

Masters' Degree Programs

Academic Programs

Master's degrees are offered through each of the Schools and the Division of Extended Learning and include the following programs:

- Master of Arts in Criminal Justice
- Master of Business Administration (Accelerated)
- Master of Education
- Master of Science in Counseling Psychology
- Master of Science in Human Resources Management
- Master of Science in Information Systems Management
- Master of Science in Nursing

Relevant information concerning each of these options can be found in the chapters that follow.

Counseling Psychology

Michael W. Markowitz, PhD, *Dean, School of Arts and Sciences*

TBA, *Program Director*

Graduate Program in Counseling Psychology Mission Statement

The mission of the Graduate Program in Counseling Psychology is to prepare professional counselors to engage in critical, logical and ethical thinking. The program adopts a standards based curriculum to educate counselors who will promote respect for human dignity and diversity and engage in activities that enhance and enrich human development and improve quality of life. Students will obtain the knowledge and skill necessary for certification/licensure as competent professional counselors utilizing evidence based practices. Consistent with Holy Family's tradition of "*Teneor Votis*" (I am bound by my responsibilities) students are inspired to advocate for social justice, shape public policy and witness to the dignity of each person and the oneness of the human family.

Program Outcomes for the Graduate Program in Counseling Psychology

The graduate of the Graduate Program in Professional Counseling recognizes that counseling is more than a profession. It is in this program's view that counseling is a way of living where one is committed to social justice, empathy and life-long learning. This involves connection with all of humanity while maintaining individuality. The program outcomes reflect this belief and expectation. Upon completion of the program students will confidently be able to:

1. Articulate a professional counseling identity,
2. Demonstrate flexibility, adaptability, independence, humility, and the courage to be vulnerable,
3. Demonstrate a multicultural perspective and competence in working with clients,
4. Apply professional counseling skills and knowledge to client needs (based on the Council for Accreditation of Counseling and Related Educational Programs competencies),
5. Practice professional counseling in a manner consistent with the ethical guidelines of the American Counseling Association and its divisions,
6. Embrace the philosophy of a "life-long learner" by being able to critically evaluate and integrate new knowledge into existing knowledge sets,

7. Implement advocacy skills and interventions with regard to social justice issues,
8. Understand and contribute to the scholarship in the field of professional counseling,
9. Recognize the self as a developing imperfect person with consideration to counseling, personal growth and development, one's sense of spirituality, and self care and wellness strategies especially as these impact on the self and client.

Specific Program Admission Information and Requirements

The Graduate Program in Counseling Psychology is ethically bound and strives to only admit as matriculated students those students who have the academic ability and social/emotional skills needed to deal with the academic rigor and training required of the program. Applicants are considered for admission based on their academic ability, expression of interests and goals, life experiences, and personal interview. Students whom the admission committee determines not to meet the admission requirements are not admitted to the program. Please note that the MS in Counseling Psychology program is limited in size because of the intensive training requirements and therefore students are accepted into the program based on the available program openings and applicant competition for slots in each of the program's concentrations of study.

Specific Admission Requirements

In addition to the general admission requirements previously outlined, applicants must meet the following requirements for admission to the Master of Science in Counseling Psychology program:

- Submission of results of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) prior to being considered for admission if the undergraduate cumulative grade point average is less than 3.0 on a 4.0 point scale
- Two satisfactory letters of recommendation from individuals familiar with the applicant's academic and professional work
- Successful completion of a personal interview.

Admissions to the Counseling Psychology program are rolling, with the majority of admissions occurring in the Fall semester and with a limited number of admissions occurring in the Spring. Notification of acceptance into the program is usually completed within two weeks of the personal interview.

A deposit of \$200 is required to hold the accepted applicant's place in the incoming class. This deposit will be credited to the applicant's first semester of

study and is non-refundable should the applicant decide not to attend the program.

Please note that the MS in Counseling Psychology program is limited in size because of the intensive training requirements. It may not be possible to admit all qualified students. Qualified students may be placed on a waiting list for the next available opening.

Undergraduate Prerequisite Requirements*

An undergraduate course with a minimum grade of 'C' in general psychology is required prior to admission to the program. In addition, the following two undergraduate prerequisite courses are required prior to enrollment in selected courses in the Counseling Psychology program:

- Statistics
- Research Methods or Experimental Psychology

These prerequisites are foundation courses for continued work on the graduate level. They must be completed with a grade of C or better. These courses can be taken at any college or university while enrolled in Holy Family's Counseling Psychology program. See the following course descriptions, for specific undergraduate prerequisite requirements.

Additional Prerequisite Course Requirements for School Counseling Certification Students with a minimum grade of "C":

- Six credits of undergraduate English (three credits of composition and three credits of American or British literature)*
- Six credits of undergraduate Mathematics*.

These above School Counseling Certification prerequisites only apply to students who have not already earned an education certificate.

** Undergraduate prerequisite courses are not considered as part of the graduate degree program and therefore cannot be used as credits for financial aid purposes.*

Satisfactory Academic Standing

All students are expected to maintain a GPA of B (3.0) to remain in good academic standing in the program. A student may graduate from the program with one grade of C+. (**Exception:** a grade of B or higher is required in internships, practica, and clinicals – i.e. COUN 504, COUN 505, COUN 510 and COUN 534 – in order to complete graduation requirements.) A second grade of less than B earned in any course must be repeated the next time the course is offered. If a third grade of less than a B is earned in any course the student will be dismissed from the program.

Academic Program Description

In order to provide students with the opportunity to develop the skills required to practice as professional counselors with expertise in the areas of community, private, school, pastoral, or higher education settings, the program uses a scientist–practitioner training approach. Through involvement with program coursework students become active and involved learners. Students engage in both in-class and out-of-class cooperative, collaborative, and experiential learning that through interaction, exposure, immersion, and problem-solving enables students to integrate class material into their current knowledge and experiential base. The skill labs, practicum, and internship courses provide students with the professional experiences to synthesize course material with real-life counseling experiences to develop the skills appropriate for beginning practitioners.

The program allows students to concentrate their studies in the following areas:

- Clinical Mental Health Counseling
- Family and Marital Counseling
- Counseling in Student Affairs in Higher Education
- Pastoral Counseling
- School Counseling Elementary
- School Counseling Secondary
- School Counseling Dual

The last three fields of study are Pennsylvania Department of Education–approved certification programs in School Counseling. Students are required to pass the Praxis I and Praxis II (School Counseling) tests in order to become certified as a school counselor in the State of Pennsylvania. For information about these tests please review the *Graduate Program in Counseling Psychology School Counselor Certification Handbook*.

The Master of Science program in Counseling Psychology is built around a central core curriculum that is designed to help students develop knowledge and general counseling skills that can be applied in a variety of contexts. The concentration curriculum help students develop those specific counseling skills required for proficiency in the student's area of interest.

The Counseling Psychology program, concentrated at the University's Newtown, Bucks County location, is designed for students who are available to attend classes scheduled in the evening or on Saturdays. The majority of the students in the Counseling Psychology program study on a part time basis, although a significant number of Counseling Psychology students do attend the program on a full-time basis. The length of the program for students at-

tending on a part-time basis is between 3.5 and 4 years and for those attending on a full-time basis it is 2.5 to 3 years.

Eligibility for Licensure as a Licensed Professional Counselor (LPC)

All concentrations of study in the Master of Science program in Counseling Psychology fulfill the educational requirements for licensure as a:

- Professional counselor in the Commonwealth of Pennsylvania
- Professional counselor of mental health and/or associate counselor of mental health in the state of Delaware
- Professional counselor and/or associate counselor in the state of New Jersey.

All concentrations fulfill all Council on the Accreditation of Counseling and Related Educational Programs (CACREP) educational standards as well as the general and course-specific requirements for students to take the National Counselor Exam (NCE). Successful completion of the NCE allows the student to apply for the LPC license.

The National Board of Certified Counselors (NBCC) has designated the Graduate Program in Counseling Psychology at Holy Family University as an affiliate program to the NBCC. As such, this allows students matriculated into the Master's program to sit for the NCE up to six month prior to or after graduation. Holy Family University is one of a handful of higher education institutions within Pennsylvania with this designation.

Students interested in fulfilling the educational requirements for licensure must be aware of the licensure requirements and work closely with their faculty advisor to ensure that all educational and internship requirements for licensure are fulfilled.

Advisement

The Master of Science program in Counseling Psychology views advisement as crucial to successful completion of the program. Advisement in the program is best characterized as a mentoring relationship between a student and a faculty member. This mentoring relationship is grounded in mutual trust, dignity, collegiality, equality, and professionalism. The goal of this advising/mentoring relationship is to assist the student in developing an identity as a counseling professional who is engaged in a lifelong learning process.

Upon admission to the program, each student is assigned a faculty advisor. This faculty advisor will have expertise in the student's area of concentration. The faculty advisor is the student's resource person in dealing with the program and the University. Students are encouraged to meet with their faculty

advisor on a regular basis. Students must meet with their faculty advisor for course selection, approval of practicum and internship sites, comprehensives, and other administrative issues. Scheduling an appointment with the respective advisor is easy. Appointments may be made in person or by calling 267-341-4032. Faculty office hours are posted at the faculty office.

Counseling Psychology Graduate Student Advisory Board

The Master of Science program in Counseling Psychology Graduate Student Advisory Board (GSAB) is a group of graduate counseling psychology students who meet once a month to discuss issues pertaining to strengthening the department of Counseling Psychology. This group represents all students in the program and seeks to improve program quality, create program experiences that enrich student educational and personal life and foster communication and positive collaboration among faculty, staff and students.

Master of Science in Counseling Psychology

For the most-up-to date information about program curriculum, please see your faculty advisor.

The Core Curriculum

The Master of Science program in Counseling Psychology offers a central core curriculum that is the basis for all concentrations. This core curriculum enables students to develop educational and counseling skills that can be applied in a variety of contexts. Because of its generic nature, this core curriculum provides an excellent preparation vehicle for those students wishing to pursue doctoral studies.

Core Curriculum (28 Credits)

COUN 501	Introduction to Substance Abuse	3
COUN 502	Career and Vocational Counseling	3
COUN 503	Introduction to Counseling & Guidance Theory	3
COUN 504	Introduction to Counseling Skills, Laboratory Level I	3
COUN 506	Human Development	3
COUN 507	Counseling Multicultural and Diverse Populations	3
COUN 509	Counseling Practicum	1
COUN 520	Research Methods	3
COUN 530	Assessment: Theory and Practice – A Life Span Approach (not required of Pastoral Counseling concentration students)	3
COUN 532	Assessment of Social and Emotional Behavior	3

Concentration Area Requirements

Concentration area requirements enable students to develop an expertise in their area of interest. These requirements are in addition to the central core curriculum requirements.

Clinical Mental Health Counseling

Students completing the Clinical Mental Health Counseling concentration will, as part of their degree program, complete all the educational requirements to sit for the National Counselor Exam. This concentration prepares master level clinicians to work with adolescents and adults in the community setting. The Clinical Mental Health Counseling concentration is appropriate for individuals wishing to develop expertise in counseling adolescents and adults and/or gaining the credentials to assume supervisory positions in community agency settings. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship and a 100-hour practicum.

Required Courses for Specialty Area (21 Credits)

COUN 505	Group Counseling	3
COUN 515	Professional Orientation and Ethics for Clinical Mental Health Counselors	3
COUN 521	Survey of Community Counseling Agencies	3
COUN 540	Psychopathology & Diagnosis Using the DSM	3
COUN 560	Internship in Counseling Psychology I – Clinical Mental Health Counseling Concentration	3
COUN 561	Internship in Counseling Psychology II – Clinical Mental Health Counseling Concentration	3
COUN 562	Professional Seminar: Culminating Experience	3
Electives		11

This is a license-eligible concentration.

Family and Marital Counseling

Students completing the Family and Marital Counseling concentration will, as part of their degree program, complete all the educational requirements to sit for the National Counselor Exam. This concentration prepares master-level clinicians to work with families, couples, and children. This concentration is appropriate for students interested in gaining expertise in counseling and working with families. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship and a 100-hour practicum.

Required Courses for Specialty Area (21 Credits)

COUN 516	Professional Orientation and Ethics for Family and Marital Counselors	3
COUN 505	Group Counseling	3
COUN 534	Advance Counseling Skills, Laboratory Level II: Working With Children and Families	3
COUN 550	Advanced Family Counseling: Systems Approaches	3
CNFM 560	Internship I: Family/Marital Counseling	3
CNFM 561	Internship II: Family/Marital Counseling	3
COUN 562	Professional Seminar: Culminating Experience	3
Electives		11

This is a license-eligible concentration.

Counseling in Student Affairs in Higher Education

Students completing the Counseling in Student Affairs in Higher Education concentration will, as part of their degree program, complete all the educational requirements to sit for the National Counselor Exam. This concentration prepares master-level clinicians to work with students in higher education in a variety of college and university settings. Such positions include but are not limited to: college/university counseling centers, career centers, residence life, student activities, academic advising, special-needs programs, etc. The Counseling in Student Affairs in Higher Education concentration is designed to give the student the professional counseling skills to enhance the development of students in higher education and to remediate difficulties these students may experience during their higher education careers. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship and a 100-hour practicum.

Required Courses for Specialty Area (21 Credits)

COUN 505	Group Counseling	3
COUN 514	Professional Orientation and Ethics for Student Affairs Professionals	3
COUN 539	The College/University Student	3
COUN 549	Issues and Best Practices in Higher Education	3
CNSA 560	Internship I: Student Affairs Counseling	3
CNSA 561	Internship II: Student Affairs Counseling	3
COUN 562	Professional Seminar: Culminating Experience	3
Electives		11

This is a license eligible concentration.

Pastoral Counseling

Students completing the Pastoral Counseling concentration will, as a part of their degree program, complete all the educational requirements to sit for the National Counselor Exam. This concentration provides a holistic approach that integrates counseling practice and theory with Judeo-Christian faith traditions to assist individuals and families in academic, clinical, faith and spiritual based counseling settings. The program prepares graduates for success in a wide array of settings including but not limited to churches, synagogues, hospitals, nursing homes, hospice settings, jails, schools, and community settings. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship, a 100-hour practicum, and mandatory faculty mentoring/advising meetings.

Required Courses for Specialty Area

Theology Core Requirements (12 Credits)

COUN 525	Theological Foundations	3
COUN 526	Suffering and Hope	3
COUN 527	Theological Anthropology	3
COUN 528	History of Spirituality for Pastoral Counseling	3

Pastoral Counseling Requirements (21 Credits)

COUN 524	Foundations of Pastoral Counseling	3
COUN 505	Group Counseling	3
COUN 550	Advanced Family Therapy: Systems Approaches	3
COUN 534	Advanced Counseling Skills: Laboratory Level 2 – Working with Children and Families	3
CNPC 560	Internship in Pastoral Counseling I	3
CNPC 561	Internship in Pastoral Counseling II	3
COUN 562	Professional Seminar: Culminating Experience	3
Electives		2

This is a license-eligible concentration

School Counseling Elementary – Certification and/or LPC

The School Counseling Elementary – certification and/or LPC concentration is a Pennsylvania Department of Education-approved certification program in elementary school counseling. Students completing this concentration in addition to being eligible for certification as elementary school counselors, will also have the option to fulfill the educational requirements to sit for the National Counselor Exam. This concentration is for students wishing to work as school counselors in a K-6 setting. The total degree hours required for this concentration is 51 for certification and 60 for LPC. This concentration requires a 400-hour internship and a 100-hour practicum for the certification option and a 600-hour internship and a 100-hour practicum for the certification and LPC option.

Required Courses for Specialty Area (23 Credits)

COUN 510	Group Counseling for School Counselors	3
COUN 511	Computers & Technology in School Counseling Settings	3
COUN 517	Professional Orientation and Ethics for School Counselors	3
COUN 541	Administration of School Counseling Programs	3
COUN 551	Advanced Counseling: Techniques for Children and Adolescents	2
	or	
	Any advanced counseling course for School Counselors	
CNDS 560	Internship in Counseling Psychology I–School Counseling	3
CNDS 561	Internship in Counseling Psychology II–School Counseling	3
COUN 562	Professional Seminar: Culminating Experience	3
Electives	Required for LPC option	9

The LPC option is license-eligible.

School Counseling Secondary – Certification and/or LPC

The School Counseling Secondary and/or LPC concentration is a Pennsylvania Department of Education-approved certification program in secondary school counseling. Students completing this concentration in addition to being eligible for certification as secondary school counselors, will also have the option to fulfill the educational requirements to sit for the National Counselor Exam. This concentration is for students wishing to work as school counselors in a 7-12 grade setting. The total degree hours required for this concentration is 54 for certification and 60 for LPC. This concentration requires a 400-hour internship and a 100-hour practicum for the certification option and a 600-hour internship and a 100-hour practicum for the certification and LPC option.

Required Courses for Specialty Area (26 Credits)

COUN 510	Group Counseling for School Counselors	3
COUN 511	Computers & Technology in School Counseling Settings	3
COUN 517	Professional Orientation and Ethics for School Counselors	3
COUN 541	Administration of School Counseling Programs	3
COUN 551	Advanced Counseling: Techniques for Children and Adolescents	2
	or	
	Any advanced counseling course for School Counselors	
CNDS 560	Internship in Counseling Psychology I – School Counseling	3
CNDS 561	Internship in Counseling Psychology II – School Counseling	3
COUN 562	Professional Seminar: Culminating Experience	3
EDUC 620	Seminar in Curriculum Development	3
Electives	Required for the LPC option	6

The LPC option is license-eligible

School Counseling Dual – Certification and/or LPC

The School Counseling Dual – and/or LPC concentration is a Pennsylvania Department of Education approved certification program that allows students to become certified as both elementary and secondary school counselors. Students completing this concentration in addition to being eligible for certification as elementary and secondary school counselors, will also have the option to fulfill the educational requirements to sit for the National Counselor Exam.

This concentration is for students wishing to work as school counselors in a K-12 setting. The total degree hours required for this concentration is 54 for certification and 60 for LPC. This concentration requires a 600-hour internship over the course of two semesters (300 hours in an elementary setting and 300 hours in a secondary setting) and a 120-hour practicum (60 hours in an elementary setting and 60 hours in a secondary setting).

Required Courses for Specialty Area (26 Credits)

COUN 510	Group Counseling for School Counselors	3
COUN 511	Computers & Technology in School Counseling Settings	3
COUN 517	Professional Orientation and Ethics for School Counselors	3
COUN 541	Administration of School Counseling Programs	3
COUN 551	Advanced Counseling: Techniques for Children and Adolescents	2
	or	
	Any advanced counseling course for School Counselors	
CNDS 560	Internship in Counseling Psychology I – School Counseling	3
CNDS 561	Internship in Counseling Psychology II – School Counseling	3
COUN 562	Professional Seminar: Culminating Experience	3
EDUC 620	Seminar in Curriculum Development	3
Electives	Required for the LPC option	6

The LPC option is license-eligible.

Other Program Requirements for the Master of Science in Counseling Psychology

Comprehensive Examination

The comprehensive examination gives students the opportunity to display the development, synthesis, and application of the material they have learned from being involved with the graduate program in Counseling Psychology. All students must successfully complete the comprehensive examination prior to the granting of the graduate degree. Ideally, students should take their comprehensive exam towards the end of their studies in the program.

To sit for the comprehensive examination, a student must have an overall cumulative grade point average of 3.0. The comprehensive exam will be offered three times per year, once in the fall, once in the spring and once in the summer. Students must register for the comprehensive exam in the same manner that they do for classes. Yearly dates for the comprehensive exami-

nation will be posted on the program bulletin board and will be available through the program secretary and through the student's academic advisor.

Each student will be assigned a comprehensive advisor. The student's comprehensive advisor is responsible for guiding the student through the comprehensive process. The student should work closely with his/her comprehensive advisor to help ensure successful completion of the comprehensive exam. Any questions the student may have about the comprehensive examination should be discussed with the student's comprehensive advisor.

The comprehensive examination will be essay in format consisting of four questions. Three of these four questions will be developed by program faculty. The fourth question will be developed by the student and his/her comprehensive advisor.

Students should meet with their comprehensive advisor a **minimum of one month prior** to the dissemination of the exam questions in order to begin discussing and developing their fourth question. Comprehensive advisors will be able to deny students the ability to take the comprehensive if the advisor feels there is insufficient time or work by the student to adequately develop the fourth question. It is very important that the student meet early with the comprehensive advisor.

Please see the *Graduate Program in Counseling Psychology Master's Comprehensive Handbook* for further information on the examination and the examination process.

Internship

The internship experience for Counseling Psychology comes at the end of the student's studies following thorough preparation in the theory and skills necessary to function as a competent counselor. Through mentoring from the site supervisor and the on-campus supervisor, the student will develop his or her professional identity, as well as knowledge and skills.

A student considering an internship is required to apply for an internship as outlined in the *Internship Handbook* and must agree to abide by the ethical standards of the American Counseling Association. Each student intending to participate in the internship must complete a required sequence of coursework with an overall cumulative grade point average of B or better. All internship experiences must be approved by the internship committee.

The University reserves the right to postpone or deny a student an internship if the student shows academic, personal, or ethical issues that would be incongruent with the role of the professional counselor. Please review the *Graduate Program in Counseling Psychology Internship Handbook* for further information.

Postgraduate Programs

The Counseling Psychology program at Holy Family University offers the following two postgraduate programs: Postgraduate Licensure Program and Postgraduate Certificate Program in School Counseling. All courses in the postgraduate programs are only offered at Holy Family University's Newtown location. Admissions for these postgraduate programs are rolling and do not require a personal interview with program faculty. Admission to these programs is limited, with students beginning either program in the Fall, Spring, or Summer semester.

