



**2026-2027 ACADEMIC CATALOG**

# **GRADUATE STUDIES**



**Holy Family**  
UNIVERSITY

## Table of Contents

|                                                                                                                                         |    |
|-----------------------------------------------------------------------------------------------------------------------------------------|----|
| About the University.....                                                                                                               | 1  |
| Mission & Goals.....                                                                                                                    | 1  |
| Academic Calendar – 2026/2027 .....                                                                                                     | 2  |
| Accreditation and Membership .....                                                                                                      | 2  |
| History, Facilities, and Services .....                                                                                                 | 3  |
| Financial Information .....                                                                                                             | 9  |
| Tuition and Fees for the 2026–2027 Academic Year.....                                                                                   | 9  |
| Financial Aid .....                                                                                                                     | 12 |
| General University Policies and Procedures.....                                                                                         | 16 |
| Academic Policies .....                                                                                                                 | 24 |
| Degree Programs.....                                                                                                                    | 30 |
| School of Arts and Sciences .....                                                                                                       | 34 |
| Master of Fine Arts, Creative Writing – 48 Credit Hours .....                                                                           | 35 |
| Master of Science in Counseling Psychology .....                                                                                        | 37 |
| Bachelor of Arts in Psychology/Master of Science in Counseling Psychology<br>Program .....                                              | 38 |
| Master of Science in Counseling Psychology – 60 Credit Concentrations .....                                                             | 41 |
| Master of Science in Behavior Analysis.....                                                                                             | 48 |
| 4+1 program: Bachelor of Arts/Master of Science in Applied Behavior Analysis<br>Program .....                                           | 49 |
| 4+1 program: Bachelor of Arts.....                                                                                                      | 50 |
| Master of Science in Behavior Analysis – 36 Credit.....                                                                                 | 55 |
| Doctor of Psychology in Counseling Psychology (PsyD).....                                                                               | 58 |
| School of Business and Technology .....                                                                                                 | 69 |
| Master of Business Administration (MBA) Program .....                                                                                   | 69 |
| Master of Business Administration with a Finance Specialization .....                                                                   | 70 |
| Master of Business Administration with a Healthcare Administration Specialization<br>.....                                              | 71 |
| Master of Business Administration with a Human Resources Management<br>Specialization.....                                              | 71 |
| Master of Business Administration with a Leadership Specialization.....                                                                 | 72 |
| Master of Science in Organizational Leadership.....                                                                                     | 72 |
| School of Education .....                                                                                                               | 77 |
| Master of Education Degree .....                                                                                                        | 79 |
| Master of Education Degree with Pennsylvania Certification, Level I in PK-4 .....                                                       | 81 |
| Master of Education Degree with Pennsylvania Certification, Level I in Special<br>Education PK-12.....                                  | 82 |
| Master of Education Degree with Pennsylvania Certification, Level I in Secondary<br>Education (7-12) .....                              | 83 |
| 4+1 program: Bachelor of Arts/Master of Education Degree with Pennsylvania<br>Certification, Level I in Secondary Education (7-12)..... | 84 |
| Post-Master’s Certificate Programs.....                                                                                                 | 86 |
| Educational and Organizational Leadership Doctoral Program (EdD) .....                                                                  | 97 |

|                                                                                                                         |     |
|-------------------------------------------------------------------------------------------------------------------------|-----|
| The ABD (All But Dissertation) Completer Track within the EdD in Educational and<br>Organizational Leadership .....     | 99  |
| Doctoral Program Course Descriptions .....                                                                              | 101 |
| School of Nursing .....                                                                                                 | 106 |
| Master of Science in Nursing (MSN) Program .....                                                                        | 106 |
| Post Master's Certificate Program .....                                                                                 | 108 |
| Doctor of Nursing Practice (DNP) Program.....                                                                           | 111 |
| Online - Doctor of Nursing Practice (DNP) For Advanced Practice Nurses<br>(Leadership track) (Post APRN-DNP Track)..... | 113 |
| Administration .....                                                                                                    | 119 |

# Holy Family University

## About the University

### Important note about this catalog

*While this catalog was prepared based on the most complete information available at the time of publication, all information is subject to change without notice or obligation.*

*Holy Family University reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, offerings, program requirements, curricula, and courses. This document is not a contract or an offer of a contract.*

### Philadelphia Campus

9801 Frankford Avenue  
Philadelphia, PA 19114-2009

### Newtown East Campus, Bucks County

One Campus Drive  
Newtown, PA 18940-1761

### Newtown West Campus, Bucks County

33 University Drive  
Newtown, PA 18940

### General Telephone and Fax Numbers

|                       | Telephone    | Fax          |
|-----------------------|--------------|--------------|
| Philadelphia Campus   | 215-637-7700 | 215-637-3826 |
| Newtown, Bucks County | 267-341-4000 | 215-504-2050 |
| Financial Aid         | 267-341-3233 | 215-599-1694 |
| Library               | 267-341-3315 | 215-632-8067 |

### School Emergency Notifications

Visit the Campus Safety & Security webpage for information concerning school emergency notifications.

## Mission & Goals

### The Mission of the University

Holy Family University, a ministry of the Sisters of the Holy Family of Nazareth, offers education in the liberal arts and professions through graduate, undergraduate, and non-degree programs. As a Catholic University, Holy Family seeks direction and inspiration from the life and teaching of Jesus Christ, affirms the values of the Judeo-Christian tradition, and witnesses to the dignity of each person and the oneness of the human family. Holy Family University educates students to assume life-long responsibilities toward God, society, and self.

The following core values inform the University as it seeks to carry out its Mission:

**Family.** Holy Family University welcomes and cares for students, faculty, and staff as members of a diverse but interconnected family. A community united by a common Mission, the University promotes an atmosphere of mutual concern and attention to the spiritual, intellectual, social, emotional, and physical needs of all those whom it serves.

**Respect.** Holy Family University affirms the dignity of the human person through openness to multiple points of view, personalized attention, and collaborative dialogue in the learning process and in the interaction among members of the University community. The University seeks to instill appreciation of and respect for differences so that its graduates can function successfully in multicultural contexts.

**Integrity.** Intent upon forming persons of integrity who recognize the importance of life-long learning, Holy Family University advocates free and conscientious pursuit of truth and the responsible use of knowledge. It bases education upon a foundation in the liberal arts that highlights the humanities and the natural and social sciences. In keeping with the teachings of the Catholic Church, concern for moral values and social justice guides the University in designing programs and activities.

**Service and Responsibility.** Holy Family University incorporates its motto, "*Teneor Votis*" ("I am bound by my responsibilities"), into curricular, co-curricular, and extracurricular programs. Reflecting this motto, educational experiences at the University apply theory to practice and course content to serving human needs. The University educates individuals to become competent professionals and responsible citizens.

**Learning.** Holy Family University seeks to instill in its students a passion for truth and a commitment to seeking wisdom. It promotes values-based education, creative scholarship, informed and imaginative use of research and technology, and practical learning opportunities such as co-operative education and internship programs. The University seeks to strengthen ethical, logical, and creative thinking; to develop effective communication skills; to nurture an aesthetic sense; and to deepen global, social, and historical awareness.

**Vision.** Holy Family University envisions learning as a dynamic and fruitful exchange between traditional sources of wisdom and contemporary developments in knowledge. Throughout the teaching and learning process, the University seeks to embody Christian philosophical and theological perspectives. It offers an education grounded in a Judeo-Christian worldview that serves as a foundation upon which to address contemporary problems and to build a vision for the future.

*(Approved by the Holy Family University Board of Trustees, November 2000.)*

## Goals

The graduate programs affirm the Mission of the University. They further support the Mission through their specific goals:

- To foster the development of professionals, scholars, and lifelong learners who can translate advanced study into effective problem-solving skills
- To facilitate the development of critical thinkers who can use their personal, professional, spiritual, and academic experiences in the analysis of current issues
- To produce informed users of research capable of making significant contributions in their chosen fields
- To support and encourage scholarship, intellectual inquiry, and professional responsibility that nurtures the growth and development of others.

The University offers graduate degrees and certification programs that prepare professionals in education, criminal justice, counseling psychology, nursing, accountancy and business administration in an intellectually challenging milieu.

## Mission and Governance

In the continuum of its Mission, the University offers programs of advanced study in several areas. The programs enable students to acquire depth in selected disciplines, reach advanced competency, and explore connectivity between specialized studies and human endeavors.

The Academic Council oversees the review, evaluation, and approval of policies and procedures and programmatic changes as they relate to graduate education in general. The coordination of graduate curricula, the review and evaluation of pertinent academic regulations, and the exploration and development of graduate education opportunities is the responsibility of the Vice President for Academic Affairs in collaboration with the respective Deans and Directors.

Responsibility for student admission, advising and welfare, graduate curricula, and the day-to-day operation of the respective graduate programs is posited within each of the academic schools or divisions. The School Deans, in collaboration with relevant academic administrators and related services personnel, assume primary responsibility for these functions in the respective graduate programs. Committees within each of the academic units include administrators and representative faculty and students and serve in an advisory capacity to the School Deans in the execution of their responsibilities.

## Academic Calendar – 2026/2027

Consult the *Registrar's Office* website for the current academic calendar ([www.holyfamily.edu/registrar](http://www.holyfamily.edu/registrar)).

## Accreditation and Membership

Holy Family is accredited by:

**The Middle States Commission on Higher Education**

1007 North Orange Street 4th Floor, MB #166 Wilmington, DE 19801

The associate degree in radiologic science is accredited by:

**The Joint Review Committee of Education in Radiologic Technology**  
20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182  
312-704-5300  
[www.jrcert.org](http://www.jrcert.org)

The Doctor of Psychology in Counseling Psychology degree is accredited by:

**Office of Program Consultation and Accreditation**  
**American Psychological Association**  
750 1st Street, NE, Washington, DC, 20002  
202-336-5979  
[apaaccred@apa.org](mailto:apaaccred@apa.org)  
[www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

Several traditional undergraduate programs (Accounting, Business Administration, Business Analytics, Computer Information Systems, Marketing, Sports Marketing-Management) offered by the School of Business and Technology are accredited by:

**The Accreditation Council for Business Schools and Programs**  
U.S. World Headquarters, 8101 College Blvd., #100, Overland Park, KS 66210  
*This accreditation does not apply to the accelerated undergraduate and graduate business degrees offered through the School of Graduate and Technology.*

Teacher certification programs at the graduate and undergraduate levels in the School of Education are approved by:

**The Commonwealth of Pennsylvania**  
Department of Education  
Forum Building, South Drive, Harrisburg, PA 17120 (717-783-6788)

The baccalaureate degree in nursing, master's degree in nursing, and Doctor of Nursing Practice program are accredited by:

**The Commission on Collegiate Nursing Education**  
655 K. Street NW, Suite 750, Washington DC 20001  
202-887-6791

Holy Family Pre-licensure and Family Nurse Practitioner (FNP) nursing programs are approved by:

**The Pennsylvania State Board of Nursing**  
2525 N 7th Street, Harrisburg, PA, 17110

Holy Family is a member of:

**The American Association of Colleges of Nursing (AACN)**  
655 K. Street NW, Suite 750, Washington DC 20001

**The Veterans Administration**  
810 Vermont Avenue, NW, Washington, DC 20420

## **History, Facilities, and Services**

### **Past and Present of Holy Family University**

Holy Family University is a regionally accredited Catholic, private, co-educational university.

The University is under the patronage of the Holy Family of Nazareth, the model for all families. Through various activities and the curriculum, concerted efforts are made to deepen the students' awareness of the Holy Family and the modern family as an important social unit.

Founding of Holy Family College in 1954 by the Sisters of the Holy Family of Nazareth marked the culmination of an evolutionary cycle begun in 1934 with the opening of the Holy Family Teacher Training School. During the early years, the college functioned as an affiliate of the Catholic University of America. Full accreditation by the Middle States Association of Colleges and Schools was extended to Holy Family in 1961, seven years after its founding. This regional accreditation has been renewed in 1971, 1981, 1991, 2001, and 2011. The Pennsylvania Department of Education approved the college for university status in 2002.

The graduate programs in Education were approved by the Pennsylvania Department of Education in March 1990, followed by the Nursing and Counseling Psychology programs in 1997, the Human Resources Management and

Information Systems Management programs in 2000, and the Accelerated Business Administration program in 2003. The graduate program in TESOL and Literacy was approved in 2008. The doctoral program in Educational Leadership and Professional Studies was approved in 2010.

Today, the University provides liberal arts and professional programs for more than 1,900 undergraduate students. The graduate programs in accountancy, business administration, education, counseling psychology and nursing serve approximately 600 professional and pre-professional men and women.

Since it was chartered on February 11, 1954, Holy Family has been a dynamic institution responding today in order to provide for tomorrow's needs. Despite its growth in numbers of students, its geographic expansion from Philadelphia into surrounding counties, its provision of residence opportunities, and its adoption of alternative pedagogical delivery strategies, the University's purpose remains essentially unchanged—to offer a high-quality, affordable, personalized, and values-centered education in the firm tradition of Catholic higher education. In living Holy Family's motto, "*Teneor Votis*", the University community recognizes its responsibility to those whom it serves and realizes that its Mission is best extended by its students who are likewise deeply conscious of their ongoing responsibilities to themselves, others, their country, and their God in ways that transcend time and place.

## University & Campus Services

The services listed below are designed to support academic success and personal growth. Unless otherwise noted, these resources are available to all qualified students across all university campuses.

### Office of Accessibility Services (OAS)

- **Campus Location:** Philadelphia Campus (Center for Teaching & Learning, Library, 1st Floor)
- **Contact Information:** [accessibilityservices@holysfamily.edu](mailto:accessibilityservices@holysfamily.edu) | 267-341-3388
- **Services Provided:** Facilitates reasonable accommodations for students with documented disabilities (including physical, learning, psychological, ADHD, etc.) in accordance with the ADA and Section 504 of the Rehabilitation Act. Students should contact the office, ideally before the start of each semester, to submit necessary provider verification documentation.

### Campus Store (Bookstore)

- **Campus Location:** Philadelphia Campus (Campus Center, 1st Floor), Newtown (online services)
- **Contact Information:** [campusstore@holysfamily.edu](mailto:campusstore@holysfamily.edu) | 267-341-3588 | [Slingshot Portal](#)
- **Services Provided:** Features an expanded selection of branded apparel, on-the-go snacks, course materials, and educational supplies. Partnered with Slingshot to provide comprehensive course material services.

### Campus Ministry

- **Campus Location:** Philadelphia Campus (Campus Center, Room 213C)
- **Contact Information:** 267-341-3261 (Available during regular office hours or by appointment)
- **Services Provided:** Provides Liturgies, prayer services, spiritual direction, scripture readings, retreats, and social justice activities. Involvement is open to all students.
- **Worship, Meeting & Reflection Spaces:**
  - Philadelphia Campus
    - Blessed Sacrament Chapel, Northeast Philadelphia Campus (Education and Technology Center, Room 319)
    - Interfaith Reflection Room (Education and Technology Center, Room 204)
    - Blessed Mary of Jesus the Good Shepherd Chapel, Delaney Hall, Philadelphia Campus
  - Newtown East Campus
    - Blessed Martyred Sisters of Nowogródek Chapel, Room 129
  - Newtown West Campus
    - Interfaith Prayer Room

### Career Development Services

- **Campus Location:** Philadelphia Campus (Campus Center, 2nd Floor), Newtown (in-person or virtual meetings by appointment).
- **Contact Information:** [careerservices@holysfamily.edu](mailto:careerservices@holysfamily.edu)
- **Office hours** are 8:00 am to 4:00 pm, Monday through Friday.
- **Services Provided:** Offers personalized career coaching and readiness programming for students and alumni, including résumé and cover letter reviews, interview coaching, graduate school prep, and access to

job listings. Houses Experiential Learning and Internship services to assist those seeking professional opportunities within their field of study.

### **Counseling Services**

- **Campus Location:** Philadelphia Campus (Delaney Hall, Center for Wellness & Spirituality), Newtown (by appointment only-virtual and in-person).
- **Contact Information:** [counselingcenter@holyfamily.edu](mailto:counselingcenter@holyfamily.edu) | *After-Hours Emergencies:* Call Public Safety at 267-341-3333
- **Hours:** Monday through Friday, 9:00 AM to 8:00 PM, Weekend appointments available by request
- **Services Provided:** Provides confidential individual and small group counseling, relaxation training, stress management, alcohol/drug assessments, crisis intervention, support groups, and local provider referrals. Services are completely free with no out-of-pocket expenses.

### **Dean of Students Office**

- **Campus Location:** Philadelphia Campus (Campus Center, 2nd Floor)
- **Contact Information:** [dos@holyfamily.edu](mailto:dos@holyfamily.edu)
- **Services Provided:** Supports holistic student wellness, personal accountability (Office for Student Conduct), and equitable classroom access. Students navigating difficult circumstances can request access to basic needs, textbook support, transportation assistance, and laptop acquisition. Facilitates the CARE Team to review reports of concerning student behavior and coordinates university Title IX compliance efforts.

### **Dining Services**

- **Campus Location(s):** Philadelphia Campus
- **Venues & Access:**
  - **Tiger Café (Campus Center):** Offers complete hot meals, a salad bar, cold cut sandwiches, soups, snacks, beverages, and desserts. Brunch is available on weekends.
  - **Saxby's (ETC Building):** Offers light grab-and-go meals, snacks, and beverages.
- **Operating Hours:** Please check the official website under Dining Services.

### **First Generation Hub**

- **Campus Location:** Philadelphia Campus (University Library, 1st Floor)
- **Services Provided:** A dedicated support and connection space tailored for First-Generation college students. Provides educational and technological resources, peer study and engagement areas, community building, and academic/career mentorship.

### **Health Services**

- **Campus Location:** Philadelphia Campus (Stevenson Lane Residence Hall)
- **Contact Information:** [healthservices@holyfamily.edu](mailto:healthservices@holyfamily.edu) (Appointments are required)
- **Services Provided:** Provides first aid, health screenings, counseling, local referrals, and health insurance information. Additional details can be found on the Wellness website.

### **Help Desk / IT Services**

- **Campus Location:** Philadelphia Campus (The Library, Ground Floor), Newtown West (room 122E), Newtown East (Learning Resource Center)
- **Contact Information:** [helpdesk@holyfamily.edu](mailto:helpdesk@holyfamily.edu) | 267-341-3402
- **Services Provided:** Supports everyday technology needs including password resets, Tiger WiFi connections, two-step verification, and printing services. Features a Laptop Kiosk where students can quickly borrow a laptop fully equipped with Microsoft Office for up to five hours.

### **International Affairs / Exchange Visitor Program (J-1/J-2 Visas)**

- **Campus Location:** Philadelphia Campus (Holy Family Hall, Room 218)
- **Contact Information:** [aelhashemite@holyfamily.edu](mailto:aelhashemite@holyfamily.edu)
- **Services Provided:** Administers the U.S. Department of State Exchange Visitor Program for international professors, research scholars, short-term scholars, and students. Assists with J-1 visas and dependent J-2 visas to promote cross-cultural educational understanding.

#### **Office of Academic Success and Integrated Services (O.A.S.I.S.)**

- **Services Provided:** Serves as the central resource within Academic Affairs to empower students throughout their academic journeys. Provides a comfortable space for personalized coaching and consolidates several key offices to ensure comprehensive support, including: Academic Technology Services, Holistic Academic Advising, Tutoring Services, Accessibility Services, Retention and Persistence, and the Online Learning Office.

#### **Office of Global Initiatives (OGI)**

- **Campus Location:** Philadelphia Campus (Holy Family Hall, Room 218)
- **Contact Information:** [aelhashemite@holymfamily.edu](mailto:aelhashemite@holymfamily.edu)
- **Services Provided:** Provides non-immigrant status advisement on immigration regulations and procedures for F-1 and J-1 students and scholars. Assistance includes visa guidance, travel and employment authorizations, school transfers, Social Security applications, and stay extensions.

#### **Office of Holistic Academic Advising**

- **Campus Location:** Philadelphia Campus (Library, 2nd Floor, Rooms 206 & 212), Newtown (virtual meetings by appointment)
- **Services Provided:** Serves full-time and part-time undergraduate students, through their sophomore year, by providing personalized guidance through academic progress, institutional policies, and degree requirements.

#### **Office of Residence Life**

- **Campus Location:** Philadelphia Campus (Delaney Hall and Stevenson Lane Residence Hall)
- **Contact Information:** [reslife@holymfamily.edu](mailto:reslife@holymfamily.edu)
- **Services Provided:** Manages on-campus residential housing experiences, expanding student learning beyond the classroom to foster personal development within a supportive community.

#### **Parking Services**

- **Permit Pickup Locations:**
  - **Philadelphia Campus:** Public Safety Command Center (Campus Center)
  - **Newtown Sites:** Reception Desk
- **Requirements:** All students operating a vehicle must register their car(s) to obtain an official parking permit during their first semester.

#### **Public Safety and Security**

- **Coverage:** 24-hour security coverage across all university properties.
- **Contact Information:**
  - **Philadelphia Campus:** 267-341-3333 (or via emergency phones located in parking lots and buildings)
  - **Newtown Sites:** 267-341-4011

#### **Student Engagement Office (SEO)**

- **Campus Location:** Philadelphia Campus (Campus Center, 2nd Floor)
- **Contact Information:** [seo@holymfamily.edu](mailto:seo@holymfamily.edu)
- **Services Provided:** Coordinates campus-wide programming, leadership development, student organizations, activity boards, and Honor Societies. Fosters an environment for holistic growth based on the university's core values.

#### **Student Life**

- **Campus Location:** Philadelphia Campus, (Campus Center, 2nd floor), Newtown East (1st floor)
- **Contact Information:** [studentlife@holymfamily.edu](mailto:studentlife@holymfamily.edu) | [dos@holymfamily.edu](mailto:dos@holymfamily.edu)  
Available via appointment M-F 9am-4pm; provided both in-person and virtually, based on student preference.
- **Services Provided:** Accessibility Services; Campus Advocacy, Prevention & Education (CAPE); Student Engagement & Campus Life; and Office of the Dean of Students

#### **Student ID Cards**

- **Pickup Locations:**
  - **Philadelphia Campus:** Public Safety Command Center (Campus Center)

- **Newtown Sites:** Reception Desk
- **Policy:** Every student must obtain and carry an official student ID card during their first semester. Cards are required for building access and utilizing the Library, learning resources, and sports facilities. The initial card is free; a \$10 fee applies for replacement cards or for initial IDs taken more than three weeks after the start of classes. Students should complete the "Student ID Request Form", found on the Campus Safety & Security webpage.

### **Tiger Tutoring & Library Services**

- **Physical Locations:**
  - **Tutoring Center:** Philadelphia Campus (University Library, 2nd Floor, within the Center for Teaching & Learning)
  - **Library Research Desk:** Housed on the Northeast Philadelphia Campus. (Librarians provide intercampus/interlibrary loans, APA/MLA consultations, and information literacy sessions at either campus or virtually).
- **Digital Access:** 24/7 online tutoring is available through Tutor.com via Canvas or the university website. Online research databases and catalogs are accessible at [www.holyfamily.edu/library](http://www.holyfamily.edu/library).
- **Services Provided:** Offers diverse academic support across undergraduate programs from developmental to honors courses. The Library building provides wireless printing, computer labs, and reservable tech-equipped group study rooms.

### **Title IX Office**

- **Campus Location:** Philadelphia Campus (Campus Center, 2nd Floor)
- **Contact Information:** [titleix@holyfamily.edu](mailto:titleix@holyfamily.edu)
- **Services Provided:** Oversees the university's compliance with Title IX, Section 504 (ADA), and civil rights laws regarding equal opportunity. Manages the review, investigation, and resolution of sexual misconduct, discrimination, or harassment reports, and advises complainants, respondents, or third parties on informal and formal courses of action.

## **Campus Facilities & Specific Academic Spaces**

### **Philadelphia Campus Unique Facilities**

Originally established in the early 1920s by the Congregation of the Sisters of the Holy Family of Nazareth, the main campus consists of 46 acres in Northeast Philadelphia. The Philadelphia campus is located at 9801 Frankford Avenue, Philadelphia, PA 19114.

- **Alpha House:** Situated on Grant Avenue (east of Frankford Avenue). This NAEYC-accredited Early Childhood Center provides nursery and kindergarten services to the local community and serves as a practical resource for Education and Nursing majors.
- **Campus Center:** The community hub housing the University Chapel, a gymnasium, a fitness center, the Campus Store, dining halls, and student life administration offices.
- **Computer Laboratories:** Available for student use during open hours in Holy Family Hall (Room 302), the University Library (main floor), and four distinct labs within the Education & Technology Center (ETC).
- **Education & Technology Center (ETC):** Features general classrooms, computer labs, a 200-seat auditorium, a teacher resource room, a café, a chapel, and specialized layouts that model primary/secondary classrooms for education majors and studio/gallery spaces for the Art program.
- **Holy Family Hall:** The primary academic building housing classrooms, science, computer, and language labs, a lecture hall, a communications suite, and administrative offices (including Graduate & Adult Admissions in Room 102 and the Registrar's Office on the second floor).
- **Nurse Education Building:** A four-story facility dedicated to classroom instruction, nursing simulation, and practical training laboratories.
- **University Archives:** Located within the Library building, housing over 50 years of historical documents, photographs, and electronic media chronicling Holy Family's history. Open to the university community and external research scholars by appointment.

### **Newtown, Bucks County Campuses Unique Facilities**

The Newtown East and Newtown West campuses make it easy for students across the greater Philadelphia region to access Holy Family's educational offerings in a more connected, commuter-friendly experience. The Newtown East campus is located at 1 Campus Drive, Newtown, PA 18940. The Newtown West campus is located at 33 University Drive, Newtown, PA 18940.

#### **Newtown East Facilities**

- **Learning Resource Room**, room 122
- **Chapel**, room 129
- **Computer Laboratories**, room 131
- **Cafeteria**, first floor
- **Study Room**, room 235
- **Multimedia Rooms**: Equipped with large-screen video projection, document workstations, and videoconferencing hardware specifically designed to hold interactive, real-time classes or conferences between the Newtown site and the Philadelphia campus.
- **Center for Counseling Studies and Services**: A dedicated clinical training space for the Master of Science in Counseling Psychology program. This suite houses professional faculty offices alongside video- and audio-equipped training areas for play therapy and group psychotherapy, an observation room for monitored skills practice, and therapy simulation spaces.

#### **Newtown West Facilities**

- **Nursing Simulation Laboratories, rooms 108, 109, 110, 111, 112, 115, 116**: Fully equipped practice facilities featuring modern clinical nursing simulation equipment.
- **Multimedia Rooms**: Equipped with large-screen video projection, document workstations, and videoconferencing hardware specifically designed to hold interactive, real-time classes or conferences between the Newtown site and the Philadelphia campus.

## Financial Information

### Tuition and Fees for the 2026–2027 Academic Year

Effective July 1, 2026\*

Consult the Tuition and Fees website (<https://www.holyfamily.edu/admissions-aid/tuition-fees>) for current tuition & Fee costs.

*The University reserves the right to revise fees and expenses without notice by action of the Board of Trustees. The general fee covers library expenses, health services, careers counseling, special lectures, other cultural activities, and a share in miscellaneous costs of operating the University as well as all technology including computing, AV services, and library systems.*

### Five- and Six-Year Bachelor/Master Programs

Accepted full-time undergraduate students will be permitted to take graduate credits as required by the respective graduate program during their last two undergraduate semesters. Students will be charged the full-time undergraduate tuition rate for this required graduate coursework, provided they are enrolled in 12-18 credits. Any graduate credits taken in excess of program requirements by graduate students enrolled in combined bachelor/master's degree programs will be charged at the current graduate tuition rate.

### Graduation Fee

Once a student has submitted an Application for Graduation via Self-Service and their exit interview has been completed, a graduation fee is applied to their account. The graduation fee is \$165 and covers the cost of the degree audits and evaluations, the diploma, the diploma cover, mailing fees and other incidental expenses associated with the graduation. All graduates must pay the fee regardless of attendance at the Commencement ceremony.

### Payment of Tuition and Fees

Payment of bills must be received by the University on or before the date established by the Office of Student Accounts each semester. Failure to pay any outstanding balance in full when due will result in a late fee assessment of \$50 monthly per semester. In addition to assessing a late fee, a financial hold will be placed on the student's account. A financial hold prohibits future registration, and the release of diplomas. All delinquent balances must be satisfied in full to remove the financial hold. Holy Family University reserves the right to transfer delinquent accounts to a contracted collection agency and/or credit bureau.

If a student's balance is not paid or the student has not established a University payment plan, participation in Commencement will be restricted including, but not limited to, not receiving cap/gown or diploma.

The following payment options are available for students to finance their education:

1. Tuition and fees are payable in full at the beginning of each semester. Payment can be made by cash, check, money order, cashier's check or by MasterCard, Discover, Visa, or American Express credit cards. The Office of Student Accounts will bill students who register early. Fall bills are due August 15<sup>th</sup> and Spring bills are due December 15<sup>th</sup>. For students registering after the due date, payment is due at the time of registration. All credit or debit card payments are subject to a 2.95% convenience fee.
2. There are two semester payment plans available for students: 5-month and 4-month payments. Both are available once the bills are generated, a month prior to the due date. To enroll, a student can login through Self-Service. Each plan has a \$35 enrollment fee. Payment plans have zero (0) interest and do not require a credit check. But they are only for the current semester's balance.

### Withdrawal and Return of Funds Policy

1. Traditional students who withdraw from classes are eligible for a tuition adjustment based on the following schedule:

Withdrawal from Summer Session 3, Fall and Spring semesters during:

|                  |      |
|------------------|------|
| the first week   | 100% |
| after first week | 0%   |

Withdrawal from Summer Sessions 1 or 2 during:

|                  |      |
|------------------|------|
| the first week   | 100% |
| after first week | 0%   |

For the above refund policy, only tuition is refundable. Fees are not refundable with the exception of the laboratory/course fee, which is totally refunded if the student withdraws within the drop period. General fees are non-refundable.

2. Students who are recipients of federal\* financial aid and who withdraw from all courses; drop out from all courses; are dismissed from all courses; or take a leave of absence from all courses prior to completing 60% of a semester must have their financial aid recalculated based on the percent of earned aid. (Once a student has completed more than 60% of the payment period, all financial aid is considered to be earned.)

The amount of federal financial aid that the student earns is determined on a pro-rata basis using the following formula:

$$\text{Percent Earned} = \frac{\text{Number of days completed up to the withdrawal date}^{**}}{\text{Total calendar days in the term}}$$

(with an allowance for any scheduled breaks that are at least 5 days long)

The percentage of aid that is unearned (i.e., returned to the government) is determined using the following formula:

$$\text{Percent Unearned} = 100\% \text{ minus the percent earned}$$

Unearned aid is returned as follows:

**The school returns the lesser of:**

- Institutional charges multiplied by the unearned percentage
- Federal financial aid disbursed multiplied by the unearned percentage

**The student returns:**

- Any unearned aid not covered by the school
- When the school and/or the student must return unearned aid, it must be returned to the appropriate program(s) as follows:

- Direct Federal Unsubsidized Loan
- Direct Federal Subsidized Loan
- Direct Federal PLUS Loan
- Direct Federal Graduate PLUS Loan
- Federal Pell Grant
- Federal SEOG
- Other Title IV grant programs

\* Federal financial aid includes the Federal Pell Grant, Federal Supplemental Opportunity Grant (SEOG), Direct Federal Loan (subsidized and unsubsidized) and Direct Federal PLUS Loan.

\*\* Withdrawal date is defined as the actual date the student begins the institution's withdrawal process, the student's last date of academically related activity, or the midpoint of the term for a student who leaves without notifying the institution.

3. Students who are recipients of Department of Defense Tuition Assistance (DOD TA) Funds that withdraw from all courses, drop all courses, are dismissed from all courses, or take a leave of absence from all courses prior to completing 60% of a semester must have their DoD TA funds recalculated based on the percent of earned funds, as per the DoD TA policy. (once a student has completed more than 60% of the payment period, all funds are considered to be earned.)

| <b>Department of Defense Tuition Assistance (DOD TA) Funds Withdrawal Policy</b> |                                        |
|----------------------------------------------------------------------------------|----------------------------------------|
| <b>8-week Course Withdrawal</b>                                                  |                                        |
| Before or During Week 1                                                          | 100%                                   |
| During Week 2                                                                    | 75%                                    |
| During Weeks 3-4                                                                 | 50%                                    |
| During Week 5                                                                    | 40% (this is the 60% completion point) |
| During Weeks 6-8                                                                 | No Return                              |
| <b>16-week Course Withdrawal</b>                                                 |                                        |
| Before or During Weeks 1 or 2                                                    | 100%                                   |
| During Weeks 3-4                                                                 | 75%                                    |
| During Weeks 5-8                                                                 | 50%                                    |
| During Weeks 9-10                                                                | 40% (this is the 60% completion point) |
| During Weeks 11-16                                                               | No Return                              |

Loan amounts that are to be returned by the student are repaid in accordance with the terms of the loan's promissory note. Grant amounts that are to be returned by the student are considered a grant overpayment and arrangements must be made with the school or the U.S. Department of Education to return the funds.

The Office of Student Accounts will bill the student for any funds the school must return.

For the purpose of refund computation, a week shall be defined as the period of seven consecutive days beginning with the official University opening and not the first day in actual attendance by the student. All Saturday classes are considered under the same policy.

Common refund examples are available and can be obtained by calling the Office of Student Accounts.

4. Students who are enrolled in 8-week sessions who withdraw from classes are eligible for a tuition adjustment based on the following schedule:

|                                                             |      |
|-------------------------------------------------------------|------|
| Withdrawal from Summer Sessions, Fall and Spring semesters: |      |
| During the first week                                       | 100% |
| After first week                                            | 0%   |

For the above refund policy, only tuition is refundable. Fees are not refundable with the exception of the laboratory/course fee, which is totally refunded if the student withdraws prior to the first scheduled class. General fees are non-refundable.

## Tuition Appeal Policy

All students are subject to Holy Family University's policy on withdrawal and refunds. However, students may request a tuition appeal when special circumstances prevent compliance with the published deadlines.

On rare occasions students may experience extenuating circumstances that warrant exceptions to the published policy. Students may request University consideration for an exception by completing the Tuition Appeal form. Tuition appeals are reviewed by the Assistant Controller/Director of Student Accounts.

### Required Criteria

Students seeking an appeal must meet the following criteria:

A direct cause-and-effect relationship can be demonstrated between the extenuating circumstances and the student's ability to persist in his/her course(s).

Circumstances experienced and their resultant impact were not foreseeable and/or could not have been reasonably prevented during the time period in question.

Relevant documentation can be furnished from an appropriate authority to support the claim. Documentation must be on official letterhead of the office of the issuing authority and include the contact information. Examples include a letter from a physician, commanding officer, employer, etc. Please note that all documentation is kept confidential.

### Exclusions

General fees are excluded from the refund request. The student will still be responsible for the general fee even if the appeal request is approved. General fees are not reversed, they are non-refundable.

### Deadline to Request an Appeal

All requests for appeals to the Holy Family University refund policies must be submitted within **60 days** from the last day of the term which the circumstance occurred.

### University Decision

The requesting student will be notified of the University's decision approximately **six to eight weeks** from the time of submission of **all documentation**.

### Instructions for Submitting a Request for a Tuition Appeal:

Please note that submission of an appeal will not act as a withdrawal from ongoing classes. If you have any other questions, please contact the Office of Student Accounts at 267-341-3202.

### **A complete request must include the following:**

Completed, **signed** and dated Tuition Appeal Form; **and**

A TYPED detailed personal statement (please limit this to 1 page); **and**

Relevant and supporting documentation that pertains to the time period at issue.

**Incomplete requests will be closed and denied but may be re-opened once the required documentation is submitted as long as they are received within 30 days from the date of the original denial.**

**A Tuition Appeal must meet the following Criteria:**

- All requests for appeals to the Holy Family University Refund Policies must be submitted **within 60 days** from the last day of the term during which the circumstance occurred.
- A direct “cause and effect” relationship can be demonstrated between the extenuating circumstances and the student’s ability to successfully complete his/her course(s).
- Circumstances experienced and their resulting impact were unforeseeable and/or could not have been reasonably prevented during the time period in question.

\*\*\*Relevant documentation can be furnished from an appropriate authority to support the claim. Documentation must be signed and on official letterhead of the issuing authority and include the contact information for this authority. See below for examples of supporting documentation.

| Reason                           | Examples of Relevant and Supporting Documentation                                                                                                                                                                                           |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Medical Issue                    | A signed letter from physician/medical provider stating 1) the date(s) of the onset and duration of the condition and 2) how the condition impaired your ability to continue/complete courses. Please do NOT send medical records or bills. |
| Military Duty                    | Deployment orders/PCS orders/TPY orders; Memo from Commanding Officer to address issues not covered by military orders.                                                                                                                     |
| Death of Immediate Family Member | Death certificate or obituary. The submitted documentation must show date of death and family relationship.                                                                                                                                 |

**The following issues cannot be addressed through this process:**

- Satisfactory Academic Progress (SAP)
- Disputes regarding denial of financial aid or the amount awarded
- Alleged arbitrary and capricious grades
- Complaints about class instruction or curriculum.

**Please e-mail, fax or mail your request to:**

**E-mail:**

[srosen@holyfamly.edu](mailto:srosen@holyfamly.edu)

**Fax:**

215-281-1690

**Address:**

Holy Family University  
Office of Accounts Receivable Operations  
Holy Family Hall, Room 202  
9801 Frankford Avenue  
Philadelphia, PA 19114

**Non-Credit Offerings**

No refund will be made upon withdrawal from non-credit courses, seminars, lectures, or workshops after the registration deadline. A service fee of \$20 will be deducted from all refunds to cover administrative costs if the student withdraws prior to the registration deadline.

**Financial Aid**

**Direct Federal Unsubsidized Loans**

To be eligible for a Direct Federal Unsubsidized Loan, students must be enrolled half-time (at least three graduate credits for graduate students and at least three doctoral credits for doctoral students), be accepted in a degree or

teacher certificate program, and be a U.S. citizen or national or permanent resident of the United States. Also, students must be making satisfactory academic progress to be considered for a Direct Federal Unsubsidized Loan.

Students may borrow up to \$20,500\*\* per academic year (depending on their costs) in the Direct Federal Unsubsidized Loan Program. (The aggregate borrowing limit for Direct Federal Loans is \$157,500, which includes Direct Federal Loans received for undergraduate study.) Direct Federal Unsubsidized Loans are not based on financial need and accrue interest while the borrower is attending school. The principal payments are deferred, but the student either pays the interest or allows it to accrue through capitalization. The interest rate is fixed each year. Federal regulations require that the loan be disbursed in two equal installments less an origination fee (see Various Financial Aid Policies for information on the timing of disbursements). Repayment of the loan begins six months after the student ceases to be enrolled half-time (fewer than three graduate credits for graduate students and fewer than three doctoral credits for doctoral students).

*\*\* Due to federal regulations, students enrolled in teacher certification programs who are seeking certification only (i.e., are not candidates for a master's degree) are considered fifth-year undergraduates for financial aid purposes and may borrow up to \$12,500 per academic year between the Direct Federal Subsidized and Direct Federal Unsubsidized Loans, with a maximum of \$5,500 from the Direct Federal Subsidized Loan, depending on financial need and costs.*

Students who currently are in default on a federally funded loan or owe a refund on a federally funded grant received for attendance at any institution will not be approved for a Direct Federal Unsubsidized Loan unless they can provide proof that they have rectified the aforementioned default or have made satisfactory arrangements for repayment through the federal loan rehabilitation program.

## **Application Procedures**

To apply for a Direct Federal Unsubsidized Loan, students should visit Holy Family's website, [www.holyfamily.edu/finaid/forms](http://www.holyfamily.edu/finaid/forms). Students need to complete the Free Application for Federal Student Aid (FAFSA), as well as the Direct Federal Loan Master Promissory Note (MPN), which both have links on the "forms" page. Also, students need to complete and submit to Holy Family's Financial Aid Office the Summer Financial Aid Application if applying for a loan for summer sessions. After all forms are submitted, students may be asked (by Holy Family University, the federal processor, or loan agencies) to supply additional information. It is important to respond to all requests promptly to avoid delays in processing financial aid.

## **Various Financial Aid Policies**

1. Students must reapply for their loan by completing the FAFSA each academic year.
2. Students who borrow Direct Federal Unsubsidized loans are required to have entrance loan counseling prior to borrowing and exit loan counseling prior to graduation. This is normally done at [studentaid.gov](http://studentaid.gov).
3. Federal regulations require students to report to the Financial Aid Office any changes of enrollment or housing status or any changes in their financial situation (including receipt of gifts or outside scholarships and/or tuition reimbursement for expenses related to attending Holy Family).
4. Graduate students can only receive financial aid for graduate credits since undergraduate credits are not degree requirements.
5. Federal regulations do not allow repeated courses when evaluating eligibility for federal aid, except for failed courses and one repeat of a passed course. Students repeating a course that will not be counted for aid eligibility must make sure that they are registered for enough additional credits (without counting the repeated course) to be enrolled at least half-time (at least three graduate credits for graduate students and at least three doctoral credits for doctoral students).
6. Financial Aid is disbursed in two equal installments (fall/spring) and is not disbursed to accounts until after the add/drop period of each semester. Students enrolled in modular sessions (sessions shorter than 15 weeks, i.e. 6 week and/or 8 week sessions), will not have their aid disbursed to accounts until after the add/drop period of the last session of each semester.

## **Satisfactory Academic Progress Policy for Financial Aid**

Students receiving financial aid are required by federal regulation to be making Satisfactory Academic Progress in order to continue to receive aid while enrolled at Holy Family University.

## **Minimum Standards for Satisfactory Academic Progress for Financial Aid for Graduate Students**

Federal regulations require that an institution establish, publish, and apply reasonable standards for measuring whether a student, who is otherwise eligible for aid, is maintaining satisfactory academic progress in their course of study. The standards must be the same or stricter than the institution's standards for a student enrolled in the same

academic program who is not receiving financial aid. ***For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Holy Family University funded scholarships, grants, discounts, work, and loans.*** Listed below is the complete statement of Minimum Standards for Satisfactory Academic Progress for financial aid. Please refer to our website for the most up to date version of this policy ([www.holyfamily.edu/finaid](http://www.holyfamily.edu/finaid)).

### **Maximum Timeframe for Completing Degree Requirements**

- Students are expected to complete their program of study (degree) in the number of semesters indicated in the catalog. Transfer students and students changing programs are placed in an appropriate semester on the basis of credits transferred. Such students are expected to complete their degree according to the remaining semesters in their program plus one additional semester to allow for scheduling difficulties.
- The maximum timeframe for completing degree requirements is seven years for master's degree and doctoral program candidates. Transfer credits earned at other institutions that are applicable to the student's program of study will be considered in determining the student's maximum time frame for program completion.

Students must make quantitative progress (pace of completion) and qualitative progress (minimum cumulative grade point average) toward their educational goals each academic year to receive aid. The academic year consists of the summer sessions and two regular semesters (Fall and Spring).

### **Quantitative Standards**

To be eligible for continued receipt of financial aid, students must satisfactorily complete at least 75% of all courses attempted.

### **Qualitative Standards**

To be eligible for continued receipt of financial aid, students must achieve a cumulative grade point average (GPA) of at least 3.0.

