Holy Family University
Undergraduate Studies
2018-2019
Holy Family University

Philadelphia Campus
9801 Frankford Avenue
Philadelphia, PA 19114-2009

Newtown, Bucks County
One Campus Drive
Newtown, PA 18940-1761

Bensalem, Bucks County
1311 Bristol Pike
Bensalem, PA 19020-6415

General Telephone and Fax Numbers

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While this catalog was prepared on the basis of 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.
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, cocurricular, 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.)
Academic Calendar – 2018-2019

Fall Semester – 2018 (2018FA)

Classes Begin ................................................................. August 27
Labor Day (University Closed) .................................. September 1-3
Last Day to Add Classes ............................................. September 4
Saturday Classes Begin .............................................. September 8
Last Day to Drop Classes ............................................. September 11
Last Day to Add/Drop Saturday Classes .................. September 15
Last Day to Petition to Graduate for Grad/Undergrad Students
(Fall Completion) ....................................................... October 1
Mid-Term Examinations .............................................. October 8-12
Thanksgiving Holidays (No Classes) ......................... November 14
Thanksgiving Holidays (University Closed) ............... November 21
Christmas Rose ......................................................... December 7
Last Day of Saturday Classes ..................................... December 15
Semester Examinations .............................................. December 10-15

Winterim – 2018 (2018WIN)

Last Day to Add/Drop ................................................ December 21 (12 Noon)
Classes Begin ............................................................... December 26
Classes End ................................................................. January 4

Spring Semester – 2019 (2019SP)

University Reopens ..................................................... January 2
Classes Begin ............................................................... January 7
Last Day to Add Classes ............................................. January 12
Last Day to Drop Classes ............................................. January 14
Last Day to Petition to Graduate for Grad/Undergrad Students
(Spring Completion) .................................................... February 1
Spring Break (No Classes) .......................................... March 11-15
Easter Break (No Classes) ........................................... April 18-22
Easter Break (University Closed) ................................. April 19-21
Last Day to Withdraw from Classes ......................... April 3
Last Saturday Class .................................................... April 27
Semester Examinations .............................................. April 29-May 3
Last Day to Petition to Graduate for Grad/Undergrad Students
(Summer I Completion) ............................................. May 1
Commencement .......................................................... May 14

Summer Session – 2019

Summer Session I, III Begins (2019SU1/2019SU3) ........ May 15
Last Day to Add/Drop Summer I/III Classes ............. May 22
Memorial Day (University Closed) ......................... May 25-May 27
Summer Session I Ends (Monday Makeup Day) ........ June 14
Summer Session II Begins (2019SU2) ......................... July 8
Last Day to Add/Drop Summer II Classes ............... July 15
Last Day to Withdraw from Summer II/III Classes ... August 9
Summer Session II & III End ......................................... August 16

Note: Dates subject to change; please consult website calendar (www.holyfamily.edu).
Extended Learning Programs Academic Calendar

Fall 2018
18FAX51 Fall I 5 Week ................................................................. August 27-September 28
Labor Day (University Closed)* .................................................. September 3
Last Day to Petition to Graduate for Grad/Undergrad Students
for Fall Completion ................................................................. October 1
18FAX81 Fall I 8 Week ................................................................. August 27-October 19
18FAX52 Fall II 5 Week ............................................................... October 1-November 2
18FAX82 Fall II 8 Week .............................................................. October 22-December 14
18FAX53 Fall III 5 Week ............................................................. November 5-December 14
Thanksgiving Break (No Classes) ............................................. November 21-23
* Days missed due to holidays when the University is not in session are made up on any
Friday within the term. Add/Drop/Withdraw dates for Extended Learning (EL) are found in
the EL Student Handbook online.

Spring 2019
University Re-Opens ................................................................. January 2
19SPX51 Spring I 5 Week ............................................................. January 7-February 8
Last Day to Petition to Graduate for Grad/Undergrad Student
for Spring Completion ............................................................. February 1
19SPX81 Spring I 8 Week ............................................................. January 7-March 1
19SPX52 Spring II 5 Week ........................................................... February 11-March 15
19SPX82 Spring II 8 Week .......................................................... March 4-April 26
19SPX53 Spring III 5 Week ......................................................... March 18-April 18
Easter Break (No Classes)* ....................................................... April 18
Easter Break (University Closed)* ............................................ April 19-21
Last Day to Petition to Graduate for Grad/Undergrad Students
for June Completion ............................................................... May 1
Commencement ................................................................. May 14
* Days missed due to holidays when the University is not in session are made up on any
Friday within the term. Add/Drop/Withdraw dates for Extended Learning (EL) are found in
the EL Student Handbook online.

Summer 2019
19SUX51 Summer I 5 Week .......................................................... April 22-May 24
19SUX81 Summer I 8 Week ........................................................ April 29-June 21
Memorial Day (University Closed)* ........................................... May 25-27
19SUX52 Summer II 5 Week ....................................................... June 3-July 5
Last Day to Petition to Graduate for Grad/Undergrad Students
for August Completion ............................................................ July 1
Independence Day (University Closed)* ..................................... July 4
19SUX82 Summer II 8 Week ........................................................ June 24-August 16
19SUX53 Summer III 5 Week ...................................................... July 8-August 9
SS1 ................................................................. August 12-September 13
* Days missed due to holidays when the University is not in session are made up on any
Friday within the term. Add/Drop/Withdraw dates for Extended Learning (EL) are found in
the EL Student Handbook online.

Fall 2018 (8 Week Sessions)
2018FA1 and 2018FAA (8/27/18-10/19/18)
Labor Day (University Closed)* ................................................... September 3
Last Day to Add/Drop FA1 classes ............................................. September 4
Last Day to Add/Drop FAA classes ............................................ September 11
Last Day to Petition to Graduate for Grad/Undergrad Students
for Fall Completion ................................................................. October 1

2018FA2 and 2018FAB (10/22/18-12/14/18)
Last Day to Add/Drop FA2 classes ............................................. October 29
Last Day to Add/Drop FAB classes ............................................. November 5
Thanksgiving Break (No Classes)* .............................................. November 21-25
* Days missed due to holidays when the University is not in session are made up on any
Friday within the term. Add/Drop/Withdraw dates for Extended Learning (EL) are found in
the EL Student Handbook online.

Spring 2019 (8 Week Sessions)
2019SP1 and 2019SPA (1/19/19-3/1/19)
University Re-Opens ................................................................. January 2
Last Day to Add/Drop SP1 ........................................................ January 14
Last Day to Add/Drop SPA ........................................................ January 21
Last Day to Petition to Graduate for Grad/Undergrad Student
for Spring Completion ............................................................ February 1

2019SP2 and 2019SPB (3/4/19-4/26/19)
Last Day to Add/Drop SP2 classes ............................................. March 11
Last Day to Add/Drop SPB classes ............................................. March 18
Easter Break (No Classes)* ...................................................... April 18
Easter Break (University Closed)* ............................................ April 19-21
Last Day to Petition to Graduate for Grad/Undergrad Students
for June Completion ............................................................... May 1
Commencement ................................................................. May 14
* Days missed due to holidays when the University is not in session are made up on any
Friday within the term. Add/Drop/Withdraw dates for Extended Learning (EL) are found in
the EL Student Handbook online.
Holy Family University
Undergraduate Studies 2018-2019

Accreditation and Membership

Holy Family is accredited by:
The Middle States Commission on Higher Education
3624 Market Street, 2nd Floor West, Philadelphia, PA 19104

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

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
www.jrcert.org • 312-704-5300

Several traditional undergraduate programs (Accounting, Management-Marketing, Sports Marketing-Management) offered by the School of Business Administration are accredited by:
The Accreditation Council for Business Schools and Programs
11520 West 119th St., Overland Park, KS 66213
This accreditation does not apply to the accelerated undergraduate and graduate business degrees offered through the Division of Extended Learning and Continuing Education.