Postgraduate Licensure Program

This program is designed to assist practicing master-level counselors gain the additional educational requirements. To be eligible for this program the applicant must have:

- Obtained a 48-credit master's degree in counseling or a field closely related to the practice of professional counseling from an accredited institution of higher education. The master's program must have included a practicum or internship and should have included coursework in five of the following areas: human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, professional orientation, and clinical instruction
- Submitted an application form with a non-refundable application fee of \$25
- Submitted official transcripts of all graduate work
- Complete a personal interview with program faculty.
- After acceptance into the Program the applicant must meet with the Program Director or designee. The purpose of this meeting is to review the applicant's educational and career history, review course requirements, and, if the applicant is recommended for acceptance, to create an educational plan with him or her.

Postgraduate Certified Program in School Counseling

This program is designed for the prospective student with a master's degree in counseling who wishes to obtain the additional coursework required to become certified as an elementary and/or secondary school counselor. To be eligible for this program, the applicant must have:

- Obtained a master's degree in counseling from an accredited institution of higher education
- Submitted an application form with a non-refundable application fee of \$25

- Submitted official transcripts of all graduate work
- Complete a personal interview with program faculty.
- After acceptance into the program the applicant must meet with the Program Director or designee. The purpose of this meeting is to review the applicant's educational and career history, review course requirements, and if the applicant is recommended for acceptance, to create an educational plan with him or her.

Counseling Psychology Course Descriptions

COUN 501 Substance Abuse: An Introduction to Identification and Treatment (3 credits)

Provides knowledge about mood-altering chemical substances including their basic pharmacology, their physiological effect, and their psychological consequences. Learn to recognize the signs of need for treatment for an addiction. Learn about prevailing treatment techniques in a theoretical context as well as research on treatment effectiveness. Relevant legal issues will be introduced. The impact of substance abuse on the family, the workplace, and the larger society will be stressed.

COUN 502 Career Vocational Counseling (3 credits)

Prerequisites: An undergraduate course in statistics or permission of the Program Director or designee.

This course includes information regarding theories of lifestyle and career development, sources of occupational information, and methods of career counseling and assessment. Both theory and the practical application of career counseling will be explored through lectures, class discussion, readings, writings, and projects.

COUN 503 Introduction to Counseling and Guidance Theory (3 credits)

Designed to introduce students to the current approaches of psychological counseling. Emphasis is on both theory and practical applications of the various approaches. Through lectures, class discussions, readings, films, case studies, and role-play situations, students will be encouraged to examine the various theories and integrate them into their own style of counseling.

COUN 504 Introductory Counseling Skills: Laboratory Level 1 (3 credits)

Prerequisite: Only open to degree students and only with permission of the Program Director or designee.

This course is designed to help students become proficient in using the basic psychological counseling techniques used in the helping relationship. Through active classroom experiences, laboratory training, and exploration of field opportunities, students will develop basic counseling skills.

COUN 505 Group Counseling (3 credits)

Prerequisite: COUN 504 or permission of the instructor. Only open to degree students or with permission of Program Director or designee.

Through didactic and experiential learning activities, students will explore various theoretical approaches to groups, learn and apply basic principles of group dynamics, develop ethical, legal, and professional standards relative to group leadership, learn member roles and functions in group, and relate these

issues to the leader's interpersonal style and behavior. Specific applications to developmental stages (e.g., children, adolescents, elderly) will be explored.

COUN 506 Human Development: A Life Span Approach (3 credits)

This course examines the research and theories of development in the cognitive, social, emotional, and physical domains throughout the life span. Emphasis is placed on the application of theory and research findings to challenges faced by children and adults from a variety of cultural, socioeconomic, and ethnic backgrounds.

COUN 507 Counseling Multicultural and Diverse Populations (3 credits)

Designed to promote awareness of the diversity of American culture and to educate counselors about trends, issues, and communications in a multicultural society. The course provides studies of changing family and society systems that are both a product and generator of cultural diversity. Topics of gender and racial equality are included as are issues such as those found in urban and rural settings. Previously underrepresented populations are included in the presentation of the present culture.

COUN 508 Introduction to Individual Psychology: Theory, Research and Techniques (3 credits)

This course will introduce students to the theory and counseling approach developed by Alfred Adler at the turn of the 20th century. Adler's ideas permeate all of contemporary psychology theory and practice, and students will gain a thorough foundation in the theory, research, and practical applications of Individual Psychology, including how this theory can be integrated with other approaches and techniques. Topics to be covered include: family constellation, birth order and ordinal position, lifestyle, social interest, purposefulness of behavior, the four misguided goals of behavior, striving for superiority, inferiority feelings and the inferiority complex, and safeguarding tendencies.

COUN 509 Counseling Practicum (1 credit)

Prerequisite: Faculty advisor approval. Only open to degree students or with permission of Program Director or designee.

This one-credit course offers students an entry-level, supervised, fieldwork experience that extends the entire semester. The purpose of the experience is to expose students to the practice of counseling in the agency, community, school, or higher education setting. All practicum sites must be approved, and all students are expected to complete at least 100 to 120 hours of practicum. Students are expected to conduct individual, family, couple, and/or group counseling sessions; gain a deeper understanding of the role of the counselor, the organizational structure, and operations of their practicum site; and be

involved in on-site supervision, on-site staff development, and other experiences as determined by the on-site and campus supervisors.

COUN 510 Group Counseling for School Counselors (3 credits)

Prerequisite: COUN 504 or permission of the instructor. Only open to degree students or with permission of Program Director or designee.

This course is an introduction to the use and process of group counseling in the elementary and secondary school setting. Through the use of didactic and experiential learning activities students will learn the essential knowledge and skills required for understanding, organizing, implementing, and working with groups within the school setting. Students will learn to be effective group leaders. Students will be exposed to the different theoretical approaches to groups. They will come to understand the function and purpose of groups in the school setting as well as the basic principles of group dynamics and the ethical, legal, and professional issues associated with group programs in the school setting. They will also come to understand leadership and group development, member roles and functions, and their own interpersonal style of group leadership.

COUN 511 Computers and Technology in School Counseling Settings (3 credits)

Prerequisite: General familiarity with and understanding of the operation of the computer, including Microsoft Windows or Apple Mac, Microsoft Word, and the use of the Internet for basic communications and research.

This course will feature authentic assessment of a variety of hands-on, technology-based projects, the knowledge of which is essential for all school counselors. The student will learn how to use technology in the guidance setting for information management and processing, program management, and communication. The counseling uses of the Internet, word processing, data bases, spreadsheets, drawing, desktop publishing, website development, and presentation software will be integral parts of this course.

COUN 512 Understanding Violence in Schools (3 credits)

This course examines the problem of violence in American schools from a variety of perspectives—notably, those of public health, criminology, ecology, and developmental psychology. Students will be exposed to various theoretical explanations for youth violence, outlining the role of families, peer groups, schools, and neighborhoods, and will describe and evaluate strategies for the prevention and treatment of violence in schools, particularly strategies that utilize a comprehensive, multidisciplinary approach. This course can be used by school counselors to fulfill their advanced counseling requirement.

COUN 514 Professional Orientation and Ethics for Student Affairs Professionals (3 credits)

This course examines the history, philosophy, roles, and functions of the professional counselor, and more specifically counselors within higher education. Students will become aware of professional counselor organizations, accreditation regulations, self-care strategies, advocacy, and other counselor expectations. Students will demonstrate proficiency in applying ethical and legal consideration in professional counseling.

COUN 515 Professional Orientation and Ethics for Clinical Mental Health Counselors (3 credits)

This course examines the history, philosophy, roles and functions of the professional clinical mental health counselor. Students will become aware of professional counselor organizations, accreditation regulations, licensure, self-care strategies, advocacy and other counselor expectations. Students will demonstrate proficiency in applying ethical and legal considerations in professional clinical mental health counseling.

COUN 516 Professional Orientation and Ethics for Family and Marital Counselors (3 credits)

This course examines the history, philosophy, roles and functions of the family/marital counselor. Students will become aware of professional counselor organizations, accreditation regulations, self-care strategies, advocacy, and other counselor expectations. Students will demonstrate proficiency in applying ethical and legal consideration in professional counseling in accordance with ACA and AAMFT codes.

COUN 517 Professional Orientation and Ethics for School Counselors (3 credits)

This course examines the history, philosophy, roles and functions of the professional school counselor. Students will become aware of professional counselor organizations, accreditation regulations, self-care strategies, advocacy and other school counselor expectations. Students will demonstrate proficiency in applying ethical and legal consideration in professional school counseling.

COUN 520 Research Methods for the Behavioral Sciences (3 credits)

Prerequisites: Courses in undergraduate statistics and research or permission of the Program Director or designee.

Research Methods in the Behavioral Sciences has been designed to give hands-on experience with methods used to gather information in the behavioral sciences. Discussions focus on the basics of research, including theory construction, design, and ethics. Students will be introduced to a variety of research methods, including naturalistic observation, historical analysis, single subject studies, survey methods, quasi/true experiments, and program evaluations methods.

COUN 521 Survey of Community Agencies (3 credits)

Designed to provide an overview of counseling service delivery systems in the community. Emphasis will be on availability of resources and means of accessing them. Prevention and outreach activities will be considered in addition to traditional counseling and mental-health agencies. Other topics include effective referral, client empowerment, and social policy.

COUN 522 Case Management (3 credits)

Provides the skill needed to help clients in the human service delivery system. With the increasing emphasis on short-term care in all medical and social service systems, this course helps students learn how to make appropriate referrals and help clients negotiate the maze of direct service providers and interface with third-party players.

COUN 523 Seminar on Close Relationships (3 credits)

The purpose of this course is to review and discuss research and theory on the psychology of close relationships. This course is designed to introduce the student to the scientific literature on close relationships. Students will learn about theory and findings for different stages of close relationships including initiation, maintenance, and dissolution. Conflict and conflict resolution, communication styles, the impact of relationships on mental and physical health, and negative aspects of relationships, such as abuse and divorce, among other topics, will be examined. Romantic relationships will be the primary focus, but family relationships and friendships will also be covered. Implications for therapy and further research will be explored.

COUN 524 Foundations of Pastoral Counseling (3 credits)

This course examines the history, philosophy, roles, functions and faith elements that guide the pastoral counselor. Students will become aware of professional pastoral counselor organizations, accreditation regulations, license requirements, self-care strategies, advocacy and other counselor expectations. Students will demonstrate proficiency in applying ethical and legal considerations in pastoral counseling.

COUN 525 Theological Foundations for Pastoral Counseling (3 credits)

Theological Foundations for Pastoral Counseling surveys the constitutive elements of the Judeo-Christian faith experiences. Through primary and scholarly sources, the course will analyze and evaluate these elements to form a synthesis of knowledge at the service of assisting the counselor.

COUN 526 Suffering and Hope (3 credits)

The course engages the complex and very real experiences of human suffering within the context of the Judeo-Christian Faith traditions. Various biblical accounts of suffering's meaning and purpose (such as the *Book of Job*) will be

systemically investigated to provide the pastoral counselor a grounding in this difficult aspect of life. Insights from the noted theologians will be studied to assist in the application of properly responding to the question of suffering.

COUN 527 Theological Anthropology (3 credits)

The course examines the experience of humanity and all creation in the light of theological reflection. In addition to examining the major themes of the Judeo-Christian tradition such as creation, original harmony/sin, grace, relational living, Incarnation, and resurrection. The course will analyze sound methodologies for interpreting the historical Judeo-Christian experience into the present need of the counselor/client.

COUN 528 History of Spirituality for Pastoral Counseling (3 credits)

The course probes the history of the Judeo-Christian Traditions to appraise the pastoral counselor of the depth and breadth of spiritual paths. Primary texts of selected women and men will be rigorously analyzed to provide the pastoral counselor a synthesis of spirituality in its application to the needs of particular situations and persons.

COUN 530 Assessment: Theory and Practice – Cognitive and Learning Skills - A Life Span Approach (3 credits)

Prerequisites: An undergraduate course in statistics or permission of the Program Director or designee.

This course is designed to give students an in-depth introduction to the field of cognitive assessment throughout the life span. The course will help students develop the knowledge base to become "informed consumers" of cognitive assessments. Students will learn to analyze, interpret, and evaluate cognitive assessment reports and recommendations. Students will learn to use this knowledge to better guide, assist, and help the clients, students, and families they will work with. Students will become familiar with the IEP assessment, diagnosis, and planning process.

COUN 531 Legal and Ethical Issues in Counseling (3 credits)

Designed to introduce the student to the legal and ethical concerns in working with students in schools and clients in the community. Students will learn the ethical standards of the American Counseling Association as well as Pennsylvania school code and state law as it applies to the role of the counselor. Examples of issues to be addressed include varieties of consent, confidentiality, and privileged communication, the rights of parents, child abuse reporting, and dual relationships, among others.

COUN 532 Assessment of Social and Emotional Behavior (3 credits)

Prerequisites: An undergraduate course in statistics or permission of the Program Director or designee.

Basic testing theory will be reviewed, and the psychometric problems associated with the assessment of social and emotional behavior will be explored. Students will become familiar with some of the testing instruments commonly used to assess social and emotional behavior. Emphasis will be placed on interpretation of assessment results and critical thinking in assessment.

COUN 533 Advanced Counseling and Guidance Theories: Counseling Children and Families (3 credits)

Prerequisites: COUN 503 and COUN 504. Only open to degree students with permission of the Program Director or designee.

Five counseling theories commonly used with families and children are studied in depth: psychodynamic, humanistic, behavioral, cognitive, and family systems theories. The focus will be to develop a theoretical understanding of case conceptualization and therapeutic intervention utilizing the five commonly used theories. Through lectures, class discussions, readings, films, case studies, and role-play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling.

COUN 534 Advanced Counseling Skills: Laboratory Level 2 - Working with Children and Families (3 credits)

Prerequisite: COUN 550 or COUN 533. Only open to degree students with permission of the Program Director or designee.

Enables students to practice case conceptualization and interventions utilizing the psychodynamic, humanistic, behavioral, cognitive, and family systems model of therapy. Students will sharpen their therapeutic skills through role plays and hands-on experience. Students will be encouraged to examine the various theories and to integrate them into their own style of counseling with children and families.

COUN 535 Advanced Counseling Skills: Cognitive and Behavioral Techniques (3 credits)

Prerequisites: COUN 503 and COUN 504

This course is designed to provide the student with knowledge of and hands-on applications of counseling techniques commonly used in cognitive and behavioral psychotherapy. Students will gain knowledge of how these techniques are derived from the theories of cognitive and behavioral psychology. They will learn how to use these techniques appropriately in a counseling setting. They will experiment with various techniques in mock practice, plan treatment, and evaluate the effectiveness of that intervention. Finally, they will be able to choose techniques appropriate for a given client and support that choice with knowledge of cognitive and behavioral theory.

COUN 539 The College/University Student (3 credits)*Prerequisite: COUN 514*

This course involves the study of theories of college/university student development across a variety of developmental domains (intellectual, academic, personality, social, emotional, career, and moral) and examines the characteristics, attitudes, values, beliefs, risks, and expectations of undergraduate traditional and non-traditional students. The course provides an in-depth examination and analysis of these characteristics, including the developmental needs of these students. Special attention will be devoted to exploring how campus environments might be designed to help facilitate learning and student development.

COUN 540 Psychopathology and Diagnosis Using the DSM (3 credits)

This course is designed to familiarize the student with the current psychiatric diagnostic system as exemplified by the DSM. An emphasis is placed on appropriate interviewing skills to collect necessary information; determination of the appropriate classification for a group of symptoms manifested by a client, and understanding the nature of the client's disorder, including its origin, are integral parts of this course.

COUN 541 Administration of School Counseling Programs (3 credits)

This course is an introduction to the theory and practice of school counseling programs. Students will develop an understanding of the history of school counseling programs and will be given the tools to design, implement, and evaluate a comprehensive counseling program.

COUN 549 Issues and Best Practices in Higher Education (3 credits)*Prerequisite: COUN 514 and COUN 539*

This course is designed to provide the student a working knowledge of the current issues and trends in contemporary higher education. Students will examine, investigate, assess, and analyze these current issues, trends, and problems. Students will examine and demonstrate an ability to apply the various intervention models and theories developed in response to these changes, and students will formulate their own intervention programs for these issues, trends, and problems. Students will also be exposed to the best practices in higher education created to address these issues, trends, and problems.

COUN 550 Advanced Family Counseling: Systems Approaches (3 credits)*Prerequisites: COUN 503 and COUN 504. Only open to degree students with permission of the Program Director or designee.*

Provides an in-depth knowledge and experience with the theories and techniques of family therapy. Seminal ideas such as the double blind and mystify

cation will be explored. The ideas of historically important theories, as well as those of modern practitioners, will be introduced. Application of techniques will be emphasized through role play and case studies.

COUN 551 Advanced Counseling Techniques for Children and Adolescents (2 credits)

Prerequisites: COUN 503 and COUN 504. Only open to degree students or with permission of the Program Director or designee.

Provides the experienced student with advanced skills in working with children and adolescents in a variety of settings. In addition to generic approaches such as client-centered and behavioral therapies, techniques specifically developed for children such as role play and peer group therapy will be explored. Students will also develop the skills for consultation to others working with children.

COUN 552 Adlerian Approach in Working with Children, Adolescents and their Families (3 credits)

Using the theoretical principles of Adlerian Psychology, students analyze and interpret family systems. Through in class and out of class exercises, projects, and case analyses students apply Adlerian counseling techniques to modify disruptive family behaviors and foster positive child, adolescent, and family development.

COUN 553 Facilitating Parent Education Groups (3 credits)

The purpose of this course is to provide a model for parent education. Students explore methods to teach parents; to build and maintain good relationships with children that encourage intrinsic worth, self-esteem, and positive development, understand the purposes and goals of children's behavior, develop alternatives to rewards and punishment, and learn methods of communicating effectively with their children. Students will learn and practice respectful model of parent education as well as the basics for facilitating parent study group.

COUN 554 Advanced Studies in Adlerian Psychology – International (3 credits)

This course affords the student the opportunity to engage in advanced studies with internationally recognized leaders and experts in the field of Adlerian Psychology. The course curriculum is based on offerings at the annual two week international Rudolf Dreikurs Summer Institute sponsored by the International Committee of Adlerian Summer Schools and Institutes (ICASSI). Participants and presenters attending the conference come from over twenty different countries.

COUN 560/561/563 Internship in Counseling Psychology I, II and III (3 credits each – Clinical Mental Health Counseling Concentration)

See the Internship Handbook for the specific criteria. Only open to degree students and only with permission of the Program Director or designee.

This internship is an intensive work experience that is similar to a regular job in the counseling field. It is designed to provide an opportunity for students to synthesize and apply what has been learned in their coursework in an actual job setting. Through mentoring by supervisors on site and on campus, students will develop their professional identity as well as their knowledge and skills.

COUN 562 Professional Seminar: Culminating Experience (3 credits)

Only open to degree students and only with permission of the Program Director or designee.

This course is the culminating experience in the masters in Counseling Psychology program. Students will integrate learning and experience from throughout their training and produce an integrative paper on a topic of current interest in the field.

COUN 570 Crisis Management Intervention (3 credits)

Offered: Spring

School systems and Universities need to be prepared to address the psychological impact of tragedies on their campuses. Counselors play an important role both as a counselor and an administrator. The purpose of this course is to provide students with a model for Campus Crisis Intervention, an understanding of the theory. Students will also gain knowledge on how to write effective policies and procedures, deal with the media, interact with parents during crisis situations as well as reflect on past case studies. Students will relate current crisis situations to the class and have an opportunity to practice facilitating a crisis through role playing and class presentations.

COUN 571 Living with Physical Illness (3 credits)

Offered: Spring

This course focuses on the psychosocial issues of the chronically ill, including the impact on individuals and families and managing lifestyle choices to accommodate care.

COUN 572 Psychopharmacology (3 credits)

Offered: Summer

This course will acquaint students with fundamentals of psychotropic drugs. Basics of pharmacology, adverse effects, indications, drug interactions and boundaries of practice will be discussed.

COUN 573 Basics of College Planning (2 credits)*Offered Fall and Spring*

This course explores the college admissions process, current issues confronting school counselors, the application and admissions criteria for various types of colleges, and college counseling for special student populations. Students gain an understanding of the resources available to counselors in the college admissions process including print material, software, web-sites, and organizations.

COUN 574 Advanced Careers in Student Affairs (2 credits)*Corequisite: Course must be taken concurrently with COUN 509 Practicum course.**Offered: Fall and Spring*

Through classroom discussions, readings, hands on assignments, and practicum experiences, students will gain a thorough understanding of four main areas of student affairs; Residence Life, Disabilities, Assessment and Programming. Students will perform a psychoeducational workshop on a college campus during this course.

COUN 575 Counseling Students with Learning, Emotional and Intellectual Disabilities (3 credits)

Students will understand the characteristics, etiology and contributing factors of specific disabilities found in school aged children. They will apply appropriate evidence-based interventions, instructional and school based consultation practices. They will become familiar with the current DSM diagnostic system and special education regulations for the disorders discussed.

COUN 598 Special Topic in Counseling Psychology (1-3 credits)*Offered: Fall, Spring and Summer***CNDS 560/561/563 Internship in Counseling Psychology I, II, and III – School Counseling (3 credits)***See the Internship Handbook for the specific criteria. Only open to degree students and only with permission of the Program Director or designee.*

This internship is an intensive work experience in a secondary and elementary school setting under the supervision of a certified school counselor. The work experience is similar to a regular job as a school counselor. It is designed to provide an opportunity for the student to synthesize and apply what has been learned in coursework in an actual school counseling setting. Through mentoring by supervisors on site and on campus, students will develop their professional identities, as well as their knowledge and skills.