### **Measurement of Academic Progress**

Academic Progress measurement includes all semesters and is usually measured at the end of the Spring semester. Students beginning their program in the Spring semester will be evaluated based on their academic performance during their first Spring semester and at the end of each subsequent Spring semester. Also, the satisfactory progress standards are cumulative and will include all semesters of the student's enrollment, even those for which the student did not receive financial aid.

Failures and withdrawals are courses attempted, not completed. Incompletes are not counted toward credits completed until after the course work is successfully completed and posted by the Registrar's Office. Repeat courses will be evaluated for satisfactory academic progress as outlined in the academic policy section of the *University Catalogs*.

### **When Minimum Standards of Academic Progress are NOT Achieved**

Students who fail to meet these requirements will be notified in writing by the Financial Aid Office after information on academic progress is available at the end of the academic year (typically May). Students who fail to meet these requirements will not be considered for financial aid until all requirements have been met. Under no circumstances will financial aid be awarded retroactively to the semester(s) in which the requirements were not met. Students who fail to meet these requirements have the opportunity to make up the hours and grade point requirements needed during the Summer sessions (at their own expense). Once the Summer course work is posted by the Registrar's Office, the student will be considered for financial aid for the next semester if the requirements are met. It is the student's responsibility to ensure the grades and credits completed have been properly posted with the Registrar's Office and to notify the Financial Aid Office once this has occurred.

The student may also submit a completed Financial Aid Appeal of Unsatisfactory Academic Progress form, available at our website [www.holyfamily.edu/finaid/forms](http://www.holyfamily.edu/finaid/forms). The appeal must include the following:

- The events that occurred within the past academic year that prevented the minimum requirements from being met. It should specify mitigating circumstances such as extended illness, death in the family, or other extraordinary extenuating circumstances. The Financial Aid Office may request additional documentation to support the appeal.
- What has changed in their situation that will allow them to make Satisfactory Academic Progress at the next evaluation. This should include an explanation of what actions will be taken to ensure the requirements are met the following year.

Approval or disapproval of this appeal will be made by the Financial Aid Appeals Committee. The student will be notified in writing of the committee's decision. If the appeal is denied, the student will remain ineligible for financial aid until the minimum requirements are met. If the appeal is approved, the student will be placed on Financial Aid

Probation for one semester. The student may also be required to complete an Academic Plan if it is determined it is not possible for the student to meet the minimum requirements after just one semester's coursework. At the end of the probationary semester, it will be determined if all requirements have been met. If so, the probationary status will be removed. If the requirements were not met at the end of the probationary semester, the student will be ineligible for further financial aid until the minimum requirements are met.

## Veterans' Affairs Programs

Holy Family University is committed to making a private, post-secondary education affordable for all veterans and their dependents. While we encourage veterans attending Holy Family to contact us with any questions pertaining to the processing of the U.S. Department of Veterans Affairs (VA) educational benefits, specific questions about eligibility for VA benefits should be addressed to the VA. Holy Family does not determine a veteran's eligibility for benefits. We assist in the communication of veteran student enrollment to the VA for purposes of certification and receipt of benefits.

Veteran students may be eligible for many different benefits and sometimes the decision to apply specific benefits may be irrevocable. Students are encouraged to use the VA GI Bill® Comparison Tool ([department-of-veterans-affairs.github.io/gi-bill-comparison-tool/](https://department-of-veterans-affairs.github.io/gi-bill-comparison-tool/)) to assist them in making the decision of which benefits to use for their education. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill) GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

Student eligibility is determined by the Department of Veterans Affairs and/or the Department of Defense, depending on the Chapter benefits. Students must present a Certificate of Eligibility to Holy Family's School Certifying Official (SCO), prior to any benefits being distributed. The Certificate of Eligibility can be mailed, faxed, or scanned and emailed. Students should apply online for VA Benefits. ([www.vets.gov](http://www.vets.gov))

Holy Family must receive the following information prior to submitting credits to the VA for payment of tuition & fees and monthly housing allowance:

Students must submit an updated Certificate of Eligibility. The Certificate of Eligibility is sent to the student from the VA. The Certificate of Eligibility is for students utilizing all Chapter benefits except students utilizing Chapter 31 benefits.

Chapter 31 recipients must submit an updated VA Form 1905 from their Voc-Rehab counselor.

Students must fill out the VA Submission Form from the Holy Family University website. This form must be submitted for every term that the student would like credits submitted to the VA.

The Veterans Benefits and Transition Act of 2018 requires all Institutions of Higher Learning, such as Holy Family University, to confirm compliance with its requirements. As such, a Covered Individual is any individual who is entitled to educational assistance under Chapter 31 or Chapter 33 benefits.

Holy Family will not impose any of the following on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under Chapters 31 or Chapter 33:

Denial of access to classes, libraries, or other institutional facilities

Requirement that a covered individual borrow additional funds

Penalty, including the assessment of late fees

The Veterans Benefits and Transition Act of 2018 is limited to the portion of funds paid by the VA for certified tuition and fees. Note: Charges not covered by educational assistance for Chapter 31 or Chapter 33 are the student's responsibility and is not included under The Veterans Benefits and Transition Act of 2018. The student can bring their account into a paid status by paying their remaining balance in full or by enrolling in a payment plan by the term due date.

Students receiving benefits from the VA are subject to the same Academic Policies and Standard Academic Progress requirements as our general student population. These policies include:

Grading system

Minimum grades considered satisfactory

Academic Probation and Dismissal

Detailed information regarding each of these policies can be found in the appropriate section of this catalog.

Holy Family University's School Certifying Officials are:

*Cheryl Hoffman* Holy Family Hall, Room 216

*Associate Registrar, Office: (267) 341-3212*

Additional information regarding Veterans Benefits at Holy Family can be found at [www.holyfamily.edu/veterans-affairs](http://www.holyfamily.edu/veterans-affairs), or by emailing [vabenefits@holyfamily.edu](mailto:vabenefits@holyfamily.edu).

## General University Policies and Procedures

### Student Expectations

While help is available in the respective school and program offices for planning, the student has the ultimate responsibility for academic planning. Students should read the Graduate Catalog and other material published and distributed by the academic schools. In doing so, the student can best be assured of completing the program in the desired time.

### Responsibilities of Students

Holy Family University students bear a certain level of responsibility for the high-quality academic and interpersonal environment at Holy Family University. To ensure adequate communication and to protect students' rights, the following responsibilities are enumerated:

Students are responsible to know and observe all regulations and policies of Holy Family University. To this end, students are expected to consult University and school publications (e.g., catalogs, handbooks, course syllabi) as well as the website for all relevant regulations, dates, times, and deadlines pertaining to academic programs and services as well as degree completion.

All graduate students must obtain an ID card. A valid ID card is required for use of the Library, computer facilities, and building access. Students are expected to have their IDs with them at all times.

Students are expected to meet all financial responsibilities in order to continue in coursework and complete degree requirements.

Students are encouraged to save all catalogs and course syllabi. The University will not be responsible for providing students with more than a course description for any given course subsequent to completion of the course and/or degree program.

Students are expected to obtain handbooks and other materials prepared and distributed by the respective schools of concentration and to familiarize themselves with program, certification, and licensure requirements as presented in these publications. Each student is required to understand and adhere to the prerequisites, criteria, and procedures for field and practicum placements, student teaching, and clinical and internship experiences.

### Student Code of Conduct

Holy Family expects conduct of each student in full accord with the University's interests, standards, and ideals. Holy Family's Student Code of Conduct and disciplinary process as described in the *Student Handbook* and on Holy Family's website, [www.holyfamily.edu](http://www.holyfamily.edu), was developed to hold students accountable for their behavior on or off campus.

The Student Handbook presents University policies and regulations to all students, as well as the code of conduct and appropriate adjudication procedures and miscellaneous information mainly for the benefit of the students.

The University reserves the right to dismiss, at any time, students whose personal conduct brings discredit to the University. In such cases, the fees due or already paid to the University will be neither remitted nor refunded in whole or in part.

The current Student Handbook, containing the Student Code of Conduct and disciplinary process is available at <https://www.holyfamily.edu/student-handbook>.

It is understood that by attending Holy Family University, students accept all conditions and regulations, understand all policies and procedures, and refer to the Handbook if there are any questions about applicable policies, procedures and regulations.

### Code of Ethical/Professional Standards and Conduct

Graduate programs at Holy Family University prepare students to take positions of responsibility and leadership within their communities and professions. Many departments and programs require supervised off-campus clinical experience in which students are expected to conduct themselves as professionals-in-training. Students are expected to abide by the standards and codes that govern their professions, as well as to demonstrate the meaning and value of ethical conduct, personal honesty, and professional integrity. Behavior in violation of ethical or professional

standards of the field and/or Holy Family University constitutes grounds for immediate dismissal from the program. Students should consult relevant program handbooks for further information.

### **Academic Integrity**

Holy Family University, true to its motto, "*Teneor Votis*" ("I am bound by my responsibilities"), educates men and women both intellectually and morally to assume their responsibilities toward God, themselves, and society. The University expects from its students the highest standards of honor and integrity in meeting their academic responsibilities.

In addition, academic honesty is essential for effective evaluation of student scholarship and growth. Anything less than complete integrity undermines the basic educational process.

Violations include, but are not limited to, copying tests, laboratory reports, etc., purchasing work to present as one's own, obtaining tests or test questions illegally, either verbally or otherwise, using notes during testing or collaborating with another to obtain test information.

Plagiarism is another form of cheating. This is defined as using in a written or oral assignment or project the ideas or words of another without acknowledging the source. When one repeats, without quotes, the ideas or words of an author, paraphrases an author's ideas, or presents an author's line of thought without acknowledging that author, the user is guilty of plagiarism, a serious breach of academic honesty.

Similarly, the use of computers to obtain and/or disseminate information for dishonest purposes, as well as misrepresentations concerning the source, development, or application of computer software, constitutes a serious violation of academic integrity.

Anyone who willfully assists another in the breach of integrity is held equally responsible and is subject to the same penalties.

Academic dishonesty in any form is regarded as a breach of honor and integrity, an evasion of personal responsibility, and an attempt to misrepresent progress. Violations of standards will not be tolerated at Holy Family University and will be subject to progressive sanctions. Initial violations of academic integrity will result in a failure of a given course, ineligibility for honors recognition, and dismissal from those programs in which ethical codes of conduct mandate such action. A second proven violation of academic integrity will result in dismissal from the University.

## **Grievance Procedures**

### **Academic Disputes**

The appeal procedure shall act as a vehicle for communication and decision-making between student and faculty and provide a process through which an academic grievance can be resolved. Justifiable cause for an academic grievance shall be defined as any act that is perceived as either a prejudiced or capricious action on the part of a faculty member in the evaluation of a student's performance (e.g. challenges involving academic integrity, grades). Resolution of academic disputes involving faculty and students which are unrelated to either grade challenges/academic integrity will also be subject to due process as defined below.

If a student questions a decision or other academic action taken by a faculty member, the first level of appeal is to discuss the matter with the faculty member and provide in writing any additional information which may affect the faculty member's decision/action. This action is to be taken by the student within five (5) business days from the date of the incident. The faculty member will be expected to respond to the student's appeal within ten (10) business days. Mediation, defined here as discussion with the immediate persons involved with no legal representation, is optional but not required for complaints to be fully processed.

If the issue is not resolved to the satisfaction of all parties, the student may submit within five (5) business days a written statement that includes the facts of the case and the proposed solution to the Program Administrator. Within ten (10) business days the Program Administrator will conduct an investigation.

All aspects of the student's complaint and the investigation will be kept confidential to the extent possible with regard to complaint filing, investigation and disposition. The investigation will be conducted in an impartial manner and will include an impartial decision-maker. If the school program designee cannot remain impartial, he/she will remove him/herself from the proceedings and assign the matter to the appropriate School Administrator who will start the time frame from the date at which they received the complaint.

Upon completion of the investigation by either the Program Administrator/Department Chair the student will receive within ten (10) business days a written determination which contains the outcome of the complaint and the basis for the decision rendered.

The student may appeal the finding of the Program Administrator/Department Chair in writing to the School Dean within five (5) business days. The written appeal will be reviewed in an impartial manner and the Dean will provide a written decision to the student within ten (10) business days from the date on which the appeal was received. The student may appeal the Dean's decision to the Provost & Vice President for Academic Affairs within five (5) business days. The decision will be reviewed in an impartial manner by the Provost & Vice President and a panel representing a balanced cross section of the campus community. The Provost & Vice President for Academic Affairs will provide a written decision to the student within ten (10) business days from the date the written appeal is received. The final appeal is made to the Provost & Vice President for Academic Affairs.

### **Grade Challenges**

Appeals involving grades must be presented by the conclusion of the semester following receipt of the grade in question. (For example, if the grade being challenged was received in Fall 2024, the grade appeal must be presented by the conclusion of Spring 2025.) Once initiated, the grade appeal will follow the process and time-line outlined above. Any grade challenge older than this one-year time frame will not be considered.

Retaliatory conduct against any individual who has filed a complaint, who is the subject of harassment, who has provided information as a witness, or who has submitted an appeal will not be tolerated and will be grounds for discipline up to and including expulsion or termination. Further, complainants will be disciplined for filing false statements or testimony during an appeal and/or investigation.

### **General Grievance**

General grievance processes and procedures may refer to grievances of the following:

a student or students towards another student or students.

a student or students towards a university administrator, faculty, or staff member or third-party vendor (i.e. Public Safety, Housekeeping, Dining Services).

At any time, should a student feel they need to discuss a concern, the student is directed to the Office of the Dean of Students. The following procedures shall apply:

Student initiates General Grievance via email to the Office of the Dean of Students at [dos@holyfamilly.edu](mailto:dos@holyfamilly.edu). A response will be provided within three (3) business days.

A meeting will be scheduled with the reporting student.

The Office of the Dean of Students will make a determination for the appropriate process within which the grievance falls, if applicable. Examples may include, but are not limited to, Sexual Harassment & Nondiscrimination Policy, Student Code of Conduct, or the Academic Grievance.

The Office of the Dean of Students will communicate directly with a reporting student regarding the reported matter. The University reserves the right to limit communication regarding specific outcomes or sanctions.

### **Section 504/ADA Grievance Procedures**

Holy Family University prohibits discrimination on the basis of disability for faculty, staff, students, and visitors. Holy Family University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints by any member of the Holy Family University community alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (§29 U.S.C. 794) of the U.S. Department of Education regulations implementing the Act, and the Americans with Disabilities Act, 1990 Title II & III (§42 U.S.C. 126). Section 504 and the ADA, Sections Title II & Title III prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the Office of the Dean of Students located in the Campus Center at the Philadelphia Main Campus.

Any participants, beneficiaries, applicants, or employees, including students, staff, faculty, and visitors who believe they have been subjected to discrimination on the basis of disability, or are unsatisfied with accommodations provided by the Office of Accessibility Services, may file a grievance under this procedure. It is against the law for Holy Family University to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. The Section 504/ADA Coordinator should be notified immediately if anyone associated with the grievance procedure is subjected to retaliation as a result of that person's participation in the grievance process.

Holy Family University has both informal and formal mechanisms in place to resolve concerns about disability discrimination, denial of access to services, accommodations required by law, or an auxiliary aid they believe they should have received ("disability-related issues"), such as:

Disagreements regarding a requested service, accommodation, modification of a University practice or requirement, or denial of a request

Inaccessibility of a program or activity

Violation of privacy in the context of a disability

## **Informal Process**

Holy Family University encourages anyone with concerns about a disability-related issue to first discuss the matter with the Office of Accessibility Services who will attempt to facilitate a resolution. Individuals are not required to pursue the informal process first and may engage the formal grievance process as their first step if preferred.

Office of Accessibility Services  
Philadelphia Campus, Campus Center Second Floor  
267-341-3388, [accessibilityservices@holyfamily.edu](mailto:accessibilityservices@holyfamily.edu)

The Office of Accessibility Services will move forward in its best efforts to identify a resolution within ten (10) working days from the date the disability-related issue is raised. The Office of Accessibility Services may refer the matter to the Section 504/ADA Coordinator if deemed necessary, or if formal processes are required.

Should the complaint need to be made against the Office of Accessibility Services itself, a formal grievance may be filed as described below.

The purpose of the informal process is to make a good faith effort to resolve the issue quickly and efficiently; however, the individual may ask to implement the formal process at any time during the informal resolution or instead of the formal resolution.

## **Formal Grievance**

A formal grievance must be filed with the Section 504/ADA Coordinator within 21 working days of the date of the Informal decision, if applicable, or within 30 calendar days of the occurrence of the disability-related issue.

Office of the Dean of Students  
Philadelphia Campus, Campus Center, Second Floor  
Section 504/ADA Coordinator

The grievance must be in writing and include the following:

The grievant name, address, email address and phone number

The grievant university ID number

A full description of the situation

A description of the efforts which have been made to resolve the issue informally, if any

Any evidentiary items available

A statement of the requested remedy, e.g. requested accommodation

If the grievance involves confidential medical information, the Section 504/ADA Coordinator will maintain the confidentiality of that information and will not release that information without the individual's permission, except as allowed by law.

## **Process**

The Section 504/ADA Coordinator will review the grievance for timeliness and appropriateness under this grievance procedure and notify the grievant if the grievance has been accepted.

The Section 504/ADA Coordinator may commence an investigation. Should it be necessary, the Section 504/ADA Coordinator will select a trained investigator who will promptly initiate an investigation. The investigator will be an individual who is trained on disability or civil rights issues. In undertaking the investigation, the Section 504/ADA Coordinator or investigator may interview, consult with and/or request a written response to the issues raised in the grievance from any individual the investigator believes to have relevant information, including, but not limited to, faculty, staff, students, and visitors to Holy Family University. All parties will have an opportunity to provide the investigator with information or evidence that the party believes is relevant to his or her grievance. All parties involved will receive a fair and equitable process and be treated with care and respect. The investigator will respect the privacy of all parties.

The University will make every effort to complete an investigation within thirty (30) calendar days of the filing of the written complaint. At the request of the grievant, the Section 504/ADA Coordinator will determine whether the formal grievance process can and should be expedited. Informal resolution upon preliminary review may be recommended and reviewed by the complainant.

## Findings and Notification

Within five (5) working days of the completion of the investigation, the investigator will make a recommendation regarding appropriate actions to be taken. The investigator will summarize the evidence that supports the recommendation, and the grievant will be advised in writing of the outcome of the investigation.

## Appeal

Within five (5) calendar days of receiving the determination from the Section 504/ADA Coordinator, the grievant or the party against whom the grievance is directed, if any, may appeal the determination. To appeal, the party must file a written request for review with the Section 504/ADA Coordinator. The written request for appeal must be based on the grounds of improper procedure, or new evidence that was unavailable at the time of the investigation. The Section 504/ADA Coordinator will refer this appeal to the Dean of Students, or their designee, if the individual appealing the decision establishes standing for the appeal consideration.

The Dean of Students, or their designee, will provide the person appealing with a copy of the appeal written decision within five (5) calendar days of the filing of the appeal. The appeal decision will be the final determination of Holy Family University.

The individual also may file a complaint with the U.S. Department of Education, Office of Civil Rights, at any time before, during or after the University's Section 504/ADA grievance process.

## Protection of the Individual and Campus Community

### Non-Discrimination Statement

Holy Family University seeks to foster an inclusive and healthy educational and work environment based on respect, the dignity of each person and the oneness of the human family. The University prohibits harassment, discrimination, retaliation, and bias incidents in any form, including, but not limited to, those based upon race, color, religion, religious-expression, age, sex, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, military/veteran status, or any other characteristic protected by federal, state or local laws, in the administration of its educational policies, admissions policies, employment policies and practices, financial aid programs, athletic programs, and other school-administered activities and rights and privileges generally accorded or made available to employees and students at the University. Holy Family University is dedicated to ensuring an environment free of discrimination or harassment of any kind, and promotes equal opportunity and inclusion in its employment and education. All University employees, faculty members, students and community members are expected to join with and uphold this commitment to maintaining a positive learning, working, and living environment. Title IX of the U.S. Education Amendments of 1972 ("Title IX") is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All Holy Family University faculty, staff, and administrators are responsible for reporting actions that violate the provision of Title IX. Sexual harassment, which includes acts of sexual violence, is a form of sexual discrimination prohibited by Title IX. Under Title IX, discrimination on the basis of sex can also include sexual harassment which is defined as conduct on the basis of sex that satisfies one or more of the following:

An employee of the College conditioning the provision of education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or

Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or

Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Any person may report violations of the nondiscrimination policy, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute discrimination, sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number, electronic mail address, or by mail to the office address listed for the Title IX Coordinator. The following person has been designated to handle inquiries regarding the non-discrimination policies and/or laws: Marianne Price, M.S., Title IX Coordinator; 9801 Frankford Ave., Campus Center, Philadelphia, PA, 19128; 267-341-3204; [mprice@holyfamilly.edu](mailto:mprice@holyfamilly.edu).

Information regarding grievance procedures, how to report or file a formal complaint, and how the University will respond can be found at [www.holyfamily.edu/title-ix](http://www.holyfamily.edu/title-ix). Retaliation will not be tolerated against any person for making a good faith report of discrimination based on that person's participation in any allegation, investigation, or proceeding

related to the report of discriminatory conduct.

Inquiries about the application of Title IX may be referred to Holy Family University's Title IX Coordinator, to the Assistant Secretary, or both. The Assistant Secretary's contact information is U.S. Department of Education, Office of Postsecondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202, Main Telephone: 202-453-6914.

### **Family Educational Rights and Privacy Act (FERPA) Policy**

Students have the right to inspect and review their education records within 45 days after making a request. The procedures for making such requests are available in the various offices where these records are maintained.

- Academic: Registrar, Holy Family Hall, Room 218
- Admissions: Undergraduate Admissions-ETC Room 105
- Financial Accounts: Office of Student Accounts, Holy Family Hall, Room 202
- Judicial Records: Residence Life and Dean of Students, Campus Center, Room 209
- Student Aid: Financial Aid, Holy Family Hall, Room 209

The student has the right to challenge the content of his or her educational record and may, if necessary, request a formal hearing on the matter.

For the purposes of this policy, a student is a person who has enrolled in and attended the University, and an education record is any record directly related to a student and maintained by the University or a party acting for the University, including the student's admissions, disciplinary, academic, financial, cooperative education, and placement files. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; records of Public Safety that were created by Public Safety for the purposes of law enforcement; student health/treatment records; employment records; or alumni records containing only information about an individual after they are no longer a student at the University.

For the purposes of this policy, personally identifiable information includes information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the University community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or other information requested by a person who the University reasonably believes knows the identity of the student to whom the education record relates.

The University may disclose certain personally identifiable information, designated as directory information, concerning students in attendance. The following categories of information have been designated as directory information: *the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, and awards received, the most recent previous educational institution attended, and photos or videos of students participating in public events.* Any student who does not wish directory information released must so inform the Registrar's Office in writing; the hold on directory information will remain in effect until the student writes to request that it be lifted.

The University shall obtain the written consent of the student before disclosing personally identifiable information from the student's educational records, except under certain circumstances provided for by FERPA, as described further below. A record of all disclosure, other than to the subject student, will be maintained by the appropriate office and may be reviewed by the student.

Under FERPA, the University may disclose a student's education records, without consent, to the following parties or under the following conditions. This is not an exhaustive list; see 34 CFR § 99.31.

- University officials with legitimate educational interest;
- Other schools to which a student is transferring/seeks to enroll;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with the provision of financial aid to a student;
- Organizations conducting certain studies for or on behalf of the University (*i.e.*, to develop, validate, and administer predictive tests, to administer student aid programs, or to improve instruction), provided that individual identity of students is not made and the disclosure is restricted to the representatives of the organization that have a legitimate interest in the information;
- Accrediting organizations carrying out their accreditation function;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate parties in emergencies to protect the health or safety of students or other persons;
- To federal and state representatives of agencies specifically listed in FERPA;
- To a victim of an alleged crime of violence or a non-forcible sex offense, or to the alleged victim's next of kin

(if the victim dies as a result of the crime or offense), with the final results of a disciplinary proceeding conducted by the University, regardless of whether the University concluded a violation was committed or not;

- To parent(s) or guardian(s) of a student under the age of 21 who has been found responsible for a violation of the Code of Conduct involving the use or possession of alcohol and/or other drugs; and/or
- To comply with the Solomon Amendment (requiring the disclosure of certain information to military recruiters)

Under FERPA, the records maintained by Health Services and Counseling Services are either treatment records or education records. Treatment records are records that are maintained by a physician, psychiatrist, psychologist, or other recognized health professional or paraprofessional acting in their professional capacity or assigned capacity that are made, maintained or used in connection with treatment. Health Services and Counseling Services maintain separate notices of privacy practices that describe how treatment records may be disclosed.

### **Student Rights Under FERPA – Right of Inspection and Review**

As noted, current and former students have the right to inspect and review their education records within 45 days of the date that the University receives a request for access.

A request that identifies the education record(s) to be reviewed or inspected must be submitted in writing by the student to the University Registrar. The Registrar will plan for access to the records and will notify the student of the time and place where the records may be inspected.

Students do not have a right to review the financial records of their parents or guardians; materials to which they have waived their right of inspection and review, including confidential letters and recommendations associated with admission, employment, or job placement; or education records containing information about more than one student, in which case the University will permit access only to that part of the education record which pertains to the inquiring student.

Parents or legal guardians of students may establish their right to review a student's education records provided the parents or guardians can document the student's dependency as defined by the Internal Revenue Code of 1954, Section 152. The University's practice is to seek a student's release upon receiving such a third-party request.

### **Student Rights Under FERPA – Right to Request Amendment of Education Record**

The University provides current and former students with the opportunity to request amendments to the contents of an education record which they consider to be inaccurate, misleading, or otherwise in violation of their privacy or other rights. Requests should be directed to the University Registrar, who will decide within a reasonable period of time whether corrective action consistent with the student's request will be taken. The student must be notified of the decision. If the decision is in agreement with the student's request, the appropriate record(s) must be amended. A student who is not provided full relief sought by their challenge must be informed, in writing, of the decision and their right to a formal hearing on the matter.

If, as a result of the hearing, the University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of their right to place a statement in their education record commenting on the contested information or stating why the student disagrees with the decision of the University. If the University places such a statement in the education record, it will maintain the statement with the contested part of the education record for as long as it is maintained and disclose the statement whenever it discloses the portion of the education record to which the statement relates.

### **Student Rights Under FERPA – Right to File a Complaint**

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with FERPA. The name and address of the office that administers FERPA is:

U.S. Department of Education  
Family Policy Compliance Office  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

### **Policy Prohibiting Harassment and Nondiscrimination**

Holy Family University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from Discrimination, Harassment, and Retaliation. Holy Family University has adopted the Policy Prohibiting Discrimination and Harassment in order to advance its goal of maintaining an environment free of Discrimination, Harassment, and related Retaliation.

Holy Family University values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

Title VII of the Civil Rights Act of 1964  
Title VI of the Civil Rights Act of 1964  
Title IX of the Education Amendments of 1972 ("Title IX")  
Section 504 of the Rehabilitation Act of 1973 ("Section 504")  
Americans with Disabilities Act (the "ADA")  
Age Discrimination in Employment Act of 1967 and Age Discrimination Act of 1975  
Pennsylvania Human Relations Act  
Pennsylvania Fair Educational Opportunities Act  
Other federal, state, and local laws (collectively, "civil rights laws")

Holy Family University encourages individuals who have been affected by Discrimination, Harassment, and/or Retaliation to promptly make a Report to Holy Family University using any of the reporting options described in its Policy. Holy Family University will respond promptly and equitably to all Reports of Discrimination, Harassment, and/or Retaliation, and will take appropriate steps to eliminate the behavior, prevent its recurrence, and address its effects

Policy Prohibiting Harassment and Nondiscrimination and applicable Grievance Procedures are available in full for review and download at: <https://www.holyfamily.edu/current-students/title-ix/policy-prohibiting-harassment-and-nondiscrimination>.

### **Protection of Human Subjects - Institutional Review Board (IRB)**

Holy Family University requires that all research involving human subjects conducted by faculty, students, or staff affiliated with the University be reviewed and approved by the Institutional Review Board (IRB) prior to initiation, regardless of the source of funding and regardless of its federal status as an exempt, expedited, or a full review project. Research is defined by federal guidelines as a systematic investigation designed to develop or contribute to generalizable knowledge and should be distinguished from potentially similar activities such as employing innovative techniques and administrative data collection. Information regarding the IRB and appropriate forms may be downloaded from the University website.

### **Safety and Security Procedures**

In accordance with both federal and Pennsylvania legislation, Holy Family University provides a publication regarding safety and security policies and procedures on campus. This publication may be obtained from the Public Safety Office. Holy Family also offers 24-hour security coverage through the Department of Public Safety. Security personnel may be reached through the use of the emergency telephones located in each academic building and parking lots or calling 267-341-3333.

### **Campus Assessment, Response, Evaluation (CARE) Team**

The health, well-being, and safety of our University community is our greatest concern. Students are encouraged to access campus support services such as the Counseling Center, Health Services, the Office of Disability Services, Campus Ministry, Academic Advising, and the Center for Academic Enhancement, as needed.

Student behavior that violates University policy typically is resolved through the University's grievance procedure. However, when a student's behavior is determined by the University to present an immediate risk or substantial threat to cause bodily harm to themselves or to others, the Dean of Students may refer to the University's Campus Assessment, Response, Evaluation (CARE) Team to address appropriate next steps in assuring the safety and security of the student and campus community.

The CARE Team has three primary functions. The CARE Team gathers information, analyzes this information through an objective set of standards or rubric, and then develops and engages in an intervention and assessment plan for any student of concern. In the event that a student has exhibited behaviors that are of concern to University administrators and/or community members, the CARE Team will assist the Dean of Students in assessing the care of any student of concern.

The key functions of the CARE Team include:

Educate the campus community about behaviors of concern.

Create a reporting and referral procedure for students of concern.

Provide support to faculty, staff, administration, and students in assisting individuals who display concerning or disruptive behaviors.

Serve as the central point of contact for individuals reporting concerning student behavior.  
Accurately assess the risk posed by a report or series of reports.  
Investigate, as necessary, a report to bring all available information to the Team for consideration.  
Create and follow overarching principles and guidelines in the form of operational protocols to assure that each case is managed consistently and effectively.  
Coordinate follow-up and intervention.

The CARE Team has direct authority to take action and coordinate intervention, without University delay. Direct authority by the CARE Team may include recommendations for interim suspension actions, to enact recommendation for timely warnings, to enact recommendation for emergency notification, to enact recommendation for mandatory psychological assessment, and to recommend initiation of involuntary leave. As safety permits, a student will be required to meet with the Dean of Students and/or designee to identify options to mitigate behavior that may threaten the safety of the student, others, and/or University community. During this meeting, the student will have the opportunity to discuss the CARE Team procedures.

CARE Team procedures and recommendations will be implemented if it is determined that a student poses an immediate risk of danger or substantial threat to themselves, or to others, and/or the behavior causes an imminent threat of disruption of, or interference with, the normal operation of the University.

As safety permits, after consulting with the University CARE Team, the Dean of Students, or their designee, determines if the recommendations are sufficient and will move forward with implementation. The Dean of Students will take all reasonable steps to contact the parents or legal guardian, if necessary, of a dependent student, and/or any University authorities deemed necessary. The University may direct the student to remove themselves from campus (i.e., all classes, residence halls/buildings, and all University activities) until the University is satisfied the student no longer presents an imminent or substantial threat to themselves, or to others.

During the period the student is off campus, the student may be required to meet with the Director of the Counseling Center for a full evaluation. The evaluation must be based on the behavior, actions, and statements related to the imminent risk, as well as current medical knowledge to determine the nature, duration, and severity of risk.

After determining that the student is no longer an imminent threat to themselves, others, or to the University community and the normal operations of the University, the Dean of Students will authorize the student to return to the campus and participate in activities. The student's eligibility for continuation on campus will be dependent upon their subsequent behavior and the absence of any renewed threat of harm or disruption on campus.

In some cases, interim leave or permanent withdrawal of the student from the university may be recommended and/or required. In no case will a student's mental or physical condition itself be the basis for withdrawal by the University.

The CARE Team procedures do not take the place of the University grievance processes. Should the behavior violate the University Code of Conduct or University policies or regulations, the student may be subject to the necessary adjudication process, as deemed appropriate.

## **Academic Policies**

### **Academic Affairs Policy on Generative AI or any Large Language Model (LLM) Use**

Holy Family University's mission is rooted in the Catholic Intellectual Tradition of faith and reason. It aims to educate the whole person—mentally, spiritually, emotionally, and morally. We are committed to academic excellence, fostering lifelong learning, cultivating ethical reasoning, and preparing students to lead meaningful lives and future-ready careers. As generative AI tools become more accessible and impactful, we affirm their thoughtful, ethical, and purposeful use aligned with our values of integrity, respect, and responsibility.

#### **1. Purpose**

The purpose of this policy is to establish clear guidelines for the ethical, transparent, and responsible integration of Artificial Intelligence (AI) technologies within the academic environment.

#### **2. Scope**

This policy applies to all HFU students, faculty, and staff engaged in academic activities across Philadelphia and Newtown campuses, including coursework, research, assessment, tutoring, and academic support services.

### 3. HFU Mission Alignment

This policy supports HFU's goal of forming persons of integrity who responsibly pursue truth, embracing generative AI to enhance teaching, stimulate thinking, promote accessibility, and reimagine learning within academia. By advocating for a critical examination of AI's potential to foster connections and improve educational experiences, HFU underscores that informed AI use is essential to pursuing knowledge through faith and reason and preserving the institution's moral fabric.

### 4. Definitions

**Generative AI Tools / Large Language Models (LLMs):** Software that generates text, images, or code from prompts (e.g., ChatGPT, Bard, Gemini, Claude, DALL-E, Stable Diffusion).

**Consultation:** Querying a generative AI to support idea generation, drafting, or problem-solving. This is similar to the process of seeking human assistance unless otherwise specified.

**Substantial Use:** Employing AI to complete significant portions of an assignment or exam without original student analysis or input.

**Disclosure:** Clearly acknowledging any non-incidental assistance from generative AI in submitted work (e.g., "This section was drafted with the assistance of ChatGPT.").

### 5. Policy Principles

#### a. Default Treatment

Absent explicit instructor permission, using or consulting with generative AI is treated as assistance from another person, and using AI to substantially complete assignments or exams is prohibited. Unauthorized use is treated as a violation of academic integrity policies.

#### b. Academic Integrity and AI Use

Students and faculty must adhere to the University's Academic Integrity Policy.

All use of generative AI (e.g., ChatGPT, Gemini, DALL·E) in academic work must be clearly disclosed and properly cited.

Submitting AI-generated work as one's own without explicit permission from the instructor within the course constitutes plagiarism and academic dishonesty.

The consequences for violations of academic integrity, plagiarism and academic dishonesty are outlined in the [Student Handbook](#).

#### c. Faculty Expectations

Clearly state expectations around AI use in course syllabi and on Canvas.

For any graded assessment or opportunity, specify whether the use of AI tools is permitted. If allowed, give guidance on which tools may be used, for which specific assignments and the appropriate manner in which the tool may be used.

Provide clear instructions on how to acknowledge the use of AI in their work according to the disciplinary standards such as APA, MLA or other relevant citation styles.

Model responsible use of AI in teaching and adhere to ethical use of AI in all areas of faculty work.

Examples of use may include, but not limited to:

- Brainstorming or idea generation
- Outlining and drafting support
- Grammar and citation assistance
- Case studies and/or lesson plans

#### e. Student Responsibilities

Use AI tools to support your learning, but not to replace your own critical thinking, analysis, or original work. Review course syllabi for instructor-specified AI guidelines for each assignment before using any generative AI tool.

Disclose all non-incidental AI assistance in submitted work by citing properly.

Cite the use of generative AI tools, following the citation standards of their academic discipline (American Psychological Association (APA), Modern Language Association (MLA), etc.).

Do not use AI to impersonate self in class discussions, complete group work assigned to you, or bypass assignment requirements.

Comply with HFU's Academic Integrity standards; unauthorized AI use results in disciplinary action as per the academic integrity policy.

#### **f. AI Governance Committee & Ongoing Review**

This policy will evolve as technologies and best practices develop. A committee with representatives from Academic Affairs, IETI, faculty, and students will coordinate resource development, training, implementation, and review and update this policy annually. We welcome feedback from our academic community and remain committed to fostering a culture of trust, innovation, and accountability.

### **Academic Standing**

University Academic Standing for each student will be reviewed by the Vice President for Academic Affairs at the end of each session (Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, and Summer 2).

Please review your specific school or department section below. Your major or program may have its own academic standing requirements. These departmental rules are **separate from and in addition to** the general university policy outlined above.

**Graduation Note:** Students are permitted to graduate with a maximum of one "C+" grade on their transcript. All other courses where a student earns a 'C+' or lower must be repeated.

### **Academic Warning**

An Academic Warning is a one-time notice issued to students who are otherwise in good standing but hit a single academic bump.

A student will be placed on Academic Warning if they:

- Earn their **first** grade of "C+" or below, **AND**
- Maintain a cumulative GPA of 3.0 or higher.

### **Probation**

A student will be placed on **Probation** if they meet any of the following criteria:

- Their cumulative GPA falls below 3.0.
- They earn another grade of "C+" or below.

**Mandatory Action:** Students placed on probation must immediately meet with their Program Director or Academic Advisor to develop a formal Academic Plan. Failure to establish this plan within the first two weeks of the semester will jeopardize continuance in the program.

### **Academic Dismissal with Appeal**

If a student currently on Probation earns a cumulative GPA below 3.0 or receives another grade of "C+" or below in any subsequent semester, they will be dismissed with the opportunity to appeal.

**The Appeal Process:** If you have extenuating circumstances that impacted your grades, you can submit a formal letter of appeal and supporting documentation to the Vice President for Academic Affairs.

**Deadline:** Your appeal must be received within **five (5) business days** of the date on your dismissal notification.

**If Approved:** You will be placed back on **Probation**. However, if your Cumulative GPA is still below 3.0 at the end of that next term, you will face automatic Dismissal *without* Appeal.

### **Academic Dismissal without Appeal**

The University requires students to maintain steady academic progress. A student will be dismissed from the University under either of the following conditions:

They exhibit a continued failure to maintain a 3.0 GPA or repeatedly earn grades of "C+" or below.

### **Advising**

Meetings with faculty advisors should take place regularly. Students should call the appropriate program office for an appointment with an advisor before completing registration in any given semester.

### **Attendance**

Students must be well prepared and attend classes regularly. Participation in class activities is an important part of the learning experience. The educational value of the course is enhanced by the ability of students and instructors to share insights and experiences.

### **Commencement Participation**

**Graduates planning to participate in the Holy Family University commencement ceremony must register to attend.** Look for registration instructions in your university email during the following times:

Summer Graduates (Sessions 1 & 3): August

Fall Graduates: January

Spring Applicants: March

Holy Family University holds one commencement ceremony each Spring. Participation is limited to students who completed—or will complete—their degree requirements during:

The previous Summer or Fall semesters.

The current Spring semester.

The upcoming Summer 1 term—with permission of their Dean (must be registered for courses).

Participation in Commencement does not constitute graduation from the University. Diplomas will continue to be issued six times a year for those completing degree requirements in March, May, June, August, October and December. Students are encouraged to view their program evaluation through Self-Service on a regular basis and address deficiencies with their academic advisor. It is the responsibility of each student, along with guidance from their advisor, to complete all general education, major, minor (when applicable) and institutional requirements prescribed for each degree.

### **Course Cancellations**

Holy Family University will make every effort to meet the academic needs of each graduate student by offering courses outlined in the catalog in a timely manner. However, the University reserves the right to change or cancel, without notice or obligation, any course offering and/or location published in the academic schedule because of insufficient enrollment or for any other reason.

### **Course Load**

A full-time course load for graduate and doctoral students is six credits per semester. A half-time course load is three credits per semester. Students wishing to take more than nine credits per semester or six credits per 8-week session must obtain the approval of the Dean of their school.

### **Course Number System**

Master's courses are numbered in the 500s and 600s to reflect academic progression in the graduate program curriculum. Faculty advisors answer questions concerning course sequences as they relate to each program. Post-Master's and Doctoral courses are numbered 700-900.

### **Course Schedules**

Current information is available through Self-Service which is accessed via the University's website. Course offerings for the Fall, Spring and Summer terms are available through Self-Service. Registration dates are listed on the Registrar's webpage.

### **Credit for Courses**

For completion of one class hour per week for a 15-week session, one credit is given. Credits for each course are indicated after the course description.

### **Drop/Add Adjustments**

Registration adjustments, dropping or adding courses, may be made online using Self-Service. Self-Service will not allow a student to drop to zero credits online. Students are personally responsible to initiate and complete drop/add adjustments. Drop/add adjustments will not be made after the date specified on the academic calendar. Enrollment adjustments may affect academic progress toward degree completion and/or financial aid status. It is the student's responsibility to investigate the impact of registration adjustments on his or her continued academic progress and available funding.

### **Exemption from an Academic Requirement**

Certain program requirements may be waived because of prior experience or coursework taken by the student. Requests for exemptions are submitted to the School Dean and approved by the Vice President for Academic Affairs. An exemption does not reduce the number of credits required for the program.

## Grading Policy

Final grades are available online to all students. Students may view their Grade Report and Unofficial Transcript on Self-Service.

| Grade | Description                                                                                                               | Percent Ranges | Quality Points |
|-------|---------------------------------------------------------------------------------------------------------------------------|----------------|----------------|
| A     | Outstanding Performance                                                                                                   | 94-100%        | 4.0            |
| B+    | Superior Performance                                                                                                      | 90-93%         | 3.5            |
| B     | Satisfactory Performance                                                                                                  | 86-89%         | 3.0            |
| C+    | Marginal competence. Limited application to degree completion.                                                            | 81-85%         | 2.5            |
| C     | Unacceptable toward completion of degree or certification requirements. Course must be repeated.                          | 77-80%         | 2.0            |
| F     | Failure/No credit                                                                                                         | ≤ 76%          | 0.0            |
| I     | Work not completed within semester, with approval to complete later ( <i>see related policy under Incomplete Grades</i> ) |                |                |
| W     | Authorized withdrawal from course                                                                                         |                |                |
| AU    | Audit: carries no grade                                                                                                   |                |                |
| P     | Pass                                                                                                                      |                |                |

Grades represent student achievement as evaluated by the instructor. All students are expected to maintain a GPA of "B" (3.0) to remain in good academic standing. A student may graduate from a program with one grade of "C+".

**(Exception:** a grade of "B" or higher is required in student teaching, internships, practica, and clinicals in order to complete graduation requirements.) A second grade of less than a "B" earned in any course must be repeated the next time the course is offered. If a third grade less than a "B" is earned in any course, the student will be dismissed from the program.

Any courses in which a grade below a "B" is earned may be repeated only once. When a course is repeated, both grades will appear on the transcript, but only the most recent grade will be used in calculating the student's GPA.

## Graduation Requirements

Please see related section on degree requirements.

## Graduation Conferral and Diplomas

To be recognized as a graduate, **you must submit an *Application for Graduation via Self-Service by the deadline published in the Academic Calendar.*** Before applying, verify your eligibility by checking your "Progress" page within Student Planning on Self-Service.

Submitting this form is mandatory, as you cannot be officially recognized as a graduate without it. Once you submit your application, the University will review your file to confirm you have met all degree requirements. Please monitor your official university email for communication regarding your eligibility status or any potential issues.