Fire Science and Public Safety Administration Program is accredited by:
International Fire Service Accreditation Congress
Oklahoma State University
1812 Tyler Avenue, Stillwater, Oklahoma 74078

Teacher certification programs at the graduate and undergraduate levels are approved by:
The Commonwealth of Pennsylvania
Department of Education
333 Market Street, 1st. Floor, Harrisburg, PA 17126-0333

Holy Family Pre-licensure nursing programs have also been approved by:
The Pennsylvania State Board of Nursing
2601 North 3rd. Street, Harrisburg, PA 17110

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

Holy Family is a member of:
The American Association for Colleges for Teacher Education (AACTE)
1307 New York Ave., NW, Suite 300, Washington, DC 20005

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

Summer 2019 (8 Week Sessions)
2019SM1 and 2019SUA (4/29/19- 6/21/19)
Last Day to Add/Drop SM1 classes .................................................................May 6
Last Day to Add/Drop SUA classes ..............................................................May 13
Memorial Day (University Closed)* ........................................................... May 25-27

2019SM2 and 2019SUA (6/24/19-8/16/19)
Last Day to Add/Drop SM2 classes ............................................................July 1
Last Day to Add/Drop SUB classes .............................................................July 8
Last Day to Petition to Graduate for Grad/Undergrad Students
for August Completion .............................................................................July 1
Independence Day (University Closed)* .....................................................July 4

* Days missed due to holidays when the University is not in session are made up on any Friday within the term. Add/Drop/Withdraw dates for Extended Learning (EL) are found in the EL Student Handbook online.

Note: Dates subject to change without notice; please consult website calendar (www.holyfamily.edu).
Affiliation
Holy Family University is a member of the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE). SEPCHE consists of eight independent institutions of higher education in the Greater Philadelphia Region. These schools consist of Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd-Mercy University, Holy Family University, Immaculata University, Neumann University, and Rosemont College.

Correspondence
All mail correspondence should be addressed to:
Holy Family University, 9801 Frankford Avenue, Philadelphia, PA 19114-2009
Address specific inquiries as follows:

Academic Affairs
(Academic Policies and Procedures)
Associate Director of Residence Life

Student Life, Housing
Associate Director of Residence Life

Use of University Facilities
Vice President for Development

Business Affairs
Vice President for Finance and Administration

Information Technology
Vice President for Information Technology/Chief Information Officer

Disabilities Services for Students
Associate Director of Disabilities Services

Tuition and Fees
Assistant Controller

Human Resources
Assistant Vice President for Human Resources

Title IX
Title IX coordinator

Experiential Learning/Internships
Director of Experiential Learning

Financial Aid
Director of Financial Aid

Catalogs, Transcripts, and Student Records
Associate Vice President for Academic Services and Registrar

Gifts and Bequests
Vice President for Development

Library Services
Director of Library Services

Bookstore
Bookstore Manager

Careers and Placement
Director of Careers Center

Alumni Activities
Assistant Director of Alumni and Parents

Mail
Mail Services Coordinator

Holy Family University, Newtown
Associate Vice President for Program Development and Planning

Holy Family University, Bensalem
Dean of the School of Business

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History, Facilities, and Services

History: 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 Spring 2000, and the Accelerated Business Administration program in 2003. The graduate program in Criminal Justice was approved in 2007. 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, criminal justice, 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, 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.

Philadelphia Campus
Originally, Holy Family University was part of the Torresdale–Andalusia land grant given to an ancestor of the Drexel–Biddle family in the era of William Penn. The 27 acres on which the University was first located were acquired by the Congregation of the Sisters of the Holy Family of Nazareth during the early 1920s. Since then, the campus has been enlarged by the purchase of 19 acres added on the property’s north and south sides.

Philadelphia Campus Facilities
Alpha House, the Early Childhood Center, is situated on Grant Avenue, east of Frankford Avenue. Alpha House provides nursery and kindergarten services for the University and local community. It is also available as a resource for the University’s education and nursing majors. Alpha House is accredited by the National Association for the Education of Young Children and is staffed by certified teachers.

Bookstore is located on the first floor of the Campus Center at the Philadelphia Campus and offers online services for Bensalem and Newtown sites.

Campus Center serves as the hub of campus activities. It houses a chapel, a full-service cafeteria, 1,000 seat gymnasium, a state-of-the-art fitness center, University Bookstore, lounge areas, and Student Life offices.

Center for Academic Enhancement is located on the second floor of the University Library. The Center for Academic Enhancement provides academic support services.

Counseling Center, located in the Campus Center, Room 213, provides confidential counseling and referral services.

Computer Laboratories are located in Rooms 206 and 411 of Holy Family Hall, four locations in the Education and Technology Center, Campus Center Commons and the main floor of the University Library providing electronic resources for students. Wireless network access is also available throughout the campus buildings and student residential halls. Open laboratory hours are available.

Delaney Hall provides residential facilities for the Sisters of the Holy Family of Nazareth who are engaged in various ministries at the University.

Disability Services Office is located in the Room 213D of the Campus Center and provides housing, dietary and/or academic accommodations to otherwise qualified individuals with documented disabilities under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.

Education & Technology Center contains eight general classrooms, four computer labs, and five classrooms specially designed to model primary and secondary classroom instruction for the University’s education students. Additionally, the facility contains a 200-seat auditorium, three conference rooms, a teacher resource room, café, chapel, student and faculty lounges, and faculty and administrative offices. It also contains classroom, studio, and gallery space for the University’s Art program.
Experiential Learning Office is located in Rooms 209 & 211 of the Campus Center and coordinates the identification of experiential learning opportunities and student internship placements.

Garden Residence, located on Grant Avenue, provides apartment-style living for upperclassmen. The building houses about 44 students in variously designed four-person apartments. Each apartment includes two bathrooms, a large living room, full kitchen, washer and dryer.

Graduate Admissions Office is located in Room 102 of Holy Family Hall and serves prospective graduate students.

Holy Family Hall, the main academic building, contains classrooms, science, computer and language laboratories, a major lecture hall, a communications suite, and administrative and faculty offices.

Nurse Education Building is a four-story classroom and office facility; it includes a nursing simulation and practice laboratories.

Saint Joseph’s Hall, located in the center of campus, offers students a traditional style residence hall focused on developing community and interaction. This residence hall is ideal for freshmen.

Stevenson Lane Residence, located on Stevenson Lane, offers contemporary campus housing. The first phase was completed for occupancy in Fall 2009 and accommodates 148 students. Suites contain two double bedrooms that share a common area and a bathroom. Some single occupancy rooms are available as well. Each floor has a study lounge, TV lounge, kitchen, and laundry room. The building offers a wide variety of common spaces such as entertainment lounges, game room, and fitness room.

Undergraduate Admissions Center, located on the southwest corner of Grant and Frankford Avenues, serves prospective students and houses the Undergraduate Admissions Office.

University Library serves the research and information needs of the University community through online research databases, periodicals, books and audiovisual materials, a children’s literature collection and curriculum materials. These resources are supplemented by intercampus and interlibrary loan services. In addition, the Library offers wireless network access and two computer labs for the use of students and teaching librarians. Several study rooms are also available for small student groups.

The Philadelphia Campus Library works in tandem with the Newtown Learning Resource Center (LRC). Materials at either location may be borrowed by any student and may be returned to either facility.

Librarians offer individualized research instruction as well as formal, in-class information literacy sessions at both locations.

The Library’s online catalog, online research databases, and additional information are available via the library website at www.holyfamily.edu/library.

University Archives
The University Archives is located in the Library on the Northeast Philadelphia Campus. Spanning more than 50 years, collections housed in the archives cover the entirety of Holy Family’s history. Researchers can explore it using records in a variety of genre and forms including, but not limited to, original letters and documents, photographs, publications, scrapbooks, and electronic media.

The University Archives provides information services that will assist the operation of the university and promote research and scholarship by making available and encouraging use of its collections. To this end, it serves the entire university community, targeting especially administration, academic affairs, campus events, institutional advancement, and human resources, as well as faculty and student scholarship and activities. It also serves individuals outside the university, particularly research scholars who have an interest in Holy Family’s history or need access to its special collections.