CNES 560/561/563 Internship I, II, and III: Elementary School Counseling (3 credits)

See the Internship Handbook for specific criteria. Only open to degree students and only with permission of the Program Director or designee.

The internship is an intensive work experience in an elementary school setting under the supervision of a certified school counselor. The work experience is similar to a regular job as a school counselor. It is designed to provide an opportunity for the student to synthesize and apply what has been learned in coursework in an actual school counseling setting. Through mentoring by supervisors on site and on campus, students will develop their professional identities, as well as their knowledge and skills.

CNFM 560/561/563 Internship I, II and III: Family/Marital Concentration (3 credits)

See the Internship Handbook for specific criteria. Only open to degree students and only with permission of the Program Director or designee.

This internship is an intensive work experience that is similar to a regular job in the counseling field. It is designed to provide an opportunity for the student to synthesize and apply what has been learned in their coursework in an actual job setting. Through mentoring by supervisors on site and on campus, students will develop their professional identity as well as their knowledge and skills.

CNSA 560/561/563 Internship I, II, and III: Student Affairs Counseling (3 credits)

See the Internship Handbook for the specific criteria. Only open to degree students and only with permission of the Program Director or designee.

This internship is an intensive work experience that is similar to an actual job in a higher education setting. The internship is designed to provide an opportunity for students to integrate, synthesize, and apply what has been learned through their experiences with the graduate program in Counseling Psychology in an actual higher education setting. Through mentoring by supervisors on site and on campus, students will continue to develop their professional identity and leadership skills, as well as their counseling knowledge and skills.

CNSS 560/561/563 Internship I, II, and III: Secondary School Counseling (3 credits)

See the Internship Handbook for the specific criteria. Only open to degree students and only with permission of the Program Director or designee.

This internship is an intensive work experience in a secondary school setting under the supervision of a certified school counselor. The work experience is similar to a regular job as a school counselor. It is designed to provide an op

portunity for the student to synthesize and apply what has been learned in coursework in an actual school counseling setting. Through mentoring by supervisors on site and on campus, students will develop their professional identities, as well as their knowledge and skills.

CNPC 560/561/563 Internship Pastoral Counseling (3 credits)

See the Internship Handbook for the specific criteria. Only open to degree students and only with permission of the Program Director or designee.

The internship is an intensive work experience that is similar to an actual job in a Pastoral Counseling setting. The internship is designed to provide an opportunity for the student to integrate, synthesize and apply what has been learned through their experiences with the Graduate Program in Pastoral Counseling in an actual ministry setting. Through mentoring by supervisors on site and on campus, students will continue to develop their professional identity, leadership skills, as well as, their counseling knowledge and skills. Students will also develop their ability to integrate spirituality and religion into their Pastoral Counseling work.

Criminal Justice

Michael W. Markowitz, PhD, Dean, *School of Arts and Sciences*

Leanne Owen, PhD, *Program Director*

Mission Statement

The Criminal Justice Graduate Program at Holy Family University provides students with an understanding of the historical, cultural, ideological, and political foundations of crime and its impact on various social institutions and systems. An emphasis on the significance of law and government as central frameworks within which the concepts of crime, adjudication, and punishments are defined and addressed enhances students' awareness of the processes and agencies that combine to form the American justice system. Curricular offerings provide both a substantive and practical knowledge base that links multidisciplinary social-scientific theories and methods with effective and responsible public policy and the ethical practice of the justice professions within a free, multicultural, constitutional democracy. A capstone course that applies knowledge and practical skills to a specific justice-related issue or problem sharpens students' writing, research, and communication skills, thereby preparing them either for doctoral-level study or for professional growth and advancement.

Goals of the Program in Criminal Justice

In order to prepare students for careers in the various branches of the justice system or for doctoral work, the criminal justice graduate program will:

- Foster greater awareness and understanding of complex issues and problems within the field of criminal justice;
- Advance students' problem-solving abilities by developing analytical and critical research skills; and
- Enhance students' practical capabilities by emphasizing a professional orientation to the criminal justice field.

Admission Requirements

The admissions requirements for the Master of Arts in Criminal Justice are consistent with those outlined in Mater's Program – Policies and Procedures. In addition, students must submit an example of scholarly writing, such as an undergraduate paper, an article authored by the applicant, etc.

Students must possess at least the following qualifications for admission to any of the master's degree programs:

- Hold a baccalaureate degree from an accredited college or university; and
- Have an undergraduate grade point average (GPA) of 3.0 or above on a 4.0 point scale or have completed at least six hours of graduate work earning a GPA of 3.0 or better.

Academic Program Description

The Master of Arts in Criminal Justice is designed to prepare students for careers in the various branches of the justice system. The program is taught by faculty with practical and research experience in law enforcement, the courts, and corrections, who are well-positioned to use real-life examples to help illustrate the relationship between criminological theory, policy and practice. The program also offers students the opportunity to hone and develop qualitative and quantitative research skills in preparation for doctoral study. Courses are taught using predominantly a seminar format that maximizes student interaction and facilitates the exchange of intellectual ideas and insights. Those courses that may be delivered online via the use of Blackboard technology will incorporate this collaborative component through the introduction of interactive chats and discussion boards pertaining to relevant subject matter. This will be supplemented by the electronic availability of course materials, such as PowerPoint presentations and occasional asynchronous lectures, in addition to outside independent readings that will be the students' own responsibility to complete.

Curriculum Structure

The requirements for the Master of Arts in Criminal Justice are 30 credits, which include five required courses (15 credits) and five elective courses (15 credits) as well as a cumulative GPA of at least 3.0.

Required Courses (18 Credits)

CJMA 501	The American Criminal Justice System: Theory and Practice	3
CJMA 502	Criminological Theory	3
CJMA 503	Research Methods in Criminal Justice	3
CJMA 504	Data Collection and Analysis in Criminal Justice	3
CJMA 520	Ethics in Criminal Justice	3
CJMA 562	Professional Seminar: Culminating Experience (Capstone Course)	3
Electives		12

Criminal Justice Course Descriptions

CJMA 501 The American Criminal Justice System: Theory and Practice (3 credits)

Offered Fall

Provides a critical overview of the criminal justice system and process. Students will consider the theoretical "systems approach" and how effective it is in practice, with emphasis on contemporary issues, controversies, and trends.

CJMA 502 Criminological Theory (3 credits)

Offered Fall

Surveys an historical array of criminological theories using original sources, including biological, psychological, sociological, geographic, economic, and political perspectives. The fundamental distinctions between classical and positivist theories and traditional and critical branches of criminology are also discussed.

CJMA 503 Research Methods in Criminal Justice (3 credits)

Offered Spring

Presents the nature of the research process and guidelines for formulating research questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators, and collecting data, including designing experiments and carrying out surveys. Explains data analysis strategies leading to a written report.

CJMA 504 Data Collection and Analysis in Criminal Justice (3 credits)

This course serves as the second half of the graduate criminal justice research methods sequence by presenting the principles, strategies, and techniques that guide the collection, analysis, and interpretation of justice-related empirical data. Application of these techniques to various forms of data will also be emphasized.

CJMA 510 Juvenile Delinquency (3 credits)

Offered Fall, in odd numbered years

Considers the subject of juvenile law-breaking from various perspectives, including physiological, psychological, and sociological. Particular attention will be paid to the role of the family, the school, and the peer group in promoting or inhibiting delinquency.

CJMA 511 Planning Development and Evaluation in Criminal Justice (3 credits)

This graduate course provides an in-depth understanding of the processes and steps involved in program planning and implementation. Instructional emphasis will be placed on the proposal of initiatives aimed at solving applied criminal justice problems, as well as maximum efficiency of personnel and resources.

CJMA 512 Understanding Violence in Schools (3 credits)*Offered Summer*

This course examines the problem of violence in American schools from a variety of perspectives—notably, those of public health, criminology, ecology, and developmental psychology. Students will be exposed to various theoretical explanations for youth violence, outlining the role of families, peer groups, schools, and neighborhoods, and will describe and evaluate strategies for the prevention and treatment of violence in schools, particularly strategies that utilize a comprehensive, multidisciplinary approach. This course can be used by school counselors to fulfill their advanced counseling requirement.

CJMA 515 History of Crime and Crime Control (3 credits)*Offered Fall, in odd numbered years*

Traces the development of ideas about and institutions within the criminal justice system, focusing especially on the United States and its roots in the western tradition. Students will study some of the major works in the criminal justice field.

CJMA 520 Ethics in Criminal Justice (3 credits)*Offered Spring*

Exposes students to theories and practices in the areas of legality, morality, values, and ethics within the criminal justice system.

CJMA 521 Terrorism and Counterterrorism (3 credits)*Offered Spring, in even numbered years*

Discusses the history of terrorism, its evolving definition and how it relates to state violence, and its protean contemporary forms. In examining such topics as the attacks on the World Trade Center; Middle Eastern terrorism from the Palestinian Hamas movement and Israeli religious violence to state terrorism in countries such as Iraq; right-wing terrorism in this country (Oklahoma City); and the specific threat of terrorists using weapons of mass destruction, students will develop a global perspective on comparative aspects of terrorism.

CJMA 522 Juvenile Justice (3 credits)*Offered Spring, in even numbered years*

Offers an in-depth examination of the history and philosophy of juvenile justice in the United States, including landmark court cases, police handling of juveniles, the juvenile court, and juvenile corrections and rehabilitation.

CJMA 523 Race and Crime (3 credits)*Offered Spring, in odd numbered years*

Examines the controversies between race and crime in America, now and in the past, and discusses competing definitions of race, crime, and violence.

Students will investigate the legacy of slavery and the impact of restrictive immigration laws in deconstructing such differential correctional practices as sentencing disparities and disproportionate minority confinement.

CJMA 525 Correctional Management (3 credits)

Offered Fall, in odd numbered years

Analyzes selected problems currently confronting corrections professionals in both institutional and community settings. Considers issues such as overcrowding, excessive costs, ineffective programs, corruption, brutality, escapes, inmate violence and uprisings, and corrections officer professionalism.

CJMA 530 Women, Law, and Social Control (3 credits)

Offered Fall semester, in even numbered years

Examines a gendered view of crime and justice. The development of feminist criminology is analyzed, along with original research on women as victims, offenders, and practitioners in the criminal justice field.

CJMA 532 Police Administration (3 credits)

Offered Fall semester, in even numbered years

Considers the major issues confronting administrators of police departments, such as professionalism, recruitment, selection, training, deployment, innovation, community policing, evaluation, and charges of brutality, inefficiency, and corruption.

CJMA 535 Public Policy and Criminal Justice (3 credits)

Offered Spring semester, in odd numbered years

Offers an introduction to policy analysis and criminal justice planning and explains how to assess proposals intended to solve problems encountered in policing, adjudication, and corrections.

CJMA 540 Serial and Mass Murder (3 credits)

Offered Spring semester, in even numbered years

Provides a comprehensive overview of multiple homicide with reference to contemporary and classic case studies in serial and mass murder. The nature, extent, possible origins of, and investigative responses to multiple homicides are explored.

CJMA 545 Crime, the Media, and Moral Panics (3 credits)

Offered Fall semester, in even numbered years

Crime as a political issue is explored. The role of the media in promoting and perpetuating moral panics and myths about crime and crime control is discussed with reference to historical and contemporary debates over numerous "hot topics."

CJMA 550 Philosophy of Law (3 credits)

Offered Spring semester, in odd numbered years

This course provides a general introduction to the conceptual framework of the law and recurrent legal debates which derive from it. Careful analysis of the background concepts of 'law' and 'legal system,' of 'rights,' 'justice,' 'responsibility,' 'legal reasoning,' and so forth is used to understand how abstract legal philosophy applies to concrete issues and specific cases at law. Such cases concern everything from freedom of expression and privacy to contracts and equal treatment; from negligence and insanity pleas to morals offenses and capital punishment. Students will relate the themes of legal philosophy to the live concerns in current legal practice.

CJMA 562 Professional Seminar: Culminating Experience (Capstone Course) (3 credits)

Offered Spring and Fall semesters

This course is the culminating experience in the Master's in criminal justice program. Students will integrate learning and experience from throughout their training and produce an integrative paper on a topic of current interest in the field.

Education

Leonard G. Soroka, DEd, *Dean of the School of Education*

Antoinette M. Schiavo, EdD, *Associate Dean of the School of Education*

Geralyn Arango, EdD, and Grace A. O'Neill, EdD, *Graduate Program Chairpersons, School of Education*

Mission Statement

The mission and hallmark of the graduate programs for professional educators prepared at Holy Family University is expressed through the following:

- Promote opportunities for the development of innovative and effective teaching and methods rooted in an understanding of educational theory and research,
- Provide successful professional education with the flexibility to assume leadership roles in the educational community,
- Nurture a deep commitment to excellence to teaching as a means of service to others
- Provide a supportive and cooperative learning environment that encourages students to develop their potential for study and their understanding of the teaching-learning process.

All programs support and strive to implement the University mission in their goals and objectives and, in particular, to affirm the dignity of the human person with an education grounded in a Judeo-Christian worldview.

Goals of the Graduate Education Programs

The Graduate School of Education has identified four specific goals to guide program development and review:

- To provide opportunities for the development of innovative and effective teaching methods rooted in an understanding of educational theory and research
- To provide successful professional educators with the flexibility to assume leadership roles in the educational community
- To nurture a deep commitment to excellence in teaching as a means of service to others
- To provide a supportive and cooperative learning environment that encourages students to develop their potential for study and their understanding of the teaching-learning process.

Specific Admission Requirements

In addition to the general admission requirements previously outlined, applicants must meet the following requirements for admission to the programs in the School of Education.

Applicants whose undergraduate GPA is lower than a 3.0 must submit scores from the Millers Analogies Test (MAT) or the Graduate Record Examination (GRE) to be considered for admission to programs in the School of Education.

Applicants seeking initial certification must present the following documentation:

- Passing scores in the following *Praxis Pre-Professional Skills Tests*:
 - PPST: Reading (10710 or 5710)
 - PPST: Writing (20720 or 5720)
 - PPST: Mathematics (10730 or 5730)

On the day of testing, students should list Holy Family University and PDE as score recipients.

- Evidence of successful completion of specified coursework at the undergraduate or graduate level including:
 - Six credits of college level mathematics
 - Three credits each of college level English Composition and American or English Literature
 - Three credits of US History requirement (Pre K-4 and Middle Level 4-8)

All students must submit to the Field Placement Office (ETC 441 or ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (ACT 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.

Provisional or Probationary Students—Applicants admitted to a graduate program at the University on provisional or probationary status who have not completed the above initial certification requirements will not be permitted to register for more than 12 credits. Further registration will be blocked until the student demonstrates that all specific certification requirements have been successfully met. Applications for admission to the School of Education upon successful completion of all initial certification requirements are available in the Education Technology Center (ETC) Room 445 or at the School of Education website under *Comprehensive Information for Education Students*.

Extensions – under unusual circumstances provisional or probationary students who do not meet all of the certification requirements for full admission may apply to the School of Education Admissions Committee for a "One-Semester Extension" if they wish to continue beyond the 12 credit limit. "One Semester Extension" forms are available in ETC Room 445.

Specific Program Admission Requirements

- The reading specialist program requires that the student hold a valid Pennsylvania teaching certificate or certificate from a reciprocating state. Students should see an academic advisor if they do not already have a teacher certification
- The early childhood certification program requires that the student hold a valid Pennsylvania teaching certificate in Elementary Education
- Candidates for the ESL Program Specialist must hold a valid Pennsylvania Instructional I or II certificate.

Student Services/Advising

The School of Education Office—Students should schedule an appointment with an advisor prior to each registration. Day and evening appointments are available at both the Northeast Philadelphia Campus and the Newtown facility. For program information or materials or to make an advising appointment, students may visit the School of Education Office in Northeast Philadelphia in ETC 445, or call 267-341-3246. The office is open from 8:30 am to 6:30 pm Monday through Thursday and from 8:30 am to 4 pm on Friday.

Education Connections/PSEA—Students are invited to join the local chapter of the Pennsylvania State Education Association (PSEA). PSEA sponsors social events, fundraising activities, and service to local schools. In addition, PSEA sponsors scholarships, grants for community service, professional development mini-courses, and regular publications for its members. PSEA members are usually provided with liability coverage while engaged in student teaching or any field experience associated with their educational programs. For more information on PSEA membership, contact the faculty facilitator or a PSEA officer.

Kappa Delta Pi—Eligible graduate students are invited to apply for membership into the Upsilon Omicron chapter of Kappa Delta Pi. Kappa Delta Pi is an international honor society in education that recognizes outstanding achievement, effort, and service to the field of education. Students who have completed 12 credits of graduate study and have demonstrated exceptional mastery of course content and a documented commitment to service in education are encouraged to apply. Applications are generally available in the Fall

semester for the annual Spring induction. For specific questions about the honor society, contact the faculty member coordinating student services within the Education division.

Alpha Upsilon Alpha—Graduate students seeking a master's degree with certification as a reading specialist are invited to join the Alpha Upsilon Alpha Honor Society of the International Reading Association. Membership in Alpha Upsilon Alpha enables students to grow professionally as they meet with area reading professionals to discuss reading research and effective strategies. Members provide service to local schools and literacy organizations. Alpha Upsilon Alpha members must have completed a minimum of nine semester hours in reading at the graduate level and have a grade point average of 3.5 or higher in all graduate work. For more information, contact the faculty advisor to Alpha Upsilon Alpha.

Title II Quartile Report

Holy Family University announces its examination pass rates as part of the Title II requirements enacted to the Higher Education Act in 1998. As reported in the 2009/2010 report, Holy Family University equaled or surpassed the statewide pass rate in many categories.

The Pennsylvania Department of Education recognizes programs of quality with a 90% pass rate or better. Holy Family University scored higher than 90% in each of the specialty areas, including Basic Skills: reading 98%, writing 95%, mathematics 96%, and Fundamental Subjects 100%: Content Knowledge, Elementary Education 96%, Early Childhood Education 100%, English Language Literature Composition Content Knowledge 100%, Social Studies Content Knowledge, and Special Education 100%. The summary totals pass rate was 100% for Holy Family University.

Specific Degree-Completion Requirements

If a student receives less than a grade of B in student teaching or in the reading clinical experience, the student may enroll one additional time with permission of the School of Education Field Placement Committee. A second unsatisfactory student teaching or reading clinical experience cannot be repeated, and the student will not be recommended for certification in this situation. Failure to complete the clinical experience or student teaching with a satisfactory grade will not deny the student an opportunity to complete the degree without certification if his or her records are otherwise satisfactory.

NOTE: The Pennsylvania Department of Education (PDE) has revised the course standards and program guidelines for Teacher Certification in the State of Pennsylvania, including the need to address the accommodations and adaptations for diverse students as well as meeting the needs of English

Language Learners. The revised guidelines will be in effect for all seeking teacher certification after January 1, 2013. Holy Family University will make every effort to notify the students of these changes, but the student is responsible for checking these changes with his/her faculty advisor.

New Pennsylvania Teacher Certificates will be issued by the Pennsylvania Department of Education starting on January 1, 2013. The current Elementary K-6, the Special Education Certificate N-12, and the Early Childhood N-3 certificates will be discontinued. The certificates issued prior to this date will be grandfathered and remain active. New certificates will be issued after this date for all approved programs in Early Childhood Pre K-4 Middle Level 4-8. All other K-12 and Secondary Education 7-12 certifications will be revised to include additional coursework in Special Education and the Teaching of English Language Learners. The new Special Education Pre K-8 and Special Education 7-12 certifications must be coupled with either a Pre K-4, a Middle Level 4-8, a K-12, or with a secondary certification area.

Master of Education Degree

For those educators seeking an opportunity to study new areas of education, gain an understanding from the point of view of other disciplines, and select courses of special interest, this program is especially applicable. A knowledge of current research in education is a major thrust of this program. Teachers interested in a master's degree will appreciate the range of the courses offered. Those students interested in preparation for teaching in nontraditional areas may find that this program meets their needs. Those working with adults in a teaching capacity will find educational principles and background materials that apply to their needs.

Core Requirements (9 credits)

EDUC 502	Introductory Statistics for the Behavioral Sciences	3
EDUC 524	Teachers and the Law	3
EDUC 615	Human Development: Birth through Adolescence	3

Professional Requirements (9 credits)

EDUC 505	Research and Evaluation in Education (Prerequisite: EDUC 502 or equivalent)	3
EDUC 521	Philosophical Issues in Education	
	or	
EDUC 523	Sociological Issues in Education	3
EDUC 601	Psychology of Reading	3

Professional Electives (12 credits)

Four electives required. Students may choose 4 electives in Education, Special Education, Early Childhood, ESL, or Education Leadership (prerequisites may apply). Please see the Graduate Catalog or course selection guide for more information.

Culminating Experience (6 credits)

EDUC 610	Contemporary Education Theory (Prerequisite: 24 credits)	3
EDUC 620	Seminar in Curriculum Development (Prerequisite: 24 credits)	3

The degree requirements for the Master of Education are 36 credits, which include the core requirements, professional requirements, electives, and culminating experience; other credits may be required depending on the student's particular background and experiences.

Master of Education Degree with Pennsylvania Certification, Level I, Pre K-4

This program provides individuals who have undergraduate degrees in fields other than education with the opportunity to pursue a career in teaching grades Pre K-4. While earning a Master of Education degree, students also meet the state requirements for Pre K-4 teacher certification.