This University uses this application to determine your official degree completion date, prepare the Commencement program, manage mailing lists for graduation-related activities, and facilitate the printing of your diploma. Late applications may result in delaying graduation to the next semester or session. All students are required to pay the graduation fee at the normal billing time prior to each issuance of diplomas.

If a student's balance is not paid or arrangements are made, participation in Commencement will be restricted including but not limited to not receiving cap/gown or diploma.

Degrees will be posted to student transcripts six times a year, at the end of the month of the graduation term.

## Incomplete Grades

Holy Family University students are expected to complete all courses during a given academic semester in which the course was taken. However, if for reasons outside of a student's control, a student may request an Incomplete grade ("I") from the course instructor to complete the coursework within **90 days for graduate/doctoral** following the guidelines:

An incomplete grade is only to be used for emergencies or unforeseen circumstances in a student's life.

The student has completed most of the required coursework (which should be between 80-90% of the course, depending on the level and content of the course) and has a reasonable likelihood of completing the course successfully. The Canvas course grade-book must reflect a grade for missing or incomplete assignments. The student is expected to complete all required classwork for the course.

Students are required to participate in final examinations and other culminating experiences at the time they are officially scheduled; failure to do so may result in a failing grade in the course. Anticipated or deferred examinations are given only when a student has circumstances necessitating schedule adjustment and must have the approval of the instructor and the appropriate School Dean. Deferred examinations are scheduled through the instructor and the Dean/designee of the respective School so that all course requirements are completed within the given semester.

## Procedure

A request for an Incomplete grade must be made by the student to the instructor before the last class period and before the final examination or the last day of class for a course that meets asynchronously. The instructor retains the right to make the final decision on granting a student's request for an Incomplete grade providing the student meets the provisions above. If approved by the instructor, the student and instructor must complete an Incomplete Grade Agreement form and seek approval from the School Dean. When the form is completed, an instructor will submit the "I" letter grade as the final grade at the end of the semester. This "I" letter grade will convert to an "F" letter grade if no work is completed after **90 days\* for graduate/doctoral**. A change of grade form will need to be completed and submitted to the Registrar if all required work is completed and a letter grade is issued.

\*Any exceptions should be specified in the Incomplete Grade Agreement form.

## Registration

Students register for courses on published dates (See the Academic Calendar, [www.holyfamily.edu](http://www.holyfamily.edu)). Those who register early will be billed and will pay tuition according to the billing dates specified each semester by the Office of Student Accounts. Students who register near the starting date for classes will be expected to pay tuition at the time of registration. Classes are closed when maximum enrollment is reached. Additional sections of courses may/may not be made available during a given semester at the discretion of the School Dean.

## Returning to the University

Students dismissed for academic reasons are generally not permitted to return to the University unless they can demonstrate substantial academic improvement and a renewed commitment to their educational responsibilities.

To apply for readmission, the student must:

Complete the online application for readmission.

Submit a formal letter to the Vice President for Academic Affairs providing evidence of improved performance.

## Semesters

The regular academic year is composed of three semesters, Fall, Spring, and Summer, which are approximately 15 weeks. Each semester includes two eight-week sessions. Designed to fit between the fall and spring semesters, Winterim offers a series of undergraduate and graduate courses in a manner consistent with the Pennsylvania Department of Education requirement of 42 hours of instructional time for a typical three-credit course.

## Transcripts

The Registrar's Office issues transcripts. Students may request transcripts through Parchment. Students can go to the Registrar's webpage and select Transcripts and Replacement Diplomas to be redirected to *Parchment.com*. There is a fee for each copy of a transcript. Additional fees are charged for special processing or mailing requests.

The Registrar's Office requires at least 48 hours' notice to process a transcript. During peak activity periods there may be a delay. Persons requesting transcripts during these times — two weeks prior to and following the beginning and end of semesters and Summer sessions — should anticipate a delay.

Transcripts from other colleges that are submitted to the Registrar's Office become the property of Holy Family University and are included in the student's official file. These transcripts are not released to students or to other institutions and may not be copied.

### **Withdraw from a Course**

If necessary, a student may withdraw from a course until the deadline published in the Academic Calendar. Forms for processing a withdrawal from a course are available through the Registrar's Office website. Students are personally responsible to initiate and complete schedule adjustments. Students' transcripts will show a "W" for all courses for which a course withdrawal is processed. Total withdrawal from all courses must be made in writing through the Registrar's Office (see Withdrawal from a Graduate Program).

Only in cases of documented illness or for other serious cause will the administration allow a change in enrollment without penalty after the course withdrawal deadline published in the Academic Calendar. Appeals to the policy or deadline are to be made in writing and submitted with supporting documentation of cause to the Dean of the School. Such exceptions will be reviewed on an individual basis.

### **Withdrawal from a Semester**

A student may take a semester off by completing the Withdrawal from Semester form on the Registrar's Office webpage. Students may not extend their leave beyond one academic year (two semesters, Fall and Spring only) from initial request. Students who do not register for classes for a full academic year are required to submit a new application to the university. (Please see *Readmission to the University*). The student's last date of attendance will be considered to be the date of withdrawal.

### **Withdrawal from a Graduate Program**

To withdraw from a graduate program, the student must submit in writing the *Withdrawal from University* form, indicating the intent to withdraw from the program. Forms are available on the Registrar's Office website. The student's last date of attendance will be considered to be the date of withdrawal.

## **Degree Programs**

### **Master's Degree Programs**

Master of Business Administration (MBA)  
Master of Education (MEd)  
Master of Fine Arts in Creative Writing (MFA)  
Master of Science in Accountancy (MS)  
Master of Science in Applied Behavioral Analysis (MABA)  
Master of Science in Counseling Psychology (MS)  
Master of Science in Organizational Leadership (MSOL)

### **Doctoral Degree Programs**

Doctor of Education in Educational and Organizational Leadership  
Doctor of Psychology in Counseling Psychology  
Doctor of Nursing Practice

## **Admissions Policies and Procedures**

### **General Admission Requirements**

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  
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.

Each master's program may have specific additional requirements. Please consult the program of interest to review any additional admission requirements that may apply.

### **General Procedures for Admission**

The applicant should submit the following satisfactory information to the Graduate Admissions Office at least six weeks before the semester begins:  
A completed application form including a personal statement of 250 to 500 words concerning the applicant's interests and reason for requesting admission (The personal statement should contain information pertinent to the specific program to which application is being made.)  
Official transcripts from any and all previously attended colleges and universities

Two letters of recommendation from individuals familiar with the applicant's academic achievement and potential for graduate work (optional for some programs)  
Current Resume or CV (optional for some programs)  
Copy of certification or license  
copy of teaching license required for add-on certificates in Education  
copy of unencumbered Compact State RN license required for MSN & DNP programs  
All documents received as part of the admission procedure become the property of Holy Family University.  
Documents will not be duplicated, returned to the applicant, or forwarded to any other college, university, individual, or agency.

Any omission, misrepresentation, or misstatement of a material fact on the application may be the basis for denial of admission or, if admitted, dismissal from graduate study.

Priority will be given to applications received by the following dates:

|                 |            |
|-----------------|------------|
| Fall semester   | July 1     |
| Spring Semester | November 1 |
| Summer semester | April 1    |

### **Transfer of Credit**

Upon applying to a graduate program, a student may present for evaluation graduate credits completed elsewhere within the last seven years and not applied toward completion of a degree. Acceptance of such credits will depend upon whether or not the courses are related to the program, whether the student has obtained a grade of "B" or better in the course(s), and whether or not the college giving credit for the course would consider the course as acceptable for application to their degree program. Applicants should review any additional specific requirements concerning the acceptance of transfer credits by a given graduate program. After admission, all courses taken at other institutions for transfer credit require prior approval from the School Dean or designated program official of the school in which the student is matriculated.

Maximum allowable transfer credits are dictated by the total credits in the graduate program. Up to nine graduate credits can transfer into a 30 to 39-credit graduate program. Up to fifteen graduate credits can transfer into a graduate program with 40 or more credits.

Credits for certification programs can only be accepted on a case-by-case basis.

Credits for a degree completion or graduate nursing program can only be accepted on a case-by-case basis.

### **Credit for Prior Learning through Work Experience (Portfolio Review)**

Enrolled students who feel they have learned specific subject matter through prior work experience may petition to receive credit for this experience through a Portfolio Review Process. Prior learning credit cannot be awarded for life experience alone; credit is granted only for documentable learning that has occurred through that experience. Students must have completed 6 credits before requesting a portfolio review. To request a portfolio review, the student should first meet with a faculty mentor from the school in which the course is located to review the student's prior work experience and compare these experiences to learning outcomes for specific courses. Students whose work experience fits with course outcomes initiate the request for a portfolio review by completing the *Portfolio Review Request* form and paying the associated non-refundable portfolio review fee. Students have one semester to work with their faculty mentor(s) to submit the portfolio. At the completion of the semester, the faculty member makes a recommendation to the Dean regarding credit to be awarded. Credit earned through portfolio review will earn a grade of "P" (Pass). These grades do not carry quality points and are not reflected in the cumulative average. If students do not complete or earn credit through the portfolio review, nothing is recorded on the transcript. Not all courses are eligible for credit through portfolio review. Students can only attempt a portfolio review for a given course once.

### **Procedure for Admission of International Students**

Holy Family University is authorized under Federal law to enroll non-immigrant alien students. (8 CFR 214.3 [j]).

Full-time international degree seeking students must meet all required admission standards described herein as well as provide and maintain all required documents for non-immigrant international student status eligibility. Students with non-immigrant international enrollment status are limited to full-time face or blended (hybrid) programs. Students with non-immigrant international status are not permitted to enroll in fully online degree programs.

International applicants who have completed a baccalaureate degree at a college or university outside of the United States are required to produce minimum scores for the TOEFL test of 550 on the paper-based test, 79 on the internet-based test, or 213 on the computer-based test. Prospective students may submit IELTS scores in place of TOEFL scores. A score of 6.0 or better is required on the IELTS test for admission. Additionally, international

students are required to provide evidence of immunization against measles, mumps, and rubella as well as evidence of the ability to provide medical insurance coverage during their proposed stay in the United States. All foreign transcripts must be evaluated by one of the members of the National Association of Credential Evaluation Services (NACES) before being admitted. Such applicants must arrange with a NACES agency to have a document-by-document review of their education credentials, which includes a course-by-course evaluation. World Education Services must confirm that the applicant's undergraduate experience is the equivalent of four years of undergraduate study at a United States college or university, culminating in the bachelor's degree. Finally, international students are required to certify that sufficient funds to support their academic and personal living expenses are available during their stay in the United States. After the Admissions Office receives the necessary documents needed to make a favorable decision, the I-20 form will be issued. Because of the complexities involved in the admission of international students, all must apply well in advance of the anticipated date of enrollment, preferably at least four months prior to the desired start term.

## Acceptance

Once all required documentation has been received, credentials will be reviewed by the respective program. Applicants will be notified of the admission decision in writing following the review. Upon admission, registration may be scheduled for the next term according to the published dates for new students. Prospective students should apply early. Completion of the application process may require two to six weeks.

The following are cases of special or limited admissions:

**Provisional Status Students** – have not submitted all records required for admission but have presented evidence of graduate school capabilities. The Graduate Admissions Committee approves these students for admission with special status. Enrollment is permitted for one semester while records are being completed.

**Probationary Status Students** – have not met all the criteria for regular admission but show reasonable promise for success in graduate studies and may be accepted on a probationary basis. An academic deficiency in preparatory studies will be determined by the requirements of the department or program to which the applicant seeks admission. Students accepted on probation must consult an advisor to determine specific courses to be taken in their area or program of study. The student may not register for more than six credits while on probationary status. Students who attain a grade of "B" in each of the initial graduate courses attempted are removed from probation and continue as regularly accepted students. Students who do not attain this standard will be dismissed from the program.

**Visiting Students** – are seeking a degree elsewhere but need a specific course that is not being offered at the home institution. The visiting student must submit an application and a letter from his or her home institution giving permission to take the specific course at Holy Family University.

**Non-Degree Students** – are special status students not enrolled in a degree program and may register as a non-degree graduate student. The Graduate Admissions Committee approves these students for admission with special status. The student may enroll for any graduate course for which he or she has the necessary prerequisite coursework. Academic programs may restrict enrollment in selected courses or give scheduling preferences to the degree-seeking students.

Enrollment as a non-degree student does not ensure admission to a degree program. Directors of academic programs, at their discretion, may approve a maximum of six hours of coursework with grades of "B" or higher taken by a special status student toward the master's degree.

## Enrollment and Fulfillment of Degree Requirements

### Enrollment

Traditional graduate students must complete the program of study within seven calendar years from the date of acceptance into a program of graduate studies. Students admitted to a degree program are expected to enroll continuously until the program is complete. Continuous enrollment is defined as completing a minimum of six credits per academic year, including Summer sessions, at Holy Family University. Failure to maintain continuous enrollment may affect progress toward degree completion. The timeline of seven years for degree completion will not be extended for students who fail to maintain continuous enrollment.

Students who fail to complete the program of study within the prescribed seven-year period must file a petition for extension with the School Dean. Recommendations concerning requests for a program extension and those conditions governing it will be made by the School Dean to the Vice President for Academic Affairs after consultation with the student and relevant personnel within the school of study. The Vice President for Academic Affairs approves

all requests for program extensions and communicates the final decision to the student. Coursework that falls outside the seven-year limit for degree completion is subject to program review and possible repetition.

Students who fail to enroll in courses for a period of one year or longer will be required to apply for readmission to graduate studies. Students readmitted in this way will be bound by program requirements in effect at the time of readmission. Not all coursework previously completed in a given program may be applicable to degree completion under new/revised program requirements in effect at the time of readmission.

## **Degree Requirements**

The responsibility for meeting the requirements for the degree rests with the student.

The basic requirements for graduation are:

The completion of all requirements specified in the particular program

A cumulative GPA of 3.0 or better and no more than one course with a grade of "C"+ (see specific course exceptions requiring a grade of "B" or higher)

Fulfillment of all University responsibilities: payment of bills, including graduation fees, return of equipment and/or library materials, and so forth

Completion of the *Application for Graduation* via Self-Service no later than the deadlines published in the Academic Calendar.

Graduate students are expected to submit graduation applications on time. Graduation applications received after deadline dates will not be considered for the filing graduation date. Therefore, students who submit applications late will not complete degree requirements until the next regularly posted completion date.

## School of Arts and Sciences

Jennifer DeCicco, PhD, *Dean*

Kristina Weiss, Ph.D., *Director of Master's Program in Counseling Psychology*

Katharine Croce, Ed.D., BCBA-D, *Director of Master's Program in Behavior Analysis*

Keith Kopka, PhD, *Director of Master's Program in Creative Writing*

Diane Menago, PsyD., *Director of Doctoral Program in Counseling Psychology*

Melinda Parisi Cummings, PhD, *Director of Clinical Training*

### Mission

The mission of Holy Family University's Low-residency MFA is to prepare graduates to publish and work within the diverse field of creative writing. The hybrid structure of the MFA respects students' time, as well as the growing demand for professionalization by focusing on faculty mentorship, immersive experiential learning, as well as rigorous craft-focused instruction. Students hone their skills by working one on one with award-winning, internationally renowned faculty in a program that recognizes the expanding role of creative writing beyond the traditional academy. In fulfillment of this mission the program:

Emphasizes a sustainable practice of writing that encourages discipline, revision, creativity, and growth

Recognizes the connection with tradition and audience by adopting curriculum that focuses on an understanding of craft, genre conventions, and intention, as well as ways to challenge expectations and audiences through experimentation

Promotes the dignity of the human person and promotion the common good.

Engages with the professional elements of the writing life and prepares students for publishing/professional opportunities

### Learning Objectives

The overarching goal of the program is to prepare students to publish and work within the diverse field of creative writing. To this end, graduates of the Master of Fine Arts in Creative Writing program will demonstrate skills and knowledge aligned with the following program goals:

Identify exemplary and varied model texts from which to draw inspiration

Demonstrate knowledge of craft and literary analysis through an engagement with relevant works, critical thinking, reading, and writing

Generate opportunities for professionalization, research, and community engagement

Improve one's ability to write, edit, and revise writing

Generate a substantial body of written work

Produce a creative thesis in a primary genre of study

### Admission Requirements

The Graduate Program in Creative Writing strives to admit students who demonstrate both the creative and academic abilities required to be successful given both the rigor and unique format of the low-residency program. The ideal candidate will have earned a bachelor's degree from an institution and will have earned a GPA of 3.0 or higher.

Other application requirements include:

A personal statement that provides insight into the applicant's desire to obtain an MFA, artistic vision, personal history of writing, potential contribution to the program, and readiness to meet the requirements of the program.

A writing sample consisting of original writing in the applicant's primary genre (10-15 pgs. of poetry, 20-30 pgs. of prose).

Official transcripts from all previous institutions of higher education attended by the applicant.

\* Candidates may be asked to participate in a telephone, Zoom, or in-person interview with the Program Director or other program faculty members.

### Academic Program Dismissal Policies

The School of Arts and Sciences follows the dismissal policies outlined in the respective handbooks for each graduate program, which can be found on the Holy Family University website.

## Master of Fine Arts, Creative Writing – 48 Credit Hours

For the most-up-to date information about the program curriculum, please see a faculty advisor or communicate with the program director.

### Core Curriculum

The low-residency MFA is based on one-on-one mentoring relationships between students and faculty. The program requires limited time on campus. This allows students to complete their degree from anywhere in the world. This accessibility provides a unique learning environment. However, academic rigor, a focus on an individual's growth as a writer, as well as an emphasis on completing publishable works remain central to the focus of the program.

#### Core Courses (48 Credits)

|          |                              |   |
|----------|------------------------------|---|
| ENGL 501 | Craft 1                      | 3 |
| ENGL 505 | Interdisciplinary Practice 1 | 3 |
| ENGL 511 | Writing Mentorship 1         | 3 |
| ENGL 510 | Residency 1                  | 3 |
| ENGL 502 | Craft 2                      | 3 |
| ENGL 506 | Interdisciplinary Practice 2 | 3 |
| ENGL 521 | Writing Mentorship 2         | 3 |
| ENGL 520 | Residency 2                  | 3 |
| ENGL 503 | Craft 3                      | 3 |
| ENGL 507 | Interdisciplinary Practice 3 | 3 |
| ENGL 531 | Writing Mentorship 3         | 3 |
| ENGL 530 | Residency 3                  | 3 |
| ENGL 541 | Writing Mentorship 4         | 3 |
| ENGL 550 | Creative Thesis              | 3 |
| ENGL 540 | Residency 4                  | 3 |
| ENGL 560 | Capstone Prep/Presentation   | 3 |

\*Candidates have five calendar years from the time of enrollment to complete the MFA degree.

### Creative Writing Course Descriptions

#### ENGL 501 Craft 1 (3 credits)

Genre specific investigation of craft with an emphasis on literary analysis and criticism. The course may also be interdisciplinary.

#### ENGL 502 Craft 2 (3 credits)

*Prerequisite: ENGL 501*

Genre specific investigation of craft with an emphasis on literary analysis and criticism. The course may also be interdisciplinary.

#### ENGL 503 Craft 3 (3 credits)

*Prerequisites: ENGL 501, 502*

Genre specific investigation of craft with an emphasis on literary analysis and criticism. The course may also be interdisciplinary.

#### ENGL 505 Interdisciplinary Practice 1 (3 credits)

Genre specific and individualized course of interdisciplinary study that will improve creativity, critical thinking, originality, and skill for crafting creative work while providing opportunities for community engagement and professionalization.

#### ENGL 506 Interdisciplinary Practice 2 (3 credits)

*Prerequisite: ENGL 505*

Genre specific and individualized course of interdisciplinary study that will improve creativity, critical thinking, originality, and skill for crafting creative work while providing opportunities for community engagement and professionalization.

#### ENGL 507 Interdisciplinary Practice 3 (3 credits)

*Prerequisite: ENGL 506*

Genre specific and individualized course of interdisciplinary study that will improve creativity, critical thinking, originality, and skill for crafting creative work while providing opportunities for community engagement and professionalization.

**ENGL 510 Residency 1 (3 credits)**

*Prerequisites: ENGL 501, ENGL 505, ENGL 511*

Residency experiences may include workshops, seminars, lectures, panel discussions, individual meetings with mentors, public readings, or other applicable content.

**ENGL 511 Writing Mentorship 1 (3 credits)**

Genre specific and individualized course of study that will improve creativity, critical thinking, originality, and skill for crafting creative work.

**ENGL 520 Residency 2 (3 credits)**

*Prerequisites: ENGL 502, ENGL 506, ENGL 521*

Residency experiences may include workshops, seminars, lectures, panel discussions, individual meetings with mentors, public readings, or other applicable content.

**ENGL 521 Writing Mentorship 2 (3 credits)**

*Prerequisite: ENGL 511*

Genre specific and individualized course of study that will improve creativity, critical thinking, originality, and skill for crafting creative work.

**ENGL 530 Residency 3 (3 credits)**

*Prerequisites: ENGL 503, ENGL 507, ENGL 531*

Residency experiences may include workshops, seminars, lectures, panel discussions, individual meetings with mentors, public readings, or other applicable content.

**ENGL 531 Writing Mentorship 3 (3 credits)**

*Prerequisites: ENGL 511, ENGL 521*

Genre specific and individualized course of study that will improve creativity, critical thinking, originality, and skill for crafting creative work.

**ENGL 540 Residency 4 (3 credits)**

*Prerequisite: ENGL 541*

Residency experiences may include workshops, seminars, lectures, panel discussions, individual meetings with mentors, public readings, or other applicable content.

**ENGL 541 Writing Mentorship 4 (3 credits)**

*Prerequisites: ENGL 511, ENGL 521, ENGL 531*

Genre specific and individualized course of study that will improve creativity, critical thinking, originality, and skill for crafting creative work.

**ENGL 550 Creative Thesis (3 credits)**

*Prerequisites: ENGL 501, ENGL 502, ENGL 503, ENGL 505, ENGL 506, ENGL 507, ENGL 510, ENGL 511, ENGL 520, ENGL 521, ENGL 530, ENGL 531*

Genre specific and individualized course of study that will improve creativity, critical thinking, originality, and skill for crafting a "book-length" work.

**ENGL 560 Capstone Prep/ Presentations (3 credits)**

*Prerequisites: ENGL 501, ENGL 502, ENGL 503, ENGL 505, ENGL 506, ENGL 507, ENGL 510, ENGL 511, ENGL 520, ENGL 521, ENGL 530, ENGL 531*

Genre specific and individualized course of study that will result in the composition of an academic, publishable craft essay.

## Master of Science in Counseling Psychology

### Mission

The mission of the Graduate Program in Counseling Psychology is to graduate well rounded scholar-practitioners who can integrate theory, research and practice.

In fulfillment of this mission the program:

- Emphasizes service, self-reflection, ethical behavior and professional competence
- Adopts a standards-based curriculum
- Promotes respect for human dignity and the common good.
- Engages in activities that enhance and enrich human development and improve quality of life
- Provides the knowledge and skills necessary for certification/licensure
- Utilizes 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.

### Learning Objectives

The overarching goal of the program is to prepare students to become competent scholar-practitioners who are eligible for state licensure or certification. Graduates of the Master of Science in Counseling Psychology program demonstrate skills and knowledge in the following areas:

#### Human Development and Counseling Theories:

Understand biopsychosocial models of development and apply theoretical approaches to counseling, including personal counseling theory, wellness, prevention, and case conceptualization.

#### Professional Ethics, Multicultural Competence, and Advocacy:

Demonstrate professional orientation and ethical practices, with a focus on multicultural and social justice issues, and advocacy for diverse client populations in accordance with the American Counseling Association Code of Ethics and relevant laws.

#### Counseling Skills and Techniques:

Develop and apply effective counseling skills and techniques, including helping relationships, group dynamics, career development, appraisal, assessment, and the use of diagnostic systems in evidence-based practice.

#### Research, Evaluation, and Specialized Roles:

Utilize research and program evaluation methods to identify and apply evidence-based practices, while mastering roles and skills specific to Clinical Mental Health Counseling and Professional School Counseling.

### Admission Requirements

The Graduate Program in Counseling Psychology is ethically bound and strives to only admit as matriculated students those who demonstrate the academic ability and social/emotional skills maturity required to be successful given 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.

### Specific Program 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
- Successful completion of a personal interview.

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

### 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 foundational 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.

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

## **Bachelor of Arts in Psychology/Master of Science in Counseling Psychology Program**

The School of Arts and Sciences offers a BA/MS program that enables students to complete requirements for the degrees of Bachelor of Arts in Criminal Justice, Psychology, and Master of Science in Counseling Psychology in six years. Undergraduates seeking admission to the dual degree program must have a minimum overall GPA of 3.5 and are eligible to apply in the spring semester of the junior year (the deadline for applications is April 1). To apply for admission, candidates must submit the following materials to the Admissions Office:

- Completed application to the Graduate Program in Counseling Psychology including statement of goals
- Official undergraduate transcript(s)
- Two letters of recommendation

Following review of all application materials and a successful interview with graduate program faculty, admission to the dual degree program will require the approval of the Graduate Program Director and the Dean of the School of Arts and Sciences. Accepted students will be permitted to take no more than twelve credits of graduate course work during the senior year of undergraduate study. These twelve graduate credits will be charged at the undergraduate tuition rate.

Additional information can be provided by the student’s academic advisor or by the Graduate Program Director.

### **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, correctional, or higher education settings, the program uses a scholar-practitioner training model. 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. Student advocacy and service learning is integrated into the academic experience to prepare the developing professional for a life-long role as an agent for change on a local, national and global level. 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  
School Counseling

The Master of Science in Counseling Psychology program 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 helps 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. Blended (online and face-to-face) or online courses are available for specific courses. The majority of the students in the Counseling Psychology program study on a part time basis (3-6 credit hours a semester), although a significant number of Counseling Psychology students do attend the program on a full-time basis (9 credit hours a semester).

### **Eligibility for Licensure as a Licensed Professional Counselor (LPC)**

All 60-credit 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 60-credit concentrations fulfill 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. This allows students matriculated into the Master's program to sit for the NCE up to six months 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. All professional licenses require additional supervised post-master's experience. Refer to the state regulations for further information regarding the LPC licensing guidelines.

### **Eligibility for Certification as a School Counselor**

In addition to being eligible for licensure as a professional counselor, students choosing the School Counseling concentration are also eligible to apply for the credential of Certified School Counselor. Refer to the Pennsylvania Department of Education for further information regarding the guidelines.

### **Advisement**

The Master of Science in Counseling Psychology program 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. Appointments may be made by contacting your assigned faculty advisor. Faculty office hours are posted at the faculty office.

### **Impaired Student Policy**

#### **Purpose**

This policy, in compliance with the 2014 American Counseling Association's Code of Ethics, outlines the Graduate Counseling program's obligation to identify, address and assist in the remediation (if possible) of students who have impairments that interfere with their ability to be successful counselors. The specific 2014 ACA Code of Ethics sections that support this policy are Section C.2.g, "Impairment," Section F8, "Student Responsibilities," and Section F9, "Evaluation and Remediation of Students."

#### **Impaired Student Definition**

An impaired student is someone who has significant physical, mental or emotional problems that are likely to harm a client and is likely to affect the student's ability to participate within and graduate from the University with requisite knowledge, skills and temperament required to be a successful professional counselor. Some signs and symptoms of such impairment could include, but are not limited to, a pattern of the following:

- Unusual or inappropriate behavior
- Negative changes in academic performance
- Frequent or unexplained absences and/or tardiness from academic responsibilities
- Frequent or unexplained illnesses or accidents
- Significant inability to contend with routine difficulties and act to overcome them
- Violations of the Student Code of Conduct as indicated in Holy Family University's Graduate Catalog
- Violations of the good academic performance requirement as indicated in Holy Family University's Graduate Catalog under sections Grading and Academic Standing and Retention.

### **Remediation Action**

Remediation action for such impairment may include but is not limited to:

- Scheduled monitoring meetings with the student's academic advisor
- Additional remedial or professional training related to the impairment or deficit
- Academic support (tutoring, additional class work with the course professor, etc.)
- Counseling and other forms of mental health treatment
- Self-structured behavioral change
- Additional field experiences
- Leaves of absence with return to program contingent on remediation of the student's impairment and consistent with University policy
- Other as seen necessary by the Program Director and faculty.

### **Impaired Student Policy Process**

This policy focuses on the behavior of the impaired student and not on any underlying medical or other condition or disability. If impairment is caused by a disability, it shall be the student's obligation to comply with University Policy as outlined in Holy Family University's Graduate Catalog with regard to disability accommodations. It is the policy of the Graduate Program in Counseling Psychology at Holy Family University:

- To identify the impaired student
- Address the issue with the student
- Create a remediation plan and assist students in securing remedial assistance
- Monitor student progress with meeting the requirements of the remediation plan
- Dismiss those students from the program for whom remediation attempts have not been successful
- Provide student recourse in a timely manner to address the decision to require them to see assistance or dismissal from the program

Confidentiality of all referred and identified students and of individuals making referral shall be maintained to the extent possible and permitted by law.

Any University policies outlined in Holy Family University's Graduate Catalog supersede this policy. These policies outline under what conditions students must be dismissed from the Graduate Program. The Impaired Student Policy does identify students having difficulty in the above areas, will create a remediation plan with the student to rectify such concerns, and will monitor student progress in meeting the remediation plan but the Graduate Program in Counseling Psychology is bound by the University process and dismissal policies as outlined in the Holy Family University Graduate Catalog.

### **Identification Process**

- **Ongoing** – Identification of student impairment is an ongoing process. Student attitude and behavior on-campus, inside the classroom and as a representative of the Holy Family Counseling Psychology program in the community are contexts for assessment of potential impairment. Course work, practicum, and internships provide both students and faculty opportunities to identify personal barriers students may experience that interfere with their ability to be successful in the counseling profession. Any concerns regarding the student's progress or appropriateness for the counseling profession are brought directly to the student's academic advisor and the Program Director or designee if appropriate.
- **Semester** – Each semester graduate counseling faculty are asked to evaluate every student in his/her classes. In addition, the academic standing of all students in the program is reviewed on a semester basis. Student Progress reports and student grades are reviewed by program faculty and students experiencing difficulty and/or barriers to his/her success are identified

### **Student Notification Process**

- **Step One** – A meeting is held between the student and his/her academic advisor. The focus of the meeting is:
  - To review faculty and program concerns
  - Afford the student the opportunity to share his/her perception and understanding of the situation/issues
  - Provide advising recommendations.

Full documentation is kept of this meeting in the student's program file and the student is given a written summary outlining the agreed upon advising recommendation. Depending on the level of faculty, student, program or University concern this step may be skipped.

- **Step Two** – A meeting is held between the student, other program faculty as appropriate, and the student's academic advisor. The focus of the meeting is:
  - To review faculty and program concerns,

- Afford the student the opportunity to share his/her perception and understanding of the situation/issues, and
- Create a formal remediation plan.

Full documentation is kept of this meeting in the student's program file and the student is given a formal remediation plan signed both by the student and his/her academic advisor. The remediation plan is also reviewed and signed by the Program Director or designee. A Step Two meeting is held either because of the significance of student, faculty, program or University concern/s or due to the ineffectiveness of the Step One remediation plan.

• **Step Three** – A meeting is held between the student, other program faculty as appropriate, the student's academic advisor and the Program Director. The purpose of this meeting is to determine whether the student's impairment can be remediated. Data on student progress toward remediation or lack thereof is reviewed and discussion is held to determine whether the student should continue in the program at this time or is required by the University policies outlined in the Graduate Catalog to be dismissed from the program. All dismissal decisions are made during or shortly after the Step Three meeting. Full documentation is kept of this meeting in the student's program file.

### **Formal Remediation Plan**

The purpose of the remediation plan is to give the student assistance in creating actions that will help the student overcome the barrier/s or issue/s that are interfering with his/her ability to successfully complete the program and become the successful counselor. The creation of the plan is a joint effort between the student, his/her academic advisor and the program. The plan should include:

- Clearly defined student problem areas that interfere with his/her ability to complete the program and become the successful counselor
- Clear mutually agreed upon objectives that will assist the student in remediating the problems they are experiencing
- Action steps to meeting those objectives
- Expected outcome and consequences should these outcomes not be realized
- Time frames by which these objects should be accomplished.

The formal remediation plan should be signed by the student, faculty member and the program director or designee.

### **Monitoring of the Impaired Student**

Impaired students will be monitored for adherence to the remediation plan on a regular and continuous basis. Monitoring will be completed not only through the identification processes listed above but also through ongoing review through the Graduate Counseling program's bimonthly Program Meeting.

### **Dismissal**

Student dismissal will be based on the formal dismissal policies found in Holy Family University Graduate Catalog, failure to adhere to the remediation plan, or continued failure to remediate the barrier/s or the issue/s interfering with the student's ability to practice successfully as a professional counselor.

### **Student Appeal Process**

The student has the right to appeal the conclusions and/or decisions made through this Impaired Student Policy process; identification, remediation plan, and dismissal. The purpose of this appeal process is to secure, at the lowest possible level, an equitable solution to the student's concerns. The appeal process follows the guidelines delineated in the Graduate Catalog.

## **Master of Science in Counseling Psychology – 60 Credit Concentrations**

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

### **Curriculum**

The Master of Science in Counseling Psychology program 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 Courses (27 Credits)**

|           |                                                                  |   |
|-----------|------------------------------------------------------------------|---|
| COUN 501  | Substance Abuse: An Introduction to Identification and Treatment | 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: A Life Span Approach               | 3 |
| COUN 507* | Counseling Multicultural and Diverse Populations      | 3 |
| COUN 513* | Counseling Practicum                                  | 3 |
| COUN 520* | Research Methods for the Behavioral Sciences          | 3 |
| COUN 545* | Assessment: Principles and Applications in Counseling | 3 |

*\* All courses marked with an asterisk have to be completed prior to internship.*

### **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            | 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  | 3 |
| COUN 561 | Internship in Counseling Psychology II: Clinical Mental Health Counseling | 3 |
| COUN 562 | Professional Seminar: Culminating Experience                              | 3 |

### **Electives (12 credits)**

*\* All courses marked with an asterisk have to be completed prior to internship.  
This is a license-eligible concentration.*

### **School Counseling – Certification and/or LPC**

The School Counseling concentration is a Pennsylvania Department of Education-approved certification program in PK-12 school counseling. Students completing this concentration in addition to being eligible for certification as PK-12 school counselors will also have the option to fulfill the educational requirements to sit for the National Counselor Exam. This concentration requires a 600-hour internship and a 100-hour practicum in a school setting.

### **Required Courses for Specialty Area (27 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 |
| 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 |
| COUN 575  | Counseling Students with Learning, Emotional and Intellectual Disabilities | 3 |
| COUN 576  | Meet the Needs of English Language Learners for School Counselors          | 3 |

### **Electives (6 credits)**

*\* All courses marked with an asterisk have to be completed prior to internship.*

### **Other Program Requirements for the Master of Science in Counseling Psychology**

### Comprehensive Examination

All Masters in Counseling Psychology students are required to pass a comprehensive examination over the core competency areas prior to internship. In order to be eligible to sit for the comprehensive examination, students must have completed all the core courses, have an overall average of "B" or better, and be a student in good standing (i.e., not on probation or in remediation). Core courses include the following:

| Content Area                        | Holy Family Core Course Equivalent |                                                                |
|-------------------------------------|------------------------------------|----------------------------------------------------------------|
| Human Growth and Development        | COUN 506                           | Human Development: A Life Span Approach                        |
| Social and Cultural Foundations     | COUN 507                           | Counseling Multicultural Populations                           |
| Helping Relationships               | COUN 503                           | Intro Counseling Theories                                      |
|                                     | COUN 504                           | Intro Counseling Skills Lab I                                  |
| Group Work                          | COUN 505                           | Group Counseling                                               |
| or                                  |                                    |                                                                |
|                                     | COUN 510                           | Group Counseling School Counselors                             |
| Career and Lifestyle                | COUN 502                           | Career Vocational Counseling                                   |
| Development Appraisal               | COUN 545                           | Assessment: Principles and Applications in Counseling          |
| Research and Program Evaluation     | COUN 520                           | Research Methods                                               |
| Professional Orientation and Ethics | COUN 515                           | Professional Orientation and Ethics for Clinical Mental Health |
| or                                  |                                    |                                                                |
|                                     | COUN 517                           | Professional Orientation and Ethics for School Counselors      |

### Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is used as the Program's comprehensive exam. The CPCE is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC). It is a highly valid and reliable way to make judgments about a student's progress toward mastery of the subject matter of professional counseling.

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

### Field Experience

The field 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 field experience is required to apply as outlined in the Graduate Program in Counseling Psychology Student Handbook and must agree to abide by the ethical standards of the American Counseling Association. Each student intending to participate in the field experience must complete a required sequence of coursework with an overall cumulative grade point average of "B" or better prior to internship. All field experiences must be approved by the Graduate Counseling Psychology Field Experience Committee.

The University reserves the right to postpone or deny a student a field experience 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 Student 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.

### Postgraduate Licensure Program

This program is designed to assist practicing master-level counselors gain the additional educational requirements for licensure eligibility. 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 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
- Submitted official transcripts of all graduate work
- Completed a personal interview with the Program Director.
- 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 create an educational plan with him or her.

### **Postgraduate Certificate 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 PK-12 school counselor. To be eligible for this program, the applicant must have:

- Obtained a master's degree in counseling from an institution of higher education
- Submitted an application form
- Submitted official transcripts of all graduate work
- Completed a personal interview with the Program Director.

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 create an educational plan.

### **Counseling Psychology Course Descriptions**

#### **CART 560/561/563 Internship in Counseling Psychology I, II, III – Art Therapy (3 credits)**

*Prerequisite: See Internship Handbook for specific criteria. Only open to art therapy concentration students and only with permission of Program Director or Designee.*

The internship provides an opportunity for students to synthesize and apply coursework in art therapy in a counseling setting.

#### **CART 562 Professional Seminar: Culminating Experience in Art Therapy (3 credits)**

*Prerequisite: Only open to art therapy concentration students and only with permission of Program Director or Designee.*

Students will develop knowledge and skills necessary for conducting original independent research in Art Therapy.

\*CART courses will only be offered to students who have entered the Art Therapy track prior to Spring of 2024.

#### **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. Students learn to recognize the signs of need for treatment for an addiction. Students 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.*

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)**

Introduces 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.*

Helps 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.*

Explores, through didactic and experiential learning activities, 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)**

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)**

Promotes awareness of the diversity of American culture and educates counselors about trends, issues, and communications in a multicultural society. This 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)**

Introduces 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 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.*

Introduces 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.*

Features 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, databases, spreadsheets, drawing, desktop publishing, website development, and presentation software will be integral parts of this course.

**COUN 513 Counseling Practicum (3 credits)**

This course serves an entry-level supervised field experience in counseling. Students are expected to complete 100 hours of field experience in an approved school, institution, agency, or program which includes both observational and direct service to students/clients and families in addition to classroom instruction and group supervisors with faculty.

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

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

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 518 Psychology of Wellness (3 credits)**

Provides a framework for counselors to develop an awareness of one's own physical and mental health and its impact on the ability to help those with whom they work.

**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.*

Provides 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 Counseling Agencies (3 credits)**

Provides 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 526 Suffering and Hope (3 credits)**

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

*Prerequisites: COUN 503 and COUN 504*

This course will provide students with the knowledge and hands-on applications of Cognitive and Behavioral Psychotherapy. Students will understand how techniques derive from Cognitive Behavioral theory. They will use techniques appropriately, experiment with techniques in mock practice, plan treatment and evaluate the effectiveness of interventions.

**COUN 536 Trauma: Biology, Principles and Treatment (3 credits)**

Effects of trauma, assessment, examines current diagnostic methods controversies, and psychobiology and provides evidence-based practices for trauma-related issues that include: distress reduction and affect regulation training, cognitive interventions and emotional processing.

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

Familiarizes students 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)**

Introduces 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 545 Assessment: Principles and Applications in Counseling (3 credits)**

Students learn practical and ethical administration of individual assessment and application of assessments in planning counseling interventions and program evaluation.

**COUN 557 Human Sexuality (3 credits)**

Introduction to psychosexual development from a social, historical and cultural perspective with emphasis on sexual concerns, beliefs and behavior as presented in counseling settings.

**COUN 560/561/563 Internship in Counseling Psychology I, II and III: Clinical Mental Health 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.*

Provides an opportunity for students to synthesize and apply what has been learned in their coursework in an actual job setting. This internship is an intensive work experience that is similar to a regular job in the counseling field.

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.*

Serves as 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)**

Provides students with a model for Campus Crisis Intervention. Students will also learn how to write effective policies and procedures, deal with the media, and interact with parents during crisis situations. 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 572 Psychopharmacology (3 credits)**

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

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

Encourages the understanding of the characteristics, etiology and contributing factors of specific disabilities found in school aged children. Students 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 576 Meeting the Needs of ELL for School Counselors (3 credits)**

This course prepares future school counselors to work effectively with multicultural competence with students who are English Language Learners.

**COUN 581 Private Practice (3 credits)**

This course is designed to provide emerging therapists with the knowledge and skills necessary to establish and manage a successful private practice. Topics will cover the practical aspects of starting a practice, ethical considerations, marketing strategies, and effective client management.

**COUN 582 Physiological Basis of Behavior (3 credits)**

This course explores the biological and physiological mechanisms underlying human behavior, integrating perspectives from neuroscience, psychology, and physiology. Topics include neuroanatomy, neural communication, sensory and motor systems, emotion, motivation, learning, memory, and psychopathology. Emphasis will be placed on current research methodologies and findings in behavioral neuroscience.

**COUN 583 Cognitive Affective Basis of Behavior (3 credits)**

This course provides an in-depth examination of cognitive and affective processes underlying behavior, emphasizing theoretical integration, neuroscientific mechanisms, and empirical research. The course critically evaluates contemporary models of cognition-emotion interaction and applies APA ethical, scientific, and professional standards in psychological research and practice.

**COUN 584 Criminal Justice Reform Therapy (3 credits)**

This course explores the biological and physiological mechanisms underlying human behavior, integrating perspectives from neuroscience, psychology, and physiology. Topics include neuroanatomy, neural communication, sensory and motor systems, emotion, motivation, learning, memory, and psychopathology. Emphasis will be placed on current research methodologies and findings in behavioral neuroscience.

**COUN 590 Motivational Interviewing**

Motivational Interviewing (MI) is an evidence-based counseling method designed for strengthening intrinsic motivation in various mental/physical health settings for positive behavior change. This course will introduce students to theory, principles, skills of Motivational Interviewing, and begin the process for developing proficiency in Motivational Interviewing.

**COUN 598 Special Topic in Counseling Psychology (1-3 credits)**

Offered: Fall, Spring and Summer

**CNCC 525 Management of Special Populations in Corrections (3 credits)**

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

**CNCC 578 Correctional Counseling (3 credits)**

An introduction to the theories and methods of a multicultural approach to counseling offenders within institutional and community-based correctional systems.

**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.*

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

## **Master of Science in Behavior Analysis**

### **Mission**

The mission of the Graduate Program in Applied Behavior Analysis is to cultivate a community of compassionate and competent behavioral practitioners. Through hands-on instruction, mentoring, and supervision, we empower our students to integrate the principles of behavior into both practice and research, while prioritizing the well-being of professionals. Our goal is to equip graduates with the skills and knowledge necessary to design behavioral programs that affect positive, socially significant outcomes in the world.

