practice. Students will gain familiarity with research ethics, meta-analysis, data screening, univariate statistical tests, power analysis, and the use of technology in data analysis. Each student will begin a two-semester individual research project, to be completed in PSYC 707, in this course. (Prerequisite: PSYC 703). Open only to Psy.D. students in Clinical Psychology.

PSYC 707   Research and Statistics II (3)
This course is the second course in a 2-course series. Students will gain familiarity with effect size calculation and advanced and multivariate statistical tests, including MANOVA, factor analysis, discriminant analysis, and regression techniques. Students will also become familiar with qualitative research models, methods, and data analysis techniques. Students will complete the individual research

projects begun in PSYC 706 in this course. Prerequisite: PSYC 706. Open only to Psy.D. students in Clinical Psychology.

PSYC 708   Advanced Psychopathology (3)
This course first reviews and sharpens skills in diagnostic reasoning using the DSM-5 and critically reviews the DSM-5 categorical approach to psychopathology. A more science-based, in-depth approach to psychopathology will be explored through recent theoretical and empirical advances in developmental psychopathology and affect neuroscience, and through a dimensional and therapeutic approach to assessing personality functioning. Psychopathology is addressed as based in the individual's context including gender, ethnicity, race, socio-economic and community factors. Implications for the psychotherapy process are also addressed. Open only to Psy.D. students in Clinical Psychology. (Pre-requisite PSYC 675).

PSYC 709   Group Dynamics (3)
This Course includes group theory and member selection; ethics; group leadership; techniques for coping with group process and individual group members; diversity; application of concepts to organizational systems; role playing. Open only to Psy.D. students in Clinical Psychology.

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

PSYC 711   Psychoanalytic Theories and Therapies (3)
Study of past and current major theoretical issues and treatment strategies in psychoanalytic psychotherapy. The goal of the course is to teach students to apply psychoanalytic formulations and intervention strategies in practice settings. The course discusses major constructs in theory. A developmentally sensitive model of diagnosis and intervention is presented. The continuum of contemporary models and traditional approaches (e.g., drive theory, ego psychology, object relations theory, self-psychology) is discussed from a historical perspective and in relation to each other. Emphasis is placed on the integration of theory, listening skills, clinical formulations, and flexible technical application of supportive-expressive to different clients and settings, including time-limited therapy environments. Therapy process research is reviewed. Implications of psychoanalytic applications to diverse client populations, including ethnic/racial, head trauma, and learning disabled, are also reviewed. Therapy process research is reviewed. (Prerequisite: PSYC 675) Open only to Psy.D. students in Clinical Psychology.

PSYC 712   Client-Centered and Relationship Theories and Therapies (3)
This course reviews basic concepts and applications of the foundations of Client-Centered theories and therapies. Models include Rogerian, Existential-Humanistic, and recent developments in psychotherapy that build on a client-centered foundation (e.g., Motivational Interviewing). Implications for different client problems, human diversity, ethical psychotherapy practice, and understanding the therapy process and client-therapist relationship are reviewed. The course is taught using different instructional approaches, including lectures, experiential skills practice, discussions, and group activities. This course

also includes reading literature that provides empirical support for these models in ways consistent with foundational concepts. Open only to Psy.D. students in Clinical Psychology.

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

PSYC 714   Practicum and Seminar I (3)
250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

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

PSYC 715   Practicum and Seminar II (3)
250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

PSYC 716   Practicum and Seminar III (3)
250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

PSYC 717   Practicum and Seminar IV (3)
250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

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

PSYC 724   Practicum and Seminar V (3)
250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

PSYC 725 Practicum and Seminar VI (3)
250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

PSYC 726   Practicum and Seminar VII (3)
250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

PSYC 727   Practicum and Seminar VIII (3)
250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

PSYC 728   Cognitive Clinical Assessment (3)
Course covers administration, scoring, interpretation, and report writing in cognitive assessment. Primary focus on the Wechsler scales. Client-examiner relationship dynamics, and development of inferences from test content are integrated with structural analysis. Review of ethics, diversity, and decision-making across different clinical settings. Prerequisite PSYC 703. Open only to Psy.D. students in Clinical Psychology.

PSYC 729   Assessment II: Personality (3)
Introduction to personality assessment. Students learn how to use storytelling techniques and Rorschach, with emphasis on administration, scoring, interpretation, and report writing skills. This course also reviews ethical and practice issues, and implications for diversity and treatment planning. (Prerequisite: PSYC 675 and 728). Open only to Psy.D. students in Clinical Psychology.

PSYC 730   Assessment IV: Advanced Skills (3)
Examines contemporary assessment issues related to research and practice; assessment competencies in diversity and professional ethics, test selection, scoring and interpretation, report writing and feedback; review of objective and personality measures through discussion and critique. Emphasis on the relationship between assessment and treatment implications for different diagnostic groups and clinical settings. (Prerequisite: PSYC 729) Open only to Psy.D. students in Clinical Psychology.

PSYC 731   Assessment V: Neuropsychological (3)
Review of neuropsychological disorders across the lifespan; ethical and practice issues in neuropsychological assessment. Review of interviewing, test selection, and test interpretation. Therapeutic interventions directed towards individuals who have neurocognitive compromise, and therapeutic interventions and supportive strategies directed towards developmentally based needs of older adults, will also be reviewed. (Prerequisites: PSYC 729) Open only to Psy.D. students in Clinical Psychology. PSYC 701 may be taken concurrently.

PSYC 734   Aging and Mental Health (3)
This course provides a broad overview of the major theories, research methods, empirical findings, and aspects of clinical practice within the psychology of again from the perspectives of various divisions of psychology (e.g., cognitive, developmental, personality, clinical, social, health). Students will learn to distinguish between normal aging and common causes of dementia, including Alzheimer's disease, Lewy Body Dementia, Vascular Dementia, and Frontotemporal Dementia. Interventions with older adults in terms of counseling, family education, and consultation in the assisted living/skilled nursing facility environment will be discussed. Open only to Psy.D. students in Clinical Psychology.

PSYC 735   Human Sexuality (3)
This course provides an in-depth examination of the phenomenon of human sexuality. Topics include sexual myths and fallacies, the female sexual system, the male sexual system, sexual attitudes and behavior, sexual relationships, sexual dysfunctions and treatment, and cultural differences in sexuality. Open only to Psy.D. students in Clinical Psychology

PSYC 736   Survey Design and Application Class (3)
This course explores theories and applications of measurement scale and survey development. This course will focus on how to develop and apply new measurement scales and surveys for specific, unique, or active research questions. Concepts of reliability and validity, design, analysis, and interpretation will be covered. Relevant laws and ethical principles will be reviewed. Open only to Psy.D. students in Clinical Psychology.