The course of study includes a background in psychology and pedagogy as well as the study of the instructional areas addressed by Pre K-4, such as mathematics, reading, and social studies. A one-credit practicum is required prior to the 14-week supervised field experience. For the culminating experience, the student must spend a semester, or a minimum of 14 weeks, full-time in a Pre K-4 classroom, supervised by Holy Family University School of Education faculty.

All students must submit to the Field Placement Office (ETC 441 or ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (ACT 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.

Courses required for Pennsylvania State Certification*

- U.S. History (UG Equivalent)
- English Composition (UG Equivalent)
- British/American Literature (UG Equivalent)
- Math Course (UG Equivalent)
- Math Course (UG Equivalent)

*Required for Pennsylvania state certification. Undergraduate prerequisite courses are not considered as part of the graduate degree program and therefore cannot be used as credit hours for financial aid purposes.

Proficiency must be demonstrated by successfully passing the Praxis exams for the Pre K-4 and Middle Level 4-8 certification programs.

Core Requirements (18 credits)

	EDUC 503	Psychology of Learning and Instruction	3
F	EDUC 506	Curriculum and Instruction: Management of the Learning Environment	3
F	EDUC 556	Addressing the Needs of English Language Learners (Prerequisite: EDUC 517)	3
F	EDSP 571	Foundations in Inclusive Education	3

EDSP 572	Assessment in Inclusive Education (Prerequisite: EDSP 571)	3
EDSP 573	Effective Instruction in Inclusive education (Prerequisites: EDSP 571 and EDSP 572)	3

Subject Matter Pedagogy Content (12 credits)

EDUC 504	Computers and Technology	3
EDUC 513	Teaching Mathematics in the Elementary School	3
EDUC 517	Teaching Reading in the Elementary School	3
EDUC 543	Teaching Science and Social Studies Methods in the Elementary School	3

Professional Studies: (1 credit)

F EDUC 545	Field Practicum Experience/Seminar	1
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Culminating Experience (6 credits)

F EDUC 520	Supervised Field Experience*	6
	or	
EDUC 610	Contemporary Education Theory **	3
	and	
EDUC 620	Seminar in Curriculum Development ** (Prerequisite: 24 credits)	3

* All courses required for certification must be completed before registering for EDUC 520. It may be scheduled for the Fall or Spring semesters. This is a full-time responsibility requiring placement in a classroom setting, five days per week for 14 weeks.

** For the MEd degree, students who are already certified and are adding Pre K-4 to their initial certification must replace EDUC 520 with EDUC 610 and 620.

Courses preceded with an F indicate that a field experience is part of the course requirements.

Passing scores on PRAXIS tests are required for certification.

The degree requirements for the Master of Education with Pennsylvania Certification, Level I in Pre K-4, are 36-37 credits, which include the core requirements, pedagogical studies, and culminating experience; other credits may be required depending on the student's particular background and experiences.

Special Education certification can be added once the initial program in Pre K-4 is complete.

Pedagogical Studies–Special Education–(15 credits – subject to change***

EDSP 562*	Assessment: Theory and Practice in Special Education	3
EDSP 563**	Instruction and Remediation in Special Education	3
EDSP 564*	Management and Programming for Low Incidence Population	3
EDSP 567*	Managing Environments/Supporting Students	3
EDSP 568*	Collaboration in Special Education	3

* EDSP 561 or EDSP 571 is a prerequisite.

** EDSP 561 or EDSP 571 and EDSP 562 are prerequisites

*** Certifications issued after May 2013 may be subject to new Pennsylvania Department of Education requirements.

All students must submit to the Field Placement Office (ETC 441 and ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (ACT 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.

Master of Education Degree with Pennsylvania Certification, Level I, Middle Level 4-8

This program provides individuals who have undergraduate degrees in fields other than education with the opportunity to pursue a career in teaching Middle Level 4 – 8 grades. While earning a Master of Education degree, students also meet the state requirements for Middle Level 4 -8 teacher certification.

The course of study includes a background in psychology and pedagogy as well as the study of the instructional areas addressed by Middle Level 4-8 teachers, such as mathematics, reading, science, and social studies. A one-credit practicum is required prior to the 14-week supervised field experience. For the culminating experience, the student must spend a semester, or a minimum of 14 weeks, full-time in a Middle Level 4-8 classroom, supervised by Holy Family University School of Education faculty.

In addition to any necessary discipline-specific content area courses, students in group one are required to take 31 credits in education for certification or 36-37 credits in education for the master's degree plus certification in accord with the requirements of the Pennsylvania Department of Education.

Courses required for Pennsylvania State Certification*

- U.S. History (UG Equivalent)
- English Composition (UG Equivalent)
- British/American Literature (UG Equivalent)
- Math Course (UG Equivalent)
- Math Course (UG Equivalent)

*Required for Pennsylvania state certification. Undergraduate prerequisite courses are not considered as part of the graduate degree program and therefore cannot be used as credit hours for financial aid purposes.

Proficiency must be demonstrated by successfully passing the Praxis exams for the Pre K-4 and Middle Level 4-8 certification programs.

Core Requirements (18 credits)

	EDUC 503	Psychology of Learning and Instruction	3
F	EDUC 506	Management of the Learning Environment	3
F	EDUC 556	Addressing the Needs of English Language Learners (Prerequisite: EDUC 604)	3
F	EDSP 571	Foundations of Inclusive Education	3
	EDSP 572	Assessment in Inclusive Education (Prerequisite: EDSP 571)	3
	EDSP 573	Effective Instruction in Inclusive Education (Prerequisites: EDSP 571 and EDSP 572)	3

Methods Course in the Appropriate Discipline (3 credits)

EDUC 511	Teaching Science and Health in the Elementary School (Prerequisites: EDUC 503 and EDUC 504)	3
EDUC 513	Teaching Math in the Elementary School (Prerequisites: EDUC 503 and EDUC 504)	3
EDUC 515	Teaching Language Arts and Literature in the Elementary School (Prerequisites: EDUC 503 and EDUC 504) School	3
EDUC 519	Teaching Social Science in the Elementary School (Prerequisites: EDUC 503 and EDUC 504)	3

Professional Studies: (10 credits)

	EDUC 504	Computers and Technology	3
F	EDUC 526	Philosophy of Middle School Education	3
F	EDUC 545	Field Practicum Experience/Seminar	1
	EDUC 604	Reading in the Content area	3

Culminating Experience (6 credits)

F	EDUC 520	Supervised Field Experience**	6
		or	
	EDUC 610	Contemporary Education Theory***	3
		and	
	EDUC 620	Seminar in Curriculum Development***	3

**All courses required for certification must be completed before registering for EDUC 520. It may be scheduled for the Fall or Spring semesters. This is a full-time responsibility requiring placement in a classroom setting, five days per week for 14 weeks.

***For the MEd degree, students who are already certified and are adding Middle Level 4-8 education to their initial certification must replace EDUC 520 with EDUC 610 and 620.

Courses preceded with an F indicate that a field experience is part of the course requirements.

Passing scores on PRAXIS tests are required for certification.

The degree requirements for the Master of Education with Pennsylvania Certification, Level I in Middle Level 4-8, are 36-37 credits, which include the core requirements, methods course, professional studies and culminating experience; other credits may be required depending on the student's particular background and experiences.

Special Education certification can be added once the initial program in Middle Level 4-8 is complete.

Pedagogical Studies – Special Education (15 credits) – *subject to change****

EDSP 562*	Assessment: Theory and Practice in Special Education	3
EDSP 563**	Instruction and Remediation in Special Education	3
EDSP 564*	Management and Programming for Low Incidence Populations	3
EDSP 567*	Managing Environments/Supporting Students	3
EDSP 568*	Collaboration in Special Education	3

* EDSP 561 or EDSP 571 is a prerequisite.

** EDSP 561, EDSP 571 and EDSP 562 are prerequisites.

*** Certifications issued after May 2013 may be subject to new Pennsylvania Department of Education requirements.

All students must submit to the Field Placement Office (ETC 441 and ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (ACT 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.

Courses required for Pennsylvania State Certification*

- U.S. History (UG Equivalent)
- English Composition (UG Equivalent)
- British/American Literature (UG Equivalent)
- Math Course (UG Equivalent)
- Math Course (UG Equivalent)

**Required for Pennsylvania State Certification. Undergraduate prerequisite courses are not considered as part of the graduate degree program and therefore cannot be used as credit hours for financial purposes.*

Master of Education Degree with Pennsylvania Certification, Level I, Secondary Education 7-12

This program is for college graduates with little or no background in education who wish to be certified in art, biology, chemistry, English, mathematics, or social studies or those who wish to be certified in the previously listed academic disciplines plus receive a Master's Degree in Education.

In addition to any necessary discipline-specific content area courses, students are required to take 31 credits in education for certification or 36-37 credits in education for the master's degree plus certification in accord with the requirements of the Pennsylvania Department of Education.

All students must submit to the Field Placement Office (ETC 441 or ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (ACT 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.

Undergraduate courses are required for discipline specific certification and are not a degree requirement.

Courses required for Pennsylvania State Certification*

- U.S. History (UG Equivalent)
- English Composition (UG Equivalent)
- British/American Literature (UG Equivalent)
- Math Course (UG Equivalent)
- Math Course (UG Equivalent)

*Required for Pennsylvania State Certification. Undergraduate prerequisite courses are not considered as part of the graduate degree program, and, therefore cannot be used as credit hours for financial purposes.

Core Requirements: (18 credits)

	EDUC 503	Psychology of Learning and Instruction	3
F	EDUC 531	Classroom Management	3
F	EDUC 556	Addressing the Needs of English Language Learners	3
F	EDSP 571	Foundations of Inclusive Education	3
	EDSP 572	Assessment in Inclusive Education (Prerequisite: EDSP 571)	3
	EDSP 573	Effective Instruction for Inclusive education (Prerequisites: EDSP 571 and EDSP 572)	3

Secondary Concentration (7 credits)

	EDUS 515	Instruction and Technology in Secondary Education	3
	EDUS 516	Instruction and Technology in the Content area	3
F	EDUC 545	Field Practicum Experience/Seminar	1

Culminating Experience for Certification (6 credits)

F	EDUS 520	Supervised Field Experience	6
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Capstone experience for Master's Degree (6 credits) *

	EDUC 505	Research and Evaluation in Education	3
	EDUC 620	Seminar in Curriculum Development	3

Certifications issued after May 2013 may be subject to new Pennsylvania Department of Education requirements.

All courses required for certification must be completed before registering for EDUS 520. EDUS 520 is full-time responsibility requiring placement in a classroom five days per week for a minimum of 14 weeks. EDUC 505 and EDUC 620 are considered capstone courses for the Master of Education degree and must be scheduled after the completion of 25 or more credits.

The University will review the student's previously earned credits in the appropriate major (art, biology, chemistry, English, mathematics, or social studies) to determine whether or not additional courses in the content area are required to meet Pennsylvania Department of Education certification requirements.

Courses preceded with an F indicate that a field experience is part of the course requirements.

All students must submit to the Field Placement Office (ETC 441 and ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (ACT 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.

Master of Education Degree with Pennsylvania Reading Specialist Certification* or Reading Specialist Certification/No Degree

For the experienced teacher already holding a teacher certificate, this program offers an opportunity to learn new ways to assist students in learning to read, write, and communicate effectively. Such specialists often assume leadership roles in schools, acting as master teachers, literacy coaches, or serving in other roles calling for this expertise and training. The traditional role filled by such specialists is to act as a school consultant for classroom teachers and instructional support teams as well as to tutor students or offer small-group instruction for those needing special assistance. Nontraditional roles in clinics, community colleges, special programs, and organizations also are viable alternatives for employment.

The program emphasizes the mastery of teaching reading rooted in a thorough understanding of the process of constructing meaning from the text. Such teachers will be equipped to use many types of materials to teach reading to students with a variety of learning needs.

Core Requirements

- | | | |
|----------|--|---|
| EDUC 527 | The Process and Pedagogy of Communication (offered in the Fall and Summer Session I.) (This course may be taken either first or second in the Reading sequence.) | 3 |
| EDUC 601 | Psychology of Reading (offered in the Spring and Summer Session II.) (This course may be taken either first or second in the Reading sequence.) | 3 |

Professional Requirements

- | | | |
|----------|---|---|
| EDUC 603 | Diagnosis of Reading Difficulties (offered in the Fall and Spring.) (Prerequisite: EDUC 601) | 3 |
| EDUC 605 | Remediation of Reading Difficulties (offered in the Fall and Spring.) (Prerequisite: EDUC 603) | 3 |
| EDUC 606 | Structure of School Reading Programs (offered in the Fall and Summer I.) (Prerequisite: EDUC 605) | 3 |

Culminating Experience

- | | | |
|----------|---|---|
| EDUC 607 | Seminar in Reading Research (offered in the Spring and Summer Session III). (Prerequisite: EDUC 605 or may be taken concurrently with EDUC 605) | 3 |
|----------|---|---|

F	EDUC 609	Supervised Field Experience in Reading (offered in Summer III, Fall, and Spring. The Summer III session is offered at the Northeast Philadelphia Campus. Students who enroll in the Fall or Spring sessions are required to complete part of their coursework at the Northeast Philadelphia Camps and part of their coursework in a local school to be assigned by their supervisor.) (Prerequisites: EDUC 527, 601, 603, and 605.) NOTE: No other courses may be taken concurrently with EDUC 609	6
	or		
	EDUC 611, 612	Reading Thesis I, II May be taken in lieu of EDUC 609 for those not seeking certification endorsement. Student must obtain permission from the program chair.	3,3

Professional Electives

Four electives required for master's; one elective required for certification/no degree.

The Pennsylvania Department of Education requires ALL certification candidates after May 2013 to have completed 9 credits in Special Education and 3 credits in teaching English Language Learners. If your transcript does not show completion of these requirements, you must take the following courses as your electives:

- EDSP 571 Foundations in Inclusive Education (3 credits)
- EDSP 572 Assessment in Inclusive Education (3credits)
- EDSP 573 Effective Instruction in Inclusive Education (3 credits)
- EDUC 556 Addressing the Needs of English Language Learners (3 credits)

** Graduate students seeking this degree may also take a sequence of four or five electives leading to either Early Childhood Education, ESL, or Special Education certification. In addition, specific electives may be needed by those seeking New Jersey Reading Specialist certification. Please see an advisor for further information. Electives in other areas, such as technology, leadership, etc., may be appropriate.*

F requires field experience.

The degree requirements for the Master of Education with Pennsylvania Certification as Reading Specialist are 36 credits, which include the core requirements, electives, and culminating experience; other credits may be required depending on the student's particular background and experiences.

A passing Praxis test score is required for this certification in Pennsylvania.

Master of Education Degree with Electives Leading to Early Childhood Education Certification

The early childhood education certification program is designed for those individuals who are interested in learning more about educating the young child (nursery school through third grade). The following requirements are based on the student's holding prior Pennsylvania Elementary Education Teaching certification. Other courses will be required should the prospective student not meet all of the program's entrance requirements.

Core Requirements (9 credits)

EDUC 502	Introductory Statistics for the Behavioral Sciences	3
EDUC 524	Teachers and the Law	3
EDUC 615	Human Development: Birth through Adolescence	3

Professional Requirements (9 credits)

EDUC 505	Research and Evaluation in Education (Prerequisite: EDUC 502 or equivalent)	3
EDUC 521	Philosophical Issues in Education	3
or		
EDUC 523	Sociological Issues in Education	3
EDUC 601	Psychology of Reading	3

Early Childhood Education Teacher Certification Requirements (12 credits)**

F	EDUC 571	Foundations of Early Childhood Education - Fall semester	3
F	EDUC 572	Integrated Curriculum for the Young Child – Summer I	3
F	EDUC 573	Inclusion in Early Childhood Education – Spring semester	3
	EDUC 574	Seminar in Play, Development, and Young Children – Summer II	3

Culminating Experience (6 credits)

	EDUC 610	Contemporary Education Theory (Prerequisite: 24 credits)	3
	EDUC 620	Seminar in Curriculum Development (Prerequisite: 24 credits)	3

The degree requirements for the Master of Education are 36 credits, which include the core requirements, professional requirements, electives, and culminating experience; other credits may be required depending on the student's particular background and experiences.

Passing Praxis scores are required for certification.

*** Pennsylvania certificates issued after January 1, 2013 will be subject to new requirements.*

Master of Education in Special Education - Advanced Practice

Two tracks are available within the Master of Education in the Special Education program. The first leads to the Pennsylvania certification in Special Education (CBP/HD) for graduate students who hold an instructional certificate in another area of education. The second is for students who hold Special Education certification and are interested in expanding their knowledge, skills, and personal growth in accordance with recent federal mandates and emerging best practices in this dynamic field.

Both programs are intended to develop reflective professionals with philosophies based on respect for all people, acceptance of individual differences, and a belief in full integration and inclusion of students into general education.

Master of Education Degree in Special Education, Advanced Practice

Already Certified in Special Education

Core Requirements (9 credits)

EDUC 505	Research and Evaluation in Education	3
EDUC 524	Teachers and the Law	3
EDUC 527	The Process and Pedagogy of Communication	3

Professional Requirements (15 credits)

F	EDSP 564	Management and Programming for Low Incidence Populations (Prerequisite: EDSP 561 or EDSP 571)	3
F	EDSP 567	Managing Environments/Supporting Students (Prerequisite: EDSP 561 or EDSP 571)	3
	EDSP 568	Collaboration in Special Education (Prerequisite: EDSP 561 or EDSP 571)	3
F	EDSP 611	Positive Behavioral Supports (Prerequisite: EDSP 561 or EDSP 571)	3
F	EDSP 613	Transition from School to Adult Life (Prerequisite: EDSP 561 or EDSP 571)	3
	Electives		9

Culminating Experience (3 credits)

EDSP 565	Special Education Seminar: Research and Issues (Prerequisites: EDUC 505 and three EDSP courses)	3
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Master of Education Degree with Pennsylvania Certification, Level I in Special Education

Cognitive, Behavioral, Physical/Health Disabilities Certification

Prior certification in another program area is required or may be taken concurrently

Core Requirements (12 credits)

F	EDSP 561	Introduction to Special Education	3
		or	
	EDSP 571	Foundations in Inclusive Education	3
	EDUC 505	Research and Evaluation in Education	3
	EDUC 524	Teachers and the Law	3
	EDUC 527	The Process and Pedagogy of Communication	3

Professional Requirements (15 credits)

	EDSP 562	Assessment: Theory and Practice in Special Education (Prerequisite: EDSP 561 or EDSP 571)	3
	EDSP 563	Instruction and Remediation Techniques in Special Education (Prerequisite: EDSP 562)	3
F	EDSP 564	Management and Programming for Low Incidence Populations (Prerequisite: EDSP 561 or EDSP 571))	3
F	EDSP 567	Managing Environments/Supporting Students (Prerequisite: EDSP 561 or EDSP 571))	3
	EDSP 568	Collaboration in Special Education (Prerequisite: EDSP 561 or EDSP 571))	3
	Electives		6

Culminating Experience (3 credits)

	EDSP 565	Special Education Seminar: Research and Issues (Prerequisite: EDUC 505 and 3 EDSP courses)	3
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Master of Education in Education Leadership

1. Minimum three years' teaching experience.
2. Recommendations from (1) Principal and (2) District Superintendent.

Principal Certification-Prior Master's degree

1. Prior master's degree in education.
2. Minimum three years' teaching experience.
3. Recommendations from (1) Principal and (2) District Superintendent.

Reading Supervisor Certification

1. Prior master's degree in reading.
2. Minimum five years' teaching experience in reading or as a reading specialist.
3. Certification as a reading specialist.
4. Recommendations from (1) Principal and (2) District Superintendent.

Exit Criteria—All in Educational Leadership

The exit criteria outlined below will allow the candidate to synthesize, integrate, and demonstrate knowledge acquired in the programs. With this in mind, the following exit criteria will be required:

- Successful completion of all coursework with an overall GPA of 3.0 or better as outlined in the Graduate Catalog
- A grade of B or better in the practicum experience(s)
- Successful completion and presentation of the Professional Development Plan (PDP) and the Professional Portfolio
- Presentation of a formal summary paper to representatives from the School of Education during EDUC 589 Seminar in Educational Leadership
- Passing score on the School Leadership portion of the Praxis assessments
- Minimum five years teaching on an active certificate is required for Pennsylvania Certification.

Master of Education with Principal Certification or Principal Certification/No Degree

These programs are for those individuals with teaching certification, at least three years of teaching experience, and a strong desire to accept the challenge as an educational leader in either elementary or secondary school. The program is intended to identify and nurture aspiring school leaders who can provide the vision and leadership needed to transform schools into dynamic learning communities. The primary focus of the program is to provide individuals with a strong theoretical base in educational administration and opportunities for practical application of that theory in real school situations. The end result will be school leaders who have the professional tools and characteristics to lead our schools of the future.

Core Requirements (9 credits)

EDUC 504	Computers and Technology	3
EDUC 505	Research and Evaluation in Education	3
EDUC 525	Seminar in Teaching High Risk Learners	3

The Professional Requirement (18 Credits)

EDUC 578+	Legal, Social and Political Issues in the School Community	3
EDUC 580*	Theories in Educational Leadership	3
EDUC 582+	Supervision and Performance Evaluation	3
EDUC 583+	The Principalship	3
EDUC 588	School Finance	3
EDUC 620+	Seminar in Curriculum Development	3

The Culminating Experiences (5 credits)

F	EDUC 584-585***	Practicum I-II Principal, K-12+	1,1
	EDUC 589**	Seminar in School Leadership=	3

The degree requirements for the MEd degree are 32 credits, which include the core requirements, professional requirements, and the culminating experiences. The certification program is 23 credits.