### **Learning Objectives**

**Fostering a Culture of Compassion and Competence:** Create a supportive environment where students develop empathy and understanding alongside technical proficiency, ensuring they become compassionate and competent behavioral practitioners that recognize the importance of professional well-being as crucial for maintaining productivity and overall satisfaction in the profession.

**Providing Experiential Learning Opportunities:** Offer hands-on mentoring and supervision to facilitate practical application of behavior analysis principles in real-world settings, enabling students to seamlessly integrate theory with practice.

**Promoting Interdisciplinary Collaboration:** Encourage collaboration between students, faculty, and professionals from diverse fields to enrich perspectives and approaches, preparing graduates to address complex societal issues through interdisciplinary solutions.

**Empowering Agents of Change:** Equip graduates with the critical thinking skills and ethical framework necessary to identify and implement behavioral interventions that lead to positive, socially significant outcomes for those in need, and to help students become contributors and leaders in behavior analysis thereby empowering them to effect meaningful change in the profession and communities worldwide.

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.

### **Outcomes**

Graduates of the Master of Science in Applied Behavior Analysis program demonstrate skills and knowledge in the following areas:

**Conceptual Understanding:** Graduates will demonstrate a comprehensive understanding of fundamental concepts and principles in behavior analysis.

**Theoretical Competence:** Graduates will possess a strong grasp of the theoretical foundations and philosophical underpinnings of behavior analysis, enabling them to critically evaluate and apply behavioral principles in various contexts.

**Research Proficiency:** Graduates will be proficient in both basic and applied research methodologies in behavior analysis, allowing them to contribute to the advancement of knowledge in the field through rigorous empirical investigation.

**Assessment Skills:** Graduates will demonstrate competence in conducting thorough behavior assessments, including functional behavior assessments, and will be proficient in analyzing and interpreting assessment data to inform intervention planning.

**Intervention Expertise:** Graduates will be adept at designing and implementing behavior change procedures based on the principles of behavior analysis, with the ability to modify interventions based on ongoing assessment and evaluation.

**Performance Management:** Graduates will understand principles and techniques of organizational behavior management, enabling them to better address behavioral issues with personnel and organizational settings and improve overall performance and effectiveness.

**Ethical Awareness:** Graduates will exhibit a strong commitment to ethical practice in behavior analysis, adhering to the ethical guidelines outlined by relevant professional organizations and demonstrating integrity and respect for individuals' rights and dignity.

**Experiential Learning:** Graduates will have engaged in meaningful experiential learning opportunities throughout the program, gaining practical experience in applying behavior analysis principles in diverse settings under the guidance of experienced mentors and supervisors.

## **Admission Requirements**

The Master of Science in Applied Behavior Analysis program is ethically bound and strives to only admit as matriculated students those who demonstrate the academic ability and social/emotional skills maturity required to be successful given the academic rigor and training required of the program. Applicants are considered for admission based on their academic ability, written 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. Eligibility and requirements include the following:

A minimum overall GPA of 3.0 or higher to be admitted

Submission of results of the Graduate Record Examination (GRE) prior to being considered for admission **if** the undergraduate major grade point average is less than 3.0 on a 4.0-point scale

You must complete the program application.

## **Specific Program 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 Applied Behavior Analysis program:

Writing sample outlining interests and professional goals

Letter of recommendation one faculty member or supervisor in a related field or someone that has the capacity to speak to your abilities and performance to be a successful graduate student

Successful completion of a personal interview

Notification of acceptance into the program is usually completed within two weeks of the personal interview.

## **4+1 program: Bachelor of Arts/Master of Science in Applied Behavior Analysis Program**

The School of Arts and Sciences offers a BA/MS program that enables Holy Family undergraduate students a Master of Science in Applied Behavior Analysis in 5 years. Undergraduates seeking admission to the dual degree program must have a minimum overall GPA of 3.0 or higher for courses taken at Holy Family and are eligible to apply in their junior year (the deadline for applications is March 1). Students who might be interested in this program include but are not limited to students from Psychology, Neuroscience, Education, or Criminal Justice.

## **Admission Requirements**

You must complete the program application.

You must maintain a 3.0 or higher GPA in your major to be admitted into the program

You must complete the application process by March 1 of your junior (third) year.

Once you are conditionally accepted, you will be advised on the courses to take in your senior year by your faculty advisor and graduate program director.  
You must take the number of courses required for the specified program (four courses for the 4+1 program).  
You must maintain the appropriate GPA and earn a grade of "B" or better in your graduate courses to matriculate into the master's degree program after completion of your undergraduate degree.

### **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 Applied Behavior Analysis program:

Writing sample outlining interests and professional goals

Letter of recommendation from one faculty member or supervisor in a related field or someone that has the capacity to speak to your abilities and performance to be a successful graduate student.

Successful completion of a personal interview

Notification of acceptance into the program is usually completed within two weeks of the personal interview.

### **4+1 program: Bachelor of Arts**

Students in the 4+1 program complete four graduate courses during their senior (fourth) year, two of which may count toward full time credit requirements for the undergraduate program. You will matriculate into your master's degree program upon graduation from your undergraduate program and are required to take two summer courses after your senior year and three courses in each semester of your fifth year.

If you choose to discontinue the 4+1 program, you revert to traditional graduate student status for the remainder of your enrollment. You are expected to maintain a 3.0 GPA to begin this sequence in your senior year.

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

Following review of all application materials and a successful interview with graduate program faculty, admission to the dual degree program will require the approval of the Graduate Program Director and the Dean of the School of Arts and Sciences.

Accepted students will be permitted to take no more than twelve credits of graduate course work during the senior year of undergraduate study. These twelve graduate credits will be charged at the undergraduate tuition rate.

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

### **Timeline**

#### **Sophomore year**

Meet with your faculty advisor to discuss your interest in the combined bachelor's/master's program.

#### **Junior year**

Connect with a graduate admissions counselor to discuss your interest in the combined bachelor's/master's program.

Participate in a virtual information session during the fall/spring semester.

Apply to the combined bachelor's/master's program by March 1.

#### **Senior year**

Take graduate courses alongside your undergraduate courses (4 courses for the 4+1 program).

Complete your bachelor's degree in your chosen major.

#### **Fifth year and beyond**

Complete your remaining graduate courses.

### **Academic Program Description**

To provide students with the opportunity to develop the skills required to practice as behavior analysts with expertise in the areas of school, community, clinic, hospital, correctional, higher education, or research settings, the program uses a scholar-practitioner training model. 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. Student advocacy and service learning is integrated into the academic experience to prepare the developing professional for a life-long role as a behavior analyst who can impact change on an individual, organizational, local, national, and global level. The supervised experiential learning courses provide students with the professional experiences to synthesize course material with real-life behavior analytic experiences to develop the skills appropriate for beginning practitioners.

The Master of Science in Applied Behavior Analysis program is centered on a core ABA curriculum that aligns with the BACB® 6th Edition TCO® and ABAAI® accredited course requirements. After successful completion of this program and the required supervised fieldwork requirements set forth by the BACB® (not a graduation requirement), students are eligible to apply for behavior analyst certification through pathway 2 through the BACB®. Additionally, Holy Family is seeking program recognition through ABAAI® Tiered Model of Education as a Tier 2A program.

This program is tailored to equip students with the necessary knowledge and skills in behavior analysis for board certification, enabling them to effectively apply these skills across diverse settings. The program highlights the importance of looking after yourself to better care for others and enhance professional satisfaction within the field.

### Course Delivery

The Master's in Applied Behavior Analysis program, concentrated at the University's Newtown East, Bucks County location, is designed for students who are available to attend synchronous (online live) courses scheduled in the late afternoon and early evening. As a program committed to fostering student well-being, we acknowledge the multifaceted responsibilities that our students bear. Our objective is to promote a learning environment that enables students to engage with instruction effectively, facilitating their success as learners. Additionally, we strive to support our students in balancing their educational pursuits with full-time employment and/or caretaker responsibilities.

To remotely access the courses students must acquire the needed technology for participating in the courses. If students do not have the capacity to acquire the technology needed for this program, Holy Family University has a technology loaning program. Students in need of this support can contact Holy Family IT for this loaner program. Students are expected to be in an environment ready to learn with their cameras on, ready to participate in the live instruction. Students are not able to participate in class while driving or in other environments that are distracting to the students learning or the learning of others.

### Eligibility for Certification as a Behavior Analyst Certification Board (BACB®):

- All students entering the program beginning in 2025 will participate in graduate courses that meet the BCBA® 6<sup>th</sup> Edition Test Content Outline (TCO) Requirements. <https://www.BACB.com/wp-content/uploads/2022/01/BCBA-6th-Edition-Test-Content-Outline-231221-a.pdf>
- Current students completing their program of studies based on the BACB® BCBA® 6<sup>th</sup> Edition TCO Requirements must ensure that all requirements are met, and documents are submitted to the BACB® sit for the BCBA® Examination.
- *Please note that the BACB® and/or the Applied Behavior Analysis International (ABAAI®) can make changes to eligibility requirements for certification at any time.* Current and future students are required to review information from the BACB® and remain current with updates <https://www.BACB.com/BCBA/>
- Students must complete a core set of 8 lecture-based courses (24 credits) and required Experiential Learning courses (6 credits) and a required thesis project (6 credits). The total program involves 36 graduate credits. The core ABA set of classes has met the requirements for both the BACB® 6<sup>th</sup> Edition Test Content Outline as well as ABAAI® accredited course requirements. The students must have a "B" in all the core ABA courses and pass 1 competency exam to stay in the program.
- The competency assessment is a 40-hour Registered Behavior Technician (RBT®) training series that will be completed at the midpoint of their program. Students must complete the 40-Hour Training successfully to continue in the program.
- Students who are enrolled in this program are subject to the policies and guidelines of the university as stated in the current Holy Family University Catalog and Student Handbook.
  - Students are responsible for successfully completing all graduate requirements.
  - To be eligible to sit for the BCBA® exam, students are also responsible for accumulating the required amount of supervised fieldwork hours, submit all documents that are required to the BACB® (Not a graduation requirement).
- Students may be required to complete additional supervised fieldwork hours outside of the Experiential Learning course independently to qualify to sit for the examination.
- Completing the required number of supervision hours designated by the is not a requirement for graduation.
  - To become a BCBA® students must pass the BACB® BCBA® Examination.
- Passing the BCBA® exam is not a requirement for graduation.

### Required Supervised Experiential Learning

As a major qualification to sit for the BACB® Examination to become a BCBA®, an applicant must officially participate and document Supervised Fieldwork Experience. [https://www.BACB.com/wp-content/uploads/2022/01/BCBA-Handbook\\_230321-a.pdf](https://www.BACB.com/wp-content/uploads/2022/01/BCBA-Handbook_230321-a.pdf)

The applicant is responsible for acquiring and documenting the fieldwork hours in accordance with the official procedures of the BACB®. Students must review the BACB® Fieldwork Requirements during their and sign a

document indicating their understanding. In addition, each student will receive a Program Handbook that delineates the requirements. Students will be required to sign a document indicating they have received the Program Handbook. To assist our students in accumulating hours and advanced training, Holy Family requires each student to participate in Experiential Learning experiences. The Experiential Learning experience will follow the concentrated supervised fieldwork guidelines of the BACB®. During the Experiential Learning, a student will participate in a minimum of 15 hours per week of applied behavior analytic work that involves both hands-on training as well as program planning, development, and evaluation activities. The primary focus is on acquiring the skills necessary to demonstrate competence of relevant tasks on the BCBA® TCO® 6<sup>th</sup> Edition and the skills necessary to interact effectively with consumers, supervisors, parents, and others. Securing a supervision site and Responsible BCBA® or BCBA®-D is required prior to students enrolling in this course.

The Experiential Learning course experience will have two primary components: A seminar component for one credit along with a field component for two credits. Students must be enrolled in both simultaneously.

Students within the Master's program are expected to comply with the BACB® Ethics Code for Behavior Analysts <https://www.BACB.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-230119-a.pdf> at all times. Students must sign and submit an Ethics Code Statement upon acceptance into the program. In addition, specific Experiential Learning sites may have additional requirements.

### **Course Sequence and Prerequisites**

The graduate program curriculum has been designed to have a student participate in at least 1 of the first two courses (MABA 533, 534) during their first semester. Participation in later courses (MABA 535-540) is acceptable in combination with the first two courses with support of the Academic Advisor. MABA 541 and MABA 542 will be taken the last two semesters of the student's program. MABA 534 S/F will be taken simultaneously. MABA 535 S/F will be taken simultaneously. MABA 534 S/F and MABA 535 S/F can be taken any semester after the student's first semester.

Students must successfully earn a minimum of a "B" in each Behavior Analysis course. Students who receive a "C" or lower in a Behavior Analysis course will need to repeat the course and earn a "B" or better to complete the program.

If the student repeats the course, the student will be put on probation and will be given one opportunity to repeat the course. During this semester the student may only take the course that they are repeating. If the student is successful in earning a "B" or higher in the repeated course, they may take 2 courses the following semester. With successful earning of a "B" or higher in the next courses the student may return to taking 3 courses the following semester.

If the student receives 2 or more "C's" in a semester they will only be able to take 1 repeated course at a time. If the student needs to repeat more than 2 individual courses, they will be dismissed from the program. Students who are taking their 2nd repeated course will be put on academic probation.

### **Advisement**

The Master of Science in Applied Behavior Analysis program views mentoring and 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 behavioral practitioner who is engaged in a lifelong learning process.

Upon admission to the program, each student is assigned a faculty advisor. 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 supervised experiential learning opportunities, career guidance, and other administrative issues. Appointments may be made by contacting faculty directly. Faculty office hours are posted by each faculty.

### **Impaired Student and Remediation Policy**

This policy outlines the Graduate Program's obligation to identify, address and assist in the remediation (if possible) of students who have impairments that interfere with their ability to be successful Behavior Analysts.

### **Faculty Gatekeeping & Remediation Responsibilities**

Professions engaged in protection of the public health and welfare charge its members with the responsibility of monitoring and gatekeeping potential new members. Therefore, the Graduate Program in Applied Behavior Analysis at Holy Family University maintains that in order to protect their students, the profession, and the eventual consumers of services provided by graduates, it is necessary to monitor students' academic and professional development while in the program. This monitoring specifically focuses on both academic performance and professional conduct. As such, the department's faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in any of the department's academic programs. A student's admission into a Graduate Program in Applied Behavior Analysis program does not guarantee that she or he is fit to remain in that program. Thus, members of the faculty will evaluate student performance and professional

conduct on an ongoing-basis, semester by semester. The faculty will make judgments based on student professionalism, course performance, supervisors' evaluations of students' performance in the field, and students' adherence to any and all codes of ethics that have bearing upon the student's training while in the program.

### **Impaired Student Definition**

An impaired student is someone who has significant physical, mental or emotional problems likely to harm a client and affect the student's ability to participate within and graduate from the University with requisite knowledge, skills and temperament required to be a successful professional behavior analyst. Some signs and symptoms of such impairment could include, but are not limited to, a pattern of the following:

Unusual or inappropriate behavior

Negative changes in academic performance,

Frequent or unexplained absences and/or tardiness from academic responsibilities,

Frequent or unexplained illnesses or accidents

Significant inability to contend with routine difficulties and act to overcome them

Violations of the "Student Code of Conduct" as indicated in the Graduate Catalog

Violations of the good academic performance requirement as indicated in the Graduate Catalog

### **Remediation Action**

Remediation focuses on the behavior of the impaired student and not on any underlying medical or other condition or disability. If impairment is caused by a disability, it shall be the student's obligation to comply with University Policy as outlined in the Graduate Catalog with regard to disability accommodations. Remediation action for such impairment may include but is not limited to:

1. Identify the impaired student
2. Scheduled monitoring meetings with the student's academic advisor
3. Additional remedial or professional training related to the impairment or deficit
4. Academic support (tutoring, additional class work with the course professor, etc.)
5. Counseling and other forms of mental health treatment
6. Self-structured behavioral change
7. Additional field experiences
8. Leaves of absence with return to program contingent on remediation of the student's impairment and consistent with university policy
9. Other actions as seen necessary by the Program Director and faculty

### **Impaired Student Policy Process**

1. To identify the impaired student
2. Address the issue with the student
3. Create a remediation plan and assist students in securing remedial assistance
4. Monitor student progress with meeting the requirements of the remediation plan
5. Dismiss those students from the program for whom remediation attempts have not been successful
6. Provide student recourse in a timely manner to address the decision to require them to see assistance or dismissal from the program

Confidentiality of all referred and identified students and of individuals making referral shall be maintained to the extent possible and permitted by law.

Any University policies outlined in Holy Family University's Graduate Catalog supersede this policy. These policies outline under what conditions students must be dismissed from the Graduate Program. The Impaired Student Policy does identify students having difficulty in the above areas, will create a remediation plan with the student to rectify such concerns, and will monitor student progress in meeting the remediation plan but the Graduate Program in Applied Behavior Analysis is bound by the University process and dismissal policies as outlined in the Holy Family University Graduate Catalog.

### **Student Understanding of Remediation and Consent Agreement**

Upon admission to the Graduate Program in Applied Behavior Analysis, students will be given the opportunity to review the expectations for academic and professional development while in the program. The concepts of gatekeeping, student review, remediation and retention will be outlined in writing. The process and forms used to evaluate and support student progress will be described to ensure a complete understanding. Students will then be asked to sign and date the Student Review, Remediation & Retention Policy and Consent Form to demonstrate their understanding and agreement before beginning any course or field experience. The original signed consent form will be kept in the student's file. Students may request a copy of their consent form for their records.

## **Tier 1 Evaluation & Remediation Plan**

Each semester, the student's Advisor, Program Committee and Program Director will use the Tier 1 Evaluation & Remediation Plan to assess each student in the program. If it is evident that a student is making satisfactory progress in the program, both from an academic and professional development perspective, then no action will be taken and the Tier 1 Evaluation and Remediation Plan will be filled out as "Satisfactory".

If, however, a student may need additional help to be successful in academic and/or clinical work, faculty may work with this student on an informal basis to find support for a student will not entirely address a student's problems, he/she will discuss these problems at a program committee meeting, or with the program director, to solidify appropriate measures of remediation and establish a timeline for change. This will be construed as a Tier 1 Evaluation and Remediation Plan. In this plan a student will be given one semester to demonstrate concrete, measurable change on any of the areas deemed "Unsatisfactory" on the Tier 1 Remediation plan. If after one semester, the student has not demonstrated concrete, measurable improvement on the categories noted as "Unsatisfactory" on the Tier 1 Remediation Plan, the student remediation plan will then be moved to Tier 2.

## **Tier 2 Evaluation & Remediation Plan**

If after one semester, the student has NOT demonstrated concrete, measurable improvement on the categories on the Tier 1 Remediation Plan that were initially noted as 'Unsatisfactory', then the student's remediation plan will be moved ahead and outlined on the Tier 2 Student Remediation Plan. A designated faculty member(s) will hold a discussion with the student to clarify behavior(s) that need(s) to be changed, requirements for remediation, time limits for expected change, and consequences if remediation is unsuccessful. Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan are grounds for program dismissal.

## **Identification Process**

**Ongoing** – Identification of student impairment is an ongoing process. Student attitude and behavior on campus, inside the classroom (virtual or in-person) and as a representative of the Holy Family Applied Behavior Analysis program in the community are contexts for assessment of potential impairment. Course work and experiential learning provide both students and faculty opportunities to identify personal barriers students may experience that interfere with their ability to be successful in the behavior analysis profession. Any concerns regarding the student's progress or appropriateness for the behavior analysis profession are brought directly to the student's academic advisor and the Program Director or designee if appropriate.

**Semester** – Each semester graduate faculty are asked to evaluate every student in his/her classes. In addition, the academic standing of all students in the program is reviewed on a semester basis. Student Progress reports and student grades are reviewed by program faculty and students experiencing difficulty and/or barriers to his/her success are identified.

## **Student Notification Process**

**Step One** – A meeting is held between the student and his/her academic advisor. The focus of the meeting is:  
To review faculty and program concerns  
Afford the student the opportunity to share his/her perception and understanding of the situation/issues  
Provide advising recommendations.

Full documentation is kept of this meeting in the student's program file and the student is given a written summary outlining the agreed upon advising recommendation.

**Step Two** – A meeting is held between the student, other program faculty as appropriate, and the student's academic advisor. The focus of the meeting is:  
To review faculty and program concerns,  
Afford the student the opportunity to share his/her perception and understanding of the situation/issues, and  
Create a formal remediation plan.

Full documentation is kept of this meeting in the student's program file and the student is given a formal remediation plan signed both by the student and his/her academic advisor. The remediation plan is also reviewed and signed by the Program Director or designee.

A Step Two meeting is held either because of the significance of student, faculty, program or University concern/s or due to the ineffectiveness of the Step One remediation plan.

**Step Three** – A meeting is held between the student, other program faculty as appropriate, the student's academic advisor and the Program Director. The purpose of this meeting is to determine whether the student's impairment can be remediated. Data on student progress toward remediation or lack thereof is reviewed and discussion is held to

determine whether the student should continue in the program at this time or is required by the University policies outline in the Graduate Catalog to be dismissed from the program. All dismissal decisions are made during or shortly after the Step Three meeting. Full documentation is kept of this meeting in the student's program file.

### **Formal Remediation Plan**

The purpose of the remediation plan is to give the student assistance in creating actions that will help the student overcome the barrier/s or issue/s that are interfering with his/her ability to successfully complete the program and become the successful behavior analysts. The creation of the plan is a joint effort between student, his/her academic advisor and the program. The plan should include:

- Clearly defined student problem areas that interfere with his/her ability to complete the program and become the successful behavior analyst
- Clear mutually agreed upon objectives that will assist the student in remediating the problems they are experiencing
- Action steps to meeting those objectives
- Expected outcome and consequences should these outcomes not be realized
- Time frames by which these objects should be accomplished.

The formal remediation plan should be signed by the student, faculty member and the program director or designee.

### **Monitoring of the Impaired Student**

Impaired students will be monitored for adherence to the remediation plan on a regular and continuous basis. Monitoring will be completed not only through the identification processes listed above but also through ongoing review through the Graduate Applied Behavior Analyst program's monthly Program Meeting.

### **Dismissal**

Student dismissal will be based on the formal dismissal policies found in the Graduate Catalog, failure to adhere to the remediation plan, or continued failure to remediate the barrier/s or the issue/s interfering with the student's ability to practice successfully as a professional behavior analyst.

### **Student Appeal Process**

The student has the right to appeal the conclusions and/or decisions made. The purpose of this appeal process is to secure, at the lowest possible level, an equitable solution to the student's concerns. The appeal process follows the guidelines delineated in the Graduate Catalog.

### **Course Transfer Policy**

As per the University Policy, a student may transfer in a total of six graduate credits towards the Master's Program. However, in relation to the core courses, the content must be consistent with the content of Holy Family program courses in terms of the required areas of study according to the BACB® and ABAI® Standards. An individual interested in transferring credit hours, must submit official transcripts and course syllabi of the courses for review by the program director. Approval must be obtained by the program director. There is no guarantee that courses taken at other institutions will successfully transfer into the program.

### **Behavior Analyst Certification Board**

As is further described by the Board ([www.BACB.com](http://www.BACB.com)), the BACB® is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. On a regular basis, the BACB®'s certification requirements, exam content, and procedures undergo a review according to international standards for organizations that grant professional credentials. Content experts in the discipline establish the BACB® requirements and examination content. Students are required to thoroughly review the BCBA® requirements and associated documents. The Program Director serves as a liaison between the students and the BACB® and ABAI®. Each student must schedule a meeting with the Program Director during the first semester in the program.

### **Master of Science in Behavior Analysis – 36 Credit**

For the most-up-to date information about the program curriculum, please see the Program Director.

### **Curriculum**

The Master of Science in Behavior Analysis program offers a central core curriculum that aligns with the BACB® and ABAI® course requirements. This core curriculum enables students to develop necessary skills to practice as a behavior analyst in a variety of contexts.

Students are eligible to participate in the practicum courses after they have completed their first course in behavior analysis.

### **Core Courses (36 Credits)**

|          |                                                                                      |   |
|----------|--------------------------------------------------------------------------------------|---|
| MABA 533 | Concepts and Principles of Behavior Analysis                                         | 3 |
| MABA 535 | Basic Behavior Analysis                                                              | 3 |
| MABA 534 | Behavioral Assessment                                                                | 3 |
| MABA 536 | Behavioral Change Procedures                                                         | 3 |
| MABA 537 | Ethics in Behavior Analysis                                                          | 3 |
| MABA 538 | Conceptual Analysis: Theory & Philosophy in Behavior Analysis                        | 3 |
| MABA 539 | Performance Management: Personnel Supervision and Organizational Behavior Management | 3 |
| MABA 540 | Research Design in Applied Behavior Analysis                                         | 3 |
| MABA 541 | ABA Thesis 1                                                                         | 3 |
| MABA 542 | ABA Thesis 2                                                                         | 3 |
| MABA 543 | Seminar Component of Experiential Learning in ABA 1                                  | 1 |
| MABA 544 | Experiential Learning Field Component in ABA 1                                       | 2 |
| MABA 545 | Seminar Component of Experiential Learning in ABA 2                                  | 1 |
| MABA 546 | Experiential Learning Field Component in ABA 2                                       | 2 |

## **Behavior Analysis Course Descriptions**

### **MABA 533 Concepts and Principles of Behavior Analysis (3 credits)**

Introduction to principles of learning through discussions of early and contemporary learning theory, including applied behavior analysis (ABA). Application of principles in educational and therapeutic settings are also examined.

### **MABA 534 Behavioral Assessment (3 credits)**

This course thoroughly covers experimental research on learning in both humans and animals. By course completion, students will be proficient in reading and comprehending basic research articles in behavior analysis, and will grasp the theoretical and practical implications of such research for understanding human behavior. This course will allow students to apply and observe these concepts and principles through a virtual lab.

### **MABA 535 Basic Behavior Analysis (3 credits)**

This course offers comprehensive training in the utilization of commonly employed behavior assessment tools for behavioral practitioners. Through hands-on instruction, students will acquire proficiency in administering direct and indirect behavioral assessments, analyzing, and graphing assessment outcomes, synthesizing assessment data, and effectively communicating findings to stakeholders with professionalism and compassion. The assessments covered encompass functional behavior assessments, language-based assessments, functional skills assessments, social skills assessments, and preference assessments.

### **MABA 536 Behavioral Change Procedures (3 credits)**

This course will focus on the practical applications of behavior change procedures for individuals with exceptionalities, particularly uniquely abled clients, and those seeking behavioral changes. Students will apply methods in ABA to identify and measure behavior and develop behavioral intervention plans based on function.

### **MABA 537 Ethics in Behavior Analysis (3 credits)**

Practicing as a competent and culturally responsive Behavior Analyst requires an understanding of risks to oneself, clients, other professionals, and the field of behavior analysis. Students will acquire an in-depth understanding of legal constraints and ethical guidelines as pertinent to behavioral research, practice, and supervision based on the BACB's Ethics Code for Behavior Analysts (the "Code").

### **MABA 538 Conceptual Analysis: Theory & Philosophy (3 credits)**

This course explores B. F. Skinner's influential philosophy of Radical Behaviorism, as articulated in his key texts 'Beyond Freedom and Dignity' and 'About Behaviorism'. It aims to deepen understanding of the science of behavior and its philosophical underpinnings, fostering the application of behavior analysis principles to diverse contexts.

### **MABA 539 Performance Management: Personnel Supervision and Organizational Behavior Management (3 credits)**

This course prepares students with comprehensive insights and practical techniques in performance management for effectively consulting, supervising, managing, and supporting individuals utilizing behavioral assessment and intervention programs fostering ethical practices to increase positive staff and organization outcomes. Additionally, students will learn about the importance of collaboration between students, faculty, and professionals from diverse

fields to enrich perspectives and approaches, preparing graduates to address complex societal issues through interdisciplinary solutions.

### **MABA 540 Research Design in Applied Behavior Analysis (3 credits)**

This course will provide the student with information regarding the rationale, design, and application of research designs in applied behavior analysis with a focus on single subject designs. The student will have the opportunity to propose and design a study that utilizes the principles of applied behavior analysis.

### **MABA 541 ABA Thesis 1 (3 credits)**

This course aims to develop students' competence in identifying and defining a research problem and designing a method to address it. By the end of the course, students will have acquired a thesis advisor, completed a thesis proposal, received project approval from faculty and the thesis advisor, submitted an IRB application, and completed the introduction and methodology sections of their thesis. Students will meet weekly with thesis faculty and classmates for focused discussion and feedback on the thesis process. Additionally, six individual meetings with the thesis advisor are required.

MABA 541 develops student competence in identifying and defining a behavior-analytic research problem and designing a scholarly method to address it, consistent with ABAI Thesis/Equivalent Standards (9-104 & 9-109).

By the end of the course, students will:

Secure a doctoral-level core faculty thesis advisor

Form an approved thesis committee consisting of the advisor and at least one additional qualified member

Develop and present a formal thesis proposal including literature review and methodology

Obtain committee approval using the program proposal evaluation rubric

Submit an IRB application or exemption request as required by university policy

Complete the introduction and method sections of the thesis document

Students participate in weekly seminar-style meetings with faculty and peers and complete a minimum of six individual advisor meetings.

Weekly Meetings:

- Format: Group discussions, presentations, and peer feedback.

- Expectations: Active participation, preparation of materials, and constructive feedback.

Individual Meetings:

- Frequency: Six meetings with the thesis advisor.

- Purpose: Personalized guidance, progress check, and addressing specific challenges.

### **MABA 542 ABA Thesis 2 (3 credits)**

This course aims to develop students' competence in identifying and defining a research problem and designing a method to address it. By the end of the course, students will have acquired a thesis advisor, completed a thesis proposal, received project approval from faculty and the thesis advisor, submitted an IRB application, completed the results and discussion sections of their thesis, and successfully defended their thesis. Students will meet weekly with thesis faculty and classmates for focused discussion and feedback on the thesis process. Additionally, six individual meetings with the thesis advisor are required. Students will work under the supervision of a thesis committee consisting of the thesis advisor and at least one additional qualified member approved by core faculty.

MABA 542 supports the completion of the thesis investigation and final written product in alignment with ABAI accreditation requirements.

By the end of the course, students will:

Conduct the approved investigation or systematic scholarly review in accordance with IRB requirements

Complete data analysis and interpret results within a behavior-analytic framework

Write the results and discussion sections of the thesis

Submit a full final written thesis meeting professional and APA/journal-style standards

Successfully complete an oral thesis defense evaluated by the thesis committee

Submit final revisions and ensure the approved thesis is archived electronically for accreditation review

Students participate in weekly thesis seminar meetings and complete a minimum of six individual advisor meetings.

Weekly Meetings:

- Format: Group discussions, presentations, and peer feedback.

- Expectations: Active participation, preparation of materials, and constructive feedback.

Individual Meetings:

- Frequency: Six meetings with the thesis advisor.

- Purpose: Personalized guidance, progress check, and addressing specific challenges.

**MABA 543 Seminar Component of Experiential Learning in ABA 1 (1 credit)**

Students will participate in a minimum of 120 hours of experiential learning that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses while directly working in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Behavior Analyst.

**MABA 544 Experiential Learning Field Component in ABA 1 (2 credits)**

Students will participate in a minimum of 120 hours of experiential learning that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses while directly working in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Behavior Analyst.

**MABA 545 Seminar Component of Experiential Learning in ABA 2 (1 credit)**

Students will participate in the 2nd portion of ABA Seminar and Experiential Learning. One credit seminar course that coincides with 2 credit field experiential learning in ABA.

**MABA 546 Experiential Learning Field Component in ABA 2 (2 credits)**

Students will complete 120 hours of field experience in ABA. Course coincides with 1 credit seminar course, MABA-545. This is the 2nd portion of the ABA seminar/field related coursework for program and degree completion.

## **Doctor of Psychology in Counseling Psychology (PsyD)**

### **Mission**

The Doctor of Psychology in Counseling Psychology (PsyD) program at Holy Family University is committed to a practitioner-scholar training model that is evidence-based and practice informed, utilizing interventions that reflect the foundational values of the discipline of Counseling Psychology. Our view of clinical training is consistent with the American Psychological Association's Standards of Accreditation for Health Services Psychology (HSP) and the guidelines for professional psychology training developed by National Council for Schools and Programs in Psychology (NCSP)

The program develops psychologists who will make a difference in the communities in which they work through scholarship, teaching, activism and research, and promote psychological wellness for individuals, couples, families, groups and diverse social systems. The training experience is thoroughly informed by the values of social justice, feminism and multiculturalism with an emphasis on training students who are socially conscious advocates, well-versed in working with diverse identities. The PSYD program will prepare graduates to become license-eligible psychologists in the State of Pennsylvania.

### **Accreditation**

The Doctor of Psychology in Counseling Psychology (Psy.D.) program at Holy Family University is an APA-accredited doctoral program. APA has granted the Psy.D. program accredited on contingency status through March 18, 2026. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC, 20002  
202-336-5979  
apaaccred@apa.org  
[www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

### **Learning Objectives**

The PsyD Program is designed to ensure that each student meets the competencies essential for achieving its three aims:

- To develop graduates with knowledge of the fundamental theories and scientific foundations of psychology
- To produce graduates prepared for the ethical and competent practice of psychology across the lifespan with diverse populations
- To develop scholars prepared to contribute to the development of the profession

### **Outcomes**

Students in the Doctor of Psychology program will demonstrate competencies in the following areas:

#### **Research**

Students will demonstrate the ability to:

- Independently formulate and conduct research and scholarly activities (such as critical literature reviews, program development/evaluation, clinical case studies, efficacy studies, theoretical papers, dissertation research).
- Evaluate scientific research in the selection and implementation of clinical interventions.
- Utilize clinical data to inform diagnostic formulations and treatment plans.

### **Ethical and Legal Standards**

Students will demonstrate the ability to:

- Act in accordance with and resolve ethical dilemmas in accordance with current APA Ethical Principles of Psychologists and Code of Conduct, relevant laws governing health service psychologists, and appropriate professional standards and guidelines.
- Conduct oneself in an ethical manner in all professional activities.

### **Professional Values, Attitudes and Behaviors**

Students will demonstrate the ability to:

- Behave in ways that reflect the values and attitudes of the profession of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding personal and professional functioning.
- Engage in activities to maintain and improve well-being and professional effectiveness.
- Actively seek supervision and demonstrate openness and responsiveness to feedback.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

### **Dignity of the Human Person**

The program affirms the values of respect for the understanding and recognition of the dignity of the human person. The program facilitates the development of clinicians who are able to promote psychological wellness across lifespan development for individuals, couples, families, groups, and various social systems. The training experience is thoroughly informed by the university's mission and core values, of family, respect, integrity, service and responsibility, and learning.

### **Communication and Interpersonal Skills**

Students will demonstrate the ability to:

- Develop and maintain a wide range of effective relationships with colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

### **Assessment**

Students will demonstrate the ability to:

- Apply an understanding of client strengths, cultural and individual differences, and psychopathology to the assessment process.
- Select and apply assessment methods from the best practices empirical psychometric literature.
- Collect relevant culturally sensitive assessment data using multiple sources and methods appropriate to the identified goals and questions of the assessment.
- Interpret assessment results following current research and professional standards and guidelines to inform case conceptualization, classification, and treatment recommendations.
- Interpret assessment results with an awareness of their decision-making biases.
- Communicate the assessment findings both orally and in writing in a manner that is accessible to a wide range of audiences.

### **Intervention**

Students will demonstrate the ability to:

- Develop evidence-based intervention plans specific to service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, client differences, and contextual variables.
- Evaluate case conceptualization and intervention effectiveness to improve intervention goals and methods consistent with ongoing evaluation.

### **Supervision**

Students will demonstrate the ability to:

- Understand and apply supervision models and practices.
- Employ theories of clinical supervision.

### **Consultation & Inter-professional/Interdisciplinary Skills**

Students will demonstrate the ability to:

- Be informed of and respect for the roles and perspectives of multi-disciplinary professions.
- Be informed of consultation models and practices.
- Function in a consultation role as part of a multidisciplinary team.

## Structure of the Doctoral Program

The program is based on a cohort model where students are admitted to the program in Fall semesters only. Students are expected to enroll in three classes each semester, except for summer (2-3 classes) and during the 4<sup>th</sup> and 5<sup>th</sup> years in the program when they are doing their dissertations and internship. Accepted doctoral students are expected to maintain continuous enrollment each semester and during the summer sessions.

Students are expected to meet a minimum of three full-time academic years of graduate study with a minimum of two of the three years of training being completed in residence in Holy Family's Counseling Psychology Psy.D. program. You will also be expected to complete a full-time, one-year pre-doctoral internship as a requirement of graduation from the program, at an internship site accredited by the APA (or the equivalent thereof).

## Admissions Process for Doctoral Studies

The Doctor of Psychology in Counseling Psychology program admits students through four different pathways that are dependent on educational experience (BS, MS) and prior coursework. Students will complete an individualized plan of study with the Program Training Director and academic advisor to outline their pathway through the program. Coursework varies from 78-102 credits. Applicants for admission to the Doctor of Psychology program are expected to demonstrate strong academic skills and a deep commitment to the field.

### Pathway 1

#### BS to PsyD Admissions

Students will complete the established PsyD program sequence after completing the following additional courses the summer before the start of the program and an additional pre-externship.

#### BS to PsyD Prerequisites

|          |                                  |     |
|----------|----------------------------------|-----|
| PsyD 826 | Effective Graduate Level Writing | 3** |
| PsyD 827 | Introduction to Skills           | 3** |
| PsyD 828 | Pre-Externship I                 | 3** |
| PsyD 829 | Pre-externship II                | 3** |

#### \*Summer pre-requisite courses:

3 credit Counseling Skills course: Summer III (see course description)  
3 credit Graduate Level writing course: Summer I (see course description)

#### Year 2 Fall /Spring: 6 credits

\*Pre-externship courses: Fall/Spring (see course description)  
Successful completion of Comprehensive Exam: Content areas

#### Years 3 & 4: Externship

Students will be able to integrate into the established PsyD classes

#### BS to PsyD Admissions requirements:

Completed online application on PsyCas Bachelor application page  
Official transcripts from all degree-granting institutions attended  
Three letters of recommendation

#### Credits required: 102

\*Students entering this pathway must successfully complete prerequisite courses with a "B-" or better in order to continue in the program.

### Pathway 2

Students entering with a **Master's degree in clinical/counseling psychology or related field** will work with the Director of Training and their academic advisor to determine which foundational coursework is necessary for completion of the program. A total of 90-102 credits is required, depending on the student's previous experience.

#### Pre-admission Requirements

If a student can demonstrate that they have taken the following courses for a previous degree, they may not need to be taken at Holy Family University, dependent on an evaluation to be completed by the Doctoral Program Director. This permits the credit requirement to be between 90 and 102 credits, depending on the student's previous experience.

MS to PsyD with practicum experience and credit being given for the following courses:

Advanced Developmental Psychology (Spring, year 1)  
History & Systems (Summer I, year 1)  
Career Psychology (Summer II, year 1)  
Group Psychology (Fall, Year 3)

Total: 12 credits

### **Admissions Requirements**

- Submit an application for admission to the doctoral program directly to PSYCAS:  
<https://psycas.liaisoncas.com/applicant-ux/#/login>
- Submit official undergraduate and graduate transcripts of all previous and current college-level and graduate-level coursework.
- Submit three strong letters of recommendation from both academic and professional contacts
- Submit an in-depth statement outlining the candidate's clinical interests and areas of preferred research, and goals for doctoral training
- Submit copies of all certifications and licenses
- Submit CV or resume

### **Pathway 3**

Students entering with a **Master's degree from Holy Family University's Counseling Psychology** program (minimum 3.2 GPA) may be given credit for the following courses before entering the PsyD program after being evaluated by the Doctoral Program Director.

#### **Pre-admission requirements:**

Successful completion of the following courses, receiving a "B-" or better in the Masters of Counseling Psychology program at Holy Family University,

Advanced Developmental Psychology (Spring, year 1)  
Career Psychology (Summer II, year 2)  
Group Psychology (Fall, Year 3)

This permits the credit requirement to be between 93 and 102 credits, depending on the student's previous experience.

Total: 9 credits

### **Admissions Requirements**

- Submit an application for admission to the doctoral program directly to PSYCAS:  
<https://psycas.liaisoncas.com/applicant-ux/#/login>
- Submit official undergraduate and graduate transcripts of all previous and current college-level and graduate-level coursework.
- Submit three strong letters of recommendation from both academic and professional contacts
- Submit an in-depth statement outlining the candidate's clinical interests and areas of preferred research, and goals for doctoral training
- Submit copies of all certifications and licenses
- Submit CV or resume

### **Application Review Process**

- Initial Screening: applications will be reviewed to ascertain whether or not an applicant meets the program's basic admission standards. This process may be conducted in conjunction with the input of other doctoral faculty members.
- Interview: Applicants who pass the initial screening may be offered an interview by the interview committee. The details of this interview process will be forwarded to prospective candidates.
- Information gathered from the application and the interview will be reviewed and recommendations for admission finalized.

- Acceptance or non-acceptance notices will be e-mailed/mailed to applicants. Applicants are admitted for the Fall semester of each academic year only.

### **BS to PsyD Prerequisites**

|          |                                  |     |
|----------|----------------------------------|-----|
| PSYD 826 | Effective Graduate Level Writing | 3** |
| PSYD 827 | Introduction to Skills           | 3** |
| PSYD 822 | Pre-Externship I                 | 3** |
| PSYD 829 | Pre-externship II                | 3** |

### **Advanced Content Requirements (54 credits)**

|          |                                                                   |     |
|----------|-------------------------------------------------------------------|-----|
| PSYD 801 | Professional Identity & Ethical Practice in Counseling Psychology | 3** |
| PSYD 802 | Multiculturalism & Feminism in Counseling Psychology              | 3** |
| PSYD 803 | History & Systems of Psychology                                   | 3** |
| PSYD 804 | Cognitive & Affective Bases of Behavior                           | 3** |
| PSYD 805 | Advanced Developmental Psychology                                 | 3** |
| PSYD 806 | Advanced Theories                                                 | 3** |
| PSYD 807 | Career Psychology                                                 | 3   |
| PSYD 811 | Biological Bases of Behavior                                      | 3** |
| PSYD 812 | Personality Theory & Assessment                                   | 3** |
| PSYD 813 | Advanced Psychopathology & Evidence Based Practice                | 3** |
| PSYD 814 | Intellectual Assessment                                           | 3** |
| PSYD 815 | Advanced Research Design                                          | 3   |
| PSYD 817 | Advanced Data Analysis                                            | 3   |
| PSYD 818 | Advanced Cognitive Behavior Therapies                             | 3   |
| PSYD 819 | Supervision and Consultation: Theory & Practice                   | 3   |
| PSYD 820 | Social Justice & Advocacy in Counseling Psychology                | 3   |
| PSYD 830 | Group Psychology                                                  | 3   |
| PSYC 831 | Advanced Psychopharmacology                                       | 3** |

### **Teaching in Higher Education (6 credits)**

|          |                                                |   |
|----------|------------------------------------------------|---|
| PSYD 809 | Teaching Psychology I: Classroom Based Formats | 3 |
| PSYD 810 | Teaching Psychology II: Alternative Formats    | 3 |

### **Psychology Field Placement (21 credits)**

|          |                                  |   |
|----------|----------------------------------|---|
| PSYD 822 | Externship I                     | 3 |
| PSYD 823 | Externship II                    | 3 |
| PSYD 824 | Externship III                   | 3 |
| PSYC 825 | Externship IV                    | 3 |
| PSYD 906 | Advanced Doctoral Internship I   | 3 |
| PSYD 907 | Advanced Doctoral Internship II  | 3 |
| PSYD 908 | Advanced Doctoral Internship III | 3 |

### **Psychology Dissertation (minimum of 9 credits)**

|             |                                   |             |
|-------------|-----------------------------------|-------------|
| PSYD 902    | Dissertation I                    | 3           |
| PSYD 903    | Dissertation II                   | 3           |
| PSYD 904    | Dissertation III                  | 3           |
| PSYD 905*** | Dissertation IV (may be repeated) | 1-3 credits |

**\*\*Doctoral students who complete the course requirements (noted above) apply to take their comprehensive exam Summer of their 2nd year in the program.**

**\*\*\*Students who do not complete and defend their dissertation by the completion of PSYD 904 will be required to take PSYD 905 to complete and defend their dissertation. If needed, PSYD 905 can be repeated, though students should make all efforts to complete their dissertation by the end of the term in which they are enrolled in PSYD 905. This applies to all pathways in the Doctoral of Counseling Psychology program.**

### **Assignment of Academic Advisor**

All accepted students will be assigned an academic advisor upon acceptance to the program, who will be a full-time faculty member in the Counseling Psychology Doctoral Program. The advisor will help students plan progress through their program of study and assist students with other academic matters.