PSYC 737   Substance Use Disorders and other Addictions (3)
This course will enhance foundational knowledge and skills related to the assessment, diagnosis, and treatment of substance use disorders (SUDs) and other addictions. Students will receive an overview of the addiction process, common substances of abuse, and other process addictions. Focus will be placed on the assessment and diagnosis of SUDs using validated tools (e.g., DAST, AUDIT, CRAFFT) and DSM-5 TR criteria. Methods of prevention, treatment, and socio-cultural issues will also be discussed. Open only to Psy.D. students in Clinical Psychology.

PSYC 738   Therapeutic Assessment (3)
This course is designed to provide students with an in-depth experience of Therapeutic Assessment (TA), an innovative approach to psychological assessment, developed by Stephen Finn. TA, a collaborative approach to psychological assessment, utilizes testing within a therapeutic context to enhance a client's self-awareness, self-efficacy, and validation. TA is applicable to personality, cognitive and neuropsychological assessment. Through lecture, videos, experiential experiences, and writing activities, students will gain knowledge of the therapeutic assessment process with adults and children and increase proficiency in test interpretation, case conceptualization, feedback, and report writing. Prerequisites PSYC 728, 729, 730, and 731. Open only to Psy.D. students in Clinical Psychology.

PSYC 739   Animal-Assisted Therapy (3)
This course explores theories and applications of animal assisted therapy techniques. The course will focus on exploring various models of animal-assisted therapies, how they affect change, and the psychological theories supporting the use of these models. Relevant laws and ethical principles pertaining to animal-assisted therapy will be reviewed. Additionally, this course will provide students with an opportunity to engage in on-going animal-assisted therapy research.

PSYC 740   Clinical Psychopharmacology (3)
Overview of the major psychotropic agents and their interaction with the physical system; implications for diagnosis and treatment in an interdisciplinary context are reviewed. (Prerequisite: PSYC 700) Open only to Psy.D. students in Clinical Psychology.

PSYC 741   Clinical Supervision, Consultation, and Management (3)
This course addresses roles and expectations of supervisors and consultants, and program managers in clinical practice. A developmental supervision model, a consultation stage model, and issues in program leadership and personnel management are reviewed. Application of assessment, intervention, relational, diversity, ethics and outcome evaluation are reviewed. Strategic and informed approaches are discussed. The course also includes a private practice/practice management module. Open only to Psy.D. students in Clinical Psychology.

PSYC 745   Social Psychology (3)
Study of the influence of social stimuli on feelings, thoughts, and behaviors. Major topics in social psychology such as conformity, persuasion, social cognition, self-justification, human aggression,

prejudices and intergroup conflict, affiliation and attraction are explored. Application of social psychological research in different settings. Open only to Psy.D. students in Clinical Psychology.

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

PSYC 768   Forensic Psychology (3)
This class covers foundational areas in forensic psychology, including ethical and legal issues, assessment, diagnostic, and intervention strategies related to the criminal justice system, relevant procedural matters, and other topics related to the practice of forensic psychology. Open to Psy.D. students in Clinical Psychology. Pre-Requisite: PSYC 702

PSYC 784   Practicum Extension (0)
A no cost/no credit course that allows students to extend practicum experience beyond the completion of PSYC 727. Students may opt for one or multiple days of service, and hours are variable according to student needs. There is no seminar class associated with this course. Student contact is the Psy.D. Practicum Coordinator. Open only to Psy.D. students in Clinical Psychology.

PSYC 785   Independent Study (1-3)
A one-semester independent project which meets the approval of the program director and is conducted under faculty supervision. The student may merit one, two or three credits according to the complexity of the project. Open only to Psy.D. students in Clinical Psychology.

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

- Instructions are outlined in the Psy.D. Handbook and specified by doctoral internship sites.
- Mandatory drug screening as well as other health related information may be required by certain clinical facilities.
- If results are positive, disciplinary action will be taken.
- Anyone attending a clinical site and is suspected of being under the influence of drugs or alcohol will automatically be reported and screened.
- If results are positive, disciplinary action will be taken.
- The student is responsible for the cost of the clearance.
- Refer to the Pennsylvania State Board of Psychology regarding eligibility for licensure.

No student enrolled in the Psy.D. program may do a therapy practicum at their place of employment. Questions about exceptional circumstances should be directed in writing to both the Psy.D. Practicum Coordinator and Program Director.

Practicum Considerations and Policies
Upon entering the Psy.D. program, students should begin to anticipate that practicum training will require time on site during day hours. The need to spend time on site may necessitate modifications in the student's regular daily schedule. Students are strongly encouraged to work with their advisor and employer and plan accordingly. Students should contact the PSY.D. Practicum Coordinator and begin the process of securing a practicum placement at least six months prior to the semester that they plan to begin their field work. Students can begin field placement at the start of fall semester, start of spring semester or start of summer session. The Psy.D. Practicum Coordinator works in conjunction with the Program Director. Grading is "Pass" or "Fail."

PSYC 786, 787, 788, 791, 792, 793
Psychology Internship in Clinical Psychology (9 total credits)

Students are required to complete a one-year, full time internship during their final year of training in the Clinical Psychology PsyD Program. The internship experience is intended to provide students with advanced supervised training experiences, support the synthesis of knowledge and skills acquired through coursework and practicums, and strengthen professional identity development. All students complete their internship training hours across a 9-credit course sequence (i.e., PSYC 786, 787, 788, 791, 792, and 793), for which they are financially responsible. Each student's course sequence is determined by the official start and end dates at their respective internship site. The date of degree conferral eligibility is also determined by official start and end dates at each student's respective internship site in terms of alignment with the University's conferral schedule. Grading is "Pass" or "Fail."
Per IU PsyD Program requirements, students are required to apply to **APA-accredited sites only**. Students must participate in the APPIC Match to secure their internship placement. Students are not permitted to complete an internship at their place of employment. Students are expected to attend an orientation with the DCT approximately 18 months before starting their internship, which includes an overview of the application process and program deadlines for development and submission of application materials. Students are also expected to attend an interview workshop with the DCT after submitting internship applications (typically in November or December of the year in which they are applying).
Prerequisites: Completion of all coursework, dissertation proposal defense, comprehensive exams, and program   approval.

PSYC 790   Dissertation Seminar (3)
This seminar is designed to prepare students for beginning the dissertation. Students review the Dissertation Handbook, including dissertation requirements, formatting, information technology, committee selection, ethical issues in research and the department's timeline for completing the dissertation process. Students work in seminar format to refine dissertation topics and methodology. Grading is "Pass" or "Fail." Students take PSYC 790 in the fall semester and must then register consecutively for their first section of dissertation (PSYC 798) in the spring semester, second section in the summer (PSYC 799), and third section in the fall (PSYC 800). Students should also register for PSYC 796 in the spring semester. Open only to Psy.D. students in Clinical Psychology.