Holy Family University, Newtown, Bucks County
In 1995, a second location with a building suitable for classrooms and offices was purchased by the University in Newtown, Bucks County, 18 miles north of the Philadelphia Campus. Full use of the Newtown location was inaugurated in the Fall 1995 semester.

The University closed sale on a portion of its 155-acre tract in Newtown to Lockheed Martin Corporation in April 1996 and retained 79-acres of the original parcel for development. Currently, a 44,000 square-foot academic/administrative facility is located here.

Newtown, Bucks County, Facilities
Center for Counseling Studies and Services, Room 202, provides facilities for clinical experience for students in the Master of Science in Counseling Psychology program as well as professional offices for faculty. The Center includes video and audio-equipped training areas for play therapy and group psychotherapy, an observation room for monitoring individual and group counseling practice sessions, and individual offices for therapy simulation. The Center is available for classroom experiences and to individual students for skills practice.

Computer Laboratories are located in Rooms 131, 132, and 133 and offer a variety of software and hardware programs for computer instruction and student self-study. Open laboratory hours are available. Wireless access is also available.

Disabilities Office, is located at the Philadelphia Main Campus in the Room 213D of the Campus Center and provide academic accommodations to otherwise qualified individuals with documented disabilities under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.
Learning Resource Center (LRC), Room 122, is an extension of the Philadelphia Campus Library. The LRC serves the research and information needs of students and faculty through online research databases, periodicals, books and audio-visual materials, a children’s literature collection and curriculum materials. The LRC’s resources are supplemented by intercampus and interlibrary loan services. Librarians offer individualized research instruction as well as formal, in-class information literacy sessions at both locations.

Model Classroom, Room 234, is a classroom with enhanced technology for use in the Teacher Education Programs.

The Multimedia Room, Room 138, provides large-screen video-projection; a multimedia personal computer; a document workstation; TV and multimedia hardware; and recording and amplification equipment. Room 138 is also equipped with videoconferencing equipment to provide for interactive conferences or classes between the Philadelphia Campus and the Newtown location as well as with video conferencing sites worldwide.

Multi-Purpose Room, Room 136, has the capacity for large-group instruction, and it supports a local-area network.

Science Laboratory, Room 237, is equipped to serve both as a lecture room and as a science laboratory.

Nursing Simulation Lab, Room 242, is equipped with nursing simulation equipment and practice laboratories.

Holy Family University, Bensalem, Bucks County
The Bensalem site, situated at the Woodhaven exit of I-95, opened in Fall 2003 and is home to the University’s School of Business Administration and the Division of Extended Learning and Continuing Education. The Bensalem site combines classrooms, and related offices with conference and meeting space, a computer laboratory, a lounge, and other amenities, that can accommodate large-group sessions, meetings, and executive retreats.

Bensalem, Bucks County, Facilities
Board Room is a seminar-style room adaptive to seminar and small-group meetings. Computer Laboratory offers electronic resources for computer instruction and student self-study. Wireless network access is also available.

Seminar Rooms provide large-screen video projection, cable, multimedia hardware, and amplification equipment.

Holy Family’s Bensalem site has no library within its space; students at Bensalem are encouraged to use the Library at the nearby Philadelphia Campus.

University Services

Academic Advising Center - offers full-time and part-time undergraduate students an opportunity to discuss academic progress, policies, procedures, and degree requirements. The Academic Advising Center is located in Room 215 of Holy Family Hall.

Academic Support Services - The Center for Academic Enhancement offers diverse services designed to meet the learning needs of students at all levels of achievement, addressing programs of study from developmental to honors courses. It is the goal of the Center to help students improve skills and achieve greater academic success, and to encourage them to take full advantage of the learning experience. The Center is located on the second floor of the University Library and in Room 135 at the Newtown site.

Bookstore – The Bookstore offers new, used or rentable textbooks required and/or recommended by instructors for class. A selection of trade books in related academic disciplines is also available for purchase. Special orders for books can also be processed at any time. A full line of school supplies, University-imprinted clothing and gifts, and numerous other items are available. The Bookstore honors Visa, MasterCard, Discover, and American Express credit cards, as well as Barnes & Noble gift cards. During the first two weeks of each semester and for the beginning of each summer session, the store has extended hours of operation. Books can also be ordered online at www.holyfamily.bncollege.com. Please call 267-341-3657 for further information.

Campus Ministry – Liturgies, prayer services, scripture readings, retreats, and social justice activities invite the involvement of all students. Those interested should contact the Director of Campus Ministry in the Campus Center, Room 224, during regular office hours or by appointment at 267-341-3261.

Careers Center – provides services to those students seeking information about job opportunities and career direction. Located in Rooms 214 of the Campus Center, the Center has job listings, directory information, and job-search resources. The Careers Center also holds workshops on job-search techniques, resume writing, and interviewing. Appointments may be scheduled for individual career counseling sessions by calling 267-341-3224. The Careers Center is open 8:00 am to 5:00 pm Monday through Friday.

Counseling and Referral Services – Counseling Center Services include individual, couples, and small group counseling, relaxation training and stress management, alcohol and other drug assessments, crisis intervention, support groups, educational programs on a variety of mental health and wellness issues, and referrals to local treatment providers and support services. The Center, located in Room 213A and 213B in the Campus Center, is open Monday through Friday on the Philadelphia Campus and by appointment at the Newtown site. Students may make appointments by contacting the Counseling Center via email at counselingcenter@holyfamily.edu, or by reaching out to the Director at 267-341-3232. Hours of operation are 9:00 am to 5:00 pm, Monday through Friday. All information shared with the Counseling Center staff is completely confidential with no out-of-pocket expense. The Counseling Center is available to respond to after-hours mental health crisis or emergencies as appropriate and may be reached through Public Safety at 267-341-3333.

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Disability Services – An office to facilitate reasonable accommodations for otherwise qualified students with documented disabilities is located in the Campus Center, Room 213-C. To contact Disability Services, email disabilitieservices@holyfamily.edu or call 267-341-3231. Students with disabilities (e.g., physical, learning, psychological, ADHD, etc.) who intend to seek accommodations in accordance with the Americans with Disabilities Act of 1990 (ADA) and/or Section 504 of the Rehabilitation Act of 1973 should contact the Disability Services Office ideally, before the start of each semester to review the process for obtaining accommodations. Mid-semester requests may delay the provision of some accommodations. The process includes submission of necessary documentation, including provider verification from a qualified professional that supports need of an accommodation. Once documentation is received, the process for providing accommodations may take up to a few weeks. Effort is made to review documentation in a timely manner. Guidelines for documentation are available at https://www.holyfamily.edu/current-students/student-resources/wellness-services/disability-services.

Dining Services – Tiger Café and Cub Café – The Tiger Café is located in the Campus Center and offers complete hot meals, a salad bar, cold cut sandwiches, soups, snacks, beverages, and desserts. A brunch is available on weekends.

Experiential Learning – provides students with practical training and experience in a variety of real-life work settings through cooperatively arranged, paid (co-op) or unpaid (internships), study-related programs, operated under the guidance and supervision of participating employers, University faculty members, and the Director and the Career Outreach Specialist. The Experiential Learning Office is located in the Campus Center, Rooms 209 & 211. Information is also available from the Holy Family University website, https://www.holyfamily.edu/choosing-holy-family-u/academics/experiential-learning.

The Cub Café is located in the ETC building and offers light grab-and-go meals, snacks, and beverages. For more information regarding hours of operation, please check the website at Dining Services.

Health Services – A nurse practitioner is available daily at the Philadelphia Campus in the University Health Services Office, Campus Center, Room G7, ground floor, to provide first aid, health screenings, counseling, referrals, and health insurance information. The University nurse practitioner may be contacted during the day at 267-341-3262. More information is available on the Wellness website, https://www.holyfamily.edu/current-students/student-resources/wellness-services.