## Doctoral Candidacy Requirements

Students may refer to themselves as “PsyD student” upon enrolling in the doctoral program and beginning the coursework. Candidacy status suggests an active, advanced student who is pursuing the last part of the doctoral degree. Therefore, students may refer to themselves as “PsyD Candidate” only upon completing all required coursework and passing both parts of the comprehensive examination.

## Degree Requirements

A cumulative GPA of 3.0 or better and no grade lower than a “B-“ in any course

Passing score on Comprehensive Exam: Part I Content and Comprehensive Exam: Part II Clinical Skills

Successful completion of Year 1 and year 2 of Externship with a 3 or better on each profession wide competency in the student end of semester evaluation

Dissertation Defense completed

Successful completion of a year-long full-time internship

Fulfillment of all University responsibilities: payment of bills, including graduation fees, return of equipment and/or library materials, and so forth

Please note:

Students may petition to graduate by filing of the *Application for Graduation* via Self-Service no later than the date published in the Academic Calendar. Graduation applications received after deadline dates will not be considered for the filing graduation date. Therefore, students who submit graduation applications late will not complete degree requirements until the next regularly posted completion date.

## Academic Policies for Doctoral Studies

### Enrollment and Fulfillment of Degree Requirements

Graduate students must complete the program of study within seven calendar years from the date of acceptance into the doctoral program. Students admitted to the doctoral program are expected to enroll continuously until the program is complete (*see Full-Time Status and Continued Enrollment*).

Students take the written content Comprehensive Examinations after they have completed all of their doctoral-level coursework (noted above \*). Students take the Clinical Comprehensive Exam during the PSYD 825 Advanced Externship IV course. Upon successful completion of the comprehensive examinations, students will advance to doctoral candidacy.

After receiving all necessary approvals of the dissertation proposal as outlined in the Doctoral Student Handbook work on the dissertation begins. If a student must suspend work on the dissertation for educational or personal reasons acceptable to the committee chairperson, the student should petition for a planned educational leave of absence. This suspension of studies must be approved by the Director of the Doctoral Program for up to four semesters.

### Full-Time Status and Continued Enrollment

After an applicant is admitted to the program, the student is required to maintain continuous enrollment during the Fall, Spring and Summer terms throughout the doctoral degree program. Students who take six credits per semester and six credits during the Summer session are considered full-time. Because of course sequencing and the developmental nature of the program, it is advantageous to take the courses as scheduled to ensure progression and timely program completion.

According to the APA (American Psychological Association) accreditation standards for doctoral programs in psychology, students are typically expected to complete their degree within a reasonable timeframe. While specific programs or institutions may have different time limits, the general guideline is that students should complete their doctoral program within seven years from the date of initial enrollment.

### Academic Standing and Retention

Grades represent student achievement as evaluated by the instructor. All students are expected to maintain a GPA of “B” (3.0) to remain in good academic standing. Students must complete all courses with a grade of “B” or higher. A grade of “C+” or lower may be grounds for dismissal. The grade appeal process is described under Academic Disputes/Grade Challenges.

Academic standing for each student will be reviewed by the Vice President for Academic Affairs and the respective schools after each grading period. Students will be notified in writing if they do not meet program standards.

## **Student Evaluation**

The overall goal of both ongoing and annual student evaluation is to ensure student growth in academic performance, scholarship, clinical skill development, professionalism, and compliance with university and accreditation requirements. All students are evaluated on an annual basis each May and on an as need basis during monthly program meetings by the Program Committee which consists of the Program Director and full-time faculty. This ongoing comprehensive evaluation process is designed to assess and summarize students' accomplishments, as they reflect the program's aims, competencies, and milestones. It is the spirit and intention of the Program Committee to support students' success in the program and in their professional development, and careful attention is placed on the unique growth needs of each trainee.

The Program Committee particularly reflects upon students' progress in the program relative to both profession-wide and discipline specific competencies. As such, student grades, classroom performance, professional interactions outside of the classroom, program milestones (e.g. comprehensive exam performance) and evaluations from third parties (e.g. supervisor field placement evaluation) are all reviewed to determine if profession-wide and discipline specific competencies are being met. At the culmination of the Program Committee's formal evaluation cycle, students receive a letter from the Program Director, denoting either successful progress in the program ('meets' or 'does not meet' expected development or performance). If the Program Committee determines that a student 'does not' meet expected developmental performance, a decision will be rendered regarding the need, format, and content of student remediation, either informal or formal.

## **Remediation Process**

The counseling psychology program has designed the PsyD curriculum to ensure that each of the discipline specific knowledge and program wide competencies are part of the sequence of courses that each student must take. Each student is expected to meet the minimum levels of achievement (MLA's) for each course by receiving an overall grade of "B-" or better and meeting the MLA for each required course competency. Any student that does not receive an overall grade of "B-" or better or meet the MLA's for the course is expected to complete a remediation plan. The remediation plan is designed based on the individual student needs and provides an assessment upon completion to ensure that the student has demonstrated the minimum level of achievement for that area.

If a student believes these difficulties stem from an issue that would allow them to receive an accommodation, as outlined above, it is the student's obligation to coordinate the program's receiving said accommodation with the Office of Accessibility.

Academic remediation (other than violations of academic honesty/integrity) will be determined by the student's unique academic difficulty. Remediation regarding the failure to pass Comprehensive Examinations will be addressed first by the Comprehensive Examination Coordinator in conjunction with the Program Director to determine if a retake is warranted. Clinical skill remediation will first emanate from a student's field placement site, and if not satisfactorily resolved therein, will be addressed by the Clinical Training Director. Remediation related to student progress on the dissertation will first be addressed by the Dissertation Chair and/or Dissertation Coordinator, and when appropriate with the Dissertation Committee in advisement with the Program Director.

Students must receive a 3 or better on all areas of their supervisor evaluation of student performance across the areas of Profession-Wide Competencies (PWC's). Sites use an ongoing and comprehensive evaluation process and may find that a student needs remediation in one of the PWC areas during their placement. Should this occur the student is to let the Program Director know immediately so that appropriate support can be provided as they navigate the remediation process. Students must successfully complete their site-initiated remediation process in order to continue matriculation in the program.

Remediation plans will include scheduled monitoring meetings with any of the following parties: academic advisor, professor(s), Program Director, and or Program Committee. In certain instances, counseling and other forms of mental health treatment, self-structured behavioral change, and/or additional field experiences may be included in the Remediation Plan. In certain cases, a leave of absence with return to program contingent on remediation of the student's impairment, consistent with university policy, may be required. Other actions as seen necessary by the Program Director, Clinical Training Director and/or Program Committee may be determined as positive facets of a student's Remediation Plan.

If after one semester, the student has not demonstrated concrete, measurable improvement as outlined on the Remediation Plan, a decision will be rendered by the Program Committee as to the merits of extending the timeframe of a student's Remediation Plan. If a student fails to participate in the outlined Remediation Plan, or fails to fully meet the expectations of the Remediation Plan, grounds for program dismissal may be determined.

Student dismissal will be based on the formal dismissal policies found in the Graduate Catalog. A student has the right to appeal and/or grieve the conclusions and/or decisions made by the Program Committee.

Please refer to the Doctorate of Psychology in Counseling Psychology handbook for more information.

## **Dismissal**

Students are expected to abide by the regulations set forth by Holy Family University and the written policies and procedures of their respective programs. The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other members of the University community. The Director of the Doctoral Program and the School Dean can also recommend dismissal of a student. Dismissal proceedings will be conducted by a University committee and the student will have the option of presenting information at the dismissal meeting. The Director of the Doctoral Program and the School Dean can also recommend dismissal of a student if it is determined that a student's conduct is unprofessional or is not consistent with the Code of Ethics of his or her intended profession.

*Please refer to the Doctorate of Psychology in Counseling Psychology handbook for more information.*

## **Doctor of Counseling Psychology Course Descriptions**

### **PSYD 801 Professional Identity and Ethical Practice (3 credits)**

This course examines the history, philosophy, roles, and functions of the professional counseling psychologist. Students will become aware of the American Psychological Association, accreditation regulations, self-care strategies, advocacy and other counseling psychology expectations. Students will demonstrate proficiency in applying ethical and legal considerations in professional counseling psychology.

### **PSYD 802 Multiculturalism and Feminism in Counseling Psychology (3 credits)**

This course is designed for psychologists in training to develop advanced competencies for counseling interventions with diverse populations. Particular attention will be given to multicultural and feminist theories and the related techniques for counseling diverse populations. Special attention will be given to working with minority, non-dominant and oppressed clients.

### **PSYD 803 History and Systems of Psychology (3 credits)**

Traces the origins of psychology from philosophy and physiology and its development into the science of modern psychology. Emphasis on major paradigms of the 20<sup>th</sup> century and their evolution.

### **PSYD 804 Cognitive and Affective Bases of Behavior (3 credits)**

This course addresses the essential features of how human behavior is shaped and modulated by cognition, affect, and their interaction. These include theories and empirical bases of learning, perception, memory, language, motivation, affect, emotion, and executive function and additional factors that influence cognitive performance, emotional experience, and their interaction.

### **PSYD 805 Advanced Developmental Psychology (3 credits)**

*Prerequisite: Master's Level course in Human Development*

This course is a critical exploration of human development from a life-span perspective. There will be an emphasis on how different views of human nature can contribute to an understanding of human development. Biological, psychological, cognitive and socioemotional processes will be discussed within social contexts.

### **PSYD 806 Advanced Theories (3 credits)**

*Prerequisite: Masters-level Theories course*

*This course provides an in-depth, advanced review of theory and practice derived from commonly used psychological theories and interventions. A comprehensive review of the common conceptual constructs and factors that facilitate change in counseling, without regard to a particular theoretical approach, will be covered.*

*Students will develop skills drawing upon core elements of various theoretical constructs to gain competency in conceptualizing cases using an integrated model of psychotherapy in a multicultural context.*

### **PSYD 807 Career Psychology (3 credits)**

*Prerequisite: Master's Level courses in Career Counseling, Counseling Skills, and Assessment*

Studies how work affects the individual psychologically. Examines career and vocational psychology theories; information resources related to career psychology and counseling. Explores the needs and concerns of clients from various cultural backgrounds and experiences, current issues, related to career development through the life stages, family and career, and a broad societal context.

### **PSYD 809 Teaching Psychology: Classroom Based format (3 credits)**

This course will provide the student with an introduction to pedagogical theory, course construction, and classroom based strategies as they can be applied to the teaching of psychology.

**PSYD 810 Teaching Psychology: Alternative Formats (3 credits)**

This course will review contemporary literature on developing a creative quality matters based on-line learning environment. Introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology in an online environment will be reviewed.

**PSYD 811 Biological Basis of Behavior (3 credits)**

This course will provide the student with the basics of the relationship between the brain and nervous system structures, and behavior. Topics will include nervous system structures and what behaviors they involve, pathophysiology and resulting behavioral disorders, and methods of neuropsychological investigation.

**PSYD 812 Personality Theory Assessment (3 credits)**

*Prerequisite: Master's Level Counseling Assessment Course*

This course provides students with the in-depth knowledge and necessary skills necessary to administer, score, and interpret selected psychological inventories that focus on personality, social and emotional assessment. There will be an emphasis on examining ethical issues and multicultural factors that may impact the results of assessment.

**PSYD 813 Advanced Psychopathology and Evidence Based Practice (3 credits)**

This course will focus on advanced exposure to psychopathology and diagnostics. The course will focus on tools for assessing psychopathology, methods of diagnostic classification, differential diagnostic skills, discussion of cross-cultural diagnostic issues, and the most evidence-based treatment approaches for each of the major diagnostic categories.

**PSYD 814 Intellectual Assessment (3 credits)**

*Prerequisite: Master's Level Counseling Assessment Course*

This course provides students with the in-depth knowledge and necessary skills necessary to provide individual cognitive assessment throughout the life span. There will be an emphasis on examining ethical issues and multicultural factors that may impact the results of assessment.

**PSYD 815 Advanced Research Design (3 credits)**

*Prerequisite: PSYD Student or Permission of Program Director*

In depth exploration of the nature of the research process and guidelines for formulating research questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators, formulating a research question, and collecting both quantitative and qualitative data. Culminates in a written proposal.

**PSYD 817 Advanced Data Analysis (3 credits)**

This course reviews descriptive and inferential statistics and how these techniques are used with research methods appropriate for counseling psychology. Students will become proficient in data coding, selection of statistical analysis based on methodological design and research question, computer analysis of data sets, and the understanding of results

**PSYD 818 Advanced Cognitive and Behavior Therapies (3 credits)**

*Prerequisites: Master's Level courses in Counseling Skills, Counseling Theory, and Multicultural Counseling, PSYD 801*

Provides students with knowledge, historical development, assessment tools and hands on application of cognitive behavioral therapies. Cognitive and behavioral theory as well as contemporary models such as mindfulness, trauma focused therapy, and complementary and alternative models (CAM's) will be covered.

**PSYD 819 Supervision and Consultation Theory and Practice (3 credits)**

This course will explore the roles of a psychologist as a supervisor and consultant. It will provide a critical overview of the literature on clinical supervision and consultation, including models, interventions, process issues, and ethical-legal considerations, and will foster supervision and consultation skill development, with emphasis on the supervisory relationship.

**PSYD 820 Social Justice and Advocacy in Counseling Psychology (3 credits)**

Addresses the program's mission to train psychologists to be competent in applied social justice and advocacy. An overview of theories and models of social justice advocacy and leadership in counseling psychology will be covered. Students will develop skills as change agents and advocates and implement a social action project.

**PSYD 822 Externship I (3 credits)**

This advanced course will provide supervised practicum bridging theoretical and practical topics. Students will apply their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. This course will provide facilitation and support.

**PSYD 823 Externship II (3 credits)**

This advanced course will provide supervised practicum bridging theoretical and practical topics. Students will apply their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. This course will provide facilitation and support.

**PSYD 824 Externship III (3 credits)**

This advanced course will provide supervised practicum bridging theoretical and practical topics. Students will apply their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. This course will provide facilitation and support.

**PSYD 825 Externship IV (3 credits)**

This advanced course will provide supervised practicum bridging theoretical and practical topics. Students will apply their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. This course will provide facilitation and support.

**PSYD 826 Effective Graduate Level Writing (3 credits)**

Effective writing is an essential skill for graduate students and practicing psychologists alike. This course guides students through the essentials of written scholarly communication, such as identifying and documenting information sources, integrating multiple sources of information, organizing ideas effectively, and expressing ideas clearly.

**PSYD 827 Introductory Counseling Skills (3 credits)**

This course is designed to help students become more 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.

**PSYD 828 Pre-Externship I (3 credits)**

This advanced course will provide a supervised pre-externship experience bridging theoretical and practical topics. Students will begin to develop their professional and ethical identity by applying their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. The introduction of counseling skills will be addressed through case presentations, role-playing, and simulated counseling experiences.

**PSYD 829 Pre-Externship II (3 credits)**

These advanced courses will provide a supervised pre-externship experience bridging theoretical and practical topics. Students will begin to develop their professional and ethical identity by applying their emerging skills and understanding of counseling models to their work with individuals, couples, families, and groups. The introduction of counseling skills will be addressed through case presentations, role-playing, and simulated counseling experiences.

**PSYD 830 Group Psychology (3 credits)**

This course offers advanced study of group psychological theory and practice, including the socio-political influences on both larger societal groups and small group behavior. Through scholarly, didactic, and experiential learning, this course enables students to both explore the literature on group psychology and master theoretical approaches to group psychotherapy.

**PSYD 831 Advanced Psychopharmacology (3 credits)**

Provides an overview of psychopharmacology in the context of counseling practice and psychological treatments. The course will cover the interaction of physiology and anatomy on behavior and clinical syndromes and the use of empirically supported psychotropic medications in diverse populations.

**PSYD 836 Externship V (3 credits)**

This advanced course will provide a supervised practicum bridging theoretical and practical topics. Students will apply their developing skills and understanding of counseling models to their work with individuals, couples, families, and groups. This course will provide facilitation and support in the areas of developing therapeutic relationships, applying multicultural awareness, structuring therapy, executive case management, and professional development.

**PSYD 902 Dissertation I (3 credits)**

*Prerequisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination Parts I & II.*

The purpose of this course is to develop an independent research project. Topics for research are to be negotiated with the dissertation committee members. By the end of this course, the student should have a defended dissertation proposal.

**PSYD 903 Dissertation II (3 credits)**

*Prerequisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination Parts I & II.*

The purpose of this course is to conduct an independent research project. Topics for research are to be negotiated with the dissertation advisor and committee members. By the end of this course, the student should have collected and analyzed data and begun writing the results of the study.

**PSYD 904 Dissertation III (3 credits)**

*Prerequisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination Parts I & II.*

The purpose of this course is to conduct an independent research project. Topics for research are to be negotiated with the dissertation advisor and committee members. By the end of this course, the student should have a complete and defended dissertation.

**PSYD 905 Dissertation IV (1-3 credits)**

*Prerequisite: PSYD 904*

The purpose of this course is to conduct an independent research project. Topics for research are to be negotiated with the dissertation advisor and committee members. By the end of this course, the student should have a complete and defended dissertation.

**PSYD 906 Advanced Doctoral Internship I (3 credits)**

*Prerequisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination, and successfully propose the Dissertation as well as having been approved by the Director of Clinical Training.*

One-year, full-time (or two calendar year part-time) experience that is an intensive training experience requiring 36-40 hours of service a week over one year or 18-20 hours per week over two years in a clinical setting.

**PSYD 907 Advanced Doctoral Internship II (3 credits)**

*Prerequisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination, and successfully propose the Dissertation as well as having been approved by the Director of Clinical Training.*

One-year, full-time (or two calendar year part-time) experience that is an intensive training experience requiring 36-40 hours of service a week over one year or 18-20 hours per week over two years in a clinical setting.

**PSYD 908 Advanced Doctoral Internship III (3 credits)**

*Prerequisites: Student must successfully complete the first three levels of the program including all coursework, practica, Comprehensive Examination, and successfully propose the Dissertation as well as having been approved by the Director of Clinical Training.*

One-year, full-time (or two calendar year part-time) experience that is an intensive training experience requiring 36-40 hours of service a week over one year or 18-20 hours per week over two years in a clinical setting.

# School of Business and Technology

Tobin Porterfield, PhD, *Dean, School of Business and Technology*

Karen M. Alessi, EdD, MBA, *Director of Graduate Business Programs*

## Master of Business Administration (MBA) Program

### Mission

Consistent with the University Mission to educate students to assume lifelong responsibilities to God, society and self, the mission of the accelerated program is to offer rigorous academic opportunities that promote the integration of academic theory and practical application for non-traditional learners.

### Learning Objectives

The curriculum leading to the Master of Business Administration degree will demonstrate the ability to apply general business knowledge that will be used to analyze business data, apply theories to business decisions, and evaluate issues which extend beyond local borders. The core objectives of the MBA include:

**Analytical Skills.** Help in decision-making, planning, problem solving, and formulating innovative solutions.

**Communication.** Enhance the skills necessary to successfully transfer information that is needed in any discipline through verbal and written interactions.

**Ethics and Social Responsibility.** Synthesize the ethical and legal issues that exist in today's culture and instill concepts of acting responsibly in order to benefit and serve society.

**Leadership.** Critically reflect on situations and actions to raise self-awareness and improve practice that will help develop the potential to influence others in order to accomplish organizational goals.

**Team Performance.** Effectively and efficiently work together that will improve productivity, quality, collaboration, innovation, and achievement of goals.

### Admission Requirements

- Bachelor's degree from a four-year institution, with a minimum grade point average of 2.5 on a 4.0 scale.
- Official transcripts from all institutions attended.
- A personal statement as to why you wish to earn an MBA and why you would choose this program.
- A current resume.
- Completed application form.

Applicants will be evaluated for foundational knowledge in the following areas: accounting, economics, management, and statistics. An earned undergraduate degree in business will fulfill this requirement. Competencies may be fulfilled through previous academic and/or work experiences that will be determined at the discretion of the program director.

All materials, including official transcripts, must be submitted prior to matriculation in the program.

### Program Description

The Master of Business Administration program will prepare today's managers to become tomorrow's leaders. The curriculum is designed to help students reach their highest potential in the corporate environment.

The MBA program consists of 10 three-credit courses, totaling 30 credits. Courses are offered in an online, asynchronous modality. Online courses do not have formal meeting times but do have weekly deadlines and must be completed as scheduled. Six regular sessions are offered during the year.

Students may enter the program in the Fall 1, Spring 1, or Summer 1 session. Each student will be provided with a degree plan that maximizes the ability to complete the program in a timely manner. All students will be assigned an academic advisor who will work with each individual to ensure that satisfactory progress is being made while adhering to the degree plan.

Students typically take two courses per term. If this prescribed sequence is followed, students can complete their degree requirements in less than two years. Students who decide to step out of the program for any reason will impact their desired completion time. All course work must be completed within seven years.

## Transfer of Credit

Upon applying to a graduate program, a student may present for evaluation graduate credits completed elsewhere within the last seven years and not applied toward completion of a degree. Acceptance of such credits will depend upon whether or not the courses are related to the program, whether the student has obtained a grade of "B" or better in the course(s), and whether or not the college giving credit for the course would consider the course as acceptable for application to their degree program. Applicants should review any additional specific requirements concerning the acceptance of transfer credits by a given graduate program. After admission, all courses taken at other institutions for transfer credit require prior approval from the School Dean or designated program official of the school in which the student is matriculated.

A maximum of six graduate credits can be transferred into the MBA program

## Program Highlights

- All classes are taught by experienced facilitators who have business acumen.
- Small class size allows for interaction with facilitators and peers.
- Individualized advising is tailored to each student's unique needs.

## Program Course Requirements

Completion of all 10 courses (30 credits) is necessary in the traditional program in order to receive the Master of Business Administration degree.

### Progression Block 1 (24 credits)

|         |                                  |   |
|---------|----------------------------------|---|
| MGT 540 | Organizational Behavior          | 3 |
| MGT 511 | Financial Decision Making        | 3 |
| MGT 521 | Marketing Management             | 3 |
| MGT 541 | Leadership and Change Management | 3 |
| MGT 551 | Operations Analysis              | 3 |
| MGT 542 | Accounting for Managers          | 3 |

### Progression Block 2 (9 credits)

|                                                                      |   |
|----------------------------------------------------------------------|---|
| Select three graduate level courses from BUS, MGT, FIN, HCA, or HRM. | 9 |
|----------------------------------------------------------------------|---|

### Progression Block 3 (3 credits)

|         |                      |   |
|---------|----------------------|---|
| MGT 550 | Strategic Management | 3 |
|---------|----------------------|---|

## Master of Business Administration with a Finance Specialization

The curriculum associated with the Finance specialization in Holy Family's Master of Business Administration accelerated degree program provides a comprehensive understanding of the financial decision-making process and offers insight into investment banking and critical issues in the development of policy in financial institutions. The Finance courses focus on financial issues with respect to corporations and other profit-making institutions, as well as issues related to investment banking and the management of financial institutions.

Applicants interested in this specialization should indicate this on their application.

## Program Course Requirements

### Progression Block 1 (24 credits)

|         |                                  |   |
|---------|----------------------------------|---|
| MGT 540 | Organizational Behavior          | 3 |
| MGT 511 | Financial Decision Making        | 3 |
| MGT 521 | Marketing Management             | 3 |
| MGT 541 | Leadership and Change Management | 3 |
| MGT 551 | Operations Analysis              | 3 |
| MGT 542 | Accounting for Managers          | 3 |

### Progression Block 3 (9 credits)

|         |                                         |   |
|---------|-----------------------------------------|---|
| FIN 501 | Investment Banking                      | 3 |
| FIN 502 | Mergers and Acquisitions                | 3 |
| FIN 503 | Policy Making in Financial Institutions | 3 |

### Progression Block 3 (3 credits)

|         |                      |   |
|---------|----------------------|---|
| MGT 550 | Strategic Management | 3 |
|---------|----------------------|---|

## Master of Business Administration with a Healthcare Administration Specialization

The curriculum associated with the Health Care Administration specialization in Holy Family's Master of Business Administration accelerated degree program focuses on skills relevant to the current health care environment, including management concepts and process, resource allocation, risk management, and financing.

The program faculty represent working professionals from a range of health care related fields including pharmaceutical, social services, and health services administration.

Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (24 credits)

|         |                                  |   |
|---------|----------------------------------|---|
| MGT 540 | Organizational Behavior          | 3 |
| MGT 511 | Financial Decision Making        | 3 |
| MGT 521 | Marketing Management             | 3 |
| MGT 541 | Leadership and Change Management | 3 |
| MGT 551 | Operations Analysis              | 3 |
| MGT 542 | Accounting for Managers          | 3 |

#### Progression Block 3 (9 credits)

|         |                                                                  |   |
|---------|------------------------------------------------------------------|---|
| HCA 511 | Financial Aspects of Healthcare Administration                   | 3 |
| HCA 551 | Health Care Operations Management                                | 3 |
| HCA 561 | Strategic Management & Planning for the Health Care Organization | 3 |

#### Progression Block 3 (3 credits)

|         |                      |   |
|---------|----------------------|---|
| MGT 550 | Strategic Management | 3 |
|---------|----------------------|---|

## Master of Business Administration with a Human Resources Management Specialization

Business leaders are increasingly recognizing human resources managers and experts as important contributors to the business strategies and bottom-line success in organizations. The MBA specialization in Human Resources Management is designed to strengthen the student's ability to perform in this strategic business partner role. Students who are leaders and professionals with people-management responsibilities also can benefit from this specialization and course work to improve their overall effectiveness in human resources management. The emphasis of the course work is to build upon the MBA core curriculum with a focus on enhancing the knowledge, competencies, and skills necessary to integrate business and human resources strategies.

Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (24 credits)

|         |                                  |   |
|---------|----------------------------------|---|
| MGT 540 | Organizational Behavior          | 3 |
| MGT 511 | Financial Decision Making        | 3 |
| MGT 521 | Marketing Management             | 3 |
| MGT 541 | Leadership and Change Management | 3 |
| MGT 551 | Operations Analysis              | 3 |
| MGT 542 | Accounting for Managers          | 3 |

#### Progression Block 3 (9 credits)

|         |                                                |   |
|---------|------------------------------------------------|---|
| HRM 501 | Regulatory and Legal Issues in Human Resources | 3 |
| HRM 502 | Strategic Human Resources Management           | 3 |
| HRM 503 | Talent Management and Workforce Planning       | 3 |

#### Progression Block 3 (3 credits)

|         |                      |   |
|---------|----------------------|---|
| MGT 550 | Strategic Management | 3 |
|---------|----------------------|---|

## Master of Business Administration with a Leadership Specialization

Business leaders are increasingly recognizing the need for leadership skills. The MBA specialization in Leadership is designed to equip students with advanced leadership skills, strategic thinking, and the ability to manage change in today's complex business environments. This program is ideal for current and aspiring managers seeking to enhance their ability to lead teams, drive organizational success, and make ethical, data-driven decisions.

Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (24 credits)

|         |                                  |   |
|---------|----------------------------------|---|
| MGT 540 | Organizational Behavior          | 3 |
| MGT 511 | Financial Decision Making        | 3 |
| MGT 521 | Marketing Management             | 3 |
| MGT 541 | Leadership and Change Management | 3 |
| MGT 551 | Operations Analysis              | 3 |
| MGT 542 | Accounting for Managers          | 3 |

#### Progression Block 3 (9 credits – choose three)

|         |                                     |   |
|---------|-------------------------------------|---|
| MGT 544 | Leadership Theory and Practice      | 3 |
| MGT 546 | Structured Decision Making          | 3 |
| MGT 548 | Leading and Organizing Teams        | 3 |
| MGT 545 | Negotiation and Conflict Resolution | 3 |
| MGT 547 | Ethical Leadership                  | 3 |
| MGT 549 | Strategic Leadership                | 3 |

#### Progression Block 3 (3 credits)

|         |                      |   |
|---------|----------------------|---|
| MGT 550 | Strategic Management | 3 |
|---------|----------------------|---|

## Master of Science in Organizational Leadership

### Mission

The program's mission, in conjunction with that of the University, is to provide an avenue for life-long learning. This learning takes place through values-based education, creative scholarship, informed and imaginative use of research and technology, and the practical application of concepts and principles. This values-based education prepares professionals well for the challenging ethical, moral, and legal dilemmas they will face during their careers.

The vision of the program is to inspire business professionals to be the strong, ethical leaders. Graduates are prepared to step into leadership roles in the many fields including healthcare, education, and telecommunication. Students will learn in an energized classroom experience that focuses on critical thinking and practical knowledge.

### Accreditation

The MS in Organizational Leadership degree program is regionally accredited by the Middle States Commission on Higher Education.

### Goals of the Master of Science in Organizational Leadership Program

Upon completion of this program, the student will be able to:

1. Distinguish between multiple approaches to exercising leadership in order to harness collective talent, promote innovation, and confront complex issues within organizations (LEADERSHIP).
2. Interpret organizational dynamics, group dynamics, and engage in system thinking in order to promote the development of a learning organization capable of orchestrating conflict, creating innovation, and adapting to a changing environment

(ORGANIZATIONS).

- 3 Evaluate ethical issues and aid organizational member in creating an ethical culture appropriate to the organizational and/or global arena that supports operating in environments of diversity, uncertainty, and unpredictability (ETHICS).

## **Admission Requirements**

Applicants to the program must submit the following:

- A completed and signed application form
- Evidence of completion of a regionally-accredited U.S. bachelor's degree or its 4-year international equivalent. A minimum grade-point average (GPA) of 3.0 in undergraduate degree is required
- A current résumé detailing your professional experience, education, awards, publications, volunteer activities, etc.
- Admission essay (approximately 500 words), stating your purpose for undertaking graduate studies, your personal and professional goals, and how participation in the Master of Science in Organizational Leadership program will help you attain those goals.
- One official transcript from all undergraduate and graduate institutions attended.

An applicant with a GPA of less than 3.0 may submit a written petition to the Director of Graduate Business Programs and may be admitted on a probationary basis.

Probationary students must complete six hours of graduate coursework in the program at Holy Family University earning a GPA of at least 3.0 and a minimum grade of B in each course to be removed from probationary status and matriculated into the program.

The program is appropriate for students with an undergraduate degree in any discipline.

## **Program Description**

The program enables students to increase the learning capacity of individuals, teams and organizations in an effort to optimize growth and effectiveness. Students will expand on their leadership skills and develop greater self-awareness while leading others in small groups and multicultural contexts. The program is an innovative, academically rigorous, skills-based graduate program that prepares the next generation of development professionals for broad career opportunities in diverse work settings such as public and private businesses and nonprofit organizations.

## **Transfer of Credit**

Upon applying to a graduate program, a student may present for evaluation graduate credits completed elsewhere within the last seven years and not applied toward completion of a degree. Acceptance of such credits will depend upon whether or not the courses are related to the program, whether the student has obtained a grade of B or better in the course(s), and whether or not the college giving credit for the course would consider the course as acceptable for application to their degree program.

Transfer credits are not posted on a student's record until the student successfully earns six graduate credits at Holy Family University. Applicants should review any additional specific requirements concerning the acceptance of transfer credits by a given graduate program. After admission, all courses taken at other institutions for transfer credit require prior approval from the School Dean or designated program official of the school in which the student is matriculated.

A maximum of six graduate credits can be transferred into the MS in Organizational Leadership program.

## Program Highlights

The program is delivered in a **fully-online format**. The program is designed to provide students with the ability to:

- Manage and motivate individuals and teams
- Discover how to use strategies and techniques to effect change within a variety of leadership structures
- Explore theoretical and practical approaches to leadership
- Learn how the fundamental business values of teamwork, motivation and quality influence organizational performance across all industries

Students typically take two courses in each term. If this prescribed sequence is followed, students will complete their degree requirements in less than two year. Students who decide to step out of the program for any reason will impact their desired completion time.

## Program Course Requirements

### Core Requirements (30 credits)

|         |                                                        |   |
|---------|--------------------------------------------------------|---|
| BUS 502 | Foundations of Business                                | 3 |
| MGT 540 | Organizational Behavior                                | 3 |
| MGT 541 | Leadership and Change Management                       | 3 |
| HRM 501 | Regulatory and Legal Issues in Human Resources         | 3 |
| MGT 544 | Leadership Theory and Practice                         | 3 |
| MGT 545 | Negotiation and Conflict Resolution in an Organization | 3 |
| MGT 546 | Structured Decision Making                             | 3 |
| MGT 547 | Ethical Leadership                                     | 3 |
| MGT 548 | Leadership and Organizing Teams                        | 3 |
| MGT 549 | Strategic Leadership                                   | 3 |

## Degree Requirements

The requirements for the Master of Organizational Leadership are the completion of 30 credits, which include the core requirements and the capstone course, and a cumulative GPA of at least 3.0.

## School of Business and Technology Course Descriptions

### BUS 502 Foundations of Business (3 credits)

The course examines the functions and processes within a business enterprise and key factors affecting productivity. The course reviews the dynamics of the business operating environment, both internal and external, factors affecting competition, and considerations for global operations.

### BUS 599 Special Topics (3 credits)

Topical courses on relevant, current issues in business.

### FIN 501 Investment Banking (3 credits)

Explains the major tasks in the field of investment banking and the trend toward one-stop shopping and globalization. Topics will vary depending on needs of participants.

### FIN 502 Mergers and Acquisitions (3 credits)

Examines various topics in mergers and acquisitions. Basic theory and empirical findings form the basis for discussing such issues as merger strategy, defense measures in mergers, the valuation of firms as a whole under different management strategies, and the impact of financing considerations on various stake holders.

### FIN 503 Policy Making in Financial Institutions (3 credits)

Focuses on managing return and risk in contemporary financial institutions. A central theme is that risks faced by financial institutions and the methods and markets through which these risks are managed are similar whether an institution is chartered as a commercial bank, a savings bank, an investment bank, or an insurance company.

**HCA 511 Financial Aspects of Health Care Administration (3 credits)**

Introduces students to financial issues faced by health care managers in a managed care environment. Topics include fundamentals of insurance, capitation rate development, risk analysis in managed care systems, cost accounting and management, financial statements, and Medicare and Medicaid managed care. The course involves case analysis and team projects.

**HCA 551 Health Care Operations Management (3 credits)**

Examines operational issues in health care management. Topics include systems analysis, quality improvement and reengineering, demand forecasting, facility location, design models, decision analysis techniques, inventory control models, and statistical quality control. The goal is to instill an understanding of the language, applications, and limitations of quantitative models with respect to decision-making and problem-solving in health service organizations.

**HCA 561 Strategic Management & Planning for the Health Care Organization (3 credits)**

Provides students with a thorough understanding of the strategic management of the health care organization and enables them to guide the planning process of the operation that reflects strategic thinking, innovation, and leadership. The course provides a structure to facilitate ongoing situation analysis, strategy formulation and implementation, as the organization is ever aware of the complexities of its external environment, and the necessity for effective management and renewal of its internal processes.

**HRM 501 Regulatory and Legal Issues in Human Resources (3 credits)**

Focuses on a meaningful understanding of the laws and statutory requirements that apply to the employer-employee relationship. Students will also review the implications these laws have on organization in terms of compliance, effective management practices and achieving strategic goals.

**HRM 502 Strategic Human Resources Management (3 credits)**

Examines key issues and trends in Strategic Human Resources Management with a focus on human resources planning, strategy formulation and implementation of initiatives that are aligned to the business results in an organization.

**HRM 503 Talent Management and Workforce Planning (3 credits)**

Focuses on a strategic approach to sourcing, recruiting, selecting and retaining talent in an organization. Students will review various staffing strategies and work force planning methods that are aligned to business goals. The use of the internet and technology in staffing and managing talent will also be explored.

**MGT 511 Financial Decision Making (3 credits)**

Examines the use of financial theories and techniques in making financial decisions under conditions of uncertainty.

**MGT 521 Marketing Management (3 credits)**

This course explores marketing as an organizational philosophy with guiding principles for interfacing with customers, competitors, collaborators, and the environment. Marketing entails planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services. Marketing focuses on creating customer value and exchanges that benefit the organization and its stakeholders.

**MGT 540 Organizational Behavior (3 credits)**

Focuses on a practical approach of organizational behavior by integrating common issues managers face when leading individuals and organizations units to achieve organizational objectives. Individual, team, and organizational contexts will be used to address the issues faced and develop strategies to overcome difficulties experienced by managers.

**MGT 541 Leadership and Change Management (3 credits)**

Develops an understanding of the difference between management and leadership and the skills necessary for affecting organizational change in a complex organizational structure.

**MGT 542 Accounting for Managers (3 credits)**

This course offers an overview of financial and managerial accounting, focusing on interpreting financial statements for planning, decision-making, and control. Key topics include cost-volume-profit analysis, budgeting, ethical responsibilities, and accounting tools for effective management.

**MGT 544 Leadership Theory and Practice (3 credits)**

Presents an in-depth study of leadership theory, and the practical application in organizational settings. Includes the examination of various approach and leadership styles as well as emphasizing application of theories in real-world cultural and diverse situations.

**MGT 545 Negotiation and Conflict Resolution in Organizations (3 credits)**

Examine conflict theories and approaches, negotiation processes, and intervention through the study of strategies and tactics, interaction processes, phases and stages of negotiation development and conflict framing. Ability to examine strategies and used in exchange of offers, buying and selling products, salary negotiations, team bargaining, and multiparty negotiations.

**MGT 546 Structured Decision Making (3 credits)**

This competency focuses on understanding data as well as methods and procedures of data-driven decision making. The need to identify, select, and analyze various ways that data is needed to measure outcomes aligned with business imperatives within an organization.

**MGT 547 Ethical Leadership (3 credits)**

Addresses the ethical dimensions of leadership with a focus on the processes used to raise and resolve ethical dilemmas and conflicts in organizational settings.

**MGT 548 Leading and Organizing Teams (3 credits)**

Examine the issues impacting team members, team leadership, team relationships, problem solving strategies, organizational environments and teams looking for opportunities and threats that exist externally.

**MGT 549 Strategic Leadership (3 credits)**

This course will develop conceptual and practical competence for organizational leadership roles. Ability to learn how to think strategically that includes identifying opportunities and challenges, develop a viable course of action, and how to execute strategy that helps guide and motivate team members.

**MGT 550: Strategic Management (3 credits)**

*Prerequisites: MGT 511, MGT 521, MGT 540, MGT 541, MGT 542, MGT 551*

This course explores the complex dynamics of strategic decision-making for businesses. Students will learn to analyze internal and external business environments, identify strategic opportunities, evaluate competitive landscapes, and apply key strategic models such as Porter's Five Forces, SWOT analysis, the BCG Matrix, and more. The course will also focus on the critical areas of strategic direction, evaluation of choices, while also exploring global and ethical issues.

**MGT 551 Operations Analysis (3 credits)**

This course is an introduction to the concepts of operations management. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organization. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management.

## School of Education

Eileen Burke Heddy, EdD, *Dean*

Patricia Joergensen, *Associate Dean and Undergraduate Program Director*

Helen Hoffner, *Doctoral Program and Reading Director*

Janet R. McNellis, *Program Director, Masters Programs*

### Mission

The hallmark of students who complete a program of studies in the School of Education at Holy Family University is a love of learning, a passion that manifests itself in two ways. The first is a drive for both personal and professional growth, resulting in a mastery of content to be taught and the pedagogical skills needed to create effective classrooms. The second is an affirmation of the dignity of each human person. Students take the initiative to learn about others and the diverse viewpoints they contribute to society. Their passion for learning is rooted in their deep respect for students, parents and colleagues; a respect that prompts them to provide the kind of instruction that will maximize student achievement and challenge themselves and others to think deeply about their experiences and their learning. As a consequence, our graduates lead by example and model for their students and colleagues the intellectual and moral rigor that characterizes the very best of educators.

### Learning Objectives

All graduates of Holy Family University programs in Education are expected to:

- Commit to lifelong intellectual growth by demonstrating initiative as a learner and providing evidence of a vibrant intellectual life
- Apply University core values and ethical principles
- Collaborate with colleagues in professional education communities
- Demonstrate content knowledge in their field of study and the effective use of technology for learning and teaching
- Meet the standards of the profession and continually improve their performance of professional responsibilities
- Implement or facilitate constructivist teaching.

### Admission Requirements

Students pursuing an initial certification program are admitted on a provisional basis. They must apply for formal admission to the School of Education within 12 credit hours (including all waived and/or transferred courses) after admission to Graduate School. Requirements include submission of the following to the School of Education:

- Successful completion of at least six semester credit hours of graduate-level courses taken at Holy Family University
- A formal admissions application
- Two faculty evaluations
- Cumulative GPA of at least a 3.0.

**Probationary Students** – Students who are applying for the non-initial certification Master's program who have less than a 3.0 undergraduate GPA may be admitted on a probationary status. To gain full admission these students must complete six credits of graduate level coursework and have maintained at least a 3.0 GPA.

### Specific Program Admission Requirements

Candidates for the ESL Program Specialist must hold a valid Pennsylvania Instructional I or II certificate.

Doctoral student admission requirements are listed in the Admissions Process for Doctoral Students.

### Student Services

**Aspiring Educators/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 certification as a reading specialist are invited to join the Alpha Upsilon Alpha Honor Society of the International Literacy 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.

### **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.

### **Academic Dismissal Policies**

#### *Certification-seeking Status Review:*

If the Director of Field Placement has concerns that a student will not be able to successfully complete field experience requirements the following steps will be taken:

The Field Director will notify the Compliance and Certification Officer that a student case needs to be reviewed. The Field Director will submit the following to the Compliance and Certification Office:

- A written summary of the reasons for concern
- Any substantiating documentation

The Compliance and Certification Officer will:

- Notify the Chair of the SOE Certification Committee that a student case needs to be reviewed. A meeting of the committee will be held within one week of this notification.
- Notify the student that his/her status will be reviewed by the Committee, provide the reason for the review along with the meeting date, and inform the student that he/she may submit additional information and/or documentation for the committee's consideration.
- This additional information may consist of:
  - a letter written by the student and addressed to the Committee providing additional information and/or explaining any special circumstances;
  - medical documentation;
  - psychological reports;
  - other relevant documentation.
  - compile the student's application packet, relevant documentation and any additional documentation provided by the student into one pdf and send to Committee members one week prior to the Committee meeting.