PSYC 795   Professional Practice Preparation (3)
This course emphasizes professional practice preparation. Focus is placed on psychology licensing examination preparation, including practice test module(s), and career development initiatives, including private practice and other employment venues. This course also covers professional values, attitudes, and behaviors (e.g., lifelong learning, self-reflection, providing and receiving feedback, and

dealing with complex situations arising in training and independent practice.). Open only to Psy.D. students in Clinical Psychology.

PSYC 797   Comprehensive Examination in Psychology (0)
A culminating experience which assesses the student's ability to synthesize and integrate knowledge. Eligibility for the Comprehensive Examination requires as prerequisites:
*PSYC 700, 701, 702, 703, 705, 706, 707, 708, 709, 710, 711, 712, 713, 728, 729, 730, 731, 740, 741, 745. 790. Concurrent enrollment in PSYC 725 for bachelor's admits and completion of PSYC 727 for master's admits) * Completion of all pre-requisite courses with a minimum B in each class for letter grade classes, and "Pass" in each Pass/Fail class. A student who does not pass the Psy.D. Clinical Psychology comprehensive examination after two attempts will be dismissed from the program.

PSYC 798-799-800   Doctoral Dissertation (3, 3, 3)
Student completes dissertation. Grading is "Pass" or "Fail." Students are required to take all dissertation sections consecutively. Throughout the dissertation process, the students work closely with their Dissertation Chair and ha contact with two other committee members. Only full-time faculty are eligible to serve as Dissertation Chairs. See Dissertation Handbook for further details. Prerequisite PSYC 790. Open only to Psy.D. students in Clinical Psychology.

PSYC 000   Dissertation Continuation
Required for students who have completed PSYC 798, 799 and 800 but need additional time to complete the dissertation process. See Catalog for "Continuous Registration."

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

CESD 701   Professional Orientation and Ethics in Counselor Education and Supervision (3)
The Professional Orientation and Ethics in Counselor Education and Supervision course provides students with an overview of the Counselor Education and Supervision program and the ethics associated with being a Counselor Educator and Supervisor. Students will examine scholarly evidence of supervision, research, teaching, and leadership effectiveness while creating a new sense of Counselor Educator identity through the incorporation of theories, models, and skills. This course will offer six hours of ethics training on legal and ethical issues and responsibilities in counseling supervision, practice, research, teaching, and leadership.

CESD 702   Professional and Technical Writing for Counselor Education and Supervision (3)
The Professional and Technical Writing for Counselor Education and Supervision course provides students with the opportunity to engage in scholarly examination of culturally sustaining counseling practice across multiple settings while also addressing professional writing for peer-reviewed journal publication, professional conference proposal preparation, grant proposals and other sources of funding, and professional writing techniques for dissertation studies.

CESD 703   Advanced Clinical Counseling Theory (3)
The Advanced Clinical Counseling Theory course provides students with the opportunity to examine the evidence base for counseling processes and theories, conceptualization of clients from multiple

theoretical perspectives, and the methods for evaluating counseling effectiveness. The course will offer three hours of ethics training on legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities.

CESD 704   Counseling Supervision (3)
The Counseling Supervision course provides students with the theoretical frameworks and models of counseling supervision, skills of counseling supervision across multiple settings and across service delivery modalities, and opportunities for developing a personal style of counseling supervision grounded in theory and research. Students will also learn about multicultural assessment of supervisees' developmental level and other relevant characteristics, evaluation, remediation, and gatekeeping in counseling supervision, and strategies of leadership in consultation. This course will provide three hours of ethics training on legal and ethical issues and responsibilities in counseling supervision.

CESD 705   Counselor Education Pedagogy (3)
The Counselor Education Pedagogy course provides students with the roles and responsibilities related to educating counselors, teaching methods relevant to counselor education, and curriculum design and instructional delivery. Students will be able to demonstrate assessment of student learning and professional dispositions, the role of mentoring in counselor education, and screening, remediation, and gatekeeping functions relevant to teaching. This course will provide three hours of ethics training in legal and ethical issues and responsibilities in counselor education for all program delivery types.

CESD 706   Qualitative Research I (3)
The Qualitative Research I course provides students with the opportunity to learn about research designs appropriate to qualitative and action research questions, qualitative approaches to data analysis, and models and methods of program evaluation. Students will be asked to study research questions or hypotheses appropriate for professional research and publication and learn about strategies for conducting culturally relevant and culturally competent research. Students will develop a research proposal for a human subjects/institutional review board review to be studied in Qualitative Research II. This course will provide three hours of ethics training in ethical considerations and strategies for conducting qualitative research.

CESD 707   Quantitative Research I (3)
The Quantitative Research I course provides students with research designs appropriate to quantitative and mixed-methods research. Students will engage with quantitative data analysis methods, models, and methods of sampling relevant to research design, instrument design, and program evaluation. Students will be introduced to data analysis programs (i.e., SPSS, R, Jamovi, JASP) and strategies for conducting culturally relevant and culturally competent research. Students will develop a research proposal for a human subjects/institutional review board review to be studied in Quantitative Research II. This course will provide three hours of ethics training in ethical considerations and strategies for conducting research.

CESD 708   Quantitative Research II (3)
The Quantitative Research II course provides students with the opportunity to use research designs appropriate to quantitative and mixed-methods research. Students will engage with quantitative data analysis methods, models, and methods of sampling relevant to research design, instrument design and program evaluation. Students will use data analysis programs (i.e., SPSS, R, Jamovi, JASP) and strategies for conducting culturally relevant and culturally competent research. This course will add

from the knowledge learned in Quantitative Research I and will culminate in a student-led quantitative research project that will be submitted to a professional conference of the student's choosing.

CESD 709   Diverse Leadership in Counselor Education and Supervision (3)
The Diverse Leadership in Counselor Education and Supervision course provides students with theories, models, and skills of leadership, accreditation standards and program accreditation processes, including self-studies and program reports, and current sociopolitical and social justice issues and how those issues affect the counseling profession. Students will be introduced to models and competencies for advocating for clients at the individual, system, and policy levels and strategies of leadership in relation to diversity, equity, inclusion, and social justice issues. This course will provide three hours of ethics training, ethical leadership and advocacy practices and strategies for conducting culturally relevant and culturally competent research.