International Affairs Office – The International Affairs Office (IAO) provides advisement on immigration regulations and procedures. The IAO assists students and scholars (F-1 and J-1 status) with regulations for non-immigrant status which include but are not limited to visa guidance, employment authorization, travel guidance, employment authorization, travel guidance and procedures, school transfers, Social Security applications, and extension of stay issues. Information regarding non-immigrant status may be obtained through the International Affairs Office, Room 225, Holy Family Hall or by calling 267-341-3469.

J-1/J-2 Visa – Exchange Visitors Program – The Exchange Visitors’ Program is administered by the United States Department of State and is used to bring international visitors to the United States. The University is authorized to sponsor international visitors in the following categories: professor, research scholar, short term scholar, and student. International visitors in these categories are eligible for the J-1 Visa, and dependents of J-1 Visa holders are eligible for the J-2 Visa. The Exchange Visitor Program and its J-1 Visa are distinguished by their underlying philosophy of educational understanding. Information concerning the Exchange Visitor Program may be obtained through the International Affairs Office, Room 225, Holy Family Hall, or by calling 267-341-3469.

Office of Residence Life – Holy Family University extends the learning experience beyond the classroom to create a holistic education that fosters a student’s personal development. The University provides various residential housing experiences to help guide students through their own personal development within a supportive community.

Parking and Identification – Students must register their cars to obtain a parking permit, as well as obtain an official student identification card during their first semester at Holy Family University. Parking permits may be obtained at the Public Safety Command Center in the Campus Center, Philadelphia Campus, or at the reception desks of the Newtown and Bensalem sites.

Students ID cards may be obtained in Room 105 of the Education and Technology Center, Philadelphia Campus, or at the reception desks of the Newtown and Bensalem sites. ID cards are necessary for building access, the use of the Library, LRC, and sports facilities, and must be carried while students are on campus. There is no charge for the initial card; however, the cost of replacing a lost ID is $10, payable at the time of photographing. A $10 late fee is also charged for IDs taken three weeks after the start of classes.

Public Safety and Security – The University offers 24-hour security coverage. Security officers may be reached through using the emergency telephones located on the parking lots and in each building or by dialing 267-341-3333. Call 267-341-5011 at the Bensalem site and 267-341-4011 at the Newtown site.

Student Engagement Office – The Office for Student Engagement is responsible for developing campus programming at Holy Family University. The programs sponsored by the Student Engagement Office provide opportunities for students to develop their leadership skills outside the classroom. The Office for Student Engagement also fosters an environment for physical, mental, emotional, social, and spiritual growth, based on the University’s core values of family, respect, service and responsibility, learning, integrity, and vision.
Financial Information

Tuition and Fees for the 2018–2019 Academic Year

Full-Time Tuition and Fees – (Non-Nursing Courses)
Full-time tuition – per semester (12-18 credits) $14,669
Tuition per credit hour in excess of 18 credits per semester 627
General fee – per semester 504

Full-Time Tuition and Fees – (Nursing Courses)
Full-time tuition – per semester (12-18 credits) $14,669
Additional Tuition Charge for Clinical and Simulation Courses - per course (200, 300, and 400 level courses) 1,008
General fee – per semester 504
Malpractice fee – per year 58
(Will be incorporated in a course fee)

Fast Track (2nd Degree) Nursing – per program $32,000
ATI Testing Fee – per semester (Junior & Senior year) $573
ATI Testing Fee – Fast Track (2nd Degree) Nursing – per semester $578

Extended Learning
Tuition per credit hour $616
RN to BSN – Offsite tuition per course $1071
RN to BSN – Onsite tuition per course $1285

Part–Time Tuition and Fees – (Non-Nursing Courses)
Tuition per credit hour $627
General fee – per semester 112

Part–Time Tuition and Fees – (Nursing Courses) *
Tuition per credit hour for Nursing clinical courses $661

Plus:
Additional Tuition Charge for Clinical and Simulation Courses - per course (200, 300, and 400 level courses) 1,008
General fee – per semester 112
Malpractice fee – per year 58

ATI Testing Fee – per semester (Junior & Senior year) $573
ATI Testing Fee – Fast Track (2nd Degree) Nursing – per semester $578

Other Related Fees
Auditing fee per credit 50% of tuition per credit hour
Challenge exam fee 1/3 of credit hour charge
Co-op internship fee $28 per course, per semester
Graduation fee $165

Course Fees (Per Course; Per Semester) *
Art $25 - 150
Communications 65
Criminal Justice 30
Co-op/Internship – per course, per semester 26
Education 25
Freshman Orientation 10
Psychology 30
Sociology 30
Science – Biology, Chemistry, Physics, Radiography 30 - 300

*Specific course fees are listed online at www.holyfamily.edu.

Miscellaneous Fees
Application $25
Installment payment fee 25
Late payment fee 25
Transcript of record 4-25

Room and Board Fees

Room
St. Joseph’s Residence Hall – per semester
Double Occupancy $3,570
Single Occupancy 4,410
Stevenson Lane Residence Hall – per semester
Double Occupancy $3,990
Single Occupancy 4,935
Garden Residence – per semester
Per student $4,148

Board – per semester
19 Meal Plan – includes $150 dining dollars $3,218
15 Meal Plan – includes $150 dining dollars 2,903
10 Meal Plan – includes $100 dining dollars 2,620
5 Meal Plan – includes $50 dining dollars 1,507

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. 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 WebAdvisor 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 are listed in the Commencement program and 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 Business Office each semester. Failure to pay any outstanding balance in full when due will result in a late fee assessment of $25. In addition to assessing a late fee, a financial hold will be placed on the student's account. A financial hold prohibits further registration, the release of grades, transcripts and 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.

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 or by MasterCard, Discover, Visa, or American Express credit cards. The Business Office will bill students who register early. A letter accompanying the bill will note the date payment is due. 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 2.5% convenience fee with a minimum charge of $2.00.**

2. **Annual Payment Plan:** Enroll in Tuition Payment Solutions 10-month Installment Payment Plan, which allows you to pay your annual charges in 10 equal payments. The cost of the plan is $25 per year. The first payment is due by July 15th.

3. **Semester Payment Plan:** Enroll in the four-month Deferred Payment Plan through Tuition Payment Solutions. Enrollment requires $25 non-refundable fee per semester. First payment is 50% of the tuition and fee. Balance is divided equally over next three months. Students must enroll in this plan each semester. Please contact Tuition Payment Solutions at (888) 863-8840 for further information.

**Withdrawal and Return of Funds Policy**

Institutional policy requires that students who wish to withdraw from courses and/or campus housing notify the University in writing. The date the written withdrawal notice is received by the Registrar’s Office, and the date the written withdrawal from housing is received by the Director of Residence Life, will be the basis for determining the respective refund amounts. Housing must be vacated permanently by the withdrawal date. Verbal, telephone, or email withdrawals do not qualify as official withdrawal notices. Withdrawal from housing, but not the institution, may impact students’ financial aid. Students should check with the Financial Aid Office to see how their aid may be impacted.

1. **Tuition:** Students who withdraw from some or all of their courses are eligible for tuition adjustments based on the following schedule:
   - Fees are not refundable, including general fee, with the exception of the laboratory/course fee which is totally refunded if the student withdraws prior to the first scheduled class.
   - **Room & Meal Plan:** There is a $25 fee each for canceling or changing the meal plan after the start of the semester.

Room charges are not adjusted. Meal plans will be adjusted based on the following schedule.