Committee members will individually review the posted material prior to the Committee meeting.

During the Committee meeting, the members will discuss whether the student should be removed from the certification-track program. Based on the information contained in the submitted materials, the members will discuss whether the student is an appropriate candidate for field placement experiences. When the Committee Chair determines that a thorough discussion of the student's case has been conducted, the Chair will hold a vote through the following method:

The Compliance and Certification Officer will distribute a paper voting form to each Committee member. Each form will contain the student's code number and the choices “Remove” and “Do not remove.” Committee members will mark their votes on the ballots and will return the ballots to the Compliance and Certification Officer.

After all student cases on the meeting agenda have been heard and voted on, the Compliance and Certification Officer will count the votes for each student and will announce the results to the Committee. A student's status in the certification program will be determined by majority vote. The results will be recorded in the minutes.

The Compliance and Certification Officer will notify the student of the Committee's decision by preparing and sending an official letter to the student by email and US post. The student's advisor will be copied on the email if the student is removed from the certification-track program.

## Appeals

Within the non-acceptance letter students will be notified that if they wish to appeal a decision, they should follow the steps outlined under "Academic Disputes and Grade Challenges" in their academic catalog with the following qualifications:

The first step of the Appeal process is considered to have been completed during the SOE Certification Committee meeting.

The *Program Administrator/Department Chair* role specified in Step 2 will be performed by the Associate Dean. No additional documentation with the exception of the student's written statement may be submitted during the appeal.

## Confidentiality

To help ensure impartial consideration of each student's application student identities will be withheld from all voting members of the SOE Certification Committee through the following means:

Redacting all names and references to the student's sex, race, other physical characteristics and address from the documents presented to the committee for review.

Assigning a code number for each student listed on the meeting agenda.

Posting the student's packet as a Google Drive document with restrictions such that Committee members can view it but cannot save it, share it or print it out. The Compliance and Certification Officer will bring one copy of the redacted packet to the Committee meeting for reference as needed. The Compliance and Certification Officer will remove Committee member access to each packet after each Committee meeting.

If a Committee member does become aware of a student's identity the member will not share that information with others.

## Master of Education Degree

### Learning Objectives

Students who complete the M.Ed. program will be able to:

- Collaboratively work with others
- Describe and analyze language and its impact on learning
- Use research skills to propose solutions to current educational issues

### Core Curriculum

The Master of Education program offers a central core curriculum that is the basis for all concentrations. This core curriculum enables students to develop understandings and skills that can be applied in a variety of contexts.

#### Core Requirements (9 credits)

|           |                                                                                                                |   |
|-----------|----------------------------------------------------------------------------------------------------------------|---|
| EDUC 527  | Process and Pedagogy of Communication                                                                          | 3 |
| EDUC 578  | Legal, Social and Political Issues                                                                             | 3 |
|           | Research course, either                                                                                        |   |
| EDUC 607  | Seminar in Reading Research<br>(Reading & TESOL concentrations only)                                           | 3 |
| <b>or</b> |                                                                                                                |   |
| EDUC 505  | Introduction to Research<br>(Special Ed, Advanced Practice, Ed. Leadership<br>and General concentrations only) | 3 |

### Concentration Area Requirements

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

#### Advanced Practice Special Education (21 credits)

|          |                                                             |   |
|----------|-------------------------------------------------------------|---|
| EDSP 565 | Special Education Seminar: Research and Issues              | 3 |
| EDSP 610 | Instructional and Management Strategies for Learner w/ASD   | 3 |
| EDSP 611 | Positive Behavioral Supports in the Classroom               | 3 |
| EDSP 612 | Evidence-Based Practices for the Learner w/Exceptionalities | 3 |
| EDSP 613 | Transition: Special Education from School to Adult Life     | 3 |

|          |                                             |   |
|----------|---------------------------------------------|---|
| EDSP 614 | Communication interventions for the Learner | 3 |
| EDSP 616 | Special Topics in ASD                       | 3 |

#### **Certification in Special Education\* (22 credits)**

|           |                                                           |   |
|-----------|-----------------------------------------------------------|---|
| EDSP 565  | Special Education Seminar: Research and Issues            | 3 |
| EDSP 566* | Advanced Practicum in Special Education                   | 1 |
| EDSP 574  | Special Education Systems                                 | 3 |
| EDSP 575* | Including Students with Significant Support Needs         | 3 |
| EDSP 577  | Instructional Design in Special Education                 | 3 |
| EDSP 578  | Positive Management Strategies in Special Education       | 3 |
| EDSP 579  | Enhancing Communication & Literacy through Technology     | 3 |
| EDSP 610  | Instructional and Management Strategies for Learner w/ASD | 3 |

#### **Educational Leadership – Leads to Pennsylvania Principal Certification (23 credits)**

|           |                                        |   |
|-----------|----------------------------------------|---|
| EDUC 580  | Theories in Educational Leadership     | 3 |
| EDUC 582  | Supervision and Performance Evaluation | 3 |
| EDUC 583  | The Principalship                      | 3 |
| EDUC 584* | Practicum I: Prin. K-6                 | 1 |
| EDUC 585* | Practicum II: Prin. 7-12               | 1 |
| EDUC 588  | School Finance                         | 3 |
| EDUC 589  | Seminar in School Lead                 | 3 |
| EDUC 591* | Practicum III: Prin. K-12              | 3 |
| EDUC 620  | Curriculum Development                 | 3 |

#### **Reading Specialist\* (24 credits)**

|           |                                           |   |
|-----------|-------------------------------------------|---|
| EDUC 601  | Psychology of Reading                     | 3 |
| EDUC 603  | Diagnosis of Reading Difficulty           | 3 |
| EDUC 605  | Remediation of Reading Difficulties       | 3 |
| EDUC 606  | Structure of School Reading Programs      | 3 |
| EDUC 607  | Seminar in Reading                        | 3 |
| EDUC 616* | Supervised Field Experience in Reading I  | 3 |
| EDUC 617* | Supervised Field Experience in Reading II | 3 |

#### **TESOL (21 credits)**

|           |                                                       |   |
|-----------|-------------------------------------------------------|---|
| EDUC 516* | Teaching Reading & Writing to ESL Students            | 3 |
| EDUC 534  | Literature in the Second Language Classroom           | 3 |
| EDUC 539* | Linguistics for Lang Teachers                         | 3 |
| EDUC 546* | Second Language Acquisition                           | 3 |
| EDUC 547* | Teaching Linguistically & Culturally Diverse Learners | 3 |
| EDUC 548* | Assessment & Program Design for ESL Students          | 3 |
| EDUC 629* | Second Language Vocabulary                            | 3 |

**\*Note:** To be eligible for **Pennsylvania State** certification, **All** certification candidates in the Certification Special Education and the Reading Specialist concentration **MUST** have completed nine (9) credits in special Education and three (3) credits in teaching English Language Learners. If the student's transcript does not show completion of these requirements upon official evaluation, the following courses must be taken in addition to the required Core and Concentration area courses.

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

#### **General Concentration (21 credits)**

Twenty-one credits of graduate-level Education courses.

Note: Students may use courses taken in this general concentration to pursue the following PDE-approved Endorsements:

#### **Autism**

|           |                                                                                                 |   |
|-----------|-------------------------------------------------------------------------------------------------|---|
| EDSP 610* | Instructional and Management Strategies for Learner w/ASD                                       | 3 |
| EDSP 612* | Evidence Based Practices for the Learner with Exceptionalities<br>(Prerequisite: EDSP 610)      | 3 |
| EDSP 614* | Communication Interventions for the Learner with Autism and<br>Other Communication Disabilities | 3 |
| EDSP 616* | Special Topics in Autism Spectrum Disorder                                                      | 3 |

#### ***Social, Emotional and Behavioral Wellness***

|           |                                                                                |   |
|-----------|--------------------------------------------------------------------------------|---|
| EDUC 558  | Understanding Students with Social, Emotional and Intellectual<br>Disabilities | 3 |
| EDUC 557* | Social, Emotional & Behavioral Wellness Theory & Application                   | 3 |
| EDSP 578  | Positive Management Strategies                                                 | 3 |
| COUN 521  | Survey of Community Counseling Agencies                                        | 3 |

#### **Artificial Intelligence**

|           |                                               |   |
|-----------|-----------------------------------------------|---|
| EDUC 630  | Foundations and Ethics of AI in Education     | 3 |
| EDUC 631  | AI-Driven Instructional Design and Assessment | 3 |
| EDUC 632  | Fostering Student's AI Literacy & Creativity  | 3 |
| EDUC 633" | Strategic Leadership and Global Impact of AI  | 3 |

\* A field experience is part of the course requirements.

## **Master of Education Degree with Pennsylvania Certification, Level I in PK-4**

This program provides individuals who have undergraduate degrees in fields other than education with the opportunity to pursue a career in teaching grades PK-4. While earning a Master of Education degree, students also meet Pennsylvania state requirements for PK-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 PK-4. Three credits of practicum are required prior to the supervised field experience. For the culminating experience, the student must spend a semester, or a minimum of 14 weeks, full-time in a PK-4 classroom, supervised by Holy Family University School of Education faculty.

#### **Core Requirements (21 credits)**

|           |                                                                       |   |
|-----------|-----------------------------------------------------------------------|---|
| EDUC 501* | Foundations of Early Childhood Education                              | 3 |
| EDUC 503* | Psychology of Development and Learning                                | 3 |
| EDUC 506* | Effective Teaching Practices: Creating Learner-Centered<br>Classrooms | 3 |
| EDUC 556* | Addressing the Needs of English Language Learners                     | 3 |
| EDSP 571* | Foundations in Inclusive Education                                    | 3 |
| EDSP 572  | Assessment in Inclusive Education                                     | 3 |
| EDSP 573  | Effective Instruction in Inclusive Education                          | 3 |

#### **Subject Matter Pedagogy Content (9 credits)**

|          |                                           |   |
|----------|-------------------------------------------|---|
| EDUC 518 | Teaching Mathematics and Science          | 3 |
| EDUC 533 | Teaching Literacy                         | 3 |
| EDUC 519 | Teaching Language Arts and Social Studies | 3 |

#### **Professional Studies: (3 credits)**

|           |               |   |
|-----------|---------------|---|
| EDUC 587* | Practicum I   | 1 |
| EDUC 592* | Practicum II  | 1 |
| EDUC 595* | Practicum III | 1 |

#### **Culminating Experience (6 credits)**

|           |                                                |   |
|-----------|------------------------------------------------|---|
| EDUC 520* | Supervised Field Experience                    | 5 |
| EDUC 550* | Student Teaching Seminar (taken with EDUC 520) | 1 |

**OR (For students NOT pursuing certification. This option requires approval from the SOE):**

*Two graduate-level Education courses (6 credits). Must have EDUC or EDSP prefix.*

\* A field experience is part of the course requirements.

**Important Notes for all Initial Teacher Certification Programs:**

- Complete applications for student teaching must be submitted by posted application deadlines. Students must meet the following requirements for admission to student teaching:
- Formally admitted into the School of Education and in good standing.
- Satisfactory completion of all program coursework.
- Submission of Student Teaching Application form, including updated resume and one-page essay that details (a) what the student hopes to gain from student teaching and (b) why the student should be considered as a candidate for student teaching. Incomplete applications will not be processed.
- Updated clearances uploaded to American DataBank. Visit [www.holyfamilycompliance.com](http://www.holyfamilycompliance.com) to register with American DataBank. Information on application processes for clearances can be found on the Field Placement website. Clearance requirements for all student teachers are:
  - A tuberculosis test (valid for one year from date of issue)
  - Act 151: PA Child Abuse Clearance (valid for one year from date of issue)
  - Act 34: PA Criminal History Background Check (valid for one year from date of issue)
  - Act 114: Federal Criminal History Records [fingerprinting] (valid for one year from date of issue)
  - Act 24: Arrest/Conviction Report and Certification Form

Clearance requirements in New Jersey and select Pennsylvania districts may differ. Students placed in New Jersey must contact their host district or school to determine and meet local clearance requirements.

A child abuse or criminal record may prevent a student from being placed in a school setting and/or exclude the student from the possibility of certification. Failure to disclose any prior arrest or conviction may lead to dismissal from the School of Education. If a student has a question regarding the impact of a record or conviction on certification prospects, he/she should contact the certification office at the Pennsylvania Department of Education.

- All courses required for certification must be completed before registering for any of the Culminating Experience courses.
- The EDUC 520 course requires full-time placement in a classroom setting, five days per week for the
- Students MUST complete both EDUC 520 and EDUC 550 to be recommended for teacher certification.

The degree requirements for the Master of Education with Pennsylvania Certification, Level I in PK-4, are 39 credits, which include the core requirements, pedagogical studies, professional studies, and culminating experience.

**Master of Education Degree with Pennsylvania Certification, Level I in Special Education PK-12**

This program provides individuals who have undergraduate degrees in fields other than education with the opportunity to pursue a career in teaching special education in grades PK-12. While earning a Master of Education degree, students also meet Pennsylvania state requirements for Special Education PK-12 teacher certification.

The course of study includes a background in psychology and pedagogy as well as the study of the knowledge and skills needed by special education teachers. Three credits of practicum are required prior to the supervised field experience. For the culminating experience, the student must spend a semester, or a minimum of 14 weeks, full-time in a special education classroom, supervised by Holy Family University School of Education faculty.

**Core Requirements (27 credits)**

|           |                                                   |   |
|-----------|---------------------------------------------------|---|
| EDUC 556* | Addressing the Needs of English Language Learners | 3 |
| EDSP 571* | Foundations in Inclusive Education                | 3 |
| EDSP 572  | Assessment in Inclusive Education                 | 3 |
| EDSP 573  | Effective Instruction in Inclusive Education      | 3 |
| EDSP 574  | Special Education Systems                         | 3 |
| EDSP 575* | Including Students with Significant Support Needs | 3 |
| EDSP 577  | Instructional Design in Special Education         | 3 |
| EDSP 578  | Positive Management Strategies                    | 3 |
| EDSP 579  | Communication Literacy and Technology             | 3 |

**Professional Studies: (3 credits)**

|           |               |   |
|-----------|---------------|---|
| EDSP 581* | Practicum I   | 1 |
| EDSP 582* | Practicum II  | 1 |
| EDSP 583* | Practicum III | 1 |

**Culminating Experience (6 credits)**

|            |                                                      |     |
|------------|------------------------------------------------------|-----|
| EDSP 584a* | Supervised Field Experience, Student Teaching part A | 2.5 |
| EDSP 584b* | Supervised Field Experience, Student Teaching part B | 2.5 |
| EDSP 585a* | Student Teaching Seminar, part A                     | 0.5 |
| EDSP 585b* | Student Teaching Seminar, part B                     | 0.5 |

**OR (For students NOT pursuing certification. This option requires approval from the SOE):**

Two graduate-level Education courses (6 credits). EDSP 565 must be one of the courses and the other must have EDUC or EDSP prefix.

\* A field experience is part of the course requirements.

**Important Notes:**

- All courses required for certification must be completed before registering for any of the Culminating Experience courses.
- Each EDSP 584 course requires full-time placement in a classroom setting, five days per week for 8 weeks.
- Students MUST complete both EDSP 584a and EDSP 584b during the same semester to be recommended for teacher certification.
- Students MUST complete both EDUC 585a and EDUC 585b during the same semester to be recommended for teacher certification.

The degree requirements for the Master of Education with Pennsylvania Certification, Level I in Special Education PK-12, are 36 credits, which include the core requirements, professional studies, and culminating experience.

**Master of Education Degree with Pennsylvania Certification, Level I in Secondary Education (7-12)**

This program provides individuals who have undergraduate degrees in fields such as Biology, English, Mathematics, the areas of Social Studies or related areas with the opportunity to pursue a career in teaching grades 7-12. While earning a Master of Education degree, students also meet Pennsylvania state requirements for 7-12 teacher certification in one of the following areas: Biology, English, Mathematics or Social Studies.

The course of study includes a background in psychology and pedagogy as well as the study of the instructional techniques addressed by 7-12. Three credits of practicum are required prior to the supervised field experience. For the culminating experience, the student must spend a semester, or a minimum of 14 weeks, full-time in a 7-12 content-area classroom, supervised by Holy Family University School of Education faculty.

**Core Requirements (21 credits)**

|           |                                                                    |   |
|-----------|--------------------------------------------------------------------|---|
| EDUC 507* | Adolescent Development and Learning                                | 3 |
| EDUC 531* | Classroom Management                                               | 3 |
| EDUC 506* | Effective Teaching Practices: Creating Learner-Centered Classrooms | 3 |
| EDUC 556* | Addressing the Needs of English Language Learners                  | 3 |
| EDSP 571* | Foundations in Inclusive Education                                 | 3 |
| EDSP 576  | Assessment and Instruction in the Inclusive Classroom              | 3 |

**Pedagogy Content (9 credits)**

|          |                                              |   |
|----------|----------------------------------------------|---|
| EDUC 508 | Instructional Methods in Secondary Education | 3 |
| EDUC 509 | Instructional Methods in the Content Area    | 3 |
| EDUC 604 | Reading in the Content Area                  | 3 |

**Professional Studies: (3 credits)**

|           |              |   |
|-----------|--------------|---|
| EDUC 510* | Practicum I  | 1 |
| EDUC 511* | Practicum II | 1 |

**Culminating Experience (4 credits)**

|           |                                                                                                   |   |
|-----------|---------------------------------------------------------------------------------------------------|---|
| EDUC 525* | Secondary Education Student Teaching Seminar<br>(taken with Secondary Education Student Teaching) | 1 |
| EDUC 570  | Secondary Education Student Teaching                                                              | 3 |

**OR (For students NOT pursuing certification. This option requires approval from the SOE):**

*Two graduate-level Education courses (at least 4 credits). Must have EDUC or EDSP prefix.*

*\* A field experience is part of the course requirements.*

**Important Notes:**

- All courses required for certification must be completed before registering for any of the Culminating Experience courses.
- The Secondary Education Student Teaching course requires full-time placement in a classroom setting, five days per week for the
- Students MUST complete both the Secondary Education Student Teaching and the related Seminar course to be recommended for teacher certification.

The degree requirements for the Master of Education with Pennsylvania Certification, Level I in 7-12, are 30 credits, which include the core requirements, pedagogical studies, professional studies, and culminating experience.

## **4+1 program: Bachelor of Arts/Master of Education Degree with Pennsylvania Certification, Level I in Secondary Education (7-12)**

The School of Education offers a BA/MEd program that enables Holy Family undergraduate students to earn a Master of Education in Secondary Education in 5 years. Available secondary education subject areas are Biology, English, Math and Social Studies. Undergraduates seeking admission to the dual degree program must have a minimum overall GPA of 3.0 or higher for courses taken at Holy Family and are eligible to apply in their junior year. Students who might be interested in this program include students from Biology, English, Math and History.

### **Admission Requirements**

You must complete the program application.

You must maintain a 3.0 or higher GPA in your major to be admitted into the program

Once you are conditionally accepted, you will be advised on the courses to take in your senior year by your faculty advisor and the graduate program director.

You must take the number of courses required for the specified program while an undergraduate (three courses for the 4+1 program).

You must maintain the appropriate GPA and earn a grade of "B" or better in your graduate courses to matriculate into the master's degree program after completion of your undergraduate degree.

### **Specific Admission Requirements**

In addition to the general admission requirements previously outlined, at the end of their senior year applicants must be formally accepted into for School of Education by meeting the following requirements:

Successful completion of at least six semester credit hours of graduate-level courses taken at Holy Family University

A formal admissions application

Two faculty evaluations

Cumulative GPA of at least a 3.0.

### **4+1 program: Bachelor of Arts**

Students in the 4+1 program complete one undergraduate course and two graduate courses during their senior (fourth) year, all of which may count toward full time credit requirements for the undergraduate program. You will matriculate into your master's degree program upon graduation from your undergraduate program and are required to take two summer courses plus a practicum after your senior year and the remaining courses and field experiences in your fifth year.

Accepted students will be permitted to take no more than six credits of graduate course work during the senior year of undergraduate study. These six graduate credits will be charged at the undergraduate tuition rate.

### **Timeline**

#### **Sophomore year**

Meet with your faculty advisor to discuss your interest in the combined bachelor's/master's program.

#### **Junior year**

Connect with a graduate admissions counselor to discuss your interest in the combined bachelor's/master's program.

Participate in an information session during a fall/spring semester.

Apply to the combined bachelor's/master's program.

#### **Senior year**

Take prescribed undergraduate and graduate courses (one undergrad and two graduate courses for the 4+1 program).

Complete your bachelor's degree in your chosen major.

Applicants are strongly encouraged to take the Praxis certification test in their intended certification area during their senior year.

#### **Fifth year**

Complete your remaining graduate courses and field experiences.

### **Certification only programs**

Note: All Pennsylvania certificate candidates must hold a valid Pennsylvania Instructional I or II certificate.

#### **ESL Program Specialist**

Students will demonstrate the competencies by successfully completing the following six courses (18 credits) at Holy Family University. It is strongly recommended that these courses be taken in the following sequence:

|           |                                                          |   |
|-----------|----------------------------------------------------------|---|
| EDUC 516* | Teaching Reading and Writing to ESL Students             | 3 |
| 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 629* | Second Language Vocabulary: Teaching, Learning and Using | 3 |

\* A field experience is part of the course requirements.

#### **Certification in Special Education\* (16 credits)**

|           |                                                       |   |
|-----------|-------------------------------------------------------|---|
| EDSP 566* | Advanced Practicum in Special Education               | 1 |
| EDSP 574  | Special Education Systems                             | 3 |
| EDSP 575* | Including Students with Significant Support Needs     | 3 |
| EDSP 577  | Instructional Design in special Education             | 3 |
| EDSP 578  | Positive Management Strategies in Special Education   | 3 |
| EDSP 579  | Enhancing Communication & Literacy through Technology | 3 |

Note: AADL (Adaptations and Accommodations for Diverse Learners: 3+1) competency equivalencies (EDSP 571, EDSP 572, EDSP 573 and EDUC 556\* or equivalent) are prerequisite for this certification.

\* A field experience is part of the course requirements.

#### **Educational Leadership—Leads to Pennsylvania Principal Certification (24 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 584* | Practicum I: Prin. K-6                                     | 1 |
| EDUC 585* | Practicum II: Prin. 7-12                                   | 1 |
| EDUC 588  | School Finance                                             | 3 |
| EDUC 589  | Seminar in School Lead                                     | 3 |
| EDUC 591* | Practicum III: Prin. K-12                                  | 1 |
| EDUC 620  | Curriculum Development                                     | 3 |

\* A field experience is part of the course requirements.

#### **Reading Specialist\* (24 credits)**

|           |                                           |   |
|-----------|-------------------------------------------|---|
| EDUC 527  | Process and Pedagogy of Communication     | 3 |
| EDUC 601  | Psychology of Reading                     | 3 |
| EDUC 603  | Diagnosis of Reading Difficulty           | 3 |
| EDUC 605  | Remediation of Reading Difficulties       | 3 |
| EDUC 606  | Structure of School Reading Programs      | 3 |
| EDUC 607  | Seminar in Reading Research               | 3 |
| EDUC 616* | Supervised Field Experience in Reading I  | 3 |
| EDUC 617* | Supervised Field Experience in Reading II | 3 |

Note: AADL (Adaptations and Accommodations for Diverse Learners: 3+1) competency equivalencies (EDSP 571, EDSP 572, EDSP 573, and EDUC 556\* or equivalent) are prerequisite for this certification.

\* A field experience is part of the course requirements.

### Artificial Intelligence Endorsement

The mission of this PA-approved Endorsement program is to equip educators and leaders with the theoretical foundations, practical design skills, and ethical frameworks necessary to navigate the transformative role of Artificial Intelligence in K-12 and higher education. The three main tenets of this program are: (1) human-centricity: prioritizing human agency and social-emotional growth over automation; (2) equitable design: designing and using AI tools to maximize the potential of all students; and (3) critical literacy: moving beyond "how to use" toward "how to audit and question." A field component is embedded within the Capstone course, which allows students to appropriately synthesize and apply program instruction in a real-world context. The courses required for this program are open to all individuals with bachelor's degrees. However, only students who have current Pennsylvania Level I or Level II Instructional Certification BEFORE they complete the courses listed below are eligible for the state Endorsement. These courses may also be completed in conjunction with the non-initial certification Master of Education program.

|           |                                               |   |
|-----------|-----------------------------------------------|---|
| EDUC 630  | Foundations and Ethics of AI in Education     | 3 |
| EDUC 631  | AI-Driven Instructional Design and Assessment | 3 |
| EDUC 632  | Fostering Student's AI Literacy & Creativity  | 3 |
| EDUC 633" | Strategic Leadership and Global Impact of AI  | 3 |

\* A field experience is part of the course requirements.

### Autism Endorsement

This Endorsement program is intended to improve a teacher's skills in dealing with complex classroom settings to include autism spectrum disorders. Students in this program are exposed to current research and practice in assessment, instructional programming, social skills training, applied behavior analysis programs, inclusion, and academic program development. The courses required for this program are open to all individuals with bachelor's degrees. However, only students who have current Pennsylvania Level I or Level II Instructional Certification BEFORE they complete the courses listed below are eligible for the state Endorsement. These courses may also be completed in conjunction with any non-initial certification Master of Education program.

|           |                                                                                                 |   |
|-----------|-------------------------------------------------------------------------------------------------|---|
| EDSP 610* | Instructional and Management Strategies for the Learner with ASD                                | 3 |
| EDSP 612* | Evidence Based Practices for the Learner with Exceptionalities<br>(Prerequisite: EDSP 610)      | 3 |
| EDSP 614* | Communication Interventions for the Learner<br>with Autism and Other Communication Disabilities | 3 |
| EDSP 616* | Special Topics in Autism Spectrum Disorder                                                      | 3 |

\* A field experience is part of the course requirements.

### Social Emotional Behavioral Wellness Endorsement

The Social Emotional Behavioral Wellness Endorsement is designed for post-baccalaureate candidates. This endorsement is designed to prepare teachers and other school staff to better address non-academic barriers to student achievement. The courses required for this program are open to all individuals with bachelor's degrees. Courses may also be completed in conjunction with the general Master of Education program.

|           |                                                                                |   |
|-----------|--------------------------------------------------------------------------------|---|
| EDUC 558  | Understanding Students with Social, Emotional and Intellectual<br>Disabilities | 3 |
| EDUC 557* | Social, Emotional & Behavioral Wellness Theory & Application                   | 3 |
| EDSP 578  | Positive Management Strategies                                                 | 3 |
| COUN 521  | Survey of Community Counseling Agencies                                        | 3 |

\* A field experience is part of the course requirements.

### Post-Master's Certificate Programs

Applicants are expected to have an earned master's degree from a regionally institution and hold a PA Principal or Supervisory certification.

#### Superintendent Letter of Eligibility (15 credits)

|          |                              |   |
|----------|------------------------------|---|
| EDDC 801 | Ethical Leadership           | 3 |
| EDDC 821 | Building Community Relations | 3 |

|          |                                    |   |
|----------|------------------------------------|---|
| EDDC 823 | Leadership Internship I            | 3 |
| EDDC 824 | Leadership Internship II           | 3 |
| EDDC 841 | Leadership in an Inclusive Society | 3 |

## Teacher Certification

Upon completion of a School of Education initial certification program, graduates who wish to apply for a Pennsylvania teaching certificate must have a 3.0 GPA and must complete the following:

Passage of all certification tests required by the Pennsylvania Department of Education for the desired certification area

Submission of a certification application through the Pennsylvania Department of Education's Teacher Information Management System [TIMS].

Students should contact the School of Education Certification Officer/Compliance Specialist for more information on requirements for specific certificates.

This certificate allows the holder to teach at the designated level in public schools in the Commonwealth of Pennsylvania. Certification requirements vary from state to state and it is the responsibility of individuals to ascertain and meet the requirements of the state in which they plan to teach.

## Experienced-based Teaching Program

The following certification areas are approved for recommending students to the Experience-based Certificate Programs:

- PK-4
- Special Education PK-12
- Biology 7-12
- English 7-12
- Mathematics 7-12
- Social Studies 7-12

The Experience-based 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 an Experience-based 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 Experience-based Certificate and submit an application to the School of Education and to the PA Department of Education Teacher Information Management Systems (TIMS).

## Experience-based Teaching

For teachers currently employed in schools, the requirements for supervised field experiences are arranged for 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 a PK-4 classroom to be supervised for PK-4 certification. Experience-based teachers.

## Act 48

Act 48 credit hours may be accumulated after initial teaching certification is issued. 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 electronically reported to PDE. Please see the School of Education website for the form needed to complete this process.

## Education Course Descriptions

### EDUC 501 Foundations of Early Childhood Education (3 credits)

Studies will explore 21<sup>st</sup> century education within a diverse society and consider historical and philosophical developments that impact one's view of teaching. Through interactive classroom experiences, students will develop their understanding of early childhood education and the work that practitioners do with young children. Requires field-based observations.

**EDUC 503 Psychology of Learning and Development (3 credits)**

Students will gain essential knowledge of learners and their development to understand and improve the teaching and learning process. Students will examine theories and principles related to learning and motivation, child development, individual and group differences, and assessment. Requires field-based observations.

**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)**

This course is an introductory course to educational research and is focused on the methods for locating, assessing, interpreting, and reporting research. Key concepts important for understanding published educational research will be examined. Using a critical approach, students will evaluate different types of educational research across the two major research traditions: quantitative and qualitative. Students will apply the principles of scientific inquiry in the evaluation of published research, comparing purpose and strength of the various designs used and evaluating the methods used to increase research validity. Using current issues on the research for better schooling, students will develop a systematic search, review and analysis of research.

**EDUC 506 Effective Teaching Practices: Creating Learner-Centered Classrooms (3 credits)**

*Prerequisites: EDUC 501 and EDUC 503*

Students will gain overview of strategies in planning, delivering, and assessing instruction. They will also understand classroom management based on educational research and best practice. Students will be introduced to formal lesson and unit planning. Requires field-based observations.

**EDUC 507 Adolescent Development and Learning (3 credits)**

This course focuses on adolescent development across the physical, cognitive and social and emotional domains and includes the contexts in which adolescents develop, such as family, peer groups, school, urban, rural and suburban settings. Particular attention is paid to the role of teachers in supporting adolescents in schools. Fifteen hours of school observations are required as part of this course. Clearances are required.

**EDUC 508 Instructional Methods in Secondary Education (3 credits)**

*Co-requisite: EDUC 510: Practicum I*

This course is designed to prepare prospective teachers about effective instructional methods for secondary education. Students will examine the adolescent learner and the learning community. The course will provide frameworks and practical applications for developing lesson plans. Students will review and analyze a variety of assessment strategies.

**EDUC 509 Instructional Methods in the Content Area (3 credits)**

*Co-requisite: EDUC 511: Practicum II*

This course builds upon the competencies mastered in Instructional Methods in Secondary Education. The focus of the course is on the study and application of learning theory, instructional strategies and daily and unit lesson planning.

**EDUC 510 Practicum I (7-12) (1 credit)**

*Co-requisite: EDUC 507: Instructional Methods in Secondary Education*

Teacher candidates participate in classroom life under the guidance of a mentor teacher and supervision of a University faculty member. They will teach formal lessons and provide instruction in the student's intended certification area. Students must take Practicum I concurrently with *Instructional Methods in Secondary Education*.

**EDUC 511 Practicum II (7-12) (1 credit)**

*Co-requisite: EDUC 508: Instructional Methods in the Content Area*

Teacher candidates participate in classroom life under the guidance of a mentor teacher and supervision of a University faculty member. They will teach formal lessons and provide instruction in the student's intended certification area. Students must take Practicum I concurrently with *Instructional Methods in the Content Area*.

**EDUC 512 Practicum III (7-12) (1 credit)**

*Co-requisite: EDUC 604: Reading in the Content Area*

Teacher candidates participate in classroom life under the guidance of a mentor teacher and supervision of a University faculty member. They will teach formal lessons and provide instruction in the student's intended certification area. Students must take Practicum I concurrently with *EDUC 604: Reading in the Content Area*.

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

*Prerequisite:* EDUC 539 and EDUC 546

Examines 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 518 Teaching Math and Science (3 credits)**

This course focuses on instructional techniques specific to mathematics and science instruction. Students learn about the natural areas of overlap between these disciplines and develop learning centers, lessons, and units.

**EDUC 519 Teaching Language Arts & Social Studies (3 credits)**

Students develop and apply the language of reading, writing, listening, speaking, and viewing while addressing social studies topics.

**EDUC 520 Supervised Field Experience: Student Teaching (5 credits)**

*Prerequisites:* EDUC 501, EDUC 503, EDUC 506, EDSP 571, EDSP 572, EDSP 573, EDUC 518, EDUC 533, EDUC 587, EDUC 592, EDUC 595, EDUC 519, EDUC 556.

*Co-Requisites:* EDUC 550

This is a full-time school classroom-based experience designed to provide an opportunity to learn with and from practicing professionals. This course is taken concurrently with EDUC 550, Student Teaching Seminar.

**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 524 Graduate Student Teaching (7-12) (5 credits)**

*Co-requisite:* EDUC 525: Student Teaching Seminar (7-12)

Designed for graduate students seeking state certification in 7 - 12 Education. Includes examination of teaching models, practice of peer learning activities, and development of observation techniques. This student teaching is the culminating experience of the graduate secondary education certification program and is required for PDE teacher certification in grades 7 - 12. Observation, evaluation, and feedback are provided by University faculty. Course requires a full-time classroom assignment for a minimum of 14 weeks (five credits). Prerequisite: all certification courses must be completed before registering for EDUC 524. Application must be completed and sent to the Field Placement office.

**EDUC 525 Student Teaching Seminar (7-12) (1 credit)**

*Co-requisite:* EDUC 524: Graduate Student Teaching (7-12)

In this weekly seminar, student teachers will process and review their experiences in the field. Students will identify and address field-related problems, identify connections between theory and practice, and explore teaching as a profession. This seminar must be taken concurrently with EDUC 524: Graduate Student Teaching 7-12

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

This course will examine theories of language acquisition as a foundation for understanding children's language use. Emphasis will be placed on children's language use and literacy learning in a social context, specifically in classroom settings. An exploration of how teachers can facilitate the language and literacy development of children will enable class members to observe and reflect on the role that language, used as a social means of communication, plays in learning. Current trends will be explored, analyzed, and related to class participants' personal experiences and the valuable knowledge and skills they bring to the class. The opportunity to gain insights from an analysis of teacher-student and student-student interactions in classroom interactions will occur. This will contribute to an acute awareness of how language (oral and written) mediates children's understanding and learning.

**EDUC 531 Classroom Management (3 credits)**

*Prerequisite:* EDUC 507: Adolescent Development & Learning

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. Field Experience

required. This course will examine the theoretical foundation and practical application of a proactive classroom management system. The course will provide a framework for creating a safe classroom environment built on understanding of self, child development, and sound educational practices. Strategies for developing classroom goals, rules, and procedures will be examined including methods for encouraging responsible behavior and how to deal with disruptive behavior. Students will begin to develop a personal classroom management style. Fifteen (15) hours of field experience in an actual classroom in which you observe an experienced teacher at work is required.

**EDUC 533 Teaching Literacy (3 credits)**

Teaching Literacy addresses theories of literacy development and presents techniques for enhancing reading and listening comprehension. Students develop lessons, assessments, and instructional materials so they can create classroom environments in which literacy is promoted and address needs of diverse learners.

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

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)**

Provides an overview of 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. For those students interested in expanding their knowledge of the diverse population served in schools and community counseling agencies.

**EDUC 539 Linguistics for Language Teachers (3 credits)**

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 545 Field Practicum Experience/Seminar (1 credit)**

Enables prospective teachers to observe, participate, analyze, reflect, and discuss issues relative to the assigned school community and typical school learning situations through supervised field experience/seminar at an assigned school site and selected grade level (PreK-4, Middle Level 4-8 or 7-12). 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)**

*Prerequisite:* EDUC 539

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)**

*Prerequisites:* EDUC 539 and EDUC 546

Presents 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)**

*Prerequisites:* EDUC 539 and EDUC 546

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 550 Student Teaching Seminar, 1 credit**

*Prerequisites:* EDUC 501, EDUC 503, EDUC 506, EDSP 571, EDSP 572, EDSP 573, EDUC 518, EDUC 533, EDUC 587, EDUC 592, EDUC 595, EDUC 519, EDUC 556.

*Co-Requisites: EDUC 520*

Students will process and review their experiences in the field. Students will identify connections between theory and practice, and explore teaching as a profession. Students must complete EDUC 520 and EDUC 559 to be recommended for teacher certification.

**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 557 Social, Emotional, Behavior Wellness Theory and Applications (3 credits)**

Examines how research grounded in different theoretical traditions frames social, emotional, and behavioral wellness school initiatives. Students will identify and reflect on evidenced-based practices in field experiences. Students will participate in suicide prevention activities. At least 20 hours of field experience is required. Synchronous weekly class meetings are required.

**EDUC 558 Students with Social, Emotional, and Intelligence Disabilities (3 credits)**

Students will explore and identify 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 framework and special education regulations for the disorders discussed.

**EDUC 570 Secondary Education Student Teaching (3 credits)**

Designed for graduate students seeking state certification in 7-12 Education. Includes examination of teaching models, practice of peer learning activities, and development of observation techniques. This student teaching is the culminating experience of the graduate secondary education certification program and is required for PDE teacher certification in grades 7-12. Observation, evaluation, and feedback are provided by University faculty. Course requires a full-time classroom assignment for a minimum of 14 weeks. Note: Students must earn at least a "B" to pass the course.

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

The purpose of this course is to examine legal issues affecting students, teachers, administrators, and others within the social context of the school community. The course provides teachers and 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. Class members are required to examine selected topics pertinent to educational law 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)**

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 develop a personal leadership platform.

**EDUC 582 Supervision and Performance Evaluation (3 credits)**

Studies, analyzes and practices models of effective evaluation in a variety of situations. Techniques for effective observation, intervention, training, and shared planning and goal setting will be developed. A 20-hour field experience is required.

**EDUC 583 The Principalship (3 credits)**

Examines the critical elements of leadership essential for today's school principals, among which are leadership and learning, the creation of a positive school culture, organizational management, community interaction and relations, data analysis and human resource development. A 20-hour field experience is required.

**EDUC 584 Practicum I: Principal K-6 (1 credit)**

*Prerequisites: Completion of two of the following: EDUC 580, EDUC 582, or EDUC 583*

This 120-hour field-based practicum integrates classroom theory with school-site practice. Students will work with a self-identified mentor in a K-6 school setting as a means to study and practice the functions of principal leadership. Student performance is monitored by use of weekly logs and reflections.

**EDUC 585 Practicum II: Principal 7-12 (1 credit)**

*Prerequisites: Completion of two of the following: EDUC 580, EDUC 582, or EDUC 583*

This 120-hour field-based practicum integrates classroom theory with school-site practice. Students will work with a self-identified mentor in a 7-12 school setting as a means to study and practice the functions of principal leadership. Student performance is monitored by use of weekly logs and reflections.

**EDUC 587 Practicum I (1 credit)**

Teacher candidates participate in classroom life under the guidance of a mentor teacher and supervision of a University faculty member. They will teach formal lessons and provide instruction. Students must take Practicum I concurrently with EDUC 533. The teacher candidate's instructional activities are focused on student literacy.

**EDUC 588 School Finance (3 credits)**

Examines 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)**

Serves as a capstone course for the principal preparation program. Students will be challenged to integrate and synthesize their learning from previous courses, revisit and refine their leadership platforms developed in EDUC 580, and create a simulated leadership entry and school improvement plan for a local school.

**EDUC 590 Experienced-based Teaching (3 credits)**

Designed for current PA Experienced-based certified teachers seeking state certification in a specific content area in 7-12 Education. Includes examination of teaching models, practice of peer learning activities, and development of observation techniques. This course is the culminating experience of the graduate secondary education certification program and is required for PDE teacher certification in grades 7-12. Observation, evaluation, and feedback are provided by University faculty within the experience-based certified teacher's classroom for a minimum of 14 weeks. Note: Students must earn at least a "B" to pass the course.

**EDUC 591 Practicum III, K-12 (1 credit)**

*Prerequisites: Completion of two of the following: EDUC 580, EDUC 582, or EDUC 583*

This 120-hour field-based practicum integrates classroom theory with school-site practice. Students will work with a self-identified mentor in a K-12 school setting as a means to study and practice the functions of principal leadership. Student performance is monitored by use of weekly logs and reflections.

**EDUC 592 Practicum II (1 credit)**

Students participate in classroom life and teach formal lessons under the guidance of a mentor teacher and a University Supervisor. Students must take Practicum II concurrently with EDUC 518. The teacher candidate's instructional activities focus on student learning in math and science.

**EDUC 594 Experienced-based Teaching Seminar (3 credits)**

In this weekly seminar, student teachers will process and review their experiences in the field. Students will identify and address field-related problems, identify connections between theory and practice, and explore teaching as a profession. These seminars must be taken concurrently with EDUC 590: Experienced-based Teaching.

**EDUC 595 Practicum III (1 credit)**

Students participate in classroom life and teach formal lessons under the guidance of a mentor teacher and a University Supervisor. Students must take Practicum III concurrently with EDUC 519. The teacher candidate's instructional activities are focused on student learning in language arts and social studies.

**EDUC 598 Special Topics: Internship (5 credits)**

Designed for current PA Intern certified teachers seeking state certification in a specific content area in 7-12 Education. Includes examination of teaching models, practice of peer learning activities, and development of observation techniques. This seminar is the culminating experience of the graduate secondary education certification program and is required for PDE teacher certification in grades 7-12. Observation, evaluation, and feedback are provided by University faculty within the intern certified teacher's classroom for a minimum of 14 weeks.

**EDUC 599 Special Topics: Internship Seminar (1 credit)**

In this weekly seminar, intern certified teachers will process and review their experiences in the classroom. Students will identify and address classroom-related problems, identify connections between theory and practice, and explore teaching as a profession.

**EDUC 601 Psychology of Reading (3 credits)**

Provides a thorough grounding in the theoretical models of the reading process with an emphasis on structured literacy and the science of reading. Students examine the psychological processes that underlie the act of reading with particular emphasis on language acquisition, concept formation, intelligence, information processing, and social factors. The interface between reading and writing processes are stressed. Students examine the relationship between research findings and classroom practice.

**EDUC 603 Diagnosis of Reading Difficulties (3 credits)**

Includes a thorough examination of formal and informal assessment techniques and the theoretical and practical issues that resolve around assessment. Emphasis is placed upon the nature and uses of assessment data, statistical concepts related to assessment, 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.

**EDUC 604 Reading in the Content Area (3 credits)**

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. Knowledge of the Pennsylvania Standards Alignment System (SAS), the Common Core Standards, and the Pennsylvania Value-Added Assessment System (PVAAS) is an integral part of the course.

**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 remediation and intervention strategies. An unsupervised tutoring experience is required as part of the course. Knowledge of the Pennsylvania Standards Alignment System (SAS), the Common Core Standards, and the Pennsylvania Value-Added Assessment System (PVAAS) is an integral part of the course.

**EDUC 606 Structure of School Reading Programs (3 credits)**

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. Knowledge of the Pennsylvania Standards Alignment System (SAS), the Common Core Standards, and the Pennsylvania Value-Added Assessment System (PVAAS) is an integral part of the course.