CESD 710   Clinical Counseling Internship (3)
The Clinical Counseling Internship course provides students the opportunity for hands-on experience working in a clinical setting. Students will be required to show competency in integration of theories relevant to counseling, conceptualization of clients from multiple theoretical perspectives, and methods for evaluating counseling effectiveness while also attending to models and competencies for advocating for clients at the individual, system, and policy levels, leadership roles and strategies for responding to crises and disasters, and management and administration issues in agencies, organizations, and other institutions. **(min. 200 hours)**

CESD 711   Counselor Education Internship (3)
The Counselor Education Internship course provides students the opportunity for hands-on experience working in an educational setting. Students will be required to show competency in teaching methods relevant to counselor education, curriculum design and instructional delivery, instructional and curricular evaluation methods, and assessment of student learning and professional dispositions. Students will attend to universal design to meet the needs of all students with respect for individual differences in learning and screening, remediation, and gatekeeping functions relevant to teaching. **(min. 200 hours)**

CESD 712   Counselor Supervision Internship (3)
The Counselor Supervision Internship course provides students the opportunity for hands-on experience working in a supervision setting. Students will be required to show competency in theoretical frameworks and models of counseling supervision, assessment of supervisees' developmental level and other relevant characteristics, and administrative procedures and responsibilities related to counseling supervision. Students will attend to the use of technology in counseling supervision and using strategies of leadership in consultation for culturally sustaining leadership and advocacy practices. **(min. 200 hours)**

CESD 713   Advanced Assessment in Counselor Education and Supervision (3)
The Advanced Assessment in Counselor Education and Supervision course provides students with methods for evaluating counseling program effectiveness, accreditation standards, and program accreditation processes, including self-studies and program reports using qualitative and quantitative data analysis. Students will create an assessment of supervisees' developmental level and other relevant characteristics as it pertains to models and methods of instrument design.

CESD 714   Current Issues in Higher Education for Counselor Educators & Supervisors (3)
The Current Issues in Higher Education for Counselor Educators and Supervisors course provides students with current issues in the profession of counseling, supervision, and education. Students will draw on previous class experiences to identify issues that help the current profession to grow and issues that are causing the profession to stagnate. Current trends on counselor education and supervision will be coupled with empirical evidence through peer-reviewed journals to ensure accuracy of issue remediation though the lens of the American Counseling Association's current Code of Ethics.

CESD 715   Qualitative Research II (3)
The Qualitative Research II course provides students with the opportunity to use research designs appropriate to qualitative and action research questions, qualitative approaches to data analysis, and models and methods of program evaluation. Students will be asked to create research questions or hypotheses appropriate for professional research and publication and learn about strategies for conducting culturally relevant and culturally competent research. This course will add to the knowledge learned in Qualitative Research I and will culminate in a student-led qualitative research project that will be submitted to a professional conference of the student's choosing.

CESD 716   Counselor Education and Supervision Dissertation (3)
The Counselor Education and Supervision Dissertation course provides students with a framework to initiate the dissertation proposal process. The course emphasis is on the development of a research topic, the steps in the development of an effective review of historic and current literature, and the process of selecting an appropriate research design and methods. Students are expected to select a topic of scientific inquiry based upon a research question and/or hypothesis which will be explored though qualitative, quantitative, or mixed-method research methodology. Students will also be guided in the selection of their dissertation committee.

CESD 720   Clinical Mental Health Counseling Seminar (3)
The Clinical Mental Health counseling Seminar course provides students with overview of teaching in Clinical Mental Health Counseling programs, development of programmatic curriculum, hands-on experience applying accreditation standards in CMHC programs, best practices for teaching clinical skills, supervising clinical mental health counseling students, clinical mental health counseling research, and client advocacy skills. The ACA Code of Ethics will be reviewed along with Clinical Mental Health Counseling-specific ethics codes from appropriate organizations.

CESD 721   School Counseling Seminar (3)
The School Counseling Seminar course provides students with overview of teaching in School Counseling programs, development of programmatic curriculum, hands-on experience applying accreditation standards in school counseling programs, best practices for teaching clinical skills, supervising school counseling students, school counseling research, and student advocacy skills. The ACA Code of Ethics will be reviewed along with School Counseling-specific ethics codes from appropriate organizations.

CESD 722   Addiction Counseling Seminar (3)
The Addiction counseling Seminar course provides students with overview of teaching in Addiction Counseling programs, development of programmatic curriculum, hands-on experience applying accreditation standards in Addiction Counseling programs, best practices for teaching clinical skills, supervising clinical addiction counseling students, addiction counseling research, and client advocacy

skills. The ACA Code of Ethics will be reviewed along with Addiction Counseling specific ethics codes from appropriate organizations.

CESD 723   Student Affairs Counseling Seminar (3)
The Student Affairs Counseling Seminar course provides students with overview of teaching in Student Affairs Counseling programs, development of programmatic curriculum, hands-on experience applying accreditation standards in Student Affairs Counseling programs, best practices for teaching student affairs skills, supervising Student Affairs Counselors, Student Affairs Counseling research, and student advocacy skills. The ACA Code of Ethics will be reviewed along with Student Affairs Counseling-specific ethics codes from appropriate organizations.

CESD 724   Program Evaluation and Consultation (3)
This course provides students with an opportunity to engage with methods of program evaluation in terms of academic institutions, clinical mental health counseling settings, and private practices. Along with the introduction to program evaluation theory, students will be introduced to counseling consultation models which can be used in the settings listed above.

CESD 798   Counselor Education and Supervision Comprehensive Examination (0)
Students in the Counselor Education and Supervision program will need to pass the Counselor Education and Supervision Comprehensive Examination to transition from a doctoral student to a doctoral candidate. Students will not be able to start the Counselor Education and Supervision Dissertation until they have passed their Comprehensive Examination. The Comprehensive Examination will include a total of 15 questions prepared by the core faculty to assess proficiency in the areas of Clinical Counseling, Counseling Research, Clinical Supervision, Counselor Education, and Leadership and Advocacy.

CESD 700   Counselor Education and Supervision Continuing Dissertation (1)
The Counselor Education and Supervision Continuing Dissertation course provides students with the opportunity to continue working on the dissertation study after the student has completed all of the didactic and experiential classes required by the program. The Continuing Dissertation class is a one-credit class that students will enroll in each semester they are working on their dissertation, after they have taken the three- credit Counselor Education and Supervision Dissertation class. There are no grades or learning outcomes associated with this class. This class is only to be used to remain registered as a student in the Ph.D. program while working on the dissertation study.