* *Must be taken as the first course in the sequence.*

** *Must be taken as the last course in the sequence.*

*** *Cannot be taken together.*

+ *Requirements for principal certification/no degree.*

Reading Supervisor Certification

The goal of this program is to identify and nurture aspiring school leaders who can provide the vision and leadership needed to transform schools into dy-

dynamic learning communities. The focus of the program provides individuals with a strong theoretical base in educational administration and opportunities for practical application in real school situations. The results are educators with the professional tools and characteristics to be effective school leaders and change agents.

Core Requirements (12 credits)

EDUC 524	Teachers and the Law	3
EDUC 601***	Psychology of Reading	3
EDUC 606***	Structure of School Reading Programs	3
EDUC 607***	Seminar in Reading Research	3

Professional Requirements (12 credits)

COUN 553	Facilitating Parent Education Groups	3
EDUC 582	Supervision and Performance Evaluation	3
EDUC 580*	Theories in Educational Leadership	3
EDUC 620	Seminar in Curriculum Development	3

Culminating Experiences (9 credits)

F	EDUC 586	Practicum in Supervision	6
	EDUC 589**	Seminar in School Leadership	3

*Must be taken as the first course in the sequence.

**Must be taken as the last course in the sequence.

***EDUC 601, EDUC 606, and EDUC 607 or their equivalents will be given credit upon verification of an official transcript from the college/university at which the master's degree in reading was obtained. If no verification is possible, individuals will be expected to complete these courses as part of the Reading Supervisor Certification Program.

Master of Education in TESOL and Literacy with ESL Program Specialist Certificate*

This program provides a through treatment of the fundamental concepts and practices of English as a Second Language pedagogy, including language; culture; planning, implementing, and managing instruction; assessment; and professionalism. In addition, the program provides students with a strong foundation in the theories of reading and writing in both a first and second language. Emphasis is placed on practical knowledge to promote literacy development for second language learners and strategies to assist English Language Learners (ELLs) in the different stages of second language acquisition, including achieving the development of academic language. Students in this program have the opportunity to pursue an interest in early childhood education, special education, adolescent and adult learners, or culture and society, by choosing electives in those areas.

Core Requirements (6 credits)

EDUC 539**	Linguistics for Language Teachers	3
EDUC 601	Psychology of Reading	3

Professional Requirements (18 credits)

EDUC 546**	Second Language Acquisition	3
EDUC 547**	Teaching Linguistically and Culturally Diverse Learners	3
EDUC 548**	Assessment and Program Design for ESL Students	3
EDUC 534	Literature in the Second Language Classroom	3
EDUC 516	Teaching Reading and Writing to ESL Students	3
EDUC 629	Second Language Vocabulary: Teaching, Learning, and Using	3

Professional Electives (9 credits; Students are advised to take 9 credits in one area)

Serving Young Children

F	EDUC 571	Foundations of Early Childhood Education	3
F	EDUC 572	Integrated Curriculum for the Young Child	3
F	EDUC 573	Inclusion in Early Childhood Education	3
	EDUC 576	Children's Literature and Storytelling	3

Serving Students with Special Needs

	EDSP 561	Introduction to Special Education	3
		or	
	EDSP 571	Foundations in Inclusive Education	3

EDSP 562	Assessment: Theory and Practice in Special Education	3
EDSP 563***	Instruction and Remediation Techniques in Special Education	3
EDSP 568	Collaboration in Special Education	3

Culture and Society

EDUC 523	Sociological Issues in Education	3
EDUC 532	Multicultural Literacy in the Classroom	3
EDUC 538	Multicultural Issues	3

Culminating Experience (3 credits)

EDUC 631	Classroom Research in Second Language Literacy	3
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* *The ESL Program Specialist Certificate candidates must hold a valid Pennsylvania Instructional I or II Certificate.*

** *Courses required for ESL Program Specialist Certificate*

*** *Prerequisite: EDSP 562*

ESL Program Specialist

Holy Family University has been approved by the Pennsylvania Department of Education to offer the English as a Second Language (ESL) Pennsylvania Program Specialist Certificate to qualified Pennsylvania teachers.

Candidates for an ESL Pennsylvania Program Specialist Certificate must hold a valid Pennsylvania Instructional I or II Certificate to be eligible for this program. To obtain an ESL Pennsylvania Program Specialist Certificate, the candidate must receive a signed Letter of ESL Training Completion through Holy Family University. This Letter of Completion will be issued when the candidate demonstrates that he or she has developed knowledge of the fundamental concepts and practices of ESL instruction and services.

Demonstrating the required state competencies can be accomplished through three different paths, depending on an applicant's previous coursework or professional experience.

The Course Option

Most students will elect to demonstrate these competencies by successfully completing the following four courses (12 credits) at Holy Family University. It is strongly recommended that these courses be taken in the following sequence:

EDUC 539	Linguistics for Language Teachers	3
EDUC 546	Second Language Acquisition	3
EDUC 547	Teaching Linguistically and Culturally Diverse Learners	3

EDUC 548 Assessment and Program Design for ESL Students 3

EDUC 549 Portfolio Option *3

**Teachers who have extensive teaching experience with ESL students may elect to develop a portfolio to document achievement of some or all of the specialist competencies addressed in the four courses. Requires prior faculty approval.*

Previous Coursework Option

Teachers who have already completed substantive collegiate coursework in ESL may ask to have that coursework reviewed for evidence of meeting some or all of the required Pennsylvania ESL competencies. Review of previous college transcripts requires a transcript review fee of \$75.

Teacher Certification and Program Approval

Upon completion of one of the state-approved teacher education programs and passing the appropriate Praxis assessments, a student is eligible to receive a Pennsylvania Instructional I Certificate. This certificate allows the holder to teach at the designated level in public schools in the Commonwealth of Pennsylvania. The elementary certificate permits the holder to teach K - 6, and the Early Childhood certificate permits instruction in nursery school, kindergarten, and grades 1 - 3. The certificate in Secondary Education is issued for teaching grades 7 - 12. Foreign Language and Art certification is K -12. Special Education teachers may teach Special Education classes in Pennsylvania for children who have academic or behavioral support needs, or they may teach in regular class settings where children with disabilities are included in regular classes. Teaching of the content areas of English, Mathematics, Science, or Social Studies in grades 7-12 will require additional content certification. Reading Specialists may work with kindergarten through adult students in a variety of settings, including classrooms, clinics, and learning/tutoring centers.

As of September 1, 2013, PDE will issue the following certificates: Pre K-4 allows the holder to teacher Pre K-4; Middle Level is available in nine areas of certification and allows the holder to teach in grades 4 -8. Special Education certification allows the holder to teach in grades Pre K - 8.

Since certification requirements vary from state to state, it is the responsibility of students to ascertain the requirements of the state in which they plan to teach and to consult with their faculty advisor early in their graduate career.

Holders of a Pennsylvania teaching certificate also may qualify for certification in other states that are party to the Interstate Certification Compact. A listing of these states may be obtained on the School of Education website or from the School of Education Office, along with information concerning the specific procedures to be followed to become certified in another state.

Teacher Intern Program

The following certification areas are approved for recommending students to the Teacher Intern Program*:

Pre K-4	Art K-12	Social Studies
Special Education N-12	English	Biology
Middle Level 4-8	Mathematics	Spanish

The Teacher Intern Certificate is a valid professional teaching certificate issued through the Pennsylvania Department of Education for approved instructional areas. It is used as a way of recruiting additional individuals into the teaching profession.

Graduate students seeking a Teacher Intern Certificate must possess a baccalaureate degree related to the area of certification requested, apply for admission, and meet the entrance requirements to the Master of Education program with initial teacher certification. They must also meet the requirements for a Pennsylvania Intern Certificate and submit an application to the School of Education, which will then forward it to the Pennsylvania Department of Education. Additional requirements that must be met before applying for a Teacher Intern Certificate include:

- Evidence of having taken six credits of college-level Mathematics and three credits each of college-level English composition and British or American literature, and three credits of United States history (Pre K-4 and Middle Level 4-8)
- Demonstrate a minimum undergraduate and overall GPA of 3.0
- Attain passing scores on the Praxis Pre-Professional Skills Tests, including the PPST Reading (10710 or 5710), PPST Writing (20720 or 5720), and PPST Mathematics (10730 or 5730) tests
- K-12 certification must also attain passing scores on the Fundamental Subjects: Content Knowledge (30511) test
- All who apply for intern certification must pass the appropriate specialty area tests and submit any required clearances.

**Completion of certification requirements in specific disciplines is restricted to normal course scheduling and availability.*

Post-Baccalaureate Teacher Certification

Students who already possess a bachelor's degree and enroll in the graduate program solely for the purpose of obtaining teacher certification may do so provided that:

- The applicant has met the same requirements for admission to the graduate program as all other students
- A transcript of all grades from institutions previously attended must be submitted for evaluation
- The applicant agrees to undertake continuous registration for coursework until the requirements for the approved program have been met. Students must take a minimum of four courses at the University in addition to student teaching. If student teaching has been waived, EDUC 610 and EDUC 620 are required
- The applicant recognizes the completion of the approved program, not an accumulation of credit hours, is required for certification purposes. Failure to meet any one of these provisions may deny the individual the opportunity to achieve certification by this means.

Pennsylvania Department of Education Requirements

In addition to fulfilling the University requirements for certification and/or graduation, students also must meet specific state requirements. In Pennsylvania, all candidates for initial teaching certificates must pass the Praxis assessment test battery.

The battery consists of the following for Elementary (K-6 and K-12) Education certification:

- PPST: Reading [10710 or 5710]
- PPST: Mathematics [10720 or 5720]
- PPST: Writing [10730 or 5730]
- Fundamental Subjects: Content Knowledge Test [30511]

The battery consists of the following for Secondary Education (7-12) certifications:

- PPST: Reading [10710 or 5710]
- PPST: Mathematics [10720 or 5720]
- PPST: Writing [10730 or 5730]

Students must show evidence of having taken:

- Three credits of U.S. History (Pre K-4 and Middle Level 4-8)
- Six credits of college Mathematics
- Three credits of English Composition and three credits of British/American Literature
- Submit required clearances.

Certification Area	Test Code	Test Title
Art	10133	Art: Content Knowledge
Biology	20235	Biology: Content Knowledge
Early Childhood	10020	Early Childhood Education
Elementary Education	10011	Elementary Education: Curriculum, In- struction, and Assessment
English	10041	English Language, Literature, and Com- position: Content Knowledge
Mathematics	10061	Mathematics: Content Knowledge
Special Education	20354	Special Education Core Principles: Con- tent Knowledge
Reading Specialist	10300	Reading Specialist
Social Sciences 7-12	10951	Social Sciences: Content Knowledge
Social Studies	10081	Social Studies: Content Knowledge
School Counselor	20420	School Counselor
Supervisory Administration	10410	Reading Supervisor Educational Leadership

Note: Pre K-4 and Middle Level 4-8 tests are under development

Students must pass all required tests before submitting an application for state certification. The state-mandated passing scores are published each year and are available in the School of Education Office or on the School of Education website.

Application for Pennsylvania Level I Certificate

To apply for state certification, students must complete the Professional Educator Certification applications forms (PDE 338C and PDE 338G). These will be distributed during student teaching meetings and are also available from the Education Office in ETC 445 and at the Newtown campus.

These forms should be submitted prior to the completion of the education program and after all required Praxis tests have been taken. The Pennsylvania Department of Education requires that Praxis score labels be attached to each application. These labels are mailed directly to Holy Family University at your request four to six weeks after the tests have been taken. The University cannot process the certification application until the Praxis labels are received. If for some reason the Education Office does not receive the labels, it is the responsibility of the student to contact Educational Testing Service to request that the results be sent to Holy Family University. Reminder: scores on the Praxis tests must meet or exceed the criteria in effect at the time of application for certification

Application for Supervised Field Experience

Upon completion of all course requirements for teacher certification and submission of passing scores on all PRAXIS tests required by the PDE, all students who have no prior Pennsylvania certification must enroll in a Supervised Field Experience. This is a full-semester, full-time responsibility requiring placement in a classroom setting, five days per week for 14 weeks under the supervision of a cooperating teacher. For those employed as a full-time teacher, this requirement can be satisfied in the teacher's own classroom, as long as the teaching assignment is appropriate for the certificate sought. In either case, this "student teaching" experience is supervised by Holy Family University Education faculty. Students must receive at least a satisfactory score of one (1) in all categories of the PDE 430.

Applications for "student teaching" or intern teaching must be submitted by February 15 preceding the academic year in which this experience will occur. Admission to "student teaching" requires that the student meet at least these requirements:

- Formal admission to the School of Education, including completion of all undergraduate course requirements
- Satisfactory completion of all required coursework
- Completion of a minimum of four courses in the Holy Family University Graduate program
- Submission of all Praxis assessment passing scores required for Pennsylvania certification
- Evidence of having completed a 75 hour, one day per week field experience, specifically EDUC 545 Field Practicum Experience/Seminar (1 credit)
- Demonstration of a disposition that is conducive to effective teaching: participation in support services provided by the counseling center or through the psychology staff may be required
- Show satisfactory overall academic achievement: i.e., a minimum overall graduate GPA of 3.0 (B) and a minimum graduate GPA of 3.0 in the pedagogical studies
- All students must submit to the Field Placement Office (ETC 441 or ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (ACT 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.
- Obtain satisfactory recommendation by the student's advisor.

Upon meeting these criteria, students without full-time teaching assignments are placed with certified cooperating teachers in local elementary schools for

the full 14-week experience. Any students not meeting the above criteria may be required to complete remedial activities or be excluded from the supervised field experience semester. Those excluded students will not be recommended for state certification but may be able to complete the degree requirements.

See the program *Student Handbook* for any additional criteria.

Intern Teaching

For teachers currently employed in schools, the requirement for student teaching is arranged for by the education program in the teacher's own classroom as long as the teacher's assignment is appropriate for the certificate sought. For example, a teacher must be employed in an elementary grade classroom to be supervised for an elementary certification. Intern teachers must be screened and present evidence of readiness for intern student teaching as described earlier.

ACT 48

In compliance with the Pennsylvania Department of Education (PDE) requirements, Holy Family University will report successful completion of coursework (six credits) taken to satisfy the ACT 48 regulations. At the request of the student, the credit completion will be forwarded to PDE. Please contact the School of Education Office or see the School of Education website for the forms needed to complete this process.

Intern Teaching

For teachers currently employed in schools, the requirement for student teaching is arranged for by the education program in the teacher's own classroom as long as the teacher's assignment is appropriate for the certificate sought. For example, a teacher must be employed in an elementary grade classroom to be supervised for an elementary certification. Intern teachers must be screened and present evidence of readiness for intern student teaching as described earlier.

Education Course Descriptions

EDUC 501 Foundations of American Education (3 credits)

Studies the background of education in America, including its roots in history, sociology, philosophy, and government. Includes analysis and discussion of current critical issues in education. Should be taken by both Master of Education Elementary and Secondary Education Certification students. Field experience of 20 hours required.

EDUC 502 Introductory Statistics for the Behavioral Sciences (3 credits)

Focuses on measures of central tendency, variability, standard scores, correlation probability, sampling techniques, tests of hypotheses, "t" test, chi square, distribution-free statistics, and analysis of variance.

EDUC 503 Psychology of Learning and Instruction (3 credits)

Examines major theories of learning and cognitive processes in psychology. Particularly emphasizes the practical application of learning theory in the classroom or other learning settings.

EDUC 504 Computers and Technology (3 credits)

Examines the uses of computers and other media for effective communication in the classroom. Students use computers for a variety of teacher administration tasks and also study programs for making tests, keeping student records, etc. Focuses on developing criteria for the evaluation of software. Also includes the use of other classroom media devices. Internet applications will be explored in depth.

EDUC 505 Research and Evaluation in Education (3 credits)

Prerequisite: EDUC 502

Methods for locating, assessing, interpreting, and reporting research data. Students prepare a literature search on a topic to be assigned in historical, descriptive, or experimental research. Students learn to evaluate group and individual test data for typical measures in the schools. Computers are used for demonstration and practice of statistical techniques used in research and evaluation of test results.

EDUC 506 Curriculum and Instruction: Management of the Learning Environment (3 credits)

Required for all non-certified graduate students seeking a second career in elementary education. Course provides a comprehensive overview of strategies in planning and assessing instruction, as well as an introduction to practices of classroom management based on educational research and best practice. Students introduced to formal lesson and unit planning and methods of student

assessment related to instruction, curriculum, and standards. Requires a 20-hour field-based observation during which students observe and reflect on teaching practices and classroom management strategies relative to the theoretical models and practical formats presented in class.

EDUC 507 Computers and Writing in the Schools (3 credits)

Addresses the use of the computer in enhancing the development of communication skills; concerns recent advances in the writing process, with writing beginning early in the child's learning ladder; and considers the computer as a tool for developing, drawing, writing and reading. Word processing and other communications software will be practiced and evaluated.

EDUC 508 Computers and Authoring Systems (3 credits)

Teaches students to plan and write lessons, units, tests, and other individual study materials that pupils can access from the computer and introduces several levels of authoring systems available for different computers and different skill levels. Students write several individual lessons that can be used by pupils working independently at the computer.

EDUC 509 Computers in the Elementary School (3 credits)

Studies the methods for using computers in teaching traditional elementary education subjects. Examines the appropriate hardware and software as well as examples of computer assisted instruction, thinking skills software, word processing software, and teacher computer aids.

EDUC 511 Teaching Science and Health in the Elementary School (3 credits)

Prerequisites: EDUC 503 and EDUC 506

Includes a review of scope and sequence issues for science and health for the elementary grades, studies theoretically sound methodology, and emphasizes inquiry/discovery approaches for assisting pupils to become independent thinkers and learners. Students practice these skills in planning and presenting lessons and preparing materials. Hands-on materials included as part of the course.

EDUC 513 Teaching Mathematics in the Elementary School (3 credits)

Prerequisites: EDUC 503 and EDUC 506

Provides a base for understanding how the mathematics curriculum in elementary schools are changing and how children learn mathematics. Gives attention to problem-solving and assessment. Includes teaching strategies, techniques, and learning activities related to specific strands of mathematics. Emphasis is on models, materials, and higher order thinking skills to develop concepts and skills so that students with different learning styles can be accommodated as they move from concrete materials and examples to general

zations and abstract reasoning. Connections are made between mathematics and other disciplines as well as between mathematics and real-life applications such as consumers and workers.

EDUC 515 Teaching Language Arts and Literature in the Elementary School (3 credits)

Prerequisites: EDUC 503 and EDUC 506

Focuses on the language arts as an integrated system of communication skills. Emphasizes the relationship of reading, writing, and language development. Teaches instructional techniques to enhance development of all phases of language arts. Studies children's literature and develops criteria for the selection and integration of quality books in teaching a variety of subject areas. Includes preparing appropriate media and materials.

EDUC 516 Teaching Reading and Writing to English as a Second Language Students (3 credits)

This course will examine the current state of second language acquisition (SLA) theory and its implications for the teaching of reading and writing to English as a Second Language (ESL) students. The emphasis will be on elementary and middle school children in regular classroom settings; in addition, some consideration will be given to older students and adults as well as to ESL only classrooms. Emphasis also will be placed on multicultural understanding.

EDUC 517 Teaching Reading in the Elementary School (3 credits)

Prerequisites: EDUC 503 and EDUC 506

Provides students with a theoretical grasp of the nature of reading and the ability to apply that theoretical knowledge to practical issues in reading instruction. Examines the evolution of reading as an academic discipline and traces this evolution through an examination of the techniques and materials used in reading instruction. Engages students in the critical analysis, assessment, and modification of instructional techniques suggested in several reading series and explores the use of literature as a basis of instruction in reading. Students develop lessons, assessments, and classroom media and materials

EDUC 518 Creative Expressions in the Classroom (3 credits)

Prerequisites: EDUC 503 and EDUC 506

Students will learn to help children develop problem-solving skills, adaptability, and self discipline through creativity and expressiveness with the arts. Includes study of the role of creative expression in the growth and development of the child. Art, music, and movement are integrated into the elementary education curriculum as part of this course.

EDUC 519 Teaching Social Studies in the Elementary School (3 credits)

Prerequisites: EDUC 503 and EDUC 506

Provides a detailed examination of the content and methodology for social sciences in the elementary school curriculum. Teaches students to guide pupils toward an appreciation of the interdependence of cultural groups. Using inquiry methods, students will help their pupils develop knowledge and understanding regarding historical, geographical, and economical dimensions of the lives of many groups of people. Students prepare social science materials and games.

EDUC 520 Supervised Field Experience (6 credits)

Prerequisite: All certification courses must be completed before registering for EDUC 520. Application and interview required; see Program Student Handbook for more information.

Designed for graduate students seeking state certification in Elementary Education. Includes examination of teaching models, practice of peer learning activities, development of observation techniques, and examination of students' own audio and videotaped lessons. Observation, evaluation, and feedback is provided by University faculty. Course requires a full-time classroom assignment for a minimum of 14 weeks (six credits); seminar sessions are held at the University concerning teaching issues and student teacher experiences.

EDUC 521 Philosophical Issues in Education (3 credits)

Studies and analyzes controversial educational issues and problems, addresses decision-making processes, examines personal belief systems as they relate to problem solving, and addresses building a framework for thinking about ethical concerns confronting teachers. Goals for the course are reached through discussion, personal projects, analysis of case studies, and preparation of position papers.