**EDUC 607 Seminar in Reading Research (3 credits)**

Enables 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 616 Supervised Field Experience in Reading I (3 credits)**

*Prerequisites: EDUC 527, EDUC 601, EDUC 603, EDUC 605*

The capstone experience of the reading specialist program leading to certification in Pennsylvania, this course is designed to have students apply their learning of diagnostic and inductive teaching strategies in a supervised setting using a collaborative consultative model that includes "cognitive scaffolding". Graduate students who are acting as teachers will assess/evaluate their students, (pre and post), meet with and actively involve their students, parents and classroom teachers, keep on-going records and portfolios of learning and instruction, and reflective analyses of their own learning. They will develop and implement instructional programs that incorporate standards and technology along with authentic reading, writing listening, speaking, and viewing experiences that are age, grade and ability appropriate, while at the same time engaging. They will continuously evaluate the results of this instruction. Peer and self-evaluation will take place.

**EDUC 617 Supervised Field Experience in Reading II (3 credits)**

*Prerequisites: EDUC 527, EDUC 601, EDUC 603, EDUC 605 and EDUC 616*

The capstone experience of the reading specialist program leading to certification in Pennsylvania, this course is designed to have students apply their learning of diagnostic and inductive teaching strategies in a supervised setting using a collaborative consultative model that includes "cognitive scaffolding". Graduate students who are acting as

teachers will assess/evaluate their students, (pre and post), meet with and actively involve their students, parents and classroom teachers, keep on-going records and portfolios of learning and instruction, and reflective analyses of their own learning. They will develop and implement instructional programs that incorporate standards and technology along with authentic reading, writing listening, speaking, and viewing experiences that are age, grade and ability appropriate, while at the same time engaging. They will continuously evaluate the results of this instruction. Peer and self-evaluation will take place.

**EDUC 620 Seminar in Curriculum Development (3 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.

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

*Prerequisites:* EDUC 539 and EDUC 546

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 Foundations & Ethics of AI in Education (3 credits)**

This introductory course establishes a comprehensive baseline for AI literacy within the K-12 and higher education landscapes. Students explore the evolution of artificial intelligence—from early symbolic systems to modern Generative AI—and investigate the core technologies powering today's tools, such as Machine Learning and Natural Language Processing. A significant portion of the course is dedicated to the Ethical Frameworks of AI, focusing on data privacy laws (FERPA/COPPA), mitigating algorithmic bias, and ensuring educational equity. Educators will learn to distinguish between "Red, Yellow, and Green" light tools and develop a "Human-in-the-Loop" philosophy for classroom integration.

**EDUC 631 AI-Driven Instructional Design & Assessment (3 credits)**

This course focuses on integrating artificial intelligence into lesson planning and curriculum development to create inclusive and personalized learning environments. Students will explore multimodal AI tools to support multilingual and neurodiverse learners while applying evidence-based practices for AI-driven feedback. The curriculum covers the interpretation of AI learning analytics to refine instruction, identify learning gaps, and adapt teaching practices based on emerging trends. Key topics include the connection between AI and Universal Design for Learning (UDL), curriculum augmentation, and large-scale differentiation. Through hands-on projects, students will design AI-enhanced unit plans, develop multimodal content libraries, and use data-informed analytics to adjust instructional pacing.

**EDUC 632 Fostering Students' AI Literacy & Creativity (3 credits)**

This course explores the development of AI literacy curricula designed to prepare students for workforce readiness and ethical engagement with emerging technologies. Participants will learn to create learning experiences that encourage critical questioning of AI-generated media, research, and synthetic content. The curriculum emphasizes strategies for navigating bias and misinformation, using methods such as the "SIFT" framework to verify claims. Students will investigate the balance between AI augmentation and human agency. Key topics include algorithmic justice, advanced prompt engineering, and the transformation of career pathways in an AI-driven economy.

**EDUC 633 AI Strategic Leadership & Global Impact (3 credits)**

This course prepares educational leaders to strategically manage the implementation of artificial intelligence within complex organizational systems. Students will develop expertise in district-wide AI governance, professional learning design, and policy development while addressing the ethical and social-emotional challenges of automation. The curriculum explores the global impact of AI on labor markets, public policy, and human cognition, emphasizing a "Human-in-the-Loop" leadership model. Included is a capstone field experience where students synthesize and apply program instruction within the real-world context of a PK-12 school.

**EDUC 640 History and Foundations of Distance Education: Emerging Trends and Ethical Considerations (3 credits)**

This course provides the learner with an understanding of the foundations of distance education, an introduction to current best practice considerations, and a preview of where distance education is heading. Ethical and legal considerations are explored as they relate to the design, instruction, and assessment of distance education.

**EDUC 641 Assessment and Technology in Blended and Online Course Design and Instruction (3 credits)**

In this course, the learner will explore assessment and technology in blended and online instruction as critical components of distance education course design. The need for alignment between components and with course outcome objectives is emphasized and practiced throughout the course.

**EDUC 642 Engaging Learners in Blended and Online Learning (3 credits)**

This course will provide the learner with evidence-based practices in student engagement. The course will also review current tools and techniques that are being used in the field to motivate and engage learners in the blended and online environment to include both asynchronous and synchronous instruction.

**EDUC 643 Accessibility in Distance Education with Capstone Field Experience (3 credits)**

This course will provide the learner with an understanding of accessibility standards and requirements in distance education. In the capstone field experience learners demonstrate practical application of endorsement coursework in a K-12 setting through four observed blended or online lessons by an identified mentor teacher in the K-12 school.

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

*Prerequisites: EDUC 505 and three EDSP courses*

Examines critically the educational, social, and political issues facing professionals in the field today. Divergent 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 (1 credit)**

*Prerequisite: Prior completion of certification coursework in Special Education*

Serves as a supervised field experience at an assigned school site and selected grade level. 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. Required for all candidates seeking to add an additional certification area in Special Education PK-12.

**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 PreK-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 574 Special Education Systems (3 credits)**

Introduces the dynamic systems critical to special education services from PreK-12<sup>th</sup> grade. Addresses the organization of services and the critical nature of collaboration within school and community agencies across the age spectrum. Topics such as history, litigation/legislation, continuum of services, and critical definitions explored.

**EDSP 575 Including Students with Significant Support Needs (3 credits)**

Focuses on assessment, management and instructional support needs of individuals with significant disabilities from PreK-12<sup>th</sup> grade. Topics include deinstitutionalization, systematic instructional strategies, positive behavioral support, Universal Design for Learning, task analysis, functional assessment, data-based training strategies and use of assistive devices. A 10-hour field observation is required.

**EDSP 577 Instructional Design in Special Education (3 credits)**

Prepares students to develop learning environments in grades PreK-12 which fostering positive social interactions and to plan and implement data-based instructional strategies. Focuses on developing Specially Designed Instruction

and intensive interventions in all academic areas with an emphasis in literacy skills. Integrates relevant technologies to support assessment and instruction.

**EDSP 578 Positive Management Strategies in Special Education: Theoretical Concepts Applied to the Classroom (3 credits)**

Focuses on theoretical concepts supported by positive behavioral support literature with classroom application in the PreK-12 classroom. Course covers positive, proactive classroom management strategies and management of students who exhibit behavioral difficulties including crisis prevention, data collection, technology assisted planning, ethical considerations.

**EDSP 579 Enhancing Communication and Literacy through Technology (3 credits)**

Focuses on connections between communication and literacy for students with disabilities and on the integration of computer and assistive technologies and augmentative/alternative communication to increase student independence and participation in the PreK-12 classroom and in the teaching-learning process

**EDSP 581 Practicum I (1 credit)**

Teacher candidates participate in a special education or inclusion classroom life under the guidance of a mentor teacher and supervision of a University faculty member. They will teach formal lessons and provide instruction.

**EDSP 582 Practicum II (1 credit)**

Teacher candidates participate in a special education or inclusion classroom life under the guidance of a mentor teacher and supervision of a University faculty member. They will teach formal lessons and provide instruction.

**EDSP 583 Practicum III (1 credit)**

Teacher candidates participate in a special education or inclusion classroom life under the guidance of a mentor teacher and supervision of a University faculty member. They will teach formal lessons and provide instruction.

**EDSP 584A Supervised Field Experience: Special Education Student Teaching Part A (2.5 credits)**

*Prerequisites:* EDSP 571, EDSP 572, EDSP 573, EDUC 556, EDSP 574, EDSP 575, EDSP 577, EDSP 578, EDSP 579, EDSP 581 I, EDSP 582 II, EDSP 583 III

*Co-Requisite:* EDSP 585A

The first half of a full-time school classroom-based experience (in a special education or an inclusion classroom) designed to provide an opportunity to learn with and from practicing professionals.

**EDSP 584B Supervised Field Experience: Special Education Student Teaching Part B (2.5 credits)**

*Prerequisites:* EDSP 571, EDSP 572, EDSP 573, EDUC 556, EDSP 574, EDSP 575, EDSP 577, EDSP 578, EDSP 579, EDSP 581 I, EDSP 582 II, EDSP 583 III, EDSP 584A

*Co-Requisite:* EDSP 585B

The second half of a full-time school classroom-based experience (in a special education or an inclusion classroom) designed to provide an opportunity to learn with and from practicing professionals.

**EDSP 585A Student Teaching in Special Education Seminar, Part A (0.5)**

*Prerequisites:* EDSP 571, EDSP 572, EDSP 573, EDUC 556, EDSP 574, EDSP 575, EDSP 577, EDSP 578, EDSP 579

*Co-Requisite:* EDSP 584A

The first half of a weekly seminar where students will process and review their experiences in the field. Students will identify connections between theory and practice and explore teaching as a profession.

**EDSP 585B Student Teaching in Special Education Seminar, Part B (0.5)**

*Prerequisites:* EDSP 571, EDSP 572, EDSP 573, EDUC 556, EDSP 574, EDSP 575, EDSP 577, EDSP 578, EDSP 579

*Co-Requisite:* EDSP 584B

The second half of a weekly seminar where students will process and review their experiences in the field. Students will identify connections between theory and practice and explore teaching as a profession.

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

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)**

Provides 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)**

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 are presented.

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

Focuses 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)**

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

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.

**Educational and Organizational Leadership Doctoral Program (EdD)****Mission**

The Mission of the Holy Family University Doctoral Program is to facilitate the development of effective and ethical leaders for schools and communities who can make significant contributions to their fields of knowledge through applied research.

**Learning Objectives**

Goals of the Doctoral Program in Educational and Organizational Leadership:

- To provide a research-based program that facilitates the development of innovative and ethical leaders.
- To offer a program that is flexible and is designed for working practitioners allowing them to expand their practice and leadership skills through concentrated interdisciplinary coursework and research.
- To develop a deep professional commitment to an interdisciplinary approach to leadership through the application of practical research skills and ethical decision making in service to others.
- To enable candidates to make significant contributions to their field of knowledge through applied research
- To offer a supportive and collaborative learning environment that encourages candidates to become scholars and researchers.

The Doctoral Program in Educational and Organizational Leadership is approved by the Pennsylvania State Department of Education and is fully accredited by the Middle States Commission on Higher Education.

**Outcomes**

At the completion of the doctoral program, candidates will be able to:

1. Interpret research for practical purposes.

2. Demonstrate the ability to apply concepts from the professional literature to leadership practice.
3. Conduct scholarly research to address practical problems.
4. Apply ethical and legal standards to one's practice as a scholar.

## Structure

The program is delivered through a cohort model. Accepted doctoral students are expected to maintain continuous enrollment each semester and during the summer sessions.

The Doctor of Education in Educational and Organizational Leadership is a minimum of fifty-one or fifty-four (54-57) credit program, as outlined below.

### Leadership Core Requirements (15 Credits)

|          |                                                |   |
|----------|------------------------------------------------|---|
| EDDC 801 | Ethical Leadership                             | 3 |
| EDDC 802 | Communication Theory, Practice, and Technology | 3 |
| EDDC 803 | Organizational Development and Change Theory   | 3 |
| EDDC 850 | Program Assessment and Evaluation              | 3 |
| EDDC 880 | Theoretical Foundations of Leadership          | 3 |

### Research Core Requirements (24 Credits)

|           |                                   |     |
|-----------|-----------------------------------|-----|
| EDDC 805  | Statistics for Doctoral Students  | 3   |
| EDDC 806  | Introduction to Applied Research  | 3   |
| EDDC 811  | Research I: Quantitative Research | 3   |
| EDDC 812  | Research II: Qualitative Research | 3   |
| EDDC 813  | Advanced Research                 | 3   |
| EDDC 901  | Dissertation 1                    | 3   |
| EDDC 902a | Dissertation IIa                  | 1.5 |
| EDDC 902b | Dissertation IIb                  | 1.5 |
| EDDC 903a | Dissertation IIIa                 | 1.5 |
| EDDC 903b | Dissertation IIIb                 | 1.5 |

Additional Dissertation Credits (if needed)

|           |                              |     |
|-----------|------------------------------|-----|
| EDDC 998a | Dissertation Continuation Ia | 1.5 |
| EDDC 998b | Dissertation Continuation Ib | 1.5 |
| EDDC 999  | Dissertation Continuation II | 1   |

### Concentrations (15-18 credits)

#### Curriculum & Instruction: Leads to PA Supervisor of Curriculum & Instruction

##### PK – 12 (15 credits)

|          |                                                 |   |
|----------|-------------------------------------------------|---|
| EDDC 820 | Curriculum Theory and Development               | 3 |
| EDDC 882 | Supervision and Performance Evaluation          | 3 |
| EDDC 834 | Leadership in Ling & Culturally Diverse Society | 3 |
| EDDC 841 | Leadership in an Inclusive Society              | 3 |
| EDDC 823 | Leadership Internship I                         | 3 |

#### Organizational Leadership (15 credits)

|          |                                                 |   |
|----------|-------------------------------------------------|---|
| EDDC 834 | Leadership in Ling & Culturally Diverse Society | 3 |
| EDDC 841 | Leadership Internships                          | 3 |
| EDDC 861 | Talent Management and Workforce Planning        | 3 |
| EDDC 862 | Financial Decision Making                       | 3 |
| EDDC 864 | Organizational Development and Design           | 3 |

#### School Leadership and Administration: Leads to PA Principal Certification (18 credits)

|          |                                                 |   |
|----------|-------------------------------------------------|---|
| EDDC 834 | Leadership in Ling & Culturally Diverse Society | 3 |
| EDDC 841 | Leadership in an Inclusive Society              | 3 |
| EDUC 582 | Supervision and Performance Evaluation          | 3 |
| EDUC 583 | The Principalship                               | 3 |
| EDUC 588 | School Finance                                  | 3 |
| EDUC 584 | Practicum I: Principal K-6                      | 1 |
| EDUC 585 | Practicum II: Principal 7-12                    | 1 |
| EDUC 591 | Practicum III: Principal K-12                   | 1 |

**School Leadership and Administration: Leads to PA Superintendent Letter of Eligibility (15 credits)**

|          |                                                 |   |
|----------|-------------------------------------------------|---|
| EDDC 821 | Building Community Relations                    | 3 |
| EDDC 823 | Leadership Internship I                         | 3 |
| EDDC 824 | Leadership Internship II                        | 3 |
| EDDC 834 | Leadership in Ling & Culturally Diverse Society | 3 |
| EDDC 841 | Leadership in an Inclusive Society              | 3 |

**Professional Studies (15 credits)**

|                                      |                                                 |   |
|--------------------------------------|-------------------------------------------------|---|
| EDDC 834                             | Leadership in Ling & Culturally Diverse Society | 3 |
| EDDC 841                             | Leadership in an Inclusive Society              | 3 |
| Nine elective graduate-level credits |                                                 | 9 |

**The ABD (All But Dissertation) Completer Track within the EdD in Educational and Organizational Leadership**

This program is designed for doctoral candidates who have completed all prior coursework and comprehensive exams but not their dissertation at another institution. Students admitted to this track complete a minimum of 15 credits in residence at Holy Family University, drawn from the EdD core curriculum, to ensure alignment with HFU's mission, leadership philosophy, and dissertation standards. These courses provide essential preparation in leadership theory, ethical inquiry, organizational improvement, and research design before progressing to dissertation enrollment.

**Admission Requirements**

Applicants for admission to the Doctor of Education program are expected to demonstrate strong academic skills and a deep commitment to improving the educational experiences and services available to students within their fields of interest.

Applicants are expected to have an earned master's degree from a regionally accredited institution. Applicants will have earned a grade point average of 3.5 in all previous graduate level work. They must be computer literate and able to demonstrate strong oral and written communication skills as well as strong reasoning ability.

The applicant for admission to the Doctor of Education program will:

- Submit an application for admission to the doctoral program. The application is available online at the Holy Family University website.
- Submit official undergraduate and graduate transcripts of all previous and current college-level and graduate-level coursework.
- Obtain and submit two letters of recommendation from professionals familiar with the applicant's academic or work experience.
- Submit a personal essay that documents the applicant's commitment to their desired area of professional studies or concentration. This essay should discuss the applicant's academic and professional goals and the role that the doctoral program at Holy Family will play in the achievement of those goals (1500-word maximum).
- Complete an interview with doctoral program faculty members.
- Submit a current score for the Test of English as a foreign Language (TEOFL) if English is not the applicant's first language. Minimum score of 600 (written) or 250 (computer based) required for admission.
- Submit copies of all certification documents.

Additionally, international students are required to provide evidence of immunization against measles, mumps, and rubella as well as evidence of the ability to provide medical insurance coverage during their proposed stay in the United States. Such applicants are further required to submit all application materials, including transcripts, diplomas, certificates, etc., translated into English. Such applicants must arrange with World Education Services to have a document-by-document review of their educational credentials, which includes a course-by-course evaluation. World Education Services must confirm that the applicant's undergraduate experience is the equivalent of four years of undergraduate study at a United States college or university, culminating in the bachelor's degree and master's degree. Finally, international students are required to certify that sufficient funds to support their academic and personal living expenses are available during their stay in the United States.

Holy Family University is authorized under Federal law to enroll non-immigrant alien students. (8 CFR 214.3 [j]). Full-time international degree seeking students must meet all required admission standards described herein as well as provide and maintain all required documents for non-immigrant international student status eligibility. Students with non-immigrant international enrollment status are limited to full-time face or blended (hybrid) programs. Students with non-immigrant international status are not permitted to enroll in fully online degree programs.

## **Application Review Process**

Only applicants who have sent in all of the required admissions materials will be reviewed.

- Initial Screening: The doctoral program faculty and the Director of the Doctoral Program will screen applications to ascertain whether or not an applicant meets the program's basic admission standards.
- Interview: Applicants who pass the initial screening may be interviewed by one or more members of the doctoral program faculty.
- Final Assessment: Information gathered from the application and the interview is reviewed and recommendations for admission are formalized.
- Notification: Acceptance or non-acceptance notices will be mailed to the applicants.
- Cohorts of applicants are admitted for the Fall 1, Spring 1, and Summer 1 sessions.

## **Transfer of Credit**

A student may present for evaluation up to six equivalent graduate credits from a regionally accredited college or university which were completed within the last seven years and not applied toward completion of a degree. A student should submit the course syllabi to the Director of the Doctoral Program for a formal review. Doctoral program faculty will review the course syllabi with the Director of the Doctoral Program. Acceptance of such credits will depend upon whether or not the courses are related to the program, whether the student has obtained a grade of "B" or higher in the course(s), and whether or not the college giving credit for the course would consider the courses acceptable for application to their degree programs. Applicants should review any additional specific requirements concerning acceptance of transfer credits by the doctoral program. After admission, all courses taken at other institutions for transfer credit require prior approval from the Associate Dean of the School of Education and Holy Family University's Vice President for Academic Affairs. Maximum allowable transfer is six graduate credits.

## **Waiver of Courses**

Doctoral students who have reached the maximum number of six graduate transfer credits can request that additional graduate courses be waived. Such waivers may occur if the graduate courses completed at another college or university are very similar in content to individual courses required within the doctoral program and students have received a letter grade of "B" or higher as demonstrated on their official graduate transcripts. Students who seek waivers for certain courses should provide course syllabi to the Associate Dean of the School of Education, who, along with the doctoral program faculty, will formally review the information. If a particular required doctoral course is waived, students will replace the course with a suitable doctoral level alternative.

## **Assignment of Academic Advisor**

All accepted students will be assigned an academic advisor who will be a full-time faculty member in the School of Education. The advisor assists students with academic matters. Students may request a change of advisor by scheduling an appointment with the Associate Dean of the School of Education.

## **Full-Time Status and Continued Enrollment**

After an applicant is admitted to the program, the student is required to maintain continuous enrollment during the Fall, Spring and Summer terms throughout the coursework phase of the doctoral degree program. Students who take six credits per semester and six credits during the Summer session are considered full-time. Because of course sequencing and the developmental nature of the program, it is advantageous to take the courses as scheduled to ensure progression and timely program completion. If a student is unable to adhere to the schedule, he/she must apply to his/her advisor, the Director, and the doctoral program faculty for approval to take only one course a semester, with the understanding that this will extend the time necessary to complete the program. Taking three credits a semester would place the student in the half-time category. When students are in the dissertation phase of their program and register for EDDC 901, 902, 903 or 998 they may take only three credits per semester.

If candidates require more time to complete the dissertation, they must continually enroll through graduation in the courses entitled EDDC 998a and EDDC 998b: Dissertation Continuation Ia and Ib, for a minimum of three credits each Fall and Spring semester. After receiving final Written Doctoral Dissertation Approval (i.e., all signatures on the appropriate form), students who need one additional semester to complete all remaining graduation requirements (i.e., APA compliance review, uploading dissertation to ProQuest) may satisfy the continuous enrollment requirement by registering for EDDC 999 (Dissertation Continuation II) for one credit.

## **Degree Requirements**

The responsibility for meeting the requirements for the degree rests with the student.

The basic requirements for graduation include the following:

- The completion of all requirements specified in the particular program

- A cumulative GPA of 3.0 or better and only one grade of C+ on the transcript. All other grades must be a B or higher.
- Fulfillment of all University responsibilities: payment of bills, including graduation fees, return of equipment and/or library materials, and so forth
- Filing of the *Application for Graduation* via Self-Service no later than the date published in the Academic Calendar.

Graduate students are expected to submit graduation applications on time. Graduation applications received after deadline dates will not be considered for the filing graduation date. Therefore, students who submit graduation applications late will not complete degree requirements until the next regularly posted completion date.

Students must successfully defend their dissertations and receive approval from their entire dissertation committees. These final approvals are necessary in order for doctoral students to graduate.

## **Enrollment and Fulfillment of Degree Requirements**

Graduate students must complete the program of study within seven calendar years from the date of acceptance into the doctoral program. Students admitted to the doctoral program are expected to enroll continuously until the program is complete (*see Full-Time Status and Continued Enrollment*).

If a student must suspend work on the dissertation for educational or personal reasons acceptable to the committee chairperson, the student should petition for a planned educational leave of absence. This suspension of studies must be approved by the Chair of the Doctoral Faculty Committee and may last for up to four semesters.

## **Degree Completion and Commencement**

The degree completion date is determined by the filing of the Application for Graduation. Once the petition has been filed, an exit audit will be conducted by the Director of Graduate Services. Graduation is also contingent upon a successful oral defense of the dissertation and final revisions to the written document must be made by the appropriate deadlines.

To participate in the Commencement ceremony and receive a diploma, students must have filed the required *Application for Graduation* by the appropriate deadline and fulfilled all academic and financial obligations. Students who have successfully completed all academic requirements are encouraged to participate in Commencement. Students who have not filed graduation applications and/or completed all degree requirements successfully will not be permitted to participate in Commencement.

## **Doctoral Program Course Descriptions**

### **EDDC 801 Ethical Leadership (3 credits)**

Introduces doctoral students to the principles, trends, and issues related to ethics in leadership. Students approach decisions in the context of an ethical, moral framework and draw on the rich traditions of great thinkers within an extensive body of leadership literature.

### **EDDC 802 Communication Theory, Practice, and Technology (3 credits)**

Studies spoken, written, and multimedia communications designed to prepare leaders who can collaborate and engage others to improve student achievement. Exploration of diverse multicultural perspectives and global issues as well as experience of the complexity of views and perceptions will be foundational elements of the course.

### **EDDC 803 Change Theory, Organizational Structure & Grant Writing (3 credits)**

This course explores contemporary issues in change theory and the role of theoretical frameworks in understanding organizational structure and behavior. Students will examine foundational and emerging models that underpin organizations, with particular attention to their application and implications in their current organizations. Emphasis is placed on integrating theory and practice through readings, case studies, research projects, presentations, and online discussions. The course also addresses strategies for fostering effective organizational change, equipping students with tools to create and sustain transformative initiatives.

### **EDDC 804 Writing for Professional Publication and Grant Writing (3 credits)**

Expands student's understanding of the steps in developing the skills for professional writing. Included are the skills needed to organize information and to utilize research sites to obtain the background information necessary to assist in the writing of articles for publication. Procedures for grant writing are integral to the course.

**EDDC 805 Statistics for Doctoral Students (3 credits)**

This course is designed to equip doctoral students in Education with the knowledge and skills needed to use statistics appropriately in their research enterprises. Both branches of statistics are covered: Descriptive, which involves the organizing and summarizing of data, and Inferential, which involves using the laws of probability and the concept of hypothesis testing to make informed decisions about data. Students will be taught when to use various statistical tests, how to conduct and interpret statistical tests by using a packaged computer program (SPSS), and, most importantly the crucial distinction between significance and strength or association.

**EDDC 806 Introduction to Applied Research (3 credits)**

This course will provide guidance in the analysis, interpretation, and evaluation of research reports and methods commonly used in education and the social sciences. Students will apply this knowledge in a written project as they identify a research area of interest, prepare a literature review, develop researchable questions, and identify appropriate data collection and analysis procedures to answer the questions.

**EDDC 811 Research I: Quantitative Research (3 credits)**

Assists students to develop proficiency in quantitative methodology and analysis involving descriptive and inferential statistics. The student will relate specific quantitative research questions and hypotheses to appropriate statistical procedures. An examination of ethics involved in research will be an integral component of the approach to quantitative methodology.

**EDDC 812 Research II: Qualitative Research (3 credits)**

Assists students to develop proficiency in qualitative methodology. Theoretical and practical examination of qualitative methods will enable students to gain experience in employing these techniques and analyses. Data collection methods such as field notes, coding, observations, and interviews are examined. Emphasis is placed on ethical standards.

**EDDC 813 Advanced Research Seminar (3 credits)**

*Prerequisites: Complete EDDC-811 and EDDC-812 with minimum grade of "P"*

Begins with an overview of the dissertation process. Students will complete their introductory chapter of their dissertation proposal. Concepts include statement of the problem, purpose of the study, research questions, conceptual framework, and overview of the methodology. Students will write a draft of the literature review.

**EDDC 814 Research Proposal Seminar (3 credits)**

Allows doctoral candidates, after successful completion of the comprehensive examination and the approval of the Director, to develop the essential components of their dissertation proposal including ethical research practices and the development of the first three chapters of the dissertation. The proposal must be accepted by their Chairperson and Committee.

**EDDC 820 Seminar in Curriculum Development (3 credits)**

Comprehensive analysis of programs of study in contemporary schools. Examines strategies for development of instructional systems. Evaluate school curriculum and identify areas of strength and revisions needed. Examine theoretical foundations of instruction and practical techniques for designing curriculum.

**EDDC 821 Building Community Relations (3 credits)**

Provides students with a comprehensive view of the workings between school and community leaders and a School Board. The student will attend and observe three different School Boards and identify significant issues. The students will interview various stakeholders and reflect on the contents of meeting and the interviews.

**EDDC 822 Leadership in Education Seminar (3 credits)**

Provides seminars led by prominent experts who will provide current information on critical and timely issues that can be integrated immediately into one's daily routine as school and community systems are ever changing and require superintendents, educational leaders, and community leaders to be current on a myriad of topics, processes, and legislations.

**EDDC 823 Leadership Internship I (3 credits)**

Provides students with an opportunity to demonstrate their knowledge and competence in applying the fundamental concepts of school and community administration during a 180-hour internship in which they will work directly with a school superintendent in a school district or intermediate unit outside each candidate's primary area of experience.

**EDDC 824 Leadership Internship II (3 credits)**

Provides students with an opportunity to demonstrate their knowledge and competence in applying the fundamental concepts of school and community administration during a 180-hour internship in which they will work directly with a school superintendent in a school district or intermediate unit outside each candidate's primary area of experience.

**EDDC 831 Ethical Issues in Literacy (3 credits)**

Provides a more in-depth understanding of the ethical standards for literacy and leadership and how to apply them to case study material. Students will interview school leaders concerning real world issues, problems, and dilemmas in literacy. They will develop solutions collaboratively grounded in ethical leadership principles and research.

**EDDC 832 Seminar in Literacy and Professional Studies Topics (3 credits)**

Encourages students, by attending conferences and seminars led by nationally and internationally recognized authorities, to gain an awareness of current trends in literacy, educational leadership, and the professional interests of the student. After discussing specific research interests with the professor, students will select and attend relevant conferences from an approved list.

**EDDC 833 Current Perspectives on Literacy (3 credits)**

Provides leaders with an understanding of the nature of literacy, its consequences, and the validity of our belief in regard to literacy. Literacy will be examined from historical, sociological, cultural, political, psychological, worldview, and linguistics perspectives. The history and politics of literacy will be examined in a variety of contexts.

**EDDC 834 Leadership in a Linguistically and Culturally Diverse Society (3 credits)**

Prepares school and community leaders to understand issues surrounding the education of English Language Learners [ELLs] and to work with parents and all stakeholders. Students will engage in an improvement program project for schools or community agencies promoting cultural awareness and knowledge.

**EDDC 841 Leadership in an Inclusive Society (3 credits)**

Course examines history, law and research relating to the development of inclusive services for children and adults with disabilities across home, school, and community. Legal, research and service definitions relating to school and community service practices will be clarified and established. Using key laws as a foundation, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), students examine the research foundation and historical development and services weighted to a more inclusive society.

**EDDC 842 History, Research, and Law: Fundamentals for an Inclusive Society (3 credits)**

Course examines history, law and research relating to the development of inclusive services for children and adults with disabilities across home, school and community. Legal, research and service definitions relating to school and community service practices will be clarified and established. Using key laws as a foundation, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), students examine the research foundation and historical development and services weighted to a more inclusive society.

**EDDC 843 Instructional and Management Strategies for the ASD Learner (3 credits)**

Provides theoretical, methodological, and applicable information in the management and instruction of students diagnosed with autism spectrum disorder [ASD] or exhibiting characteristics of a student with ASD. School and community leaders will be introduced to structure, literacy, and technology strategies in the teaching and management of students with ASD.

**EDDC 850 Program Assessment and Evaluation (3 credits)**

The purpose of this course is to provide an in-depth overview of program assessment and evaluation concepts and considerations. The focus of the course is on applying the theoretical concepts to real-life situations.

**EDDC 860 Themes for Success (3 credits)**

An examination of the management and leadership skills necessary to be successful in the business environment developing in the twenty-first century. Topics include management, problem solving, communications, leadership, organizational development, control and an examination of some of the more critical functions of an enterprise.

**EDDC 861 Talent Management and Workforce Planning (3 credits)**

This course focuses on a strategic approach to sourcing, recruiting, selecting and retaining talent in an organization. Students will review various staffing strategies and workforce flow planning methods that are aligned to business goals. The use of the internet and technology in staffing and managing talent will also be explored.

**EDDC 862 Financial Decision Making (3 credits)**

An examination of theories and techniques used to make financial decisions. Included are the development and evaluation of opportunities and options, establishment of strategies, and the creation of an environment that promotes sound business judgment. Advanced financial management topics are applied through cases. Financial understanding and skills will be developed.

**EDDC 863 Organizational Communication (3 credits)**

The study of organizational communication theories and applications. Strategies and techniques for building personal communication capabilities and understanding the nature and scope of organizational communications and information systems. Focus on organizational communication as a management function to disseminate information and link the hierarchical structure and flow of authority.

**EDDC 864 Organizational Development and Design (3 credits)**

The study, research, and analysis of proactive strategies for organizational change using the theories and techniques of applied behavioral science. Covers the phases of consulting, strategies, intervention decisions and actions, multiple roles, skills and phases of internal and external consultants, ethical dilemmas and guidelines, and the implementation of action research.

**EDDC 865 Instructional Programs in Literacy II (3 credits)**

Investigates a range of commercially available instructional programs in literacy, with a focus on writing and writing-related literacy skills. The analysis of product vs. product issues in reading and writing as well as issues surrounding skills-based and methodologies will be studied in detail.

**EDDC 880 Theories in Educational Leadership (3 credits)**

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 develop a personal leadership platform.

**EDDC 882 Supervision and Performance Evaluation (3 credits)**

Studies, analyzes and practices models of effective evaluation in a variety of situations. Techniques for effective observation, intervention, training and shared planning and goal setting will be developed. A 20-hour field experience is required.

**EDDC 883 The Principalship (3 credits)**

Examines the critical elements of leadership essential for today's school principals. Among which are leadership and learning, the creation of a positive school culture, organizational management, community interaction and relations, data analysis and human resource development. A 20-hour field experience is required.

**EDDC 884 Practicum I: Principal K-6 (1 credit)**

*Prerequisites: Completion of two of the following: EDDC 880, EDDC 882, EDDC 883*

This 120-hour field-based practicum experience integrates classroom theory with school-site practice. Students will work with a self-identified mentor in a K-6 school setting as a means to study and practice the functions of principal leadership. Student performance is monitored by use of weekly logs and reflections.

**EDDC 885 Practicum II: Principal 7-12 (1 credit)**

*Prerequisites: Completion of two of the following: EDDC 880, EDDC 882, EDDC 883*

This 120-hour field-based practicum experience integrates classroom theory with school-site practice. Students will work with a self-identified mentor in a 7-12 school setting as a means to study and practice the functions of principal leadership. Student performance is monitored by use of weekly logs and reflections.

**EDDC 888 School Finance (3 credits)**

Examines 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 will also be introduced to the use of technology in the business aspect of school finance.

**EDDC 891 Practicum III: Principal K-12 (1 credit)**

*Prerequisites: Completion of two of the following: EDDC 880, EDDC 882, EDDC 883*

This 120-hour field-based practicum experience integrates classroom theory with school-site practice. Students will work with a self-identified mentor in a K-12 school setting as a means to study and practice the functions of principal leadership. Student performance is monitored by use of weekly logs and reflections.

**EDDC 899 Curriculum and Instruction Internship (3 credits)**

*Prerequisites: Completion of EDDC 820 and EDDC 882*

Provides students with an opportunity to demonstrate their knowledge and competence in applying the fundamental concepts of curriculum and instruction during a 360-hour internship in which they will work directly with a supervisor of curriculum and instruction or with a school superintendent in a school district.

**EDDC 901 Dissertation I (3 credits)**

*Prerequisites: Complete 813 with minimum grade of "P"*

Students will complete their dissertation proposals, including the introductory chapter, the literature review and the detailed methodology. They will sit for the oral defense of their proposals. They will complete and submit an Institutional Review board (IRB) application.

**EDDC 902 Dissertation II (3 credits)**

Emphasizes that the dissertation is the culmination of the doctoral program and must demonstrate a high degree of scholarship and significance to the candidate's area of professional studies. The final product must attest to the candidate's ability to conduct original research. The dissertation must be defended before the candidate's committee for approval.

**EDDC 902A Dissertation IIa (1.5 credits)**

*Prerequisite: Complete EDDC 901 with minimum grade of "P"*

Students will obtain IRB approval and complete the data process. Students will organize the data for analysis and begin data analysis. Students will revise the literature review.

**EDDC 902B Dissertation IIb (1.5 credits)**

*Prerequisite: Complete EDDC 902a with a minimum grade of "P"*

Students will complete data analysis and use their findings to answer the research questions. They will begin writing the dissertation of their findings.

**EDDC 903 Dissertation III (3 credits)**

Provides continuous enrollment for doctoral students who have not attained final approval of the written dissertation. Regular contact with the dissertation chair and other committee members and progress toward completion of the dissertation are expected.

**EDDC 903A Dissertation IIIa (1.5 credits)**

*Prerequisites: Complete EDDC 902B with a minimum grade of "P"*

Students will relate their findings to previous research and the conceptual framework. Students will complete the final copy of their dissertation including front and end material. They will prepare for the oral defense.

**EDDC 903B Dissertation IIIb (1.5 credits)**

*Prerequisites: Complete EDDC 903a with a minimum grade of "P"*

Students will defend their dissertations and receive committee approval. Students will submit approved dissertations for APA review and upload dissertations to ProQuest.

**EDDC 998 Dissertation Continuation I (3 credits)**

Provides required continuous enrollment for doctoral students who have not attained final approval of the written dissertation upon completion of EDDC-902.

**EDDC 998A Dissertation Continuation I Part A (1.5 credits)**

*Prerequisites: Complete EDDC 903b with a minimum grade of "P"*

Provides required continuous enrollment for doctoral students who have not attained final approval of the written dissertation upon completion of EDDC-903B.

**EDDC 998B Dissertation Continuation I Part B (1.5 credits)**

*Prerequisites: Complete EDDC 998a with a minimum grade of "P"*

Provides required continuous enrollment for doctoral students who have not attained final approval of the written dissertation upon completion of EDDC-998A.

**EDDC 999 Dissertation Continuation II (1 credit)**

Provides continuous enrollment for doctoral students who have attained final approval of the written dissertation to fulfill APA formatting and ProQuest submission requirements.

## School of Nursing

Jinsy Mathew, DNP, MSN-Ed, RN, *Dean, Professor*

Mai-ly Pulley, ASN, BSN, MSN, DNP, *Vice Dean Undergraduate Nursing, Associate Professor*

Denise Vanacore, PhD, ANP-BC, PMHNP-BC, *Family Nurse Practitioner Coordinator, Professor*

Rinu Stephen, DNP, MSN, RN, *Second degree Distance/Hybrid BSN program Coordinator and Graduate Program Lead, Assistant Professor*

## Master of Science in Nursing (MSN) Program

### Mission

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 master's degree program in nursing/Doctor of Nursing Practice program) at Holy Family University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

### Learning Objectives

The School of Nursing 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 nursing practice in advanced capacities.
- Provides a foundation for certification in selected specialty areas of nursing and doctoral study.

### Program Outcomes

- Upon completion of the MSN program, students will be able to:
- Synthesize knowledge from nursing, related sciences, and humanities to enhance health care and advance the practice of nursing.
- Assume a leadership role in developing and implementing clinical practice programs in the promotion, maintenance, and restoration of health.
- Design quality improvement and patient safety initiatives to promote culturally responsive and equitable patient-centered care.
- Demonstrate the use of scholarly inquiry to investigate, propose, and disseminate resolutions to nursing and healthcare issues and to contribute the body of nursing knowledge.
- Analyze current and emerging technologies to support practice and advance knowledge in community health, education, administration, and clinical practices.
- Promote change in health care delivery systems through an analysis of variables that influence the design and funding of health care systems and policy.
- Design strategies to promote collaborative relationships in the delivery of healthcare.
- Incorporate the concept of social responsibility into practice through a respect for the whole person and concern for the health and welfare of others.

### Admission Requirements

In addition to the general admission requirements previously outlined in Master's Program - Admissions Policies and Procedures, applicants must possess the following qualifications for admission to the Master of Science in Nursing program:

Applicants must hold a current, active and unencumbered Registered Nurse (RN) license in the state where they plan to complete their clinical practicum. If you do not live in a NLC compact license state then you may also be required to obtain a Pennsylvania RN license.

Applicant must have earned a BSN from a CCNE, NLNAC, ACEN, or CNEA accredited program,

**or**

In addition, an undergraduate statistics course with a grade of "C" or higher must be completed prior to enrolling in graduate research courses.

### Program Description

The MSN program is designed following the American Association of Colleges of Nursing (AACN) AACN Essentials of Nursing Education (2021) to prepare nurse leaders to advance nursing practice within the healthcare system. Graduates of the MSN program are prepared to progress to advanced practice programs at the doctoral level (e.g., DNP/Nurse Practitioner programs), PhD programs, EdD programs, or to post-master's certificate programs. The

program is offered in an asynchronous online format.

## Program Course Requirements (33 credits)

### CORE (4 courses). (12 credits)

|          |                                                            |   |
|----------|------------------------------------------------------------|---|
| NURS 620 | Leadership, Role Development, and Foundations of Practice  | 3 |
| NURS 621 | Research and EBP                                           | 3 |
| NURS 622 | Policy, diversity, and ethical issues in HC                | 3 |
| NURS 623 | Population Health, Health promotion and disease prevention | 3 |

### 3 "P's (9 credits)

|          |                                             |   |
|----------|---------------------------------------------|---|
| NURS 626 | Advanced Pathophysiology                    | 3 |
| NURS 627 | Advanced Pharmacology                       | 3 |
| NURS 628 | Advanced Physical Assessment & Dx reasoning | 3 |

## Specialty Courses

### Education Track (12 credits)

|          |                                                                                      |   |
|----------|--------------------------------------------------------------------------------------|---|
| NURS 660 | Teaching strategies, Learning Theories and Curriculum design<br>(125 clinical hours) | 3 |
| NURS 661 | Assessment and Evaluation in Nursing Education<br>(125 clinical hours)               | 3 |
| NURS 662 | Education Practicum (250 clinical hours)                                             | 6 |

### Leadership Track (12 credits)

|          |                                                  |   |
|----------|--------------------------------------------------|---|
| NURS 665 | Leadership strategies (125 clinical hours)       | 3 |
| NURS 666 | Finance in nursing practice (125 clinical hours) | 3 |
| NURS 667 | Leadership Practicum (250 clinical hours)        | 6 |

### Family Nurse Practitioner Track (18 credits)

|          |                                                         |   |
|----------|---------------------------------------------------------|---|
| NURS 631 | Introduction to Clinical Practice (125 clinical hours). | 3 |
| NURS 632 | Care of Families I (125 clinical hours)                 | 3 |
| NURS 633 | Care of Families II (125 clinical hours)                | 3 |
| NURS 634 | Care of Families III (125 clinical hours)               | 3 |
| NURS 635 | Care of Families IV (125 clinical hours)                | 3 |
| NURS 636 | Care of Families V (125 clinical hours)                 | 3 |

## Degree Requirements

The responsibility for meeting the requirements for the degree rests with the student.

The basic requirements for graduation are:

- The completion of all requirements specified in the MSN program
- A cumulative GPA of 3.0 or better and no more than one course with a grade of "C+" (see specific course exceptions requiring a grade of "B" or higher)
- Fulfillment of all University responsibilities: payment of bills, including graduation fees, return of equipment and/or library materials, and so forth
- Completion of the Application for Graduation via Self-Service no later than the date published in the Academic Calendar.

Graduate students are expected to submit graduation applications on time. Graduation applications received after deadline dates will not be considered for the filing graduation date. Therefore, students who submit applications late will not complete degree requirements until the next regularly posted completion date.

### Clinical Failure

The School of Nursing reserves the right to fail a student in a Practicum if the student evidence violation of academic, professional, or ethical standards congruent with the role of a student or professional nurse. Clinical failure is cause for dismissal from the MSN program.