<table>
<thead>
<tr>
<th>Fall, Spring and Summer Session 3</th>
<th>Tuition</th>
<th>Meal Plan</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before class/meal plan/move-in start date</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Within the 1st two weeks of class</td>
<td>0%</td>
<td>100%</td>
<td>20%</td>
</tr>
<tr>
<td>After 1st two weeks of class</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Summer Sessions</strong> 1 and 2</td>
<td><strong>Tuition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within the 1st week of class</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>After 1st week of class</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

2. **Students who are recipients of federal financial aid 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 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:
  \[
  \text{Percent Earned} = \frac{\text{Number of days completed up to the withdrawal date} \times \text{Total calendar days in the term}}{\text{with an allowance for any scheduled breaks that are at least 5 days long}}
  \]

• A student who withdraws 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.)
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

Holy Family University is committed to providing education to qualified students regardless of means. The financial aid program offers assistance to students in need through scholarships, grants, loans and employment. Non-need based scholarships are offered to incoming and transfer students based on academic achievement.

Overall, the University views financial assistance to students as a cooperative investment in a student’s education. If parents and the student contribute to the maximum of their ability, then the University attempts to complete the partnership. Financial aid awards, then, are offered as a supplement to the family contribution.

Annual Application Procedures

1. All students should complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after it becomes available on October 1st. For priority packaging, new, full-time (at least twelve credits) undergraduate students should submit their FAFSA’s by January 15th for the upcoming academic year. All other students should submit the FAFSA by the priority deadline of April 1 for the upcoming academic year. The FAFSA is submitted online at www.fafsa.gov. Indicate Holy Family University (code 003275) in the appropriate section of the form to ensure Holy Family receives the FAFSA results. Students interested in applying for financial aid for summer sessions should also complete the FAFSA and Holy Family Summer Financial Aid Application by the priority deadline of March 15 for the upcoming summer sessions.

2. Check with your state’s higher education agency to determine if a separate state grant application is required and what the deadline is for processing the application. All Pennsylvania residents must file the FAFSA form before May 1 to be considered for a state grant. Other states may have earlier deadlines. Holy Family does not replace state grants lost through late application.

3. The Financial Aid Office will receive a need analysis directly from the federal processor soon after the FAFSA is filed. Once this is received and a new, full-time undergraduate student is accepted for admission to Holy Family University, the Financial Aid Office will provide the student with an estimate of financial aid. Returning students will receive their aid award when their file is complete, they are registered for the following Fall semester and after Spring grades are posted.

4. After all forms are filed, students may be asked (by Holy Family University, the federal processor, or state grant agencies) to supply additional information. It is important to respond to any request promptly to avoid delays in processing financial aid applications.

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 Business Office will bill the student for any funds the school must return.

* Federal financial aid includes the Federal Pell Grant, Federal Supplemental Opportunity Grant (SEOG), Federal Perkins Loan, 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.

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 Business Office.
Federal Assistance
All federal aid is based on the federal methodology need analysis that analyzes information from the student’s FAFSA and calculates the Expected Family Contribution (EFC). This is the amount that the federal government calculates the family can reasonably be expected to provide toward the cost of nine months of education. After completing the FAFSA, the student will receive a Student Aid Report (SAR), which will contain the EFC and information about Federal Pell Grant eligibility. A student’s financial need is determined by subtracting the EFC from the Cost of Attendance (COA), which includes tuition, fees, room/board, living expenses, books, and other personal expenses. Students must be U.S. citizens or eligible non-citizens and enrolled half-time (at least six credits unless otherwise noted) in a degree program to be considered for these federal aid programs.

Federal Pell Grant – This is the foundation for all need-based financial aid. Federal Pell Grant awards are based on the student’s EFC: the lower the EFC, the higher the award. Students enrolled less than half-time (below six credits) may be eligible to receive Federal Pell Grants.

Federal Supplemental Educational Opportunity Grant (SEOG) – Administered through Holy Family’s Financial Aid Office, this grant is used to supplement a student’s Federal Pell Grant award and is given to full-time (at least twelve credits) students with the most need as determined by the FAFSA, as well as the availability of funds, and Holy Family University’s financial aid and admissions award parameters.

Direct Federal Loan – This loan is borrowed through the federal government. There are two types of Direct Federal Loans, Subsidized and Unsubsidized. The Subsidized Loan is available to students who demonstrate financial need. The principal is deferred while the student is enrolled at least half-time (six credits). The interest rate is 4.45% and does not accrue until after the student either graduates or drops to a less than half-time enrollment status (fewer than six credits). The Unsubsidized Loan is available to students regardless of financial need. The principal is deferred while the student is enrolled at least half-time (six credits). The interest rate is 4.45%, which the student either pays or allows to accrue.

Federal regulations require that, for both types of loans, they be disbursed in two equal installments, less a 1.066% origination fee (see Various Financial Aid Policies for information on the timing of disbursements). Repayment of both interest and principal begins six months after the student graduates or drops to a less than half-time enrollment status (fewer than six credits). Please see the chart below for the amounts a student can borrow.

### ANNUAL AND AGGREGATE LOAN LIMITS

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Maximum Direct Federal Loan (Sub &amp; Unsub)</th>
<th>Maximum Direct Federal Subsidized Loan</th>
<th>Maximum Direct Federal Loan (Sub &amp; Unsub)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>$5,500 ($3,500 max subsidized)</td>
<td>$3,500</td>
<td>$9,500</td>
</tr>
<tr>
<td>Sophomore</td>
<td>$6,500 ($4,500 max subsidized)</td>
<td>$4,500</td>
<td>$10,500</td>
</tr>
<tr>
<td>Junior, Senior, Teacher Certification coursework</td>
<td>$7,500 ($5,500 max subsidized)</td>
<td>$5,500</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

### AGGREGATE LIMITS

<table>
<thead>
<tr>
<th>Dependent</th>
<th>Undergraduate</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>$23,000 subsidized</td>
<td>$8,000 unsubsidized</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Dependent students whose parents are denied a PLUS loan can borrow the same amount of unsubsidized loan as an independent student.

Federal Nursing Loan – This is a university-administered loan program that is awarded usually to first and second year full-time (at least 12 credits) students as a supplement to the Direct Federal Loan. Federal Nursing Loan money is awarded on the basis of the student’s need, availability of funds, and pursuit of a nursing degree. Payments of interest and principal are required to begin nine months after the student graduates or drops to less than half-time status (fewer than six credits) or withdraws from the nursing concentration.

Federal Work-Study Program (FWSP) – This program is administered through Holy Family’s Financial Aid Office. Full-time (at least 12 credits) students are eligible and the amounts awarded are based on a student’s need and annual funding. Students awarded FWSP seek one of the many jobs that are available on campus. Positions are not guaranteed since availability depends on student schedules, skills, departmental needs, federal funding and student initiative. Time sheets are submitted for hours worked and bi-weekly paychecks are issued directly to students rather than to student billing accounts. Work-study earnings are intended to help assist with the cost of living expenses, books and supplies.
Direct Federal Parent Loan for Undergraduate Students (PLUS) – This loan is available from the federal government for parents of dependent undergraduate students. Based on credit worthiness, parents can borrow up to the cost of attendance minus expected financial aid. The interest rate is 7% and begins accruing on the date of the first disbursement. A 4.264% origination fee is deducted from the loan before it is disbursed. Repayment can begin either 60 days after the loan is fully disbursed or deferred until six months after the student graduates or drops to less than half-time (fewer than six credits).

State Assistance
Pennsylvania State Grant – This grant is administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Grants are awarded to Pennsylvania residents enrolled half-time (at least six credits) based on PHEAA's eligibility determination. PHEAA utilizes the FAFSA information to determine eligibility. The deadline for submitting the FAFSA to be considered for a PA grant is May 1. PHEAA state grant rules require that online (including hybrid) courses cannot exceed more than 50% of a student's total credits per semester to be eligible for a state grant. Also, PHEAA rules require that undergraduate students enrolled in modular sessions must be enrolled in a minimum of three credits per session for all sessions of a semester to receive a state grant (i.e. students must be continuously enrolled for a minimum of 15 weeks per semester).

Other State Grants – Some states, such as Connecticut, Delaware, Maine, Maryland, Massachusetts, Ohio, Rhode Island, Vermont, as well as the District of Columbia, provide grant and scholarship money for students attending out-of-state colleges. Students should check with their guidance counselor or state's Higher Education Assistance Agency for details. Students should review the state filing deadlines listed on the FAFSA website.