Administrative Organization and Faculty

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GRADUATE PROGRAMS

Sister Carol Anne Couchara, Ed.D.
Director, Doctoral Program in Education (K-12)

Anne Marie McCauley, D.H.Ed.
Director, Healthcare Management

Sister Ann Heath, Ph.D.
Director, Higher Education

Pamela Hudson, D.M., M.S.N., M.B.A., RN
Director, Nursing

Jessica Burfield, MS, RD, LDN
Director, Graduate Nutrition Programs

Sister Donna Kelley, Psy.D.
Director, Clinical Psychology

Karen Miscavage, Ed.D.
Director, Master's in Education Programs

Corey Olver, M.A.M.T., Ph.D., MT-BC
Director, Music Therapy

James Siburt, Ph.D.
Director, Strategic Leadership

Melissa Reed Ed.D.
Chair, Educational Leadership

Kelly Stalker, Ed.D.
Director, Master of Athletic Training

David Martinson, Ph.D.
Chair, Counseling and Psychology

David Hunt, Ph.D.
Director, Clinical Mental Health Counseling

Sarah Dougherty, B.A., B.S., MBA, M.Ed, SHRM-SCP
Director, Business Administration

FACULTY EMERITAE

Sister Elizabeth Monica Acri, IHM, B.A, M.A., M.Ed., Psy.D.
B.A., Immaculata University
M.A., Marywood University
M.Ed., Temple University
Psy.D., Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

Pamela Abraham, B.A., Psy.D.
B.A., Psy.D., Baylor University
Certified School Psychologist, Commonwealth of Pennsylvania
Nationally Certified School Psychologist, (NASP)
Licensed Psychologist, Commonwealth of Pennsylvania

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

Sister Anne Marie Burton, IHM, B.A., B. Mus., M. A., Ed.D.
B.A., B.Mus., Immaculata College
M.A., Virginia Polytechnic Institute and State University
Ed.D., Temple University

Mary D. Calderone, B.A., M.A., Ed.D.
B.A., Immaculata College
M.A., Villanova University
Ed.D., Immaculata College

Sister Joseph Marie Carter, IHM, B.A., M.Ed., M.S.Ed., Ed.D.
B.A., Immaculata College
M.Ed., West Chester State University
M.S.Ed., Fordham University
Ed.D., Immaculata University

Sister Carol Anne Couchara, IHM, B.A., M.Ed., Ed.D.
B.A., Immaculata College
M.Ed., West Chester University
Ed.D., Lehigh University

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

Sister M. Carroll Isselmann, IHM, B.S., M.S., Ed.D.
B.S., Immaculata College
M.S., Drexel University
Ed.D., Rutgers, The State University of New Jersey

Janice Jacobs, B.A., M.S., Ph.D.
B.A., Temple University
M.S., Villanova University
Ph.D., Temple University

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

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

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

Kathleen Nolan, B.S., M.A., Ph.D
B.S., D'Youville College
M.A., George Washington University
Ph.D., St. Louis University

Thomas F. O'Brien, B.A., M.A., Ph.D., M.S. Ed.D., NCC, LPC
B.A. Holy Family University
M.A. Villanova University
Ph.D. Southwest University
M.S. St. Joseph University
Ed.D. Immaculata University
Certified Clinical Psychotherapist
National Certified Counselor
Licensed Professional Counselor PA and N.J.
Diplomate- American Psychotherapy Association
Nationally Certified Psychologist

Sister Jeannine Marie O'Kane, IHM, B.A., M.A., Ph.D.
B.A., M.A., Immaculata College
M.A., St. Charles Seminary
M.A., Ph.D., Fordham University
National Certified Counselor, (NBCC)
Licensed Professional Counselor, Commonwealth of Pennsylvania

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

Jed A. Yalof, B.A., M.A., Psy.D., ABPP, ABSNP, ABAP, FABP
B.A., State University of New York at Albany
M.A., Southern Connecticut State College
Psy.D., Illinois School of Professional Psychology
Licensed Psychologist, Commonwealth of Pennsylvania
Certified School Psychologist, Commonwealth of Pennsylvania
Diplomate in Clinical Psychology, American Board of Professional Psychologists
Diplomate in School Neuropsychology, American Board of School Neuropsychology
Diplomate, Assessment Psychology, American Board of Assessment Psychology
Board Certified, Adult Psychoanalysis, American Board of Psychoanalysis

FACULTY
DaVida Anderson, B.A., M.Ed., Ph.D.
B.A., Purdue University
M.Ed., Loyola University of Chicago
Ph.D. University of Iowa

Toe Aung. B.S., M.A., Ph.D.
B.S., Albright College
M.A., Penn State University
Ph.D., Penn State University

Erica Avello, B.A., Psy.D.
B.A. East Carolina University
Psy.D. Immaculata University

Nancy Barker, Ed.D., M.S.N., B.S.N., A.S.N., RN, CHSE
Ed.D., Immaculata University
M.S.N., Drexel University
B.S.N., Widener University
A.S.N., Delaware County Community College

Jolie Bell, B.A., M.S., Ph.D.
B.A. Bloomsburg University
M.S. Shippensburg University
Ph.D. Capella University
Daniel Benonis, B.Mus., M.A., MT-BC, NMT, LPC
B.Mus., MAMT, Immaculata University
Music Therapist, Board Certified
NMT Colorado State University
Licensed Professional Counselor

Ryan Bowers, B.S., M.A., Ph.D.
B.S. Albright College
M.A. Immaculata University
Ph.D. Duquesne University

Christine Brown, B.A., M.Ed., Ed.D.
B.A. Pennsylvania State University
M.ED., Cabrini University
Ed.D., Immaculata University

Jessica Burfield, M.S., R.D., L.D.N.
B.S. University of Wisconsin-Madison
M.S. University of Wisconsin-Madison
Registered and Licensed Dietitian Nutritionist

William Carr, B.Mus., M.Mus., M.A., DMA
B.Mus., M.Mus., Temple University
Graduate Professional Studies Cert…The Juilliard School
M.A., University of Pennsylvania
DMA, The Catholic University of America
Steinway artist

Christine Cavanaugh, B.S., M.A., Ed.D.
B.S., University of Maryland
M.A. University of West Florida
Ed.D., University of West Florida

John Cavanaugh, B.A., M.A., Ph.D.
B.A., University of Delaware
M.A., University of Notre Dame
Ph.D., University of Minnesota

Kimberly Cooney, B.A., M.S., Ed.D.
B.A., Temple University
M.S., Chestnut Hill College
Ed.D., Immaculata University

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

Joseph J. Corabi, B.S., M.Ed., Ed.D.
B.S., M.Ed., West Chester University
Ed.D., Widener University

Sarah DiOrio, B.A., M.A., Psy.D.
B.A., St. Bonaventure University
M.A., Penn State University
Psy.D., Immaculata University

Sarah Dougherty, B.A., B.S., MBA, M.Ed, SHRM-SCP
B.A., American University
B.S., American University
MBA, Penn State University
M.Ed, Immaculata University

Kelly Doyle, B.S., M.S., Ed.D.
B.S., Saint Joseph's University
M.S., Saint Joseph's University
Ed.D., Immaculata University

Laura Eisemann, B.S, M. Ed., Ed. D, BCBA, LBS
B.S., King's College
M.Ed., Gwynedd Mercy University
Ed.D., Gwynedd Mercy University
Board Certified Behavior Analyst
Licensed Behavior Specialist PA

Isabella Ezri, B.A., M.A., Psy.D.
B.A. Rider University
M.A. The Chicago School of Professional Psychology
Psy.D. Immaculata University

Elizabeth Faunce, B.A., M.B.A., Ph.D., C.F.P.
B.A., Immaculata College
M.B.A., Allentown College of Saint Francis de Sales
Ph.D., Capella University