EDUC 522 Teacher Induction (3 credits)

Expands on the science and art of teaching and offers new teachers practical applications of teaching methods and technology integration. Addresses the essential elements of instruction required in lesson design and delivery, including anticipatory set induction, objectives, procedures, closing, differentiation and assessment. Advanced classroom management techniques addressed. Discussions on practical applications for teaching to enable new instructors to understand the decisions made each day to foster learning and critical thinking in students. New teachers experience ways to help students learn through reading and practice. Develops insights into special education issues and aspects of school law.

EDUC 523 Sociological Issues in Education (3 credits)

Examines the interaction between education and the social institutions, including the family, government, and economics. Discusses issues of inequality such as socioeconomic status, gender, race, and ethnicity, and the educational process; examines evolving social trends, both short and long range, for their impact on teaching and learning.

EDUC 524 Teachers and the Law (3 credits)

Examines federal and state court cases, statutes, and regulations that affect students, teachers, administrators, and other community members involved with schools. There is a special emphasis on developing conflict resolution techniques, including negotiation and mediation, so that legally based disputes are resolved by building relationships rather than adversarial methods, such as litigation.

EDUC 525 Seminar in Teaching High-Risk Learners (3 credits)

Prerequisite: EDUC 503

Emphasizes understanding of learning and behavioral characteristics of high-risk and special needs children and youth. Examines the development of evaluation techniques and adaptive teaching and management strategies. Reviews methods, materials, and related materials.

EDUC 526 Philosophy of Middle School Education (3 credits)

Designed to provide students entering the field of Middle School Education with the skills necessary to support and respect the range of individual developmental differences of adolescents. Emphasis will be placed on the structure of the learning environment, the concerns of transitions, and the impact of peer pressure.

EDUC 527 The Process and Pedagogy of Communication (3 credits)

Offered: Fall and Summer Session I

Examines theories of language acquisition. Emphasizes interactions among processes for listening, speaking, reading, and writing. Studies the implication for teaching or developing these processes. Compares and contrasts models of communication processes. Examines current and controversial issues in literacy development, kindergarten through adult.

EDUC 528 Field Based Research (3 credits)

Provides students with the opportunity to engage in supervised action research in educational settings. Engages students in testing, diagnosis, micro-teaching projects, remediation, and case studies in response to specific hypothesis or theoretical inquiries concerning the teaching/learning process. Students will engage in a research project.

EDUC 531 Classroom Management (3 credits)*Field Experience required.*

This course is based on a proactive, preventative model of management. Motivation, time on task, relationships, and creating a "safe" environment are explored as well as specific strategies for dealing with management difficulties. Techniques for encouraging student responsibilities, ownership, and self-monitoring highlighted.

EDUC 532 Multicultural Literacy in the Classroom (3 credits)

This course is designed for graduate students interested in teaching language and literacy skills to a culturally diverse school-age population. Attention paid to the philosophy, methodology, and implementation of a multicultural literacy instruction that meets the needs of our diverse classroom settings. Current topics include the social contexts of a multicultural education, curriculum, and instruction from a multicultural perspective and reform in multicultural perspectives.

EDUC 534 Literature in the Second Language Classroom (3 credits)

This course focuses on the theories and practices associated with the use and appreciation of literature in second language teaching. Students will become acquainted with a variety of genres and texts suitable for use with English Language Learners and techniques to incorporate literature into a communicative language class.

EDUC 538 Multicultural Issues (3 credits)

For those students interested in expanding their knowledge of the diverse population served in schools and community counseling agencies. The course overviews the sociology, philosophy, methodology, and research on meeting the needs of culturally diverse children and their families. A special focus will be diversity as revealed in children's and adolescents' literature.

EDUC 539 Linguistics for Language Teachers (3 credits)

This course provides a foundation to help language teachers better understand and appreciate language to meet the challenges of teaching children and adolescents, especially children who are English language learners.

EDUC 540 Meeting the Needs of Gifted Students in the Regular Classroom (3 credits)

This course is designed to help regular classroom teachers meet the needs of gifted students within the context of a heterogeneous classroom. Curriculum planning, instruction, methods, resources, and guidance for the education of the gifted are stressed.

EDUC 543 Teaching Science and Social Studies Methods in the Elementary School (3 credits)

Designed to introduce students to relevant issues in science, social studies, and technology. The emphasis is on addressing current scientific and technological issues and developments within society. It is an interdisciplinary approach to studying science within the context of historical, geographical, political, and economic issues and their impact on society.

EDUC 545 Field Practicum Experience/Seminar (1 credit)

Supervised field experience/seminar at an assigned school site and selected grade level (K-6 or 7-12), enabling prospective teachers to observe, participate, analyze, reflect, and discuss issues relative to the assigned school community and typical school learning situations. Provisions made for the preservice teacher to work with students in varied instructional groupings to apply theory/concepts/strategies related to prior coursework. Provides the preservice teacher an opportunity to reflect upon his or her career choice to confirm or re-examine his or her decision and desire to teach elementary or secondary school students.

***Telescoped Practicum:** The Practicum Teaching experience at the graduate and undergraduate level is an important component of our Teacher Education Program. The Practicum is best conducted for a full day, during a Fall or Spring semester on consecutive Tuesdays. When this arrangement is not feasible due to a variety of circumstances, the Telescoped Practicum may be approved (ten consecutive days) under certain conditions. The Telescoped Practicum is an exception, not an option, for full-time students. Contact the Field Placement Office for additional information.*

EDUC 546 Second Language Acquisition (3 credits)

This course examines prominent issues in second-language acquisition research and theory so that the teacher develops an understanding of how children, adolescents, and adults learn an additional language, including a foreign language, in both naturalistic and classroom contexts.

EDUC 547 Teaching Linguistically and Culturally Diverse Learners (3 credits)

The purpose of this course is to present teachers with methods and materials to prepare English language learners to enter and succeed in elementary and secondary standards-based mainstream classrooms.

EDUC 548 Assessment and Program Design for ESL Students (3 credits)

This course prepares teachers to identify students in need of ESL, place them in appropriate ESL programs, monitor their progress, and establish exit criteria. It also develops an understanding of program design in different school contexts and prepares the teacher to assist classroom teachers or teachers in content classes to modify courses of study to provide English language learners with meaningful access to academic content.

EDUC 549 ESL Certificate Professional Portfolio (3 credits)

The teacher portfolio is constructed to highlight and demonstrate knowledge and skills in teaching ESL students. However, the portfolio also provides a means for reflection; it offers the opportunity for critiquing one's work and evaluating the effectiveness of lessons or interpersonal interactions with students or peers and is thus a means of professional growth.

EDUC 556 Addressing the Needs of English Language Learners (3 credits)

Provides strategies for preservice candidates to accommodate English Language Learners and adapt instruction for them in an inclusive setting. Preservice candidates will plan and implement appropriate research-based instructional strategies to make content comprehensible for all ELLs so that they develop English Language Proficiency and achieve the Pennsylvania Academic Standards.

EDUC 604 Reading in the Content Area (3 credits)

Prerequisite: EDUC 601

Examines the reading process from the perspective of content area. Examines reading as an active process involving the ideas of the author and the concepts and experience of the reader. Demonstrates techniques for reconstructing text materials. Stresses selection and use of materials and strategies based on theoretical models of reading and current research findings.

EDUC 571 Foundations of Early Childhood Education (3 credits)

Intended for graduate students concentrating in early childhood education, this course focuses on the basic knowledge, skills, attitudes, and philosophies related to the field. Students examine the history of early childhood education as well as current developmental and learning theories. The teacher's role as facilitator of learning for young children is examined. Additional topics include parental education and involvement, developmentally appropriate practices in early childhood education, the value of play in the curriculum, and current issues and trends for the future. Field experiences extend students' awareness of the diversity of programs for young children and develop initial skills in observing young children.

EDUC 572 Integrated Curriculum for the Young Child (3 credits)

Designed for graduate students preparing to teach young children, course focuses on cognitive areas of the curriculum and effective methods of curriculum implementation. Based on the belief that teachers set the stage for what is taught and what is learned, the course is designed to prepare teachers for the planning and preparation of meaningful learning experiences for young children. The purpose is to explore how children learn, what children can learn,

and specific strategies for facilitating concept development in young children. Methods of assessing learning through play in the integrated context are explored. Field experiences are designed to facilitate the application of course context.

EDUC 573 Inclusion in Early Childhood Education (3 credits)

This course is designed to provide early childhood teachers with the information they need about children with diverse educational needs. Recognizing the need to serve diverse populations of young children in typical settings, course focuses on assisting teachers to modify their classrooms and educational practices to better meet the needs of children. Students examine the rationale for inclusive early childhood settings as well as characteristics of children with disabilities, children who are at-risk, and children who are gifted. Identifying and evaluating children, planning and modifying the learning environment, creating a positive social environment, and working with parents are discussed. Field experiences are designed to facilitate the application of course content.

EDUC 574 Seminar in Play, Development, and Young Children (3 credits)

Intended for early childhood and primary elementary teachers, the course focuses on the rich, varied, and complex role of play in the development and learning of young children. Students examine the evolution of play theory as well as current knowledge related to play and the curriculum, factors that influence play, the role of the teacher in facilitating play, and teachers as advocates for play in school and child care settings. Student research is the primary vehicle for increasing understanding of additional play-related issues. Students are expected to discuss and critique current research in the field and to share their findings with the class.

EDUC 575 Advanced Practicum in Early Childhood Education (3-6 credits)

This course is designed to provide field experience in early childhood education for students who may need to expand their background and knowledge in working with younger children.

EDUC 576 Children's Literature and Storytelling (3 credits)

Intended for Early Childhood and primary Elementary teachers, the course provides an extensive view of the literature written for children from birth through age eight and focuses on developmentally appropriate ways to interact with children about quality books and stories. Students make connections between the developing child, quality literature, and the curriculum. Emphasis placed on developing skill in the art of storytelling and in facilitating children's storytelling and retelling abilities.

EDUC 578 Legal, Social and Political Issues in the School/Community (3 credits)

The purpose of this course is to examine legal issues facing school administrators within the social context of the school community. The course provides future school administrators with a background in educational law and the oral and written communication skills needed to work with diverse groups within the educational community. Students are required to examine selected topics pertinent to educational law issues and apply this research to solve complex educational issues. Students will present their findings to the class and engage other class members in discussions regarding the practical application of school law.

EDUC 580 Theories in Educational Leadership (3 credits)

This course provides a comprehensive overview of the field of educational administration and serves as the entry level course into the Educational Leadership programs. Students will be exposed to the philosophical and theoretical bases of school governance and decision-making, the organization and culture of schools, and a study of leadership styles. A 20-hour field experience is required. Students will self-assess their leadership style and their personal needs and goals for the program. They will create a Professional Development Plan and will begin the process of building a portfolio, which will be used to monitor progress in the program.

EDUC 581 Human Relations in School/Community (3 credits)

This course will focus on the acquisition and mastery of the oral and written communication skills needed by school leaders as they relate to different groups within the school and the school community. Particular attention will be paid to the listening, speaking, and writing skills needed in the day-to-day operation of a school as school leaders interact with sensitivity to the various audiences. Techniques for improved skills in interviews, discussions, formal and informal speaking situations, and reporting to the media will be developed. Practice in relating to members of the school community through correspondence, staff bulletins, newsletters, reports, teacher observations, and conflict resolution plans will be provided. Involvement in a school setting will be expected as part of the requirements for this course.

EDUC 582 Supervision and Performance Evaluation (3 credits)

Models of effective supervision and evaluation will be studied, analyzed, and practiced in a variety of situations. Techniques for effective observation, intervention, training, and shared planning and goal setting will be developed. Because of the practical nature of this course, a field experience will be required along with the coursework.

EDUC 583 The Principalship (3 credits)

The principal as change agent and visionary leader will be examined. The many roles a principal plays on a day-to-day basis also will be targeted. Among these are Principal as Organizational Leader, Principal as Instructional Leader, and Principal as Manager. The Principal's roles are examined through an extensive series of case studies. An "Action Research Project" serves as a precursor for the Principal Practicum courses.

EDUC 584 Practicum I: Principal K-12 (1 credit)

The intent of this 150-hour practicum is to integrate theory and practice into a school setting. The student works with a school administrator at the Elementary K-6 or secondary level. Progress in this course will be monitored through a daily log, individual conferences with the college professor, and on-site visitations by the college professor. Students also will be required to complete and formally present a school-based project that meets the approval of the school administrator and the college professor.

EDUC 585 Practicum II: Principal K-12 (1 credit)

Prerequisite: EDUC 584

This is a continuation course of EDUC 584. The intent of this 150-hour practicum is to integrate theory and practice into a school setting. The student works with a school administrator at the Elementary K-6 or secondary level, ensuring a full range of K-12 experiences. Progress in this course will be monitored through a daily log, individual conferences with the University professor, and on-site visitations by the University professor. Students also will be required to complete and formally present a school-based project that meets the approval of the school administrator and the University professor.

EDUC 586 Practicum in Supervision (6 credits)

The intent of this 150-hour practicum is to integrate theory and practice into a school setting. The student is expected to complete an internship in a school setting, working with a school district supervisor and a University professor. Progress in this course will be monitored through a daily log, individual conferences with the University professor, and on-site visitations by the University professor. Students also will be required to complete and formally present a school-based project that meets the approval of the school administrator and the University professor and shows the student's ability to perform in the areas of policy making, program development, instructional design, and staff evaluation and development.

EDUC 587 Management and the Change Process (3 credits)

This course will focus on the role of the school administrator in managing change within a school community. Topics to be developed are needs assessment techniques, strategic planning, personnel planning, collective bargaining, facilities management, and attaining organizational objectives. Case studies, role play, and simulations will provide the basis of this course.

EDUC 588 School Finance (3 credits)

This course will examine the day-to-day business operations of a school district. Topics to be covered are the budget process, accounting techniques, and relations with school/government agencies. Students also will be introduced to the use of technology in the business aspect of school finance.

EDUC 589 Seminar in School Leadership (3 credits)

This course is intended to be taken during the semester prior to graduation. Students must complete all other courses in the Leadership Program prior to taking the course. The students will be expected to present a formal paper and their completed professional portfolio to their advisor and to representatives in the School of Education. This culminating experience will reflect the student's synthesis and integration of knowledge and performances in the Educational Leadership Program as well as the successful development of the personal goals and needs identified in EDUC 580. Along with a GPA of 3.0 and the successful completion of a practicum in the field, this experience will serve as the exit criteria for the program.

EDUC 601 Psychology of Reading (3 credits)

This course provides a thorough grounding in the theoretical models of the reading process, including bottom-up, interactive, constructivist, and transactive models. Students examine the psychological processes that underlie the act of reading, with particular emphasis on language acquisition, concept formation, intelligence, information processing, and personality and social factors. The interface between reading and writing processes are stressed, as well as the importance of the philosophical orientation and assessment techniques to classroom decision making. Finally, students examine the relationship between research findings and classroom practice related to reading instruction and programs.

EDUC 602 Adolescent Literacy: Motivational Before, During, and After Reading Strategies (3 credits)

This course provides teachers the beginning, during, and after (BDA) strategies needed to use with teens for whom comprehension is a challenge. Motivation, engagement, and the desire to read are the thrust of the course. Journaling, performance poetry, plays, newspaper activities, and in-depth lesson and mini-unit planning are developed. The course incorporates age-appropriate standards, technology, reading, writing, listening, speaking,

and viewing, while keeping it engaging for the participants. Discussion on starting a school book club included. Critical evaluation of self and peer teaching methods incorporated.

EDUC 603 Diagnosis of Reading Difficulties (3 credits)

This course includes a thorough examination of formal and informal assessment techniques and the theoretical and practical issues that resolve around assessment. Emphasis placed upon the nature and uses of assessment data, statistical concepts related to assessment, and school politics and practices related to assessment. Students administer, critique, and interpret a battery of reading and reading-related assessments and use the data they have gathered to develop a program of instructions that meet the needs of students. Particular emphasis will be placed on the nature of reading comprehension and the techniques with which comprehension is assessed.

EDEC 604 Creative Movement-Young Children (3 credits)

Helps teachers expand personal skills in teaching creative movement in pre-school and early primary grades. Topics include developmental stages, the use of small and large muscle groups and whole body movement, coordination, and the relationship of creative movement to cognitive development. Emphasis placed on curriculum content, methods, and materials.

EDUC 605 Remediation of Reading Difficulties (3 credits)

Prerequisite: EDUC 603

Provides a thorough understanding of remediation and early intervention based on the relationship between assessment and teaching. Focuses on reading as a process, influenced by a range of psychological, social, physiological, cultural, linguistic, and pedagogical factors. Emphasizes the application of current theory in the development of remedial and interventional strategies. An unsupervised tutoring experience is required as part of the course.

EDUC 606 Structure of School Reading Programs (3 credits)

Prerequisite: EDUC 605

Offered: Fall and Summer Session I

Explores a variety of roles and responsibilities required of reading specialists in contemporary educational settings. Emphasizes the selection and evaluation of instructional materials collaboration and consultation with school personnel and families and the use of assessment techniques in the reading program. Students develop and design an 'ideal reading program' and staff development projects.

EDUC 607 Seminar in Reading Research (3 credits)

Prerequisite: EDUC 605 or may be taken concurrently with EDUC 605

Offered: Spring and Summer III

Designed to enable students to read and respond critically to current research in the field of reading literacy and language arts. Emphasizes study of educational research design and statistical and qualitative interpretation of data. Students complete a review of literature on a specific topic in reading and also conduct related classroom research presented in a poster session at the Annual Graduate Research Forum.

EDUC 609 Supervised Field Experience in Reading (6 credits)

Prerequisites: EDUC 527, EDUC 601, EDUC 603, and EDUC 605. Offered Summer Session II, daily sessions Monday - Thursday 8:30 am - 4 pm on odd-numbered years. Requires some preliminary work in Summer Session I. Offered every year in the fall, late afternoon. Note: No courses may be taken concurrently with EDUC 609. Students must preregister for this course.

The final experience of the Reading Specialist program involves application of diagnostic and inductive teaching strategies in supervised small group settings. Students evaluate the literacy of K-12 students and determine their learning needs, strengths, and interests. In a clinical teaching environment, the students review the pupil's academic records, establish and collaboratively implement instructional programs, and evaluate the results of instruction.

EDUC 610 Contemporary Educational Theory (3 credits)

Prerequisite: 24 credits

Studies the theory and criticism of current schooling practices; examines educational policies and institutions based on majority and minority status of the population. Examines educational patterns of developed and developing countries. Includes readings by major contributors to contemporary educational thought. Reading, discussion, and position papers are important parts of the course.

EDUC 611, 612 Reading Thesis I, II (3 credits, 3 credits)

Prerequisites: EDUC 601, 603, 605, and 607. Special Permission Required.

These courses are designed as a culminating experience in research in education as it relates to the field of reading/literacy/language arts. Included will be an implementation of research design and analysis, including either quantitative or qualitative approaches. These will enable the reading professional to become a more sophisticated consumer of research and/or to begin to conduct classroom-based research. Students will be expected to develop a research project in conjunction with their faculty mentor. It could be a thorough research paper, an actual research project, and/or a research proposal leading to a

presentation or publication in a professional organization. This is an option in place of EDUC 609, for those students not seeking Reading Specialist Certification.

EDUC 615 Human Development: Birth through Adolescence (3 credits)

Examines cognitive, social, emotional, and physical growth during childhood and adolescence. Examines development based on several major theories and related research. Teaches students to identify milestone and evaluate growth in the four major areas of development for the purposes of using such information to inform the teacher about ways to teach and deal with the child's behavior.

EDUC 620 Seminar in Curriculum Development (3 credits)

Prerequisite: 24 credits

Assists students in examination of techniques for development of instructional systems. Includes a comprehensive investigation of programs of study in contemporary schools. Students critique curriculum areas already in place in local schools. Course stresses the theoretical foundations of instruction and practical techniques for designing curriculum. Students review literature and plan curriculum to be shared with the graduate community as part of the culminating experience for the degree.

EDUC 629 Second Language Vocabulary: Teaching, Learning, and Using (3 credits)

Prerequisite: EDUC 539

This course provides a solid understanding of the English lexicon from a linguistic perspective, including the interaction of phonology, morphology, syntax, semantics, first and second language acquisition, and historical linguistics. Students will learn to help English Language Learners develop receptive and productive vocabulary in English for both social and academic purposes.

EDUC 630 Current Perspectives on Literacy (3 credits)

To better understand the nature of literacy, its consequences, and the validity of our beliefs in regard to literacy, this course will examine literacy from historical, sociological, cultural, political, psychological, world view, and linguistics perspectives. Definitions and models of literacy, the history and politics of literacy, and the uses of literacy will be examined in a variety of contexts. Particular attention will be focused on the attainment of literacy by young children before entering school and by adults outside regular school settings.

EDUC 631 Classroom Research in Second Language Literacy (3 credits)

Prerequisites: EDUC 539, EDUC 546, EDUC 547 and EDUC 548

This course will enable the ESL literacy professional to locate, read and apply research for practical use in the classroom. Using formative techniques, students will work with an English Language Learner to identify a pedagogical goal and instructional intervention and assess the results of the intervention. Additional goals of this course are the development of students' recognition of their own expertise and their ability to share that expertise.

EDUS 515 Instruction and Technology in Secondary Education (3 credits)

This course is designed to prepare prospective teachers in the art and science of teaching in the secondary school by using a variety of methodology to address learning styles and state standards, and by using technology to enhance lessons. The content will focus on motivating learners, differentiating instruction, preparing presentations, employing learner-centered and direct instruction methodology, and incorporating technology into lesson development. Students will utilize the computers, Smart Podium and the Document Camera to conduct research, to create assessment tools, and to present lesson activities that emphasize the use of music, videos, and PowerPoint slide shows.