University Assistance
Holy Family provides additional aid to full-time (at least 12 credits) students with and without financial need.

Athletic Grants – Grants are offered to athletes based on the Athletic Office’s determination of eligibility.

Holy Family Grants – The grants are used to help meet students’ need after federal and state sources have been awarded and are applied using Holy Family University financial aid and admissions award parameters.

Holy Family Scholarships – Scholarships are awarded to incoming full-time students (including international students) based on admissions academic criteria. Scholarships are renewable for four consecutive years of full-time (at least 12 credits) enrollment per semester, and also are contingent upon meeting minimum grade point averages and Satisfactory Academic Progress (see Satisfactory Academic Progress for Financial Aid).

Other Assistance
Outside Scholarships and Grants – Scholarships and grants can come from a variety of sources. Students are encouraged to seek out these other aid sources from such organizations as PTAs, civic organizations (Kiwanis, Rotary, etc.), foundations, corporations, religious organizations, business and labor unions and many more.

Private Education Loans – There are many lending agencies that provide loan assistance to qualifying students. Additional information on these types of loans is available at www.holyfamily.edu/finaid, click on “Loan Programs”.

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 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 (http://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 http://www.benefits.va.gov/gibill.

Student eligibility is determined by the Department of Veteran Affairs and/or the Department of Defense, depending on the benefits you are applying for. Students must present a Certificate of Eligibility to Holy Family’s School Certifying Official (SCO), prior to any benefits being paid. The Certificate of Eligibility can be mailed, faxed, or scanned and emailed. Students should apply online for VA Benefits (www.vets.gov)

Additional information regarding Veterans Benefits at Holy Family can be found at www.holyfamily.edu/veterans-affairs

Holy Family University’s School Certifying Official is:

Director of Academic Services
Holy Family Hall Room 215
Office: (267) 341-3502
Fax: (215) 827-0177
bminster@holyfamily.edu
Named Scholarships and Special Awards

Scholarships at Holy Family have been established through the generosity of benefactors of the University, including corporations, individuals, and foundations. The amounts and number of scholarships depend on annual income from endowment funds and annual gifts provided by donors and vary each year.

Students must apply for these awards by completing the Scholarship Application Form, available during the Fall semester on the Holy Family website www.holyfamily.edu. Usually, students must have completed at least one semester at Holy Family University before consideration is given for an award. Consideration is not typically given to students pursuing a second bachelor’s degree.

While many named scholarships are based on merit and include a variety of specific criteria, most also include consideration of financial need. It is in the student’s best interest to have a Free Application for Federal Student Aid (FAFSA) on file in the Financial Aid Office. This helps to document the student’s relative case for financial consideration as part of the competitive process. Policy may mandate that the FAFSA be on file to be considered for any named scholarship that includes need as a criterion; please check at the time of application. The Institutional Scholarship Selection Committee selects recipients of most named scholarships. Committee membership includes administrators, faculty, and staff.

The following are awards based on merit only, need only, or merit and need. Awards are given in varying amounts depending on available funding, and the eligibility of candidates to receive awards. Many scholarships have additional criteria, such as service, loyalty to the University, qualities of character, or pursuit of a particular academic major or career path.

Note that every scholarship is not offered every year. Awards depend upon candidate eligibility as well as available funds. New scholarships may be added at any time.

The Dean Anthony Akel Scholarship
This scholarship was created in memory of the late Dean of the Holy Family School of Business by his widow, Dr. Catherine Akel. It is awarded annually to one or more outstanding business students with demonstrated financial need.

The Alumni Association Scholarship
Established in 1978 by the Holy Family University Alumni Association, this endowed scholarship is awarded to the children of Holy Family graduates. The recipients are at least sophomore students, have a satisfactory scholastic record, and give evidence of financial need. It is not renewable. The selection of this award is governed by the Alumni Association and the Director of Alumni and Friends.

The John J. Barclay Memorial Scholarship
The scholarship honors the memory of John Barclay, controller and business faculty member at Holy Family from 1984 -1989. The scholarship, which was created by his family, is based on merit and need and is given to a student majoring in business and earning a grade point average of at least 3.0. The award varies in amount and is given annually to a student(s) exemplifying the qualities for which John Barclay will be remembered: integrity, loyalty, caring and dedication.

The Gerardine Colgan Endowed Scholarship
The Gerardine Colgan Endowed Scholarship was established by Dennis Colgan, Chairman of the Board of Holy Family University, to honor his wife, Gerry, by assisting undergraduate students in need and of promise. The scholarship favors graduates of Little Flower High School for Girls and requires evidence of the ability to do college-level work. It aims to discover a vision of excellence and achievement in the students’ lives, and those whom others recognize as having the potential for success.

The Campus Chapter Scholarship
The Campus Chapter Scholarship was established in 2017 to recognize an outstanding member of Holy Family’s Campus Chapter of Habitat for Humanity. The scholarship is awarded annually to a member of Campus Chapter in good standing academically and within the organization. Preference is given to a leadership position.

The Class of 1960, 1964 and 1965 Scholarships
These scholarships are awarded to a student(s) in good standing

The Faculty Senate Scholarship
The Faculty Senate Scholarship is awarded annually to a student who demonstrates a continued contribution to the Mission and community of Holy Family University and scholastic promise. All full-time, part-time, and accelerated undergraduate students who do not receive need-based financial aid are eligible to petition for the scholarship. University faculty fund the scholarship and recommend the recipient.

The Family and Friends of Holy Family University Scholarship
Merit and financial need as well as a 2.5 or above grade point average are the basic requirements for students receiving this award. Additional criteria include service to others and involvement in campus activities and organizations, or volunteer work in the community, with special emphasis on leadership roles. An equally qualified candidate who is the son or daughter of an active member of the Family and Friends of Holy Family University will be given preferred consideration. The recipient of the scholarship must accept a commitment to become involved with the Family and Friends Organization as a volunteer-liaison with parents of students.

The Sister Marcella Binkowski, CSFN Student Activities Scholarship
Initiated by the Class of 1997 and continued through other funding, this scholarship is awarded to a student involved in a variety of University and community-related volunteer activities.

The Sister Marcella Binkowski, CSFN Scholarship for Meritorious Service
The Sister Marcella Binkowski, CSFN, Scholarship for Meritorious Service, is awarded to an undergraduate student in recognition of their leadership and service within the Student Government Association. The recipient must have a grade point average of 2.5 or above and have been a Holy Family student for at least two semesters. Qualified candidates should possess strong leadership abilities in light of the mission and core values of the University. Financial need is also considered.

The Sister Patrice Fehér, CSFN Student Activities Scholarship
Initiated by the Class of 1997 and continued through other funding, this scholarship is awarded to a student involved in a variety of University and community-related volunteer activities.
The Frankford-Northeast Philadelphia Rotary Club Scholarship
Reflecting the Rotary motto, “Service above Self,” this scholarship is awarded on the basis of academic merit, financial need and service to others. The recipient must be a resident of Northeast Philadelphia.

The Friend of the University Scholarship
Established in 2010, this endowed scholarship is awarded to a full-time, undergraduate student with a 3.0 grade point average or above on the basis of a strong work ethic and potential for success, service and caring for others, and financial need.

The Linda Gallagher Nursing Excellence Award
The family, faculty, and friends of Linda Gallagher created this award to honor her commitment to teaching and the principles which she exemplified as a faculty member in the University’s nursing division. This scholarship is awarded to a student majoring in nursing who exemplifies leadership, professionalism in scholarship and a spirit of service.

The Gibson Student-Athlete Nursing Scholarship
This scholarship is given to an outstanding student-athlete majoring in nursing. The scholarship was established to recognize, encourage, and honor the individual that embodies and exemplifies every aspect of a dedicated student and a contributing athlete. The student-athlete is able to balance the rigorous nursing curriculum as well as the demands of collegiate athletics. This person openly demonstrates sportsmanship and is viewed as a role model among his/her peers. This scholarship is awarded for student-athletes entering their junior year or higher with a grade point average of 3.0 or better, along with endorsement by the student-athlete’s coach and the recommendation of the Director of Athletics.