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

Cynthia L. Flores, B.S., M.A., NCC, LPC
B.S., Shippensburg University
M.A., Immaculata University
National Certified Counselor,
Licensed Professional Counselor

Krystal Gamez, B.A., M.A., Psy.D.
B.A., Albright College
M.A., Immaculata University
Psy.D., Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

Elisabeth Gibbings, B.A., Psy. D.
B. A., University of Virginia
Psy.D., Hahnemann University
Licensed Psychologist, Commonwealth of Pennsylvania

Ashley Gilbert, B.S., M.S., Psy.D.
B.S., East Stroudsburg University of Pennsylvania
M.S., Chestnut Hill College
Psy.D., Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

Julie Guay, B.S., M.B.A., Psy.D.
B.S., Indiana University
M.B.A., Indiana University
Psy.D., Illinois School of Professional Psychology at Argosy University

Jillian Hall, DAT, LAT, ATC, CSCS
B.S., University of Delaware
M.S., East Stroudsburg University
DAT., Moravian University
Certified and Licensed Athletic Trainer

Mark Hammons, B.S., M.S., Ed.D.
B.S., Chestnut Hill College
M.S., Chestnut Hill College
Ed.D., Immaculata University

Sister Ann M. Heath, IHM, B.A., M.A., Ph.D
A.B., Immaculata College
M.A., Villanova University
Ph.D., Bryn Mawr College

Cathy Holt, DHSc., LAT, ATC
B.S., Duquesne University
M.S., California University of Pennsylvania
D.Sc., California University of Pennsylvania
Certified and Licensed Athletic Trainer

Pamela Hudson, D.B.A., M.S.N., M.B.A., R.N.
B.S.N., Immaculata University
M.S.N., M.B.A., Widener University
D.B.A., Case Western Reserve

David Hunt, BBS, MA, Ph.D., LPC, NCC
BBS, Hardin Simmons University
MA, Hardin Simmons University
Ph.D., University of Texas at San Antonio
Licensed Professional Counselor
National Certified Counselor

Christopher Igidbashian, B. A., M.M.T.C., MT-BC, LPC
B.A., University of Pittsburgh
M.M.T.C., Drexel University
Music Therapist, Board Certified
Licensed Professional Counselor

Sister Paula Regina Jameson, IHM, Ph.D., M.S.N., GNP-BC, R.N., CNE
A.B., Immaculata University
B.S.N., Neumann College
M.S.N., Neumann College
Ph.D., Widener University

Qian Jia, B.S., M.S., Ph.D., RD, LDN
B.S., Shanxi Teachers University, China
M.S., Beijing Normal University, China
Ph.D., Texas A&M University

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

Sister Donna Marie Kelley, IHM, B.A., M.S., Psy.D., ABAP
B.A., Immaculata University
M.S., Villanova University
M.S., Loyola College in Maryland
Psy.D., Loyola College in Maryland
Licensed Psychologist, Commonwealth of Pennsylvania
Board Certified in Assessment Psychology
Certified in Therapeutic Assessments with Adults

Avina Khiatani, Ph.D., HSP
B.A., Biola University
M.A., Rosemead School of Psychology
Ph.D., Rosemead School of Psychology
Licensed Psychologist, Commonwealth of Pennsylvania
Health Services Psychologist

Heeyoung Kim, Ph.D., M.Ed., B.A.
Ph.D., The Penn State University
M.Ed., The Chung-Ang University
B.A., The Seowon University

Cara Knaster, B.S., M.A.,Psy.D.
B.S., Gwynedd-Mercy College
M.A., The American School of Professional Psychology at Argosy University
Psy.D., Chestnut Hill University

Erin Kirschman, B.A., Ph.D.
B.A., Elizabethtown College
Ph.D., University of Pittsburgh

Dawn Kriebel, B.A., Ph.D.
B.A., West Chester University
Ph.D., University of Maryland

Bhavna Lal, B.A, Psy.M, Psy.D
B.A., Penn State University
Psy.M., Wright State University
Psy.D., Wright State University
Licensed psychologist - Commonwealth of Massachusetts

Kimberly Levan, Psy.D.
B.A., Albright College
M.S., Millersville University
Psy.D., Immaculata University
Licensed Psychologist, Commonwealth of PA

David Lovett, Ed.D., M.S., B.S
Ed.D., University of Virginia
M.S., Shippensburg State University
B.S., Shippensburg State University

Jacqueline Macri, B.A., MT-BC, MAMT
B.A. Lafayette College
M.A. Immaculata University
Certification Board for Music Therapists MT-BC

David E. Martinson, B.A., M.Ed., Ph.D., LPC, LAC
B.A., Bob Jones University
M.Ed., University of South Carolina
Ph.D., University of South Carolina
Licensed Professional Counselor
Licensed Addictions Counselor

Sister Angela M. Mastrangelo, IHM, B.A., M.M, M.A.
B.A. and M.A. Immaculata University
M.M., West Chester University
Certified School Counselor, PA and NJ
Certified School Psychologist, PA

Anne Marie McCauley, B.S., M.S., DHEd., RN
B.S., Lebanon Valley College
M.S., Pennsylvania State University
DHEd., A. T. Still University

Jenna M. Meehan-Klaus, B.S., M.S., Ph.D.
B.S., Gwynedd Mercy University
M.S., Neumann University
Ph.D., Keiser University

Karen Miscavage, B.A., M.Ed., Ed.D.
B.A., Kutztown University
M.Ed., Cabrini College
Ed.D., Wilmington University

Michael P. Morton, B.A., M.A., LMFT
B.A., Temple University
M.A., LaSalle University
Licensed Family Therapist
Commonwealth of Pennsylvania

Greg Nayor, M.A., M.S., Ph.D.
B.A., State University of New York, Potsdam
M.S., State University of New York, Potsdam
Ph.D., University of Virginia, Charlottesville

Corey Olver, B. Mus., M.A., Ph.D., MT-BC, LPC, ACS
B.Mus., Ithaca College
M.A., Immaculata University
Ph.D., University of the Cumberlands
Music Therapist, Board Certified
Licensed Professional Counselor Approved Clinical Supervisor

Patricia O'Brien, B.A, M.A., M.S., Ed.D.
B.A., St. Anselm College of Graduate Studies
M.A., St. Mary's Seminary and University
M.S., Temple University
Ed.D., Immaculata University

David Parkyn, B.A., M.Div., Ph.D.
B.A., Messiah College
M.Div., Gordon-Conwell Theological Seminary
Ph.D., Boston College

Marcia Parris, B.A., M.S., Ed.D
B.A., Pennsylvania State University
M.S., West Chester University
Ed.D., Immaculata University

Susan Petula, B.A., M.S.N., Ph.D.
B.A., Marywood College
M.S.N., DeSales University
Ph.D., Marywood University