EDUS 516 Instruction and Technology in the Content Area (3 credits)

The purpose of this course is to learn ways in which to incorporate technology into curriculum content and to create activities and projects that are relevant to a selected content area. The class sessions will include explanations, discussions, assignments, projects, group work and evaluations with emphasis on practical experiences and modeling by the instructor. Individual assignments will reflect the student's ability to utilize technology and the equipment into develop instructional materials. Collaborative work will focus on developing a group portfolio, website, and a virtual field trip on a selected topic in the content area.

EDUS 520 Supervised Field Experience (6 credits)

Prerequisite: All certification courses must be completed before registering for EDUS 520. Application and interview required.

Designed for graduate students seeking state certification in secondary education. Includes examination of teaching models, practice of peer learning activities, development of observation techniques, and examination of student's own audio and videotaped lessons. Observation, evaluation, and feedback is provided by University faculty. Course requires a full-time classroom assignment for a minimum of 13 weeks (six credits). Seminar sessions are held at the University concerning teaching issues and student teacher experiences.

Settlement Music School

In cooperation with the nationally known Settlement Music School, the following courses are offered in the early childhood program area:

EDEC 602 Intro Children's Music Workshop (3 credits)

Discusses development and application of music education systems of Emile Jacque-Dalcroze, Carl Orff, and Zoltan Kodaly in community-based programs. Explores music workshop approach to develop pulse, rhythm, pre-notational and music notational skills, musical memory, and pitch and aural acuity in preschool (3-5) and primary (6-8) years. Provides framework for understanding cognitive development through children's musical exploration.

EDEC 603 Visual Arts Early Childhood (3 credits)

Courses taught in studio designed for teaching young children art in several media developmentally appropriate in method and materials. Art forms include book-making, printing, paint, clay, and use of textures. Aesthetic appreciation of each form discussed. Useful for teachers of young children in community and public school visual arts instruction.

EDEC 604 Creative Movement-Young Children (3 credits)

Helps teachers expand personal skills in teaching creative movement in preschool and early primary grades. Topics include developmental stages, the use of small and large muscle groups and whole body movement, coordination, and the relationship of creative movement to cognitive development. Emphasis placed on curriculum content, methods, and materials.

EDEC 607 Arts for EACH Teacher (3 credits)

Explores techniques for teaching visual art, dance, and music to young children. Develops lessons and curriculum in art, dance, and music and explores integration of arts education into the total preschool/primary curriculum.

EDEC 608 Creative Drama EACH Classroom (3 credits)

Explores links between literacy, drama, story, storytelling, and dramatic play. Aids early childhood teachers to prepare children for success in reading through developmentally appropriate creative dramatic techniques by providing a cognitive and socioemotional framework for later understanding of literature and narrative. Emphasizes drama, movement, and story-making activities from children's literature, daily life, and personal history.

EDEC 614 Young Children and the Arts (1-6 credits)

Hands-on exploration of developmentally appropriate arts, dance, music, visual arts, and drama for children ages 3-8 years. Examines strategies and research for enhancing cognitive, socioemotional, and physical development through arts-based teaching.

EDSP 561 Introduction to Special Education (3 credits)

This course introduces the certification candidate to the foundation of special education, including the history, legislation/litigation, and the types and characteristics of the individuals with disabilities served in school settings. Issues such as inclusion, funding, labeling, and parental involvement are discussed. A focus of the course will be on the teacher as advocate for the student in special education.

EDSP 562 Assessment: Theory and Practice in Special Education (3 credits)

Prerequisite: EDSP 561

This course provides the student with an in-depth theoretical and practical look at assessment for students with mild to moderate learning support needs. Formal, informal, curriculum-based, and ecological systems of assessment are explored. Students review and practice measures of assessing ability, achievement, adaptive behavior, and perceptual-motor skills. Measures for diagnosing specific academic difficulties and for rating behavior will also be reviewed. Students develop IEPs and review computer software for assessment measures and IEP formats.

EDSP 563 Instruction and Remediation Techniques in Special Education (3 credits)

Prerequisite: EDSP 562

This course provides the student with an in-depth theoretical and practical look at instructional and remedial strategies and materials for children with mild to moderate learning difficulties. Modifying large and small group instruction, expectations for behavior, and the academic curriculum will be explored. Relevant assistive technology and computer software are reviewed. Focus will be placed on collaboration among regular educators, special educators, and support staff, especially as they relate to supporting students in integrated settings.

EDSP 564 Management and Programming for Low Incidence Populations (3 credits)

Prerequisite: EDSP 561

Based on a philosophy of supported inclusion, this course focuses on the assessment, instruction, behavior support, and community integration of people with low incidence disabilities and high support needs. Issues such as normalization, deinstitutionalization, transition, and inclusion are discussed as well as strategies for systematic instruction.

EDSP 565 Special Education Seminar: Research and Issues (3 credits)

Prerequisites: EDUC 505 and three EDSP courses

This course is designed for the graduate student to look critically at the educational, social, and political issues facing professionals in the field today. Di-

vergent perspectives on topics such as inclusion, assessment, classroom management, collaborative teaching, teaching training, and adult services are the basis for the course. Students develop and present positions on these and other current issues. A major course project is the development of a research proposal matched to issues facing the teacher in today's classroom.

EDSP 566 Advanced Practicum in Special Education (3 credits)

Prerequisite: Prior completion of certification coursework in Special Education

Supervised field assignment arranged on an individual basis through the curriculum coordinator for special education within the school of education. Aspects of service and education to students with disabilities are explored, including assessment, development of an appropriate individualized education program, on-going instruction, and monitoring of progress. Family involvement and attention to education in the least restrictive environment will be concurrent issues associated throughout the experience.

EDSP 567 Managing Environments/Supporting Students (3 credits)

Prerequisite: EDSP 561

This course will enable the student to take the theoretical concepts of management learned in class and apply them to a classroom setting. Our focus will be on positive, proactive classroom management strategies as well as behavioral intervention strategies. Topics covered will include: comprehensive behavior management, proactive management strategies, classroom design, program design, functional analysis of behaviors, behavioral data collection, reinforcement strategies, behavioral intervention theories, technology assisted planning, ethical considerations, crisis intervention and prevention, generalization of behavioral programs, and student self monitoring.

EDSP 568 Collaboration in Special Education (3 credits)

Prerequisite: EDSP 561

A required course in the Master of Education in special education (with or without certification), this course provides students with both the conceptual foundations and practical skills to work in collaborative models of education, including team teaching, co-teaching, and consultative models. Collaborative relationships, including those with parents, students, professionals, and paraprofessionals will be emphasized.

EDSP 570 Student Teaching in Special Education (6 credits)

Prerequisite: Prior completion of certification coursework in Special Education and Elementary Education or a secondary content specific certification.

A 14-week field experience is a requirement for all initial certifications. Students will be placed in a school or classroom with an experienced special edu

cation cooperating teacher where students with IEPs are educated. All aspects of the teaching experience will be covered, including planning and preparation, instruction, communication, individualization, and classroom management.

EDSP 571 Foundations in Inclusive Education (3 credits)

Provides introductory information about special education and its role in facilitating education for students with disabilities in grades K-8 and 8-12. Topics include history, litigation, legislation, typical development, specific characteristics of atypical development, and identification of exceptionalities as identified by IDEA. Inclusion, funding, diversity, and labeling issues explored.

EDSP 572 Assessment in Inclusive Education (3 credits)

Provides introduction to the collaborative process of identifying and assessing students in general education classrooms who may have the need for more intensive or individualized instruction. The focus is on Cognitive and Behavioral Development/Assessment, components of the process in developing an IEP, and forms of formal and informal evaluation.

EDSP 573 Effective Instruction in Inclusive Education (3 credits)

Focuses on the collaborative process as well as Collaborative Models of delivering effective instruction. Taking an Evidence Based Practice perspective, this course moves from Universal Design for Learning as a primary design and organization mechanism to approaches such as Differentiated Instruction, Positive Behavior Supports, Progress Monitoring, and RTII.

EDSP 610 Instructional and Management Strategies for the Learner with Autism Spectrum Disorder (3 credits)

Course provides theoretical, methodological and applicable information in management and instruction of students diagnosed with autism spectrum disorder (ASD) or exhibiting the characteristics of a student with ASD. Introduces current management and teaching practices to include: applied behavior analysis (discrete trial instruction, verbal behavior, icon based communication systems (PECS)).

EDSP 611 Positive Behavioral Supports in the Classroom (3 credits)

Prerequisite: Successful completion of at least three graduate courses in Special Education.

This course will provide students with information regarding the use of positive behavioral supports in the classroom and their role in assisting teachers to address academic areas and activities of daily living skills and the remediation of excessive challenging behavior. Positive behavioral support refers to our efforts at helping individuals develop and engage in socially desirable behaviors and to discontinue challenging and stigmatizing behaviors. The process features an emphasis on selecting outcomes that are meaningful from the person's

perspective, individualized functional assessment, and the utilization of multiple interventions and support strategies. Topics will include the technology of positive behavior supports, evaluating behavior change programs using single subject case designs, applying learning principles to increase or decrease behavior, and maintaining behavior change.

EDSP 612 Evidence Based Practices for the Learner with Exceptionalities (3 credits)

Course provides students an in depth look at instructional and behavioral practices for students with exceptionalities focusing on autism spectrum disorders. Currently, the approach that has the most evidence behind it for practical application is applied behavior analysis. Applied behavior analysis approaches such as discrete trial instruction, verbal behavior and pivotal response training presented.

EDSP 613 Transition: Special Education from School to Adult Life (3 credits)

This course will focus on transition as a defined and critical aspect of special education. As required and defined within the Individuals with Disabilities Education Act (IDEA), transition is the integral planning, service, and supports necessary to successfully culminate a student's special education program. Various components of the movement from school to adult life will be explored in the course, including rationale, legal requirements, and the impact on general education. Self-determination and self-advocacy as well as student and family involvement will be critical areas addressed in the course.

EDSP 614 Communication interventions for the Learner with Autism and Other communication Disabilities (3 credits)

Course provides a theoretical basis for communication, language skills, typical/atypical language development and communication interventions for the learner with delayed or limited language acquisition - focus on learners with ASD. Focus on developmental stages of communication; understanding the interventions for the learner with non-verbal, verbal or limited verbal communication strategies.

EDSP 615 Secondary Special Education (3 credits)

This course will focus on issues and practices related to secondary education for students in special education. Curriculum modification and differentiation will be explored in light of the needs of the secondary education student. Individual planning and decisions on academic and functional curriculum approaches will be explored.

EDSP 616 Special Topics in Autism Spectrum Disorder (3 credits)

Course provides a knowledge base in current educational topics associated with autism spectrum disorder. Evaluation and identification of research based methodologies given an array of programs, procedures and claims current in today's media. Topic areas include: sensory integration dysfunction, functional behavioral assessment, data based decision making, school based assessment.

Human Resources Management

Jan W. Duggar, PhD, *Dean of the School of Business Administration*

Anthony DiPrimio, PhD, *Program Director*

Mission Statement

The Master of Science in Human Resources Management, in conjunction with the Mission of the University, seeks to direct and inspire students to enhance their understanding of the principles and practices of managing people in contemporary organizations. The program affirms the dignity of the human person in all matters of an administrative nature. Students are encouraged to become life-long learners and to pursue professional certifications to enhance their skills. The Master's degree in Human Resources Management seeks, additionally, to instill in its students a passion for creative scholarship and imaginative use of new technology.

Goals of the Program in Human Resources Management

Four specific goals have been identified to guide program development and review:

- To provide opportunities for the development of innovative and effective teaching methods rooted in an understanding of management theory and research
- To provide successful professional managers with the knowledge to assume leadership roles in human resources management and in the managerial leadership community
- To nurture a deep commitment to excellence in human resources management and managerial leadership as a means of service to others
- To provide a supportive and cooperative learning environment that encourages students to develop their potential for study and their understanding of human resources management.

Specific Admission Requirements

In addition to the general requirements listed in Mater's Program – Policies and Procedures, applicants whose undergraduate GPA is less than a 3.0, must submit scores from one of the following: the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the Graduate Management Aptitude Test (GMAT) prior to being admitted to the graduate degree program in Human Resources Management. An applicant with a GPA of less than 3.0 may submit a written petition to the Human Resources Program Director and pending approval by

the Dean may be admitted on a probationary basis. Probationary students must complete six hours of graduate coursework in the program at Holy Family, earning a GPA of at least 3.0 and a grade of B in each course to be removed from probationary status and matriculated in the program.

Academic Program and Course Descriptions

For human resources professionals seeking to further their careers and for individuals seeking professional advancement in managerial careers, the Master of Science in Human Resources Management program offers an opportunity to study new areas of management and gain a broad understanding of their field of endeavor. The major thrust of the program is to gain knowledge of current practices in Human Resources Management.

Those students interested in preparation for management careers in human resources or general management will find that the program meets their needs.

Core Requirements

HURM 500	Human Resources Management	3
HURM 505	Human Resources Training and Development	3
HURM 510	Managing Labor Relations	3
HURM 515	Applied Compensation, Benefits, and Retirement Plans	3
HURM 520	Negotiating, Dispute Resolution, and Campaign Management	3
HURM 525	Organizational Communications*	3
HURM 530	Statistics and Quantitative Business Methods	3
HURM 535	Applied Employment Law	3
HURM 540	Applied Performance Management*	3
HURM 545	Policy and Strategy Formulation	3
HURM 550	Independent Research and Study (substitution for this course not permitted)	3

**Permission to substitute an elective for one of these courses may be obtained from the Program Director in Human Resources Management or School Dean as an approved academic exception.*

Electives

Students may select courses from those listed below to substitute for selected core courses with the permission of the Program Director.*

FINC 510	Corporate Finance for Executives	3
HURM 541	Organizational Staffing and Career Advancement Planning	3
HURM 543	Project Management	3
HURM 544	Managing Human Resources in Global Organizations	3

**Availability of elective courses is dependent on student enrollment.*

Degree Requirements

The requirements for the Master of Science in Human Resources Management are 33 credits, which include the core requirements, or those electives approved by the Program Director/School Dean through academic exceptions.

Suggested Six-Semester Program

The following is a sample curriculum outline for part-time students:

First Semester – Fall

HURM 500	Human Resources Management	3
HURM 505	Human Resources Training and Development	3

Second Semester – Spring

HURM 510	Managing Labor Relations	3
HURM 515	Applied Compensation, Benefits, and Retirement Plans	3

Third Semester – Summer I

HURM 520	Negotiating, Dispute Resolution, and Campaign Management	3
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Fourth Semester – Summer II

HURM 525	Organizational Communications	3
HURM 530	Statistics and Quantitative Business Methods	3

Fifth Semester – Fall

HURM 535	Applied Employment Law	3
HURM 540	Applied Performance Management	3

Sixth Semester – Spring

HURM 545	Policy and Strategy Formulation	3
HURM 550	Independent Research and Study	3

Human Resource Management Course Descriptions

Core Courses

HURM 500 Human Resources Management (3 credits)

A broad-scope survey course designed to provide general understanding of the major functions associated with human resources administration. The course will examine human resources theories and practices. The focus will be on the human resources executive's role in a corporate organizational environment. Special emphasis will be given to management decision-making in complex employee relations.

HURM 505 Human Resources Training and Development (3 credits)

The course presents approaches to organizational training and development. Adult learning theory and practice will be analyzed, and various techniques and approaches to evaluation of training effectiveness will be reviewed. Models of organizational training needs assessment will be developed and analyzed. The focus of the course will be on the theory of adult learning and its application to the development of management training.

HURM 510 Managing Labor Relations (3 credits)

The course analyzes union and management policy formulation. Issues in unionization and administering unionized personnel will be examined with a view toward union-management cooperation. The influence of applicable labor law legislation and the body of labor law cases also will be examined.

HURM 515 Applied Compensation, Benefits, and Retirement Plans (3 credits)

The course will consist of three discrete modules. Modules will be intense, in-depth, focused studies of compensation, employee benefit plans, and retirement plans.

HURM 520 Negotiating, Dispute Resolution, and Campaign Management (3 credits)

The course will examine management strategies for dealing with union organizing, negotiations, pressure tactics, grievances/arbitration systems, and management strategies for successful negotiating.

HURM 525 Organizational Communications (3 credits)

This course is based on the study of organizational communication theories and applications. The emphasis will be on strategies for the development of appropriate communication systems. Strategies and techniques will be examined for building personal communication capabilities and understanding

the nature and scope of organizational communications and information systems. The focus of the course will be on organizational communication as a management function to disseminate information and as a link in the hierarchical structure and flow of authority.

HURM 530 Statistics and Quantitative Business Methods (3 credits)

The course will cover statistical methods used in business research, reports, and analysis. The emphasis of the course will be on rationale, assumptions, techniques, and interpretations of statistical methods.

HURM 535 Applied Employment Law (3 credits)

The course consists of three discrete modules. Modules are an intense, in-depth, focused study of three major employment laws: the Family and Medical Leave Act, the Civil Rights Acts, and Workers' Compensation.

HURM 540 Applied Performance Management (3 credits)

The course will consist of three discrete modules. Modules will be intense, in-depth, focused studies and analyses of three major approaches to performance management. Module I will examine and analyze strategies to manage strategic change. Module II will examine strategies for restructuring organizations and reorganizing workflow. Module III will examine ways to develop and sustain productivity in work groups.

HURM 545 Policy and Strategy Formulation (3 credits)

Capstone course will focus on administering human resources policies. The course will integrate and provide the opportunity to apply the knowledge and skills acquired in prior courses and actual work experience in the area of strategic planning and leadership.

HURM 550 Independent Research and Study (3 credits)

Each student will be required to conduct an independent study of a selected human resources or management problem. Research will be conducted under the supervision of a graduate faculty advisor and must result in a paper suitable for publication.

Elective Courses

FINC 510 Corporate Finance for Executives (3 credits)

This course focuses on non-financial managers and executives making decisions based on corporate financial data. Areas of concentration include financial responsibility and ethics, analysis and use of financial statements, allocation of capital and strategic budgeting, cash flow forecasting, cash management, corporate valuation, cost of capital, and alternative financing sources both in domestic and international operations.

HURM 541 Organizational Staffing and Career Advancement Planning (3 credits)

The course will focus on the strategies for attracting, recruiting, assessing, and selecting managerial, technical, professional, and executive personnel. The course also will provide an examination of various approaches to human resources succession planning. Aspects of Human Resources Management theories and practices will be examined. Current employment law relative to staffing and succession planning will be presented for review and discussion. The course will emphasize the use of computer systems to support human resources planning.

HURM 543 Project Management (3 credits)

The course will present the life-cycle approach to managing projects, beginning with project initiation concerns and ending with project completion. Project planning and scheduling will be given the most emphasis, using techniques like PERT, CPM, and others.

HURM 544 Managing Human Resources in Global Organizations (3 credits)

The course will examine the issues and challenges of managing human resources in organizations with extensive international business operations. The course will prepare students to lead people and organizations in an international environment. Trends in motivation, cross-cultural communications, and negotiations will be included in the topics covered. Students will gain an understanding of cross-cultural leadership styles while focusing on organizational development, Human Resources Management issues, and management processes in a global context.

Information Systems Management

Jan W. Duggar, PhD, *Dean of the School of Business Administration*

Thomas B. Martin, PhD, *Program Director*

Mission Statement

The ISYM program is designed to prepare students to become leaders in the use of information systems for the benefit of organizations and society. This program of study focuses on educating the students about the development and use of information systems as decision-making and problem-solving tools. The program also is intended to develop an understanding of the managerial issues encountered in the operation or introduction of information systems in organizations, particularly, how these tools can be used to gain a competitive edge and to re-engineer an organization.

Goals of the Information Systems Management Program

Five specific goals have been identified to guide program development and review:

- To provide students with a strong foundation of management and leadership skills as well as an advanced understanding of information systems and its integrated role in business today
- To provide opportunities for the development of innovative and effective teaching methods rooted in an understanding of management theory and research
- To provide successful professional managers with the flexibility to assume leadership roles in Information Systems Management and in managerial leadership
- To develop a deep commitment to excellence in information systems management and managerial leadership as a means of service to others
- To provide a supportive and cooperative learning environment that encourages students to develop their potential for study and their understanding of Information Systems Management.

Specific Admission Requirements

In addition to the general requirements listed in Master's Program – Policies and Procedures, applicants whose undergraduate GPA is less than a 3.0, must submit scores from the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the Graduate Management Aptitude Test (GMAT) prior to being admitted to the graduate degree program in Information Systems Management. An applicant with a GPA of less than 3.0 may submit a

written petition to the Information Systems Management Program Director and pending approval by the Dean may be admitted on a probationary basis. Probationary students must complete six hours of graduate coursework in the program at Holy Family, earning a GPA of at least 3.0 and a grade of B in each course to be removed from probationary status and matriculated in the Master of Science program.

Students entering the program from a non-related field may be required to take prerequisite courses.

Academic Program and Course Descriptions

Students with an information systems background will acquire critical management and operational skills that will allow them to assume leadership positions within their organizations. Students with no technology background will be given a comprehensive understanding of information systems and the pivotal role it plays in virtually every business discipline. The program will provide the leading-edge knowledge and skills necessary to succeed in today's global, technology-driven business world.

Students will be required to take 11 courses for a total of 33 credits. The entire program can be completed in just six semesters, less than two years.

Courses are held on Saturdays and weeknights.