The Christine Gibson Scholar Athlete Scholarship
This scholarship was created to honor Christine Gibson, a 1974 alumna, the chronically ill sister of Mark and Roy Gibson, the donors of the scholarship. The scholarship will be awarded to a deserving woman basketball player, majoring in education. If a suitable basketball player is not found, then a woman softball, volleyball, or soccer player may be considered.

The Florence S. Gondek Memorial Scholarship
An endowed scholarship awarded annually by the Gondek families, it honors the memory of Florence S. Gondek, beloved wife of John Gondek, a long-time friend of Holy Family University. The award is based on merit and need and recognizes loyalty to the University and potential for success.

The Carl F. and Elizabeth M. Gregory Scholarship
The Carl F. and Elizabeth M. Gregory Scholarship is awarded to a student athlete on the basis of merit and need. It seeks to recognize and assist those who have distinguished themselves in their sport and in the classroom. The Gregorys have been benefactors of the University for more than 30 years.

The Sister Clara Grochowska Scholarship
This scholarship is awarded annually to a student in the School of Education with demonstrated commitment to community service. The scholarship is funded by Dr. Linda Tinelli Sheive ’62 to honor the memory and accomplishments of her great aunt, Sister Clara Grochowska, CSFN, PhD, who served as Chair of the Foreign Language Department and also as Academic Dean during Holy Family’s early years.

The Jaye Grochowski Scholarship
This endowed scholarship was created in 1992 by the late Emanuel S. Kardon in honor of his secretary of 25 years, Jaye Grochowski, and is awarded annually. The scholarship recognizes academic merit and financial need as well as the qualities of character for which Jaye Grochowski is known: loyalty, dedication, service, caring, and commitment to Judeo-Christian values.

The Stanley and Regina Gwiazda Endowed Scholarship
This endowed scholarship was established in 2008 by Marianne G. Bradley, in memory of her parents, Mr. Stanley J. and Regina R. Gwiazda. Mr. Gwiazda served Holy Family University and its students as an academic advisor for many years. The selection of this scholarship recipient is based on a combination of merit and financial need.

Hazel Harmon Term Scholarship
The scholarship is awarded annually to one undergraduate student in good academic standing with demonstrated financial need.

The James F. Higgins Annual Scholarship
The James F. Higgins Annual Scholarship is awarded annually to one or more students who are majoring in accounting; have achieved a cumulative grade point average of 3.0 or better; have demonstrated Holy Family’s mission and core values, and: have financial need.

The Adele Leboy Scholarship for Women in Science
The Adele Leboy Scholarship for Women in Science was established in memory of Adele Smythe Leboy, Chemistry major, Class of 1962, to encourage and assist women students whose academic achievement and commitment to careers in science indicate their ability to excel. The scholarship was created in 2006 by Adele’s husband, Edward Leboy, her business partner, Marcia Borysten, colleagues, family, and friends and is awarded on the basis of academic merit and need.

The Sister Clara Grochowska Scholarship
This scholarship is awarded annually to a student in the School of Education with demonstrated commitment to community service. The scholarship is funded by Dr. Linda Tinelli Sheive ’62 to honor the memory and accomplishments of her great aunt, Sister Clara Grochowska, CSFN, PhD, who served as Chair of the Foreign Language Department and also as Academic Dean during Holy Family’s early years.

The John and Mary Szczepanik Machowski Scholarship
This endowed scholarship, established by their now deceased son, Casimir J. Machowski, is given to a student who values the freedoms of a citizen of the United States and lives them responsibly. In particular, attention is given to those who by their actions demonstrate the values of religious freedom, political involvement, or education.
The Janet V. Mackiewicz Endowed Scholarship
The Janet V. Mackiewicz Endowed Scholarship encourages and supports a values-oriented senior or graduate student of good character, with an inspiring gift for learning. This scholarship is strictly available for immigrants or first- or second-generation descendants of immigrants, US citizens or not. They realize that university studies are a unique opportunity to become as knowledgeable, wise, and competent as possible about one’s future contributions to our community, country, and world. Janet is a grandchild of both maternal and fraternal immigrants from Poland.

The Janet V. Mackiewicz Endowed Scholar-Athlete Award
The Janet V. Mackiewicz Endowed Scholar-Athlete Award is given annually to athletes, selected by the University’s Department of Athletics, from each grade level, with the highest GPA. This award also recognizes and encourages athletes who balance athletic responsibilities with university studies. An additional qualification for the senior is that, without interruption, they will continue degree studies at Holy Family.

The Francis T. Markiewicz Memorial Scholarship
This Francis T. Markiewicz Memorial Scholarship is an endowed scholarship in memory of Francis T. Markiewicz, beloved brother of Theresa M. Krawiec. The award is based on academic merit and financial need and recognizes loyalty to the University and potential for success.

The Jozeif and Bronislawa Markiewicz Scholarship
Given for the first time in 1991, the scholarship is awarded in memory of Jozeif and Bronislawa Markiewicz by their children. An endowed scholarship, it recognizes the importance of education and the priority placed on it, even at great sacrifice, as demonstrated by the Markiewicz's sacrifice for their children's education. The scholarship is awarded to a serious student, qualified on the basis of both scholastic ability and financial need.

The Stanislaus J. Markiewicz Memorial Scholarship
This endowed scholarship is given in memory of Stanislaus J. Markiewicz, beloved brother of Theresa M. Krawiec. The award is based on academic merit and financial need and recognizes loyalty to the University and potential for success.

The Father Joseph McCafferty Memorial Scholarship
This scholarship is based on financial need and is awarded to a student who maintains a 2.8 cumulative GPA, is involved in the athletic department and one other campus organization, displays both strong leadership qualities and has a good sense of humor. Five members of the Class of 1999 established this scholarship in Father McCafferty’s memory.

The Robert F. McKeon Memorial Scholarship in Communications
This endowed scholarship was established in memory of Robert F. McKeon by his cousin, Walter H. McKeon. The scholarship is awarded to an English/Communications major, who is a Junior or Senior student and who plans a career in journalism or related fields. The scholarship is awarded on the basis of merit, need, and potential for success.

The Leona and Elvin Patterson Memorial Scholarship
Established by Sister M. Rita Partyka, CSFN, in memory of her sister, this award recognizes loyalty to the University and potential for success.

The Elizabeth A. and John H. Reck Nursing Scholarship
This scholarship was created by Holy Family classmate Marianne Clisham Harrington in memory of her friend. It is awarded to an outstanding student in the School of Education with demonstrated financial need.

The Sandra Michael Award for Scholar Athletes
The scholar athlete chosen as recipient will be a talented, organized, and disciplined student who knows that to excel in sports as well as studies one has to make sacrifices and use time and energy wisely. The award encourages students who are achieving the goal of being well-rounded students and recognizes them as models for their teammates. It is given to a full-time student who has displayed superior performance in one or more sports, and who has excelled academically.

The Mullin-Wombwell Nursing Scholarship
This scholarship was created by faculty member Dr. Mary Wombwell and her husband, Robert Wombwell. It celebrates the Wombwells’ long connection with Holy Family and is awarded annually to one or more students with demonstrated financial need who have excelled in nursing courses.

The Sue McLaughlin Parkes Memorial Scholarship
This scholarship was created by Holy Family classmate Marianne Clisham Harrington in memory of her friend. It is awarded to an outstanding student in the School of Education with demonstrated financial need.

The Men’s Soccer Alumni Scholarship
This scholarship fund was created by Marie Melnick in 2010 to honor her late husband, Bill, a Holy Family employee in Public Safety. It recognizes an outstanding men’s soccer player with financial need who maintains at least a 2.0 GPA while making steady progress toward degree completion.