Robert Pleis, B.A., M.Ed., Ed.D.
B.A., Millersville State College
M.A., Millersville University
Ed.D., Widener University

Melissa Reed, B.A., M.S. Ed.D.
B.A., East Stroudsburg University
M.S., Gwynedd Mercy University
Ed.D., Walden University

Jess Reinhard, B.A., M.A., Psy.D
B.A., Franklin & Marshall College
M.A., Immaculata University
Psy.D., Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

Francien Chenoweth Richardson, B.A., B.S., M.A., M.A., Psy.D.
B.A., B.S., M.A., East Stroudsburg University
M.A., Psy.D., Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

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

Laurie Schrecengost, B.S., B.S.M., M.M.
B.S., Summit University
B.S.M., Summit University
M.M., SUNY Binghamton

Brittany Schugsta, BSN, MSN, DNP, CRNP
B.S.N., Holy Family University
M.S.N., Jefferson University
D.N.P., WEst Chester University

Stefanie Schwalm, B.A., M.B.A., Ed.D.
B.A., Alvernia University
M.B.A., Alvernia University
Ed.D., Immaculata University

James Eric Siburt, B.S., M.A., Ph.D.
B.S., Lancaster Bible College
M.A., Lancaster Theological Seminary
Ph.D., Alvernia University

Kathryn L. Soeder, B.S. M.A., Ed.D.
B.S., Ursinus College
M.A., Immaculata College
Ed.D., Immaculata College

Kelly A. Stalker, Ed.D., LAT, ATC
B.S., Ursinus College
M.Ed., Bowling Green State University
Ed.D., Widener University
Certified and Licensed Athletic Trainer

Anna Stadtmueller, B.S., M.A., M.S., Psy.D.
B.S., DeSales University
M.A., Seton Hall University
M.S., Chestnut Hill College
Psy.D., Immaculata University

Falynn Strohl, B.A., M.A., Psy.D.
B.A., Cedar Crest College
M.A., Immaculata University
Psy.D., Immaculata University

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

Jillian Threadgill, B.S.W., M.S.W., Psy.D.
B.S.W., University of West Florida
M.S.W., University of Alabama
Psy.D., Immaculata University
Licensed Psychologist, New Jersey

Maria Toth, B.S.N., M.S.N., Ed.D., RN
B.S.N., LaSalle University
M.S.N., Widener University
Ed.D., Widener University

Kristen Ullrich, B.A., M.A., M.S., Psy.D.
B.A., Rutgers University
M.A., University of Colorado at Denver
M.S., Long Island University- Post
Psy.D., Long Island University- Post
Licensed Psychologist, Commonwealth of Pennsylvania

Edward Walton, B.S., M.S., D.HSc.,C RNP
B.S., Thomas Jefferson University
M.S., St. Joseph's University
D.HSc., Nova Southeastern University

W. Douglas Zander, B.A., M.A., Ed.D.
B.A., West Chester University
M.A., State University of New York
Ed.D., Temple University

Graduate Student Information

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

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

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

Statement of Student Responsibilities
Students must familiarize themselves and comply with policies and procedures listed in the catalog, Insight, Student Handbook, course listings, Student Code of Conduct, and other official publications of the university. The catalog provides information to guide students as they progress through their respective programs. By accepting admission to the university the student accepts responsibility for compliance with all policies and procedures set forth by the University.

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

The Annual Campus Security Report for Immaculata University is available at immaculata.edu/campus-life/campus-safety-protection/. The website also provides information on campus safety and security measures and services.

General Information

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

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

ATTENDANCE POLICY
Students are expected to attend class. Students who miss four (4) instructional hours may be asked to withdraw from the course. Students regularly late for class may be asked to withdraw at the discretion

of the instructor. Students need to be aware of course requirements with regards to attendance, lateness, and class participation.

CLASSROOM CONDUCT

Consistent with the University's core values and as members of a community of scholars, Immaculata University expects students and faculty to treat one another with civility, mutual respect, and common courtesy, accept personal accountability, and willingly contribute to the effective functioning of the University. To this end, students are asked to comply with instructor request to silence cell phones and refrain from other distraction behaviors in the classroom. No Person (administrator staff, faculty, student, or visitor) shall be permitted to make an announcement during scheduled class time without the express consent of the instructor. Should a student become disruptive during class, the student shall be asked politely, but firmly, to leave the classroom by the instructor. If the student refuses to leave the classroom, the department of campus safety and protection and the vice president for academic affairs shall be notified.

COURSE SYLLABI

A copy of the syllabi (current and past), as well as course topics shall be available to students and the appropriate College offices at the beginning of each term. The offices of the appropriate College deans shall maintain permanent files of all course syllabi and class schedules. These files shall be available for inspection and comparison with the courses described in the catalogs of other institutions. It is the student's responsibility to read, comprehend and act on the syllabus objectives, content and requirements. Should there be any question or need for reasonable interpretation or clarification of the syllabus, the student must contact the instructor. All Faculty shall follow the syllabi and outline for each course as closely as possible; students should recognize that adaptions/adjustments in syllabi may occur at the discretion of the instructor in order to create the most effective learning and teaching environment possible.

CHANGE OF NAME, ADDRESS OR TELEPHONE NUMBERS

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

CRIMINAL BACKGROUND WAIVER

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

1. Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the educational program or University.

2. Criminal activity that occurs while a student is in attendance at the University may result in disciplinary action, including dismissal, and will be addressed through the Code of Student Conduct and Student Disciplinary Procedures as outlined in Volume VI, Section X of the policy Manual.

3. Students should be aware that drug testing may also be required for clearance to internship and clinical placement sites.

CURRICULUM
Students are referred to the Graduate Catalog for an explanation of program curriculum and course descriptions. Graduate requirements are generally contingent upon the catalog effective at the time of admission.

LEARNING SUPPORT SERVICES – DISABILITY SERVICES
Immaculata University is committed to providing an inclusive environment for all students. In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, the mission of the Disability Services Office is to ensure equal access to all educational programming and opportunities for qualified students with disabilities. A disability is defined by the ADA as a "physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment."

The Disability Services Office works collaboratively with students, faculty, and administration to provide reasonable accommodations for students with disabilities. Students who have a disability that may interfere with their performance in a course or may require special and reasonable accommodation should complete the *New Student Intake Form*, located on MyIU under the Academic Resources Tab, or on the IU Disability Services webpage at https://www.immaculata.edu/academics/advising-support/disability-services/

Please contact the Disability Services Office at (484) 323-3900 or via email at jperuso@immaculata.edu if you have any questions or for additional information.

EXAMINATIONS – MAKE-UP
Final Examinations generally take place at the last class meeting. Under unusual and unanticipated circumstances (death, serious illness, extraordinary job requirements), changes in an individual student's examination schedule will be considered. All changes must be officially approved by the instructor.