Recommended Courses

FINC 510	Corporate Finance for Executives	3
ISYM 500	Information Systems Management	3
ISYM 545	Legal & Ethical Issues in Information Systems Management	3
ISYM 510	Computer Networks and the Internet	3
ISYM 520	Electronic Commerce	3
ISYM 525	Information Security	3
ISYM 530	Communications Applications	3
ISYM 541	Computer Forensics	3
ISYM 540	Current Topics in Information Systems Management	3
ISYM 543	Project Management	3
ISYM 550	Independent Study and Research (No substitution permitted)	3

Permission to substitute an elective for one of these courses may be obtained from the Program Director in Information Systems Management or School Dean as an approved academic exception.

Electives

HURM 525	Organizational Communications	3
HURM 530	Statistics & Quantitative Business Methods	3
HURM 500	Human Resources Management	3

Availability of elective course is dependent on student enrollment.

Degree Requirements

The requirements for the Master of Science degree in Information Systems Management are 33 credits, which include the core requirements, and those electives approved by the Program Director/School Dean as an academic exception and a cumulative GPA of at least 3.0.

Suggested Six-Semester Program

First Semester — Fall

ISYM 500	Information Systems Management	3
ISYM 545	Legal & Ethical Issues in Information Systems	3

Second Semester — Spring

ISYM 510	Computer Networks and the Internet	3
ISYM 520	Electronic Commerce	3

Third Semester — Summer I

ISYM 530	Communications Applications	3
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Fourth Semester — Summer II

ISYM 540	Current Topics in Information Systems Management	3
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Fifth Semester — Fall

ISYM 525	Information Security	3
FINC 510	Corporate Finance for Executives	3

Sixth Semester — Spring

ISYM 541	Computer Forensics	3
ISYM 543	Project Management	3
ISYM 550	Independent Study and Research	3

Information Systems Management Course Descriptions

FINC 510 Corporate Finance for Executives (3 credits)

This course focuses on non-financial managers and executives making decisions based on corporate financial data. Areas of concentration include financial responsibility and ethics, analysis and use of financial statements, allocation of capital and strategic budgeting, cash flow forecasting, cash management, corporate valuation, cost of capital, and alternative financing sources both in domestic and international operations.

ISYM 500 Information Systems Management (3 credits)

In today's digital firm there is no escaping the opportunities and challenges that technology brings. This course focuses on understanding the nature of the digital firm and the key issues in organizing and managing it. Managers of digital firms need to identify the challenges facing their firms, understand the technologies that will help them meet these challenges, design business processes to take advantage of the technologies, and create management procedures and policies to implement the required changes.

ISYM 510 Computer Networks and the Internet (3 credits)

The objective of the course is to cover the entire subject matter of computer networks. The course is comprehensive, covering topics ranging from personal area networks to wide area networks, network wiring to network applications, and wired to wireless networks. A primary focus is the Internet because it is a revolutionary technology that is profoundly changing our world.

ISYM 520 Electronic Commerce (3 credits)

The focus will be on the essentials of establishing an image and communicative environment with key audiences on the Internet. Course content will include a review of the history, demographics, features, and benefits of marketing on the Internet.

ISYM 525 Information Security (3 credits)

More and more critical information is being created, transmitted, and archived by computers. This ever-growing reliance on technology has made computer security a higher priority than ever before, yet the pace of computer development has far outstripped the improvements in computer security. This course will give a comprehensive understanding of the issues of data integrity and security found in the corporate workplace. Topics discussed will include viruses, firewalls, and the protection of networked systems.

ISYM 530 Communications Applications (3 credits)

The course will include focuses on videoconferencing and presentations, mobile communications, and the Internet telephony. Design techniques, technologies required, analysis, system/hardware design, development, implemen-

tation, and maintenance/operation of the above systems are presented in an applications-oriented environment.

ISYM 540 Current Topics in Information Systems Management (3 credits)

This course examines and evaluates current issues related to Information Systems Management. The focus is on how technology will change business processes, operations, and profitability. The structure of the course is designed to enhance the students' knowledge of current technology developments relevant to information technology and management.

ISYM 541 Computer Forensics (3 credits)

This course provides an introduction to computer forensics. It is intended for graduate students who have some understanding of networks, software, and database management but not necessarily any background in computer forensics. Coursework will include computer forensics fundamentals, forensic accounting, fraud examination, and legal and ethical issues related to cybercrime.

ISYM 543 Project Management (3 credits)

This course is taught from the perspective that project management is more behavioral than quantitative. Organizational behavior and structuring are presented prior to quantitative methods of planning, scheduling, cost control, and estimating. Throughout the course, the behavioral and quantitative aspects of project management are related to the three elements of all projects: time, cost, and performance. Case studies and discussion topics are presented in order to encourage student participation in project topics that are challenging and stimulating.

ISYM 545 Legal and Ethical Issues in Information Systems Management (3 credits)

This course will provide students with the opportunity to evaluate their personal and professional ethical systems in the light of the values that have shaped our contemporary culture. Students will examine ways to address ethical, moral, and legal problems encountered in the course of carrying out the duties, responsibilities, and decision-making in their daily work lives.

ISYM 550 Independent Study and Research (3 credits)

Each student will be required to conduct an independent study of a current topic in Information Systems Management. The results of the study will be described and documented in a formal paper.

Nursing

Christine M. Rosner, PhD, *Dean, School of Nursing and Allied Health Professions*

Ana Maria Catanzaro, PhD, *Program Chair*

Mission Statement

The mission of the MSN program is to prepare nurse leaders to practice in diverse health care settings. The MSN program is committed to the provision of high quality graduate education that instills in the MSN graduate a responsibility to God, humanity, the nursing profession, and self.

Accreditation

The graduate nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the Pennsylvania Department of Education.

Contact information for the CCNE is:

Commission on Collegiate Nursing Education
One DuPont Circle, NW
Washington, DC 20036-1120
Fax 202-887-8476
www.aacn.nche.edu

Goals of Master of Science in Nursing Program

The School of Nursing and Allied Health Professions is committed to the development of master's prepared nurses. Accordingly, the MSN program:

- Provides a graduate nursing curriculum that is tailored to address current and future global health care needs and issues in a variety of health care settings
- Prepares graduates for certification in selected specialty areas of nursing, community health, nursing education, and nursing administration
- Provides a foundation for doctoral study.

Specific Admission Requirements

In addition to the general admission requirements previously outlined, applicants must possess the following qualifications for admission to the Master of Science in Nursing program:

- Applicants must submit evidence of current licensure as a registered nurse in the United States, two professional references (e.g., faculty member, employer, supervisor, professional colleague), and a professional resume.
- Applicant must have earned a BSN from a CCNE or NLNAC accredited program,
or
- Must have graduated from an NLNAC accredited nursing program and have a BS or BA in a related area. Applicants who do not have a BSN from an accredited program, must meet BSN equivalent competencies in

nursing leadership, research, and community/public health nursing as prerequisites to identified courses (see BSN Equivalent Competencies). BSN competencies may be met through collegiate coursework after admission. In addition, an undergraduate statistics course with a grade of C or higher must be completed prior to enrolling in graduate research courses.

BSN Equivalent Competencies

Students admitted without BSN degrees must complete the BSN equivalent competencies as prerequisites to specific courses:

- Research prior to enrolling in NURS 508
- Leadership prior to enrolling in NURS 505
- Community health prior to enrolling in NURS 507
- Statistics prior to enrolling in NURS 508.

Academic Program Description

Students enrolled in the Master of Science in Nursing program at Holy Family University are introduced to an interdisciplinary curriculum grounded by professional nursing standards, ethical and moral precepts, and scientific principles. Students have the opportunity to choose from three areas of concentration: Community Health Nursing, Nursing Education, or Nursing Administration. Each concentration requires 39 credits, distributed as follows:

- The core curriculum requirements provide a strong knowledge foundation in nursing theory, research, health policy, ethics, and health promotion (18 credits)
- Concentration requirements enhance knowledge in areas related to the chosen specialty (6-9 credits)
- Nursing role specialty requirements allow students to focus on developing advanced knowledge, skills, and practical experience in roles related to selected areas of nursing practice (12-15 credits).

MSN Core Requirements (18 credits)

NURS 501	Theoretical Foundations for Nursing	3
NURS 505	Health Policy, Organization, and Financing	3
NURS 506	Professional Ethics: Theory and Practice	3
NURS 507	Health Promotion Across the Lifespan	3
NURS 508	Research Methods I	3
NURS 509	Research Methods II	3

Community Health Nursing Concentration Description and Competencies

The community health nursing concentration prepares nurses to assume roles in a variety of settings. The focus of practice is to promote and protect the

health of populations. Key skills in leadership, epidemiology, program planning, and evaluation are developed. Skills in community organization, grant writing, and program management are also developed.

At the completion of the course of study graduates are able to:

- Analyze variables relevant to defined public health problems
- Design evidence-based multilevel interventions to address identified health problems of at-risk populations
- Collaborate with community partners in the development of health programs and initiatives that address at risk populations
- Apply cultural competency skills in the delivery of population-based services
- Use information technology to plan, implement, and evaluate services to communities
- Develop strategies to evaluate and monitor program performance.

Concentration Requirements (9 credits)

NURS 504	Principles of Epidemiology	3
NURS 524	Nursing Administration: Strategic and Financial Management in Health Care Organizations	3
Elective Graduate level course (<i>requires approval of MSN chair</i>)		3

Community Health Nursing students who are participating in the Nurse Faculty Loan Program must take NURS 542: Teaching and Learning in Nursing: Theories and Strategies.

Nursing Role Specialty Requirements (12 credits)

NURS 581	Advanced Community Health Nursing I	3
NURS 582	Practicum: Advanced Community Health Nursing I	3
NURS 583	Advanced Community Health Nursing II	3
NURS 584	Practicum: Advanced Community Health Nursing	3

Nursing Education Concentration Description and Competencies

The Nursing Education concentration prepares nurses to assume roles as educators in a variety of educational and health care settings. Selected roles include faculty in nursing programs, staff development educators in health care organizations, providers of continuing education, or health educators in community agencies. The concentration provides a foundation for doctoral education for graduates who desire to teach in baccalaureate programs. A focus on clinical practice provides the basis for the educator role.

At the completion of the course of study, graduates are able to:

- Apply theory-based teaching strategies to facilitate learning in educational health care settings
- Integrate advanced theoretical knowledge in a selected clinical area into the nurse educator role
- Participate in the development, implementation, and evaluation of nursing and/or health related curricula
- Implement evidence-based assessment and evaluation methods
- Analyze issues and trends in nursing and health education to inform program development
- Use information technologies skillfully to support the teaching-learning process.

Concentration Requirements (9 credits)

NURS 542	Teaching and Learning in Nursing: Theories and Strategies	3
NURS 543	Curriculum Development in Nursing Education	3
NURS 544	Assessment and Evaluation of Learning Outcomes in Nursing	3

Nursing Role Specialty Requirements (12 credits)

NURS 561	Advanced Clinical Theory	3
NURS 562	Advanced Clinical Practicum	3
NURS 563	Nurse Educator Role Seminar	3
NURS 564	Nurse Educator Role Practicum	3

Nursing Administration Concentration Description and Competencies

The Nursing Administration concentration prepares nurses to assume roles as leaders and managers in a variety of settings within a dynamic health care delivery system.

At the completion of the course of study graduates are able to:

- Apply advanced leadership and management skills in diverse health care settings
- Utilize a model of nursing care delivery based on an articulated vision of nursing practice
- Organize the delivery of patient care services based on standards of professional practice, standards of quality care, and the parameters of regulatory and accrediting agencies
- Manage financial resources effectively and efficiently in the delivery of health care services

- Apply human resource management skills in health care organizations
- Demonstrate basic competence in information and management technology.

Concentration Requirements (9 credits)

NURS 524	Nursing Administration: Strategic and Financial Management in Health Care Organizations	3
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Human Resource Management Electives (choose two courses)

HURM 500	Human Resources Management	3
HURM 510	Managing Labor Relations	3
HURM 525	Organizational Communications	3
HURM 535	Applied Employment Law	3
HURM 540	Applied Performance Management	3
HURM 543	Project Management	3

Nursing Administration students who are participating in the Nurse Faculty Loan program must take NURS 542; Teaching and Learning in Nursing: Theories and Strategies

Nursing Role Specialty Requirements (12 credits)

NURS 571	Nursing Administration in Health Care Organizations I	3
NURS 572	Nursing Administration Practicum I	3
NURS 573	Nursing Administration in Health Care Organizations II	3
NURS 574	Nursing Administration Practicum II	3

Post-Master's Certificate Programs

Two post-master's certificate programs are offered: a post-master's certificate program in Nursing Education and a post-master's certificate program in Nursing Administration. The requirement for admission to the Post-Master's Certificate Programs is the same as for the MSN program.

Post-Master's Certificate Program in Nursing Education (15 credits)

NURS 542	Teaching and Learning in Nursing: Theories and Strategies	3
NURS 543	Curriculum Development in Nursing Education	3
NURS 544	Assessment and Evaluation of Learning Outcomes in Nursing	3

NURS 563	Nurse Educator Role Seminar	3
NURS 564	Nurse Educator Role Practicum	3

Post-Master's Certificate Program in Nursing Administration (15 credits)

NURS 524	Nursing Administration: Strategic and Financial Management in Health Care Organizations	3
NURS 571	Nursing Administration in Health Care Organizations I	3
NURS 572	Nursing Administration Practicum I	3
NURS 573	Nursing Administration in Health Care Organizations II	3

Human Resources Management Elective (choose one course):

HURM 500	Human Resources Management	3
HURM 510	Managing Labor Relations	3
HURM 525	Organizational Communications	3
HURM 535	Applied Employment Law	3
HURM 540	Applied Performance Management	3
HURM 543	Project Management	3

Practicum Requirements

Students in the Community Health, Nursing Education, and Nursing Administration concentrations must complete a minimum of 240 hours of supervised practicum experience. Students work with faculty to select appropriate sites and relevant learning experiences. Practicum courses are taken concurrently with theory courses toward the end of the program. Students must hold current licensure in the state in which they take the practicum, provide evidence of malpractice insurance, and meet all health and criminal background clearance requirements of Holy Family University and the agency in which the practicum will be completed.

Comprehensive Portfolio

All students must successfully complete a comprehensive portfolio in their last semester. Students who do not successfully complete the comprehensive portfolio are advised about deficiencies and given an opportunity to address the failed areas.

School Nurse Certification Program

In collaboration with Eastern University, Holy Family University offers coursework for School Nurse Certification. At the completion of the program, students are eligible to apply for Pennsylvania School Nurse Certification. This program may be completed as part of the Master of Science in Nursing, requiring a minimum of 12 additional credits over the 39 required credits, or separately as a certificate program only.

Specific Admission Requirements

In addition to the MSN admission requirements, applicants must meet the following conditions:

- BSN degree
- Undergraduate GPA of 3.0 or better on a 4.0 scale
- Two undergraduate mathematics courses and two English courses (English composition and American/English literature.)

Program Course Requirements (12 credits and a 100 hour practicum)

- Foundations of American Education: Holy Family University
- The School Nurse and the Exceptional Child: Eastern University Hybrid Online
- Legal and Mandated Responsibilities of School Nurses: Eastern University Hybrid Online
- Practicum and Field Experience (100 hours): Holy Family University.

Nursing Course Descriptions

NURS 501 Theoretical Foundations for Nursing (3 credits)

Prerequisites: BSN Equivalent Competencies in Statistics and Research

Foundational components of nursing science are explored. Analysis of theory development provides the basis for understanding theory-research-practice as a dialectic process. Students are prepared to assume leadership roles in expanding the boundaries of theory-based health care practice.

NURS 504 Principles of Epidemiology (3 credits)

Prerequisites: BSN Equivalent Competencies in Statistics and Research.

A basis for the study of the determinants of health and illness in the community is provided. Application of epidemiologic principles and biostatistics to nursing practice and the delivery of health services are emphasized.

NURS 505 Health Policy, Organization, and Financing (3 credits)

Prerequisites: BSN Equivalent Competency in Leadership.

The relationships among health policy, organization, and financing of health care services are examined, with emphasis on cost, quality, access, and equity of care. The leadership role of nurses in the formation of health policy is explored.

NURS 506 Professional Ethics: Theory and Practice (3 credits)

The evolution of the professional codes of ethics and theories grounding professional ethics are discussed. The course highlights ethical competence required for professionals to respond individually and collectively to contemporary ethical challenges in a pluralistic society.

NURS 507 Health Promotion Across the Lifespan (3 credits)

Prerequisites: BSN Equivalent Competencies in Community Health Nursing

Healthy People 2020 serves as the basis for assessing current health risks and behaviors across the lifespan. Strategies to reduce selected health risk behaviors are developed and evaluated.

NURS 508 Research Methods I (3 credits)

Prerequisites: BSN Equivalent Competencies in Statistics and Research. Recommended: NURS 501

Quantitative and qualitative research methods are examined. Using the research process, students identify researchable nursing issues, review relevant literature, select theoretical frameworks, and develop research questions and hypotheses.

NURS 509 Research Methods II (3 credits)*Prerequisite: NURS 508*

Quantitative and qualitative research designs are examined. Ethical, socio-political, cultural, and legal issues in research are discussed. Data collection and data analytic methods are explored in the development of research proposals.

NURS 524 Nursing Administration: Strategic and Financial Management in Health Care Organizations (3 credits)

Topics include strategic planning, marketing, cost-effectiveness analysis, and budgeting as they are applied by nurses practicing in administrative positions in health care organizations. Use of information management systems in decision-making is explored.

NURS 542 Teaching and Learning in Nursing: Theories and Strategies (3 credits)

Theories of learning are analyzed as the basis for selecting teaching methods in nursing education. The impact of teaching strategies, learning experiences, resources, and technology to facilitate learning is evaluated.

NURS 543 Curriculum Development in Nursing Education (3 credits)

The practice discipline of nursing serves as the foundation for the curriculum building process. Factors influencing curricular development are applied in the creation of a curricular model in nursing education.

NURS 544 Assessment and Evaluation of Learning Outcomes in Nursing (3 credits)

Assessment, measurement, and evaluation processes for nursing education are examined. Strategies for evaluating student outcomes in classroom and clinical settings are explored.

NURS 561 Advanced Clinical Theory (3 credits)*Corequisite: NURS 562*

Students choose a clinical focus and study with faculty who have expertise in the fields of adult health, psych/mental health, gerontology, community nursing, maternity, or children's health. Selected concepts related to the specialty area are emphasized. The role of the nurse in the designated clinical area is explored.

NURS 562 Advanced Clinical Practicum (3 credits)*Corequisite: NURS 561*

Theoretical concepts are integrated into clinical practice. Students select a specialty area and collaborate with a preceptor at the Master's or Doctoral level to provide nursing care to a selected clinical population.

NURS 563 Nurse Educator Role Seminar (3 credits)*Corequisite: NURS 564.*

In a seminar format concepts related to the role of the nurse educator are discussed. Issues and trends in rapidly changing education and health care environments are examined for their effect on nursing education.

NURS 564 Nurse Educator Role Practicum (3 credits)*Corequisite: NURS 563*

The role of the nurse educator is emphasized. With faculty guidance the student selects an educational practice site and works with a preceptor at the Master's or Doctoral level to apply concepts of teaching/learning, curriculum, and evaluation of classroom and clinical settings.

NURS 571 Nursing Administration in Health Care Organizations I (3 credits)*Corequisite: NURS 572.*

The role of the nurse administrator in health care organizations is explored. Emphasis is placed on management and leadership theories within the context of organizational systems that provide interdisciplinary health care services.

NURS 572 Nursing Administration Practicum I (3 credits)*Corequisite: NURS 571.*

With faculty guidance, students select a practicum site and preceptor at the Master's or Doctoral level to explore the role of the nurse administrator. Emphasis is placed on organizational systems. Opportunity is provided to discuss practicum experiences in seminars.

NURS 573 Nursing Administration in Health Care Organizations II (3 credits)*Corequisite: NURS 574*

Focus is placed on the skills needed for the effective practice of nursing administration. Human resource management in union and non-union environments is explored. Establishing professional practice environments that empower nurses to provide quality care is emphasized.

NURS 574 Nursing Administration Practicum II (3 credits)*Corequisite: NURS 573*

With faculty guidance, students select a practicum site and preceptor at the Master's or Doctoral level to explore the issues involved in managing human resources and establishing a work environment where professional nurses can provide quality care. Opportunity is provided to discuss practicum experiences in seminars.

NURS 581 Advanced Community Health Nursing I (3 credits)*Corequisite: NURS 582*

Theoretical foundations for advanced nursing practice in the community are examined. Principles of public health sciences are applied to enhance the health status of populations.

NURS 582 Practicum: Advanced Community Health Nursing I (3 credits)*Corequisite: NURS 581*

Students integrate theory, practice, and research in this preceptored practicum. Students select a clinical practice site and preceptor at the Master's or Doctoral level, develop the initial phases of a community health project, and have the opportunity to develop a leadership role in community-focused care.

NURS 583 Advanced Community Health Nursing II (3 credits)*Corequisite: NURS 584*

Varied roles of the nurse in community-focused aggregate-based care are examined. Students apply management, leadership, and social change theory to selected community systems.

NURS 584 Practicum: Advanced Community Health Nursing II (3 credits)*Corequisite: NURS 583*

Theory and research-based strategies to selected community/public health issues are applied. The implementation and evaluation phases of an aggregate-based planning project initiated in NURS 582 is the focus of this clinical practicum course.

NURS 585 Practicum: Role Development in Advanced Community Health Nursing (3 credits)

The precepted practicum allows students to apply leadership skills, extend clinical expertise in community health nursing, and foster collaborative relationships within communities. The seminar component allows for timely and on-going discussion of practicum experiences and issues affecting advanced nursing practice. The course provides students the opportunity to fulfill practice requirements for practice certification.