## Post Master's Certificate Program

The Post Master's Certificate program is designed following the American Association of Colleges of Nursing (AACN) AACN Essentials of Nursing Education (2021) to prepare nurse leaders to advance nursing practice within the healthcare system. The program is designed for experienced professionals who already hold a master's degree in nursing to specialize further in a particular field. The FNP post-master's certificate will utilize a gap analysis to

determine the optimum curricular plan of study for each individual student. The curricular plan will include didactic and practicum courses beyond the original master's degree. The practicum will require a minimum of 750 supervised clinical hours in keeping with national standards and accreditation requirements of Commission on Collegiate Nursing Education (CCNE), and the National Organization of Nurse Practitioner Faculties (NONPF).

#### **Family Nurse Practitioner Track**

|          |                                                        |   |
|----------|--------------------------------------------------------|---|
| NURS 631 | Introduction to Clinical Practice (125 clinical hours) | 3 |
| NURS 632 | Care of Families I (125 clinical hours)                | 3 |
| NURS 633 | Care of Families II (125 clinical hours)               | 3 |
| NURS 634 | Care of Families III (125 clinical hours)              | 3 |
| NURS 635 | Care of Families IV (125 clinical hours)               | 3 |
| NURS 636 | Care of Families V (125 clinical hours)                | 3 |

#### **Education Track (12 credits)**

|          |                                                                                   |   |
|----------|-----------------------------------------------------------------------------------|---|
| NURS 660 | Teaching strategies, learning theories and Curriculum design (125 clinical hours) | 3 |
| NURS 661 | Assessment and Evaluation in Nursing Education (125 clinical hours)               | 3 |
| NURS 662 | Education Practicum (250 clinical hours)                                          | 6 |

#### **Leadership Track (12 credits)**

|          |                                                  |   |
|----------|--------------------------------------------------|---|
| NURS 665 | Leadership strategies (125 clinical hours)       | 3 |
| NURS 666 | Finance in nursing practice (125 clinical hours) | 3 |
| NURS 667 | Leadership Practicum (250 clinical hours)        | 6 |

### **Grading Policy**

Grades represent student achievement as evaluated by the instructor. All students are expected to maintain a GPA of "B" (3.0) to remain in good academic standing. A grade of less than "B" earned in any course must be repeated the next time the course is offered. If a third grade less than a "B" is earned in any course, the student will be dismissed from the program.

Any courses in which a grade below a "B" is earned may be repeated only once. When a course is repeated, both grades will appear on the transcript, but only the most recent grade will be used in calculating the student's GPA.

### **Nursing Course Descriptions**

#### **NURS 620 Leadership, Role Development and Foundations of Practice (3 credits)**

Examine the essential principles of leadership, including leadership style, communication, delegation, decision-making and conflict resolution. Emphasis will be placed on the standards of practice and development of advanced nursing roles. Finally, explore the foundational aspects of advanced nursing practice.

#### **NURS 621 Research and Evidence Based Practice (3 credits)**

This course focuses on methods in generating and evaluating research for nursing practice. Principles and applications of quantitative and qualitative research designs will be explored. Ethical and legal issues in conducting research will be examined. Students are introduced to concepts such as research needs for practice change, critically appraise existing evidence, and develop a plan for implementation and evaluation of the evidence-based practice interventions.

#### **NURS 622 Policy, Diversity, and Ethical Issues in Healthcare (3 credits)**

This course provides an in-depth exploration of health policy, diversity, and ethics in healthcare. Approaches to shaping health policy on a local, state, and federal level. Explore the concept of diversity, encompassing aspects like race, ethnicity, gender identity, sexual orientation, socioeconomic background, ability status. Discuss the evolution of the professional codes of ethics and theories grounding professional ethics., religion, and age.

#### **NURS 623 Population Health, Health Promotion, and Disease Prevention (3 credits)**

Explores the principles of population health, health promotion, and disease prevention with a focus on the social determinants of health. Emphasis is placed on principles of epidemiology, risk reduction, disease prevention and social determinants of health.

**NURS 626 Advanced Pathophysiology (3 credits)**

This course focuses on the theories, concepts, and principles of pathophysiology. The course will explore the complex interactions between cells, tissues, organs, and systems that result in pathological conditions. Special emphasis is given to the pathophysiological processes in the pediatric, adolescent, adult, geriatric, and pregnant patient.

**NURS 627 Advanced Pharmacology (3 credits)**

*Prerequisite:* NURS 626

Evaluate pharmacologic principles, pharmacodynamics, pharmacokinetics, and pharmacokinetics. Pharmacological agents examined are anti-infective agents, cardiovascular, respiratory, endocrine, GI, and neurological, including the autonomic and central nervous system, for prescribing across the lifespan. In addition, this course will examine the importance of safe prescribing, drug selection, and controlled substances, including opioids.

**NURS 628 Advanced Physical Assessment and Diagnostic Reasoning (3 credits)**

*Prerequisites:* NURS 626, NURS 627

The course teaches students advanced physical assessment techniques including interviewing, health history, physical examination of all body systems, cultural assessments and mental status examination. Students develop skills in clinical decision-making, differentiation of normal versus abnormal findings and the integration of the history and physical examination across the lifespan including pregnant women.

**NURS 631 Intro to professional practice (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628

This course provides an introduction to nurse practitioner professional practice. Develops the skills and responsibilities for the role of primary care nurse practitioner. A clinical practicum of 125 hours is included.

**NURS 632 Care of Families I (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628

The focus of this course is on developing the knowledge and skills required to deliver primary health care to children, adolescents and young adults as an advanced practice nurse. A clinical practicum of 125 hours is included.

**NURS 633 Care of Families II (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628

Examines the chronic and acute health problems across the lifespan. The focus is on developing the knowledge and skills required to deliver primary health care to individuals across the lifespan as an advanced practice nurse. A clinical practicum of 125 hours is included.

**NURS 634 Care of Families III (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628

This course develops the skills of assessing diagnosing and managing acute and chronic complex illness in diverse populations.

The integration of evidence-based practice, advanced health assessment, and the application of clinical decision-making strategies in complex patients across the lifespan. A clinical practicum of 125 hours is included.

**NURS 635 Care of Families IV (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628

Focus is on the role of the advanced practice nurse in providing primary care of selected health problems to the older adult population. The integration of evidence-based practice, advanced health assessment, and the application of clinical decision-making strategies in patients across the lifespan. A clinical practicum of 125 hours is included.

**NURS 636 Care of Families V (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628

Students examine the role of the advanced practice nurse for primary care health care to women including pregnancy. Emphasis is placed on the diagnosis and management of acute episodic and chronic conditions of the pregnant and non-pregnant female patient. A clinical practicum of 125 hours is included.

**NURS 660 Teaching Strategies, Learning Theories, and Curriculum Design (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628

Examine the essential principles of teaching strategies and learning theories and their curricular implicates. A study of the components and processes of curriculum design in relation to nursing education. Includes 125 clinical hours

**NURS 661 Assessment and Evaluation in Nursing Education (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628, NURS 660

Exploration of assessment and evaluation methods in nursing education. Students will examine various strategies and tools to assess learning outcomes, clinical competencies, and overall program effectiveness. Emphasis will be placed on formative and summative evaluation techniques, including developing and implementing reliable and valid assessment instruments. Includes 125 clinical hours.

**NURS 662 Education Practicum (6 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628, NURS 660, NURS 661

The practicum emphasizes the development of effective teaching strategies, communication skills, and the use of technology in education. Design, implement, and evaluate educational activities in real-world settings. Engage in teaching, curriculum development, and assessment within academic or clinical environments. The practicum emphasizes the development of effective teaching strategies, communication skills, and the use of technology in education. Includes 250 clinical hours

**NURS 665 Leadership Strategies (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628

Analyze the skills and knowledge necessary to lead effectively in diverse healthcare environments. This course explores various leadership theories, styles, and practices, emphasizing their application within the nursing context. Students will learn how to develop strategic thinking, foster team collaboration, and drive organizational change. Includes 125 clinical hours

**NURS 666 Finance in Nursing Practice (3 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628, NURS 665

Examine the concepts of financial management within healthcare settings. Analyze financial statements, manage departmental budgets, and make informed financial decisions that enhance the efficiency and effectiveness of healthcare delivery. Includes 125 clinical hours

**NURS 667 Leadership Practicum (6 credits)**

*Prerequisites:* NURS 620, NURS 621, NURS 622, NURS 623, NURS 626, NURS 627, NURS 628, NURS 665, NURS 666

Examine leadership styles, enhance communication skills, and develop effective strategies for managing complex clinical and administrative challenges in nursing and healthcare. Engage in various leadership activities, including project management, team coordination, strategic planning, and quality improvement initiatives. Includes 250 clinical hours

## Doctor of Nursing Practice (DNP) Program

### Mission

The mission of the DNP program is to prepare nurses for advanced practice roles as clinical scholars skilled in the application of theory and research, evidence-based practice, advanced clinical practice, measurement of patient outcomes, and transformation of health care systems to ensure quality and safety. Graduates build on their education and experience to influence change. The DNP program is committed to the provision of high-quality graduate education that instills in the DNP graduate a responsibility to God, humanity, the nursing profession, and self.

### Accreditation

The master's degree program in nursing/Doctor of Nursing Practice program) at Holy Family University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

### Learning Objectives

The Doctor of Nursing Practice program philosophy, purpose, and objectives are aligned with those of the University, the *School of Nursing*, *The AACN Essentials: Core Competencies of Nursing Education 2021*, the *National Organization of Nurse Practitioner Faculties Competencies and Curriculum (NONPF, 2022)*, *Healthy People 2030*, and *AACN's Graduate-Level QSEN Competencies: Knowledge, Skills and Attitudes (2012)*.

The Doctor of Nursing Practice program will:

- Provide a doctoral nursing curriculum that is designed to address current and future global health care needs and issues in a variety of health care settings.
- Prepare graduates for positions of leadership in advanced nursing practice.
- Provide a foundation for certification as a Family Nurse Practitioner (BSN-DNP, MSN-DNP/FNP).

## Program Outcomes

At the completion of the program, the Holy Family University DNP graduate will be able to:

- Synthesize nursing and multidisciplinary theories of practice to develop new practice approaches.
- Demonstrate organizational and systems leadership skills and behaviors that emphasize practice, ongoing improvement of health outcomes, and ensure patient safety.
- Disseminate new knowledge to improve healthcare outcomes.
- Implement programs using information technology for quality improvement and evaluation of healthcare outcomes.
- Design, influence and implement healthcare policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy.
- Provide effective team leadership, play a central role in establishing inter-professional teams, participate in the work of the team, and assume leadership of the team when appropriate.
- Engage in leadership to integrate and institutionalize evidence-based clinical prevention and population health services for individuals, aggregates, and populations.
- Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences, as appropriate to the area of specialization.

## Admission Requirements

Admission policies are designed to encourage students to apply who possess a high level of critical thinking; clinical competence and curiosity; a record of academic success; high moral character; and strong leadership potential. Applicants must possess the qualifications for admission to the Doctor of Nursing Practice program. All program entry points have the same criteria.

Applicants must possess the following qualifications for admission to the Doctor of Nursing Practice:

- Official transcripts of all previous college work
- Bachelor of Science in Nursing must be obtained from an institution whose accreditation is recognized in the Directory of Institutions of Postsecondary Education published by the American Council on Education. Accreditation of the nursing program must be recognized by CCNE, CNEA, or ACEN. Undergraduate transcripts must include nursing research, statistics, nursing leadership and community health nursing coursework.
- Graduate level nursing courses obtained at another institution may be reviewed through a gap analysis. This will be performed to ensure that the academic preparation for all graduates from the HFU DNP Program have equivalent outcomes. Acceptance of courses and credits deemed suitable for transfer are reviewed. Prior to registration, an individualized plan of study is created.

Current resume or CV

Current unencumbered license as a registered professional nurse.

Applicants must have or be willing to apply and obtain a PA RN license.

BSN-DNP program candidate transcripts must include nursing research, statistics, nursing leadership, and community health nursing coursework.

MSN-DNP/FNP candidate transcripts must reflect: Advanced Pathophysiology; Advanced Pharmacology; and Advanced Physical and Health Assessment course that includes baseline competency in diagnostic and therapeutic procedures performed by advanced practice nurses in the primary care setting.

- Overall GPA of 3.0 or above required
- No undergraduate nursing course grade below a "C"
- Personal interview may be requested
- Statement of goals and potential scholarly project essay.

English language proficiency: If English is not your first language, or if English is not the primary language spoken in your home, submission of results from the Test of English as a Foreign Language is required. Applicants must achieve the minimum score (22) in all sections (writing, speaking, reading, listening). Results should be sent directly to Holy Family University.

## Academic Standing and Retention

Academic standing for each student will be reviewed by the Vice President for Academic Affairs and the respective schools after each grading period. Students will be notified in writing if they do not meet program standards.

## Dismissal

Students are expected to abide by the regulations set forth by Holy Family University and the written policies and procedures of their respective programs. The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other members of the University community. Dismissal proceedings will be conducted by a University committee and the student will have the option of presenting information at the dismissal meeting. The Director of the Doctoral Program and the School Dean can also recommend dismissal of a student if it is determined that a student's conduct is unprofessional or is not consistent with the Code of Ethics of his or her intended profession.

## Online - Doctor of Nursing Practice (DNP) For Advanced Practice Nurses (Leadership track) (Post APRN-DNP Track)

Offered on a Part-Time and Full-Time Basis

Part-time may be completed in 4 semesters/8 terms/17 months

(26 credits; 500 clinical hours for DNP; 500 clinical hours transferred in from APRN program)

### Required Courses (Effective Fall, 2020)

|          |                                                         |     |
|----------|---------------------------------------------------------|-----|
| NURS 820 | Leadership: Setting the Example                         | 3   |
| NURS 802 | DNP Scholarly DNP Project I                             | 1   |
| NURS 703 | Systems Leadership, Health Economics, and Policy        | 3   |
| NURS 901 | DNP Clinical Residency I                                | 1.5 |
| NURS 717 | Informatics                                             | 3   |
| NURS 803 | DNP Scholarly Project II                                | 1   |
| NURS 902 | DNP Clinical Residency II                               | 1.5 |
| NURS 830 | Population Focused System Evaluation and Implementation | 3   |
| NURS 903 | DNP Scholarly Project III                               | 1   |
| NURS 707 | Biostatistics and Evidence Based Practice for the DNP   | 4   |
| NURS 905 | DNP Clinical Residency III                              | 1.5 |
| NURS 904 | DNP Scholarly Project IV                                | 1   |
| NURS 906 | DNP Clinical Residency IV                               | 1.5 |

## Online - Doctor of Nursing Practice (DNP) (Post MSN- DNP Leadership Track)

Offered on a Part-Time Basis

Part-time may be completed in 5 semesters/10 terms/20 months

(35 credits; 1000 clinical hours for DNP);

### Required Courses

|           |                                                               |     |
|-----------|---------------------------------------------------------------|-----|
| NURS 820  | Leadership: Setting the Example                               | 3   |
| NURS 720  | Nursing Leadership in Health Care Organizations I             | 3   |
| NURS 725A | Nursing Leadership in Health Care Organizations Practicum IA  | 1.5 |
| NURS 725B | Nursing Leadership in Health Care Organizations Practicum IB  | 1.5 |
| NURS 717  | Informatics                                                   | 3   |
| NURS 730  | Nursing Leadership in Health Care Organizations II            | 3   |
| NURS 735A | Nursing Leadership in Health Care Organizations Practicum IIA | 1.5 |
| NURS 735B | Nursing Leadership in Health Care Organizations Practicum IIB | 1.5 |
| NURS 830  | Population Focused System Evaluation and Implementation       | 3   |
| NURS 707  | Biostatistics and EBP for the DNP                             | 4   |
| NURS 802  | DNP Scholarly Project I                                       | 1   |
| NURS 901  | DNP Clinical Residency I                                      | 1.5 |
| NURS 803  | DNP Scholarly Project II                                      | 1   |
| NURS 902  | DNP Clinical Residency II                                     | 1.5 |
| NURS 903  | DNP Scholarly Project III                                     | 1   |
| NURS 905  | DNP Clinical Residency III                                    | 1.5 |
| NURS 904  | DNP Scholarly Project IV                                      | 1   |
| NURS 906  | DNP Clinical Residency IV                                     | 1.5 |

## Doctor of Nursing Practice Course Descriptions

### **NURS 700 Teaching, Learning and Curriculum Development in Nursing Education (3 credits)**

The practice discipline of nursing serves as the foundation for the curriculum building process. Theories of teaching and learning are analyzed to guide learning experiences and curricular development. Factors influencing teaching and curricular development are examined to analyze a curricular model in nursing education.

### **NURS 703 Leadership, Economic, and Legal Issues in Clinicals (3 credits)**

The course will focus on providing students with the skills to navigate the challenges and opportunities that confront nursing leaders in complex healthcare environments. Techniques to develop successful leadership behaviors and strategies will be examined. Emphasis will be placed on the responsibilities of the nurse leader to understand the influence of economic and legal factors on the delivery of advanced nursing care.

### **NURS 704 Advanced Pharmacology for Prescribers I (3 credits)**

This course focuses on pharmacology and therapeutics used in the treatment of selected health conditions commonly encountered across the life span. Stress is placed on the decision-making process utilized to safely and effectively prescribe and monitor pharmacotherapeutics appropriate to the client situation. Factors affecting drug selection, parameters to be monitored to determine drug effectiveness; rationale for continuing, modifying or discontinuing drug therapy. An emphasis is placed on opioid education.

### **NURS 705 Teaching, Learning and Assessment in Nursing Education (3 credits)**

Teaching, Learning and Assessment in nursing education is examined. Strategies for teaching and evaluating student outcomes in classroom and clinical settings are explored within the context of ethical, legal, and culturally competent teaching. Students work individually and in groups to critique methodologies and instructional decisions used in assessing, measuring, evaluating and using learning outcomes.

### **NURS 706 Advanced Pharmacology for Prescribers II (1 credit)**

*Prerequisite: NURS 611*

This course is only for students with current valid prescribing privileges in the State of Pennsylvania. Approval from Program Director is necessary. Replaces NURS 704 for those approved. This course builds upon the students' existing knowledge and pharmacological experience to manage a client's common health problems in a safe, high quality, cost-effective manner. Emphasis is on the development of therapeutic decision-making in drug selection for the client based on health problems, individual variations, and economic considerations. The focus is on prescriptive practices, client education, and monitoring of the therapeutic response to pharmacological agents in diverse clients across the lifespan.

### **NURS 707 Biostatistics and Evidence Based Practice (4 credits)**

Research designs that support for evidence-based nursing practice are examined and critiqued. Ethical, socio-political, cultural, and legal issues in research are discussed. Scholarly literature focused on students' area of interest will be reviewed. Students will develop the idea for the DNP clinical scholarly project, and identify potential tools for data collection. A review of basic statistical concepts and data analysis is provided and more advanced statistical concepts commonly used in health care are introduced. Examples of statistical application in allied health research are provided. Emphasis is also placed on interpreting and critiquing data analysis in published research for application to evidence-based practice

### **NURS 708 Advanced Physical Assessment Lab (1 credit)**

This course provides hands-on, interactive opportunities to establish baseline competency in diagnostic and therapeutic procedures performed by advanced practice nurses in the primary care setting. Emphasis is placed on the underlying pathophysiologic processes that dictate procedural need, decision making for referral, and follow up management for family/individuals across the lifespan. Simulation experiences are the center where live time interaction and supervision of an advanced practice nurse is provided.

### **NURS 710 Nurse Educator Role Practicum (3 credits)**

The role of the nurse educator is emphasized. With faculty guidance, the student will select an educational practice site and work with a MSN prepared educator in this seminar and practicum course. Students apply concepts of teaching/learning, curriculum, assessment, and evaluation in classroom and clinical setting.

### **NURS 715 Advanced Clinical Practicum (3 credits)**

The student has the opportunity to integrate theoretical concepts into clinical practice. The seminar and practicum course permits students to select a specialty area and partner with an MSN prepared clinical preceptor to provide advanced nursing care to a selected clinical population.

**NURS 717 Informatics (3 credits)**

The specialty of Nursing Informatics is explored. Emphasis is placed on evidenced-based technological initiatives intended to improve patient safety and clinical decision making. Selected topics in the application and evaluation of technological initiatives, ethical, and legal issues will be investigated.

**NURS 720 Nursing Leadership in Health Care Organizations I (3 credits)**

The role of the nurse administrator in single and integrated health care delivery systems is explored. Developing leadership strategies to function as a change agent in a health care system is examined. Theories and principles regarding management of organizational systems within health care settings are discussed. Emphasis is given to the interdisciplinary delivery of health care services to diverse populations.

**NURS 725A Nursing Leadership in Health Care Organization Practicum 1A (1.5 credits)**

*Co-requisite: Must be taken with or before NURS 720*

This is the first of two precepted clinical experiences designed to provide the student with the opportunity to integrate nursing administration theory, practice, and research into a variety of health care settings. Emphasis is placed on the student's articulation and synthesis of theory and effective management strategies.

**NURS 725B Nursing Leadership in Health Care Organization Practicum 1B (1.5 credits)**

*Co-requisite: Must be taken with or before NURS 720*

This is the second of two precepted clinical experiences designed to provide the student with the opportunity to integrate nursing administration theory, practice, and research into a variety of health care settings. Emphasis is placed on the student's articulation and synthesis of theory and effective management strategies.

**NURS 730 Nursing Leadership in Health Care Organizations II (3 credits)**

*Prerequisite: NURS 720*

The emphasis of this course is on enhancing the skills needed for the effective practice of nursing administration. Human resources management in union and non-union environments is discussed. Issues related to resource allocation are explored. Developing a high-quality practice setting in which the nurse is empowered and held accountable for making effective decisions is emphasized.

**NURS 735A Nursing Leadership in Health Care Organization Practicum IIA (1.5 credits)**

*Prerequisites: NURS 720, NURS 725A, NURS 725B*

*Co-requisite: Must be taken with or before NURS 730*

This first of two precepted practicum builds on previous course work and experiences. Seminars examine the issues and problems involved in managing human resources, creating a professional work environment, allocating resources, and examining information systems. Students are provided with the opportunity to share and process weekly practicum experiences and to receive feedback from colleagues.

**NURS 735B Nursing Leadership in Health Care Organization Practicum IIB (1.5 credits)**

*Prerequisites: NURS 720, NURS 725A, NURS 725B, NURS 735A*

*Co-requisite: Must be taken with or before NURS 730*

This second two precepted practicum builds on previous course work and experiences. Seminars examine the issues and problems involved in managing human resources, creating a professional work environment, allocating resources, and examining information systems. Students are provided with the opportunity to share and process weekly practicum experiences and to receive feedback from colleagues.

**NURS 801 Advanced Practice Role for the DNP (3 credits)**

This course provides knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within health-care institutions and professional organizations, and in health-care policy making arenas. To develop the leadership role, the student implements strategies for creating organizational change to provide high quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

**NURS 802 DNP Scholarly Project I (1 credit)**

This is the first in a series of four seminars which focuses on development of the DNP Scholarly Project. Students develop a substantial and meaningful scholarly DNP Project Proposal that is innovative and evidence-based, reflects the application of credible research findings, financially sound, feasible, sustainable and demonstrates value to the organization and population(s) served. The course is graded on a pass/fail basis.

**NURS 803 DNP Scholarly Project II (1 credit)**

*Prerequisite: NURS 802*

This is the second in a series of four seminars which focuses on development of the DNP Scholarly Project. This course focuses on the planning and development of the concept to focus the scholarship aspects of the Doctor of Nursing Practice degree.

**NURS 804 Advanced Nursing Practice I: Common Acute Illness (3 credits)**

*Prerequisites: NURS 612, NURS 704*

This course concentrates on the levels of prevention and primary care management of common healthcare problems. Patients across the life span are managed within a culturally, and spiritually diverse environments using the clinical decision-making process. Concepts related to critical thinking, diagnostic reasoning, diagnostic testing, prescribing pharmacologic and non-pharmacologic therapies are explored. This course provides students with foundational knowledge of the advanced nursing practice management of adult health including wellness promotion and illness prevention and treatment in post-pubescent clients from diverse backgrounds. The emphasis is on use of theory, critical thinking, and evidence-based practice to formulate differential diagnoses, clinical impressions, diagnoses, and treatment and evaluation plans for adults with common health problems. This course prepares the student to provide care to adults in both acute care and out-patient settings.

**NURS 805 Common Acute Illness Practicum I (1.5 credits)**

This is the first in a series of six courses of 112 hours precepted clinical practice time will afford the student clinical decision-making opportunities in the primary healthcare of infants, children, and adults with common healthcare problems. This course is the first Common Acute Illness Practicum in a series two of clinical courses for the advanced practice role of the primary provider of individuals and families across the lifespan. At the completion of the series the student will be expected to demonstrate beginning proficiency in assessment and management of common health/illness conditions throughout the lifespan.

**NURS 806 Common Acute Illness Practicum II (1.5 credits)**

*Prerequisites: NURS 804, NURS 805*

This is the second in a series of six courses of 112 hours precepted clinical practice time will afford the student clinical decision-making opportunities in the primary healthcare of infants, children, and adults with common healthcare problems. This course is the first Common Acute Illness Practicum in a series two of clinical courses for the advanced practice role of the primary provider of individuals and families across the lifespan. At the completion of the series the student will be expected to demonstrate progressive proficiency in assessment and management of common health/illness conditions throughout the lifespan.

**NURS 807 Advanced Nursing Practice II: Acute/Chronic Illness (3 credits)**

This course concentrates on the levels of prevention and primary care management of complex acute and common complex chronic healthcare problems. Patients across the life span are managed within a culturally, and spiritually diverse environments using the clinical decision-making process. Concepts related to critical thinking, diagnostic reasoning, diagnostic testing, prescribing pharmacologic and non-pharmacologic therapies are explored. This course provides the student with the theoretical knowledge necessary to practice community based, advanced nursing with women, adolescents and children within a family context as appropriate to the role of the family nurse practitioner. Emphasis is on application of theories and research findings in developing plans for comprehensive health care management and anticipatory guidance for women, adolescents, and children. Focus includes wellness promotion, illness prevention, and diagnosis and management of common acute and chronic health problems, common gynecological problems, prenatal care, family dysfunction, and behavior problems. Collaboration with other providers and appropriate referral are integrated throughout the course.

**NURS 808 Acute/Chronic Illness Practicum I (1.5 credits)**

*Prerequisite: NURS 806*

This is the third in a series of six courses of 112 hours precepted clinical practice time will afford the student clinical decision-making opportunities in the primary healthcare of infants, children, and adults with common healthcare problems. This course is the second Common Acute/Chronic Common Practicum in a series two of clinical courses for the advanced practice role of the primary provider of individuals and families across the lifespan. The course provides the graduate student with advanced theoretical knowledge in the continued assessment and management of selected common acute and chronic health conditions across the lifespan.

**NURS 809 Acute/Chronic Illness Practicum II (1.5 credits)**

*Prerequisites: NURS 807, NURS 808*

This is the fourth in a series of six courses of 112 hours precepted clinical practice time will afford the student clinical decision-making opportunities in the primary healthcare of infants, children, and adults with common healthcare problems. This course is the second Common Acute/Chronic Common Practicum in a series two of clinical courses

for the advanced practice role of the primary provider of individuals and families across the lifespan. The course provides the graduate student with advanced theoretical knowledge in the continued assessment and management of selected common acute and chronic health conditions across the lifespan. At the completion of the series the student will be expected to demonstrate progressive proficiency in assessment and management of common health/illness conditions throughout the lifespan.

**NURS 810 Advanced Nursing Practice III: Complex Chronic Illness (3 credits)**

*Prerequisites: NURS 804, NURS 807*

This course concentrates on the levels of prevention and primary care management of individuals with complex chronic healthcare problems. Patients are managed within a culturally, and spiritually diverse environments using the clinical decision-making process. Concepts related to critical thinking, diagnostic reasoning, diagnostic testing, prescribing pharmacologic and non-pharmacologic therapies are explored.

**NURS 811 Complex Chronic Illness Practicum I (1.5 credits)**

*Prerequisite: NURS 809*

This is the fifth in a series of six courses of 112 hours precepted clinical practice time will afford the student clinical decision-making opportunities in the primary healthcare of infants, children, and adults with common healthcare problems. This course is the first complex chronic practicum in a series two of clinical courses for the advanced practice role of the primary provider of individuals and families across the lifespan. This course provides the student with clinical experiences in the primary care management of infants, children, and adults experiencing developmental changes in function and complex health comorbidities, and/or women experiencing pregnancy. Emphasis is on the utilization of critical thinking, relevant theories, and evidence-based practice to assess, diagnose, treat and evaluate complex, unstable and chronic health care problems in infants, children, and adults. At the completion of the series the student will be expected to demonstrate progressive proficiency in assessment and management of common health/illness conditions throughout the lifespan.

**NURS 812 Complex Chronic Illness Practicum II (1.5 credits)**

*Prerequisites: NURS 810, NURS 811*

This is the final in a series of six courses of 112 hours precepted clinical practice time will afford the student clinical decision-making opportunities in the primary healthcare of infants, children, and adults with common healthcare problems. This course is the second complex chronic practicum in a series two of clinical courses for the advanced practice role of the primary provider of individuals and families across the lifespan. Emphasis is on the utilization of critical thinking, relevant theories, and evidence-based practice to assess, diagnose, treat and evaluate complex, unstable and chronic health care problems in infants, children, and adults. Students utilize collaboration and appropriate specialty referrals to help clients manage transitions between home, acute care, and chronic care facilities. At the completion of the series the student will be expected to demonstrate proficiency in assessment and management of common health/illness conditions throughout the lifespan.

**NURS 820 Leadership: Setting the Example (3 credits)**

This course enables students to prepare themselves to become leaders of organizations and to embark on paths of personal leadership development. Examination of leadership development to maximize innovation and positive organizational impact with an exploration of own leadership development. Focus on leadership in a dynamic healthcare environment with exploration of communication and collaboration. Students explore leadership concepts in the context of their own leadership styles, taking into account organizational culture, current health policies and governance complexities.

**NURS 830 Population Focused System Evaluation and Implementation (3 credits)**

This is the first in a series of three courses is designed to provide students with a comprehensive clinical experience to individually demonstrate outcomes congruent with the AACN DNP Essentials and the DNP Scholarly Project. This course has a 150 clinical hour requirement. *This course may be repeated to achieve residency hour requirements (Please see Graduate Program Handbook).*

**NURS 901 DNP Clinical Residency I (For Post BSN-FNP/DNP and Post MSN-FNP/DNP -2.0 credits) (For APRN-DNP Leadership & MSN-DNP Leadership track- 1.5 credits)**

*Prerequisite: NURS 802*

This is the first in a series of three courses is designed to provide students with a comprehensive clinical experience to individually demonstrate outcomes congruent with the AACN DNP Essentials and the DNP Scholarly Project. This course has a 150 clinical hour requirement. *This course may be repeated to achieve residency hour requirements (Please see Graduate Program Handbook).*

**NURS 902 DNP Clinical Residency II (1.5 credits)**

*Prerequisite: NURS 901*

This second in a series of three courses focuses on clinical immersion with outcomes intended to demonstrate student accomplishment of the AACN DNP Essentials and the DNP Scholarly Project. This course has a 112 clinical hour requirement. *This course may be repeated to achieve residency hour requirements (Please see Graduate Program Handbook).*

**NURS 903 DNP Scholarly Project III (1 credits)**

*Prerequisite: NURS 803*

This is the third in a series of four seminars which focuses on development of the DNP Scholarly Project. This course emphasizes the data analysis specific to the DNP Scholarly Project. The clinical scholarship required in the DNP Scholarly Project reflects mastery and competency in the student's area of expertise.

**NURS 904 DNP Scholarly Project IV (1 credit)**

*Prerequisite: NURS 903*

This is the final in a series of four seminars which focuses on development of the DNP Scholarly Project. This course focuses on the completion and dissemination of a substantial and meaningful scholarly DNP Project Proposal that is innovative and evidence-based, reflects the application of credible research findings, financially sound, feasible, sustainable and demonstrates value to the organization and population(s) served. The clinical scholarship required in the DNP Scholarly Project reflects mastery and competency in the student's area of expertise.

**NURS 905 DNP Clinical Residency III (1.5 Credits)**

*Prerequisite: NURS 902*

*Co-requisite: NURS 904*

This is the final in a series of courses which focuses on clinical immersion with outcomes intended to demonstrate student achievement of the AACN DNP Essentials and the dissemination the DNP Scholarly Project. This course has a 112 clinical hour requirement. *This course may be repeated to achieve residency hour requirements (Please see Graduate Program Handbook).*

**NURS 906 DNP Clinical Residency IV (1.5 Credits)**

*Prerequisite: NURS 905*

*Co-requisite: NURS 904*

This course focuses on clinical immersion with outcomes intended to demonstrate student achievement of the AACN DNP Essentials and the DNP Scholarly Project. This course requires 125 residency hours.

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*Instructor*  
BS, Rutgers  
DC, Palmer College of Chiropractic

**Melissa Rampelli**

*Writing Coordinator*  
*Associate Professor*  
BA, Skidmore College  
MAT, Brown University  
MA, PhD, St. John's University

**Susan Rogers**

*Health Promotion Program Coordinator*  
*Certified Wellness Practitioner*  
BA, Holy Family University  
MA, University of North Dakota  
PhD, North Central University

**Hadass Silver***Assistant Professor*

BA, Oberlin College

PhD, University of Pennsylvania

**Devin Simpkins***Assistant Professor*

AA, Rowan College

BA, Stockton University

MA, The College of New Jersey

PhD, Seton Hall University

**Forrest Stagner***Visiting Assistant Professor*

BA, MIS, North Carolina State University

PhD, The Pennsylvania State University

**Jill Swirsky***Associate Professor*

BA, Drew University

PhD, Temple University

**Geoffrey Toner***Biotechnology Program Director*

BS, MS, MBA Thomas Jefferson University

**Andrew Van Kuren***Assistant Professor*

BS, MS, The Pennsylvania State University

PhD, Temple University

**Edward Waddell***Associate Professor*

AS, Camden County College

BS, MS, PhD, Drexel University

**Justin Walsh***Assistant Professor*

BS, MS, Villanova University

PhD, University of Pennsylvania

**Kristina Weiss***Director, Graduate Programs in Counseling Psychology**Assistant Professor*

BS, Kutztown University

MS, PhD, Rowan University

**Corrine Wiborg***Assistant Professor*

BA, Saint Norbert College

MA, PhD, Bowling Green State University

**William Worden***Assistant Professor*

BS, The City College of New York

MS, PhD, Temple University

**Cheyenne Zaremba***Assistant Professor*

BA, Roberts Wesleyan College

MA, Villanova University

PhD, The Pennsylvania State University

## **School of Business and Technology**

### **Tobin Porterfield, PhD**

*Dean*

BS, University of Baltimore

MBA, University of Baltimore

PhD, University of Maryland

### **Karen Alessi**

*Director of Graduate Business Programs*

BS, Penn State University

MBA, Wilkes University

EdD, Wilkes University

## **Full-time Faculty**

### **Luanne Amato**

*Associate Professor*

BS, MBA, Rosemont College

EdD, Northeastern University

### **John Dellipriscoli**

*Assistant Professor*

BA, Manhattan College

MS, University of San Francisco

### **J. Barry Dickinson**

*Professor*

BS, Rutgers University

MBA, LaSalle University

PhD, Drexel University

### **Morteza Mohammady Gharasuie**

*Assistant Professor*

AS, Islamic Azad University

BS, Shahid Shamsipour Institute of Technology

MS, University College of NabiAkram

PhD, Old Dominion University

### **Donald Goeltz**

*Professor*

BA, University of Tennessee

MS, Stevens Institute

MBA, New York University

DPS, Pace University

### **Charles Ingulli**

*Assistant Professor*

BA, Hofstra University

MS, LaSalle University

### **Terese Goelz-Kazzaz**

*Assistant Professor*

BA, Chestnut Hill College

MBA, LaSalle University

### **Ankit Lal**

*Assistant Professor*

BSBA, Boston University

MA, MBA, Columbia University

**Lori Peters***Assistant Professor*

BS, Messiah University

MA, Missio Seminary

MS, Eastern University

MPM, University of Maryland

DSL, Regent University

**Chris Schoettle***Associate Professor*

BS, Chestnut Hill College

MEd, Temple University and Arcadia University

EdD, Gratz College

**Stephen A. Tolbert, Jr.***Assistant Professor*

BA, American University

MA, Villanova University

MA, University of Delaware

MS, University of Louisville

DBA, University of Pittsburgh

**School of Education****Eileen Burke Heddy***Dean*

BA, The College of New Jersey

MA, Rutgers, The State University of New Jersey

EdD, University of South Carolina

**Patricia Joergensen***Associate Dean, School of Education**Undergraduate Program Director**Professor*

BS, Fordham University

MA, LaSalle University

EdD, Temple University

**Katy Giovanisci***Director of Field Placement*

EdD, Med, St. Joseph's University

BS, Pennsylvania State University

**Full-time Faculty****Maria Agnew***Professor*

BA, Holy Family University

MA, LaSalle University

PhD, Temple University

**Carol A. Braunsar***Assistant Professor*

BA, MA, EdD, Holy Family University

**Shawanna James-Coles***Assistant Professor*

B.S. Temple University

M.Ed. Cambridge College

M.Ed. Lehigh University

Ed.D. Immaculata University

**Geraldine Fitzpatrick-Doria***Assistant Professor*

BS, Holy Family University  
MEd, East Texas State University  
MS, Gwynedd-Mercy College  
EdD, Capella University

**Roger Gee***Professor*

BS, Mansfield State College  
MS, Elmira College  
MEd, Temple University  
MA, University of Arizona  
PhD, University of Pennsylvania

**Kelle Heim-McCloskey**

BA, MA LaSalle University  
EdD, Gwynedd Mercy University

**Kimberly A. Heuschkel***Associate Professor*

BA, MEd, EdD, Rutgers, The State University of New Jersey

**Helen Hoffner***Director of Doctoral Program**Professor*

BS, West Chester University  
MEd, Temple University  
EdD, Widener University

**Megan McGee-Heim***Assistant Professor*

BA, MEd, Holy Family University  
EdD, Gwynedd Mercy University

**Janet R. McNellis***Director of Graduate Masters Education Programs**Professor*

BA, MEd, PhD, University of Florida

**Claire Ann Sullivan***Emeritus Professor*

BA, MA, Glassboro State College  
EdD, Rutgers, The State University of New Jersey

**David E. Wright***Assistant Professor*

BS, Juniata College  
MEd, East Stroudsburg University  
PhD, Marywood University

**Roseanna J. Wright***Professor*

BA, Kean College of New Jersey  
MEd, Castleton State University  
PhD, Temple University

## **School of Nursing**

### **Jinsy Mathew**

*Dean*

*Professor*

BSN, St. Martha's College of Nursing, India

MSN-Ed, Immaculata University

DNP, Holy Family University

### **Denise Vanacore**

*Family Nurse Practitioner Program Coordinator*

*Professor*

PhD, Walden University

MSN, Gwynedd Mercy University

MSN, Villanova University

BSN, Gwynedd Mercy University

ADN, Gwynedd Mercy University

### **Mai-Ly Pulley**

*Vice Dean*

*Associate Professor*

Diploma, St. Francis Medical Center

ASN, Mercer Community College

MSN, BSN, Thomas Edison State University

DNP, Grand Canyon University

### **Rinu Stephen**

*Second-Degree Distance Hybrid Program Coordinator and Graduate Program Lead*

*Assistant Professor*

BSN, Mahatma Gandhi University, India

MSN, Kerala University, India

DNP, Holy Family University

### **Michelle Murphy-Rozanski**

*Nurse Aide Program Coordinator*

*Professor*

BSN, MCP/Hahnemann University

MSN, FNP MCP/Hahnemann University

PhD, Drexel University

### **Denise McFadden**

*BSN Program Lead*

*Assistant Professor*

BS, Holy Family University

MS, Drexel University

DNP, Duquesne University

### **Kimberly Callahan**

*Traditional Program Coordinator/Instructor*

ASN, Bucks county community college

BSN, LaSalle University

MSN, Chamberlain University

### **Matthew Wolf**

*Second Degree Fast track and PTEW Coordinator/Instructor*

BSN, Holy Family University

MSN, Holy Family University

### **Megan Klose**

*BSN Clinical Placement Coordinator*

BA, Millersville University

**Beena Mathew**

*Second Degree Distance Hybrid and Graduate Clinical Coordinator Lead*

AS, Kreda School of Nursing, India

BSN, Immaculata University

MSN, Grand Canyon University

**Jamie McNamara**

*BSN Clinical Placement Coordinator*

BA in Psychology, LaSalle University

**Full-time Faculty****Soumya Arun**

*Instructor*

BSN, The Tamil Nadu Dr. M.G.R. Medical University

MSN, Immaculata University

Post Master's Adult Gero NP- Gwynedd Mercy University

**Justyna Barta**

*Instructor*

RN-BSN, Aria SON, Abington

BSN, Penn State University

MSN, Holy Family University

**Marina Boykova**

*Associate Professor*

Diploma, St. Petersburg – UK

BSc, University of Liverpool

MSc, University of Liverpool

PhD, University of Oklahoma

**Niccole M Bracciale Zimmaro**

*Instructor*

BSN, Holy Family University

MSN, Chamberlain, University

**Beryl K. Broughton**

*Instructor*

BSN, University of the State of New York

MSN, Thomas Jefferson University

**Francesca C. Ezeokonkwo**

*Assistant Professor*

B.S, Nursing, The Catholic University of America

M.S. Nursing Education, Benedictine University

PhD, Duquesne University School of Nursing

**Joeann Hall**

*Assistant Professor*

BSN, Holy Family University

MSN, LaSalle University

DNP, Holy Family University

**Margaret Harkins**

*Professor*

BSN, Temple University

MSN, GNP-BC University of Pennsylvania

MBE, Albany Medical Center Bioethics Institute

DNP, Chatham University

**Kathleen Healy**

*Instructor*

Diploma, Episcopal Hospital School of Nursing

BSN, Hahnemann Hospital University

MSN, Drexel University

**Kelly Herninko**

*Instructor*

BSN, Holy Family University

MSN, Holy Family University

**Patricia Palmer**

*Assistant Professor*

Diploma, Mt. Carmel College of Nursing

BSN, Creighton University

MSN, Fort Hays State University

DNP, Holy Family University

**Mary Jean Ricci**

*Assistant Professor*

BA, Biology, Temple University

BSN, Temple University

MSN, University of Pennsylvania

**Sandra Rivera**

*Assistant Professor*

ADN, Passaic Community College

BSN, William Paterson University

MSN, University of Phoenix

Post Master's Adult and Geriatric NP, UMDNJ

DNP, Fort Hays University

**Manjola Rubis**

*Instructor*

BSN, Holy Family University

MSN, Holy Family University

**Catherine Tottser**

*Instructor*

BSN, Lycoming College

MSN, Holy Family University

**Christine Veal**

*Instructor*

Diploma: Nursing, Roxborough Hospital School of Nursing

BSN, Immaculata University

MSN-Ed, Immaculata University

**Andria Zimmerman**

*Instructor*

Diploma, Aria Health School of Nursing

BSN, Pennsylvania State University

MSN, Drexel University



# Holy Family

UNIVERSITY

## PHILADELPHIA

9801 Frankford Avenue  
Philadelphia, PA 19114

## NEWTOWN EAST

One Campus Drive  
Newtown, PA 18940

## NEWTOWN WEST

33 University Drive  
Newtown, PA 18940

*[holyfamily.edu](http://holyfamily.edu)*