HONOR SOCIETIES

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

The purpose of Immaculata's Beta Mu Chapter of Chi Sigma Iota is four fold: 1) the support of scholarship among its members, as well as Clinical Mental Health Counseling students through

sponsored semester presentations; 2) the encouragement of new students through its CP mentoring program; 3) the outreach to Immaculata Alumni through the publication of Immaculata Counselors' Connection, a biannual Newsnotes created and published by Beta Mu Members; and 4) the annual provision of an induction program for new members which features a formal reception with speaker, and refreshments to which new members' family and friends are invited.

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

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

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

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

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

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

INSURANCE COVERAGE
Students are responsible for contacting their department/division chair or program director in order to be apprised of procedures for securing malpractice liability insurance for practicum and internships. Students are expected to secure coverage well in advance of beginning field placement and risk being excluded from field placement experiences if appropriate coverage is not secured and maintained within the time frame established by the student's academic program.

RESEARCH ASSISTANCE ON STUDENT PROJECTS
Graduate Students conducting research to meet the requirements of their degree (eg. dissertation research) must seek approval from their dissertation chair/faculty advisor to employ the use of a research assistant. Students must also follow any applicable procedures as required by their respective programs and the Research Ethics Review Board (RERB).

RESEARCH ETHICS REVIEW BOARD (RERB)
RERB is a committee of faculty members from various academic disciplines appointed by the President for the purpose of: ensuring the protection of human subjects involved in research and in reviewing research protocols submitted to the board for review by students, faculty, or community members seeking to conduct research under the auspices of Immaculata University or with Immaculata populations. (RERB guidelines are available through the Immaculata University portal MyIU).

RESEARCH PAPERS
Graduate Research papers in all areas of specialization are to be completed using the standardized format designated by the Graduate Academic Policy Committee. Currently, the American Psychological Association (APA) writing manual is the designated source.

RETURNING ASSIGNMENTS
Faculty members make available to students a procedure for returning final assignments. If the faculty member agrees to a mailing, the students are requested to supply the faculty member with a self-addressed, stamped envelope for the returning of assignments at the end of the semester. It will be understood that students not providing the stamped envelope do not wish materials returned.

STUDENT HANDBOOK
The Immaculata University Student Handbook is a supplement to the current catalog and contains an overview of student services and university policies and procedures. The Code of Conduct can be accessed at immaculata.edu/campus-life/student-code-of-conduct/.

STUDENT RETENTION PROCEDURES
All professions charge their members with the responsibility of monitoring new members. This monitoring involves not only evaluation of potential new members' cognitive (i.e. academic) abilities, but also their personal and professional behaviors. Faculty believe that this is an appropriate responsibility for members of professions, and therefore readily accept this charge. On rare occasions, faculty members become concerned about a student's suitability for entry into a profession represented in programs even though the student may be evidencing satisfactory performance in academic course work. Therefore, faculty members have adopted these student retention procedures for such occasions in order to fulfill their professional responsibility and to protect the rights of the student.

BEHAVIOR
If, in the professional judgment of a faculty member, a student's behavior is deemed inappropriate and professionally unbecoming the following steps are taken (according to the students right to due process):

1.   The faculty member who has become aware of a problem meets with the student and offers suggestions for possible changes in the student's behavior.

2.   If Deemed appropriate the faculty member also writes a letter to the department/division chair concerning the meeting with the student. The faculty member concurrently informs the student, in writing, that a letter has been sent to the department/division chair. The faculty member maintains ongoing communication with the chair.

3.   If the chair deems the student's problem to be serious enough in nature, a request is made to the dean to appoint a retention committee composed of three current faculty members to investigate all aspects of the situation and to make recommendations concerning the student to the chair and faculty. The student is always informed, in writing, of these proceedings and is always interviewed by the retention committee as one aspect of the investigation.

4.   The retention committee's report, including recommendations and /or requirements, is presented to the dean, chair and faculty in a "closed" meeting (i.e. a meeting of faculty members only; students are not permitted in this meeting).

5.   At the conclusion of the retention committee's report, the chair and the student's faculty advisor meet with the student to convey the decision(s). The chair (and the student's advisor) subsequently monitor the student's progress in carrying out the recommendations for the student.

6.   If the student is not satisfied with the committee's decision, the student can subsequently follow the appeals procedures of the Immaculata University, which are printed in the Graduate Catalog.

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. The University Grievance Policy is not associated with the Grade Appeal Procedure for a course. Please see Grade Appeal Procedures for the procedures regarding a Grade Appeal.

WRITING AND MATHEMATICS CENTERS
The Writing and Mathematics Centers at Immaculata University are focused on enhancing the writing and mathematics skills of Immaculata students. The goal is to help students across the disciplines in all stages of mathematics and the writing process. While the Writing Center is supportive in developing writing skills of graduate students throughout their programs, it services may not be employed during the Comprehensive Examination process.

Lines of Communication

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

IU ALERT
Immaculata University utilizes IU ALERT, a mass notification system, to send emergency notifications and timely alerts to the university community, including weather-related closing information. Campus community members may receive notifications by email and/or text message. Students are encouraged to sign up for IU ALERT through the Campus Applications section on the MyIU portal or at https://immaculata.omnilert.net/subscriber.php Students may register two email addresses and two cell phone numbers at which to receive the notifications.

STUDENT ADVISORY BOARD
This Graduate Student Advisory Board acts as a liaison between students and faculty. Members communicate to faculty student opinions and suggestions for improvement of the graduate programs. Students interested in membership on this board should contact their faculty advisor or the dean.

Email
All students receive an email account automatically. The account is accessible on or off campus through the university Web portal, MyIU at myiu.immaculata.edu.
Username: firstinitiallastname (lowercase, no spaces, ex. kjohnson)

Students with a common name may have a numeral after their username (kjohnson2). If your birthdate was not given to us, your password is the last six digits of your student ID number. Your student e-mail address is firstinitiallastname@mail.immaculata.edu (ex. kjohnson@mail.immaculata.edu) For help with My IU, contact the Help Desk at 484-323-3282.

ACCESS TO GRADES, FINANCIAL ACCOUNT AND CLASS REGISTRATION
All students have access to their grades and financial records online. Students can also register online. The online service is called SSIU (Self-Service at Immaculata University). You can get to SSIU directly through MyIU, the Web portal. After logging on to the portal (see above), click on the SSIU logo that appears on the upper right side of the page, next to your email inbox.

DIRECTORY INFORMATION
A student's name, address, and program enrollment are considered public or directory information. Other directory information is defined in the Student Handbook. Students may withhold "directory information" from certain third parties by completing a form available in the graduate office.

INSIGHT
Insight, the graduate newsletter, is published approximately four times each year. It informs students of important dates, activities and pertinent news concerning students enrolled in graduate studies and graduates of the programs. Insight is disseminated through the IU Portal, Moodle, on the Immaculata website or is available in the Graduate Office.

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