The Michael Robert Wombwell Nursing Scholarship
This scholarship is given to a full-time student who has displayed superior performance in one or more sports, and who has excelled academically.

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This scholarship was created by faculty member Dr. Mary Wombwell and her husband, Robert Wombwell. It celebrates the Wombwells’ long connection with Holy Family and is awarded annually to one or more students with demonstrated financial need who have excelled in nursing courses.

The Sue McLaughlin Parkes Memorial Scholarship
This scholarship was created by Holy Family classmate Marianne Clisham Harrington in memory of her friend. It is awarded to an outstanding student in the School of Education with demonstrated financial need.
The Anna Elizabeth Rider Nursing Scholarship
This scholarship is awarded to a nursing student in good standing.

The Lawrence and Adrienne Riley History Award
Professor Emeritus Lawrence Riley, PhD, who retired from teaching history at Holy Family University in 2000, created this award in conjunction with his wife, Adrienne. The purpose is to promote greater interest in history at Holy Family University by granting a scholarship to the most outstanding current Holy Family Junior or Senior level History major. It is given at the recommendation of qualified candidates from the History faculty.

Regina “Gerty” Rocks Memorial Scholarship
This scholarship honors the memory of Regina “Gerty” Rocks. Gerty was a loyal fan and supporter of her nieces, Mary Ellen and Christine McCollum and the entire women’s basketball program at HFU. This scholarship was created as a tribute to Gerty by the McCollum Family. It is based on merit and need and is given to a woman’s basketball player who shows dedication, commitment and loyalty to the game of basketball and the Holy Family Women’s program. The award will vary in size and will be given annually to the Women’s basketball player who exemplified all of these qualities that Gerty will forever be remembered for.

The Kal and Lucille Rudman Foundation Scholarship in Fire Science and Public Safety Administration
This scholarship is awarded to Philadelphia firefighters who are pursuing a bachelor’s degree in the Fire Science and Public Safety Administration Program. Recipients of this scholarship are generally Junior and Senior level students. It is geared toward supporting students who will assume leadership roles in emergency management and safety administration.

The Science is Beautiful Scholarship
This scholarship is awarded annually to one or more students with demonstrated financial need, who have excelled in math or science at Holy Family University. The scholarship is funded annually by Mr. Vincent Frascatore ’90, Dr. Kimberly Heyer-Cuesta ’89, Dr. Keith Lafferty ’89, and Dr. Prem Rabindranauth ’90 to honor the memory of their classmate, leader, and mentor, Dr. Susan Nowak, and in gratitude for the guidance, encouragement, and passion provided to all of them by Holy Family faculty and staff.

The Sisters of the Holy Family of Nazareth in America Merit Scholarship
The Sisters of the Holy Family of Nazareth in America Merit Scholarship is awarded to a student of outstanding academic achievement, who is involved on campus and has shown dedication, commitment and loyalty to the game of basketball and the Holy Family Women’s program. The award will vary in size and will be given annually to the Women’s basketball player who exemplified all of these qualities that Gerty will forever be remembered for.

The Lawrence and Adrienne Riley History Award
Professor Emeritus Lawrence Riley, PhD, who retired from teaching history at Holy Family University in 2000, created this award in conjunction with his wife, Adrienne. The purpose is to promote greater interest in history at Holy Family University by granting a scholarship to the most outstanding current Holy Family Junior or Senior level History major. It is given at the recommendation of qualified candidates from the History faculty.

The Walter J. Swartz Memorial Scholarship
The Walter J. Swartz, Jr. Memorial Scholarship Fund was created by the family and friends of Walt Swartz, ’92, who served in the Athletic Department as student and alum for 20 years. The scholarship is awarded to a student who serves the Athletic Department with the same generous enthusiasm which Walt exhibited.

The Helen M. Swoboda and Theodore L. Swoboda Memorial Merit Scholarship
This scholarship is awarded to a junior or senior undergraduate student majoring in any area of the humanities, with preference given to majors in English, Communications, Philosophy, or Psychology. Recipients must carry a cumulative grade point average of 3.5 or above, and give evidence of serious volunteer engagement, either leadership and service on campus or in the community. Financial need is not the major criteria for selection, but there should be some documented need. The scholarship was established in 2010 by Margaret Swoboda Kelly, Vice President for Mission at Holy Family University, in memory of her parents.

The Walter J. Swartz Memorial Scholarship
The Walter J. Swartz, Jr. Memorial Scholarship Fund was created by the family and friends of Walt Swartz, ’92, who served in the Athletic Department as student and alum for 20 years. The scholarship is awarded to a student who serves the Athletic Department with the same generous enthusiasm which Walt exhibited.

The W. W. Smith Charitable Trust Grants
The W. W. Smith Charitable Trust, established under the will of William Wikoff Smith, awards these trust grants annually. Grants favor students with financial need, disadvantaged or minority students, and those with special needs. Awards are made to full-time students maintaining a grade point average of 2.5 or better and exhibit need and potential for success as well. Grants cover the full academic year and have the possibility for renewal. Recipients often have displayed caring and service toward others, reflective of the mission of the Smith Trust to better the Delaware Valley by helping those most in need.

The Southampton Window Cleaning and Janitorial Service Scholarship
The Southampton Window Cleaning and Janitorial Service Scholarship was established at Holy Family University in 2006 by the firm’s owners, the Geib Family, to provide recognition and encouragement and to assist a deserving student who maintains average or above average grades (2.5 GPA or above) and has shown perseverance and resourcefulness in meeting their responsibilities.

The W. W. Smith Charitable Trust Grants
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The United Political Club Scholarship
An endowed scholarship, the award was first given in 1992, and thereafter, annually, to a Holy Family University student who is of Polish descent (the son or daughter of either mother or father of Polish lineage/background). Awards are made on the basis of need and merit.
The Samuel and Edith Veitz Endowed Memorial Co-op Education Scholarship
Created by family and friends, this scholarship honors Samuel and Edith Veitz, parents of Sister M. Frances Veitz, CSFN, EdD., Director of Cooperative Education. It is awarded on the basis of academic merit and financial need to a co-op or internship student who has successfully completed at least one semester at a work-site related to his/her academic major.

The Sister Frances Veitz Award
The Sister Frances Veitz Award is presented annually to a student who has distinguished themselves through service to the cooperative education honor society, Kappa Theta Epsilon. The Institutional Scholarship Selection Committee reviews recommendations for this award.

The Marion Ahrens Von Rosenstiel Scholarship
The family and friends of Marion Von Rosenstiel created this memorial scholarship to honor her life’s commitment to teaching and the principles to which she dedicated her creative energies as a member of the English Department from 1964 to 1987. The endowed scholarship is awarded to a Junior majoring in English or Communications and is based on academic merit and scholastic promise. It is given only when the English and Communications faculty recommends an exceptional student.

The Women’s Soccer Alumni Scholarship
This scholarship is presented to a student-athlete who demonstrates passion for the sport of soccer and the ability to carry on the athletic and traditions of the women’s soccer program.

The Sister Florianne Zacharewicz, CSFN, PhD, Scholarship
An endowed scholarship, the award provides partial tuition to a full-time undergraduate Senior who is a concentrator in Psychology. The scholarship is awarded to students on the basis of academic achievement with a 3.5 GPA and participation in scholarly or service activities in Psychology, especially activities on campus related to the profession.

The Stephen Zalewski Memorial Scholarship
Established by Sister Aloysius Sabacinska, CSFN, PhD, and her family, this endowed scholarship is awarded on the basis of academic merit, financial need, loyalty to the University, and potential for success. Sister Aloysius was the second president of the University (1959-1971), and continued to serve as records assistant and data entry specialist in Continuing Education from 1984 until she retired in 2002. The award honors the memory of her beloved brother-in-law, Stephen.

The Stephen Zalewski Memorial Scholarship

Various Financial Aid Policies
1. Renewal of aid administered by Holy Family University is dependent upon the availability of funds and a reassessment of the aid recipient’s eligibility.
2. Commitment of funds assigned by the federal and state government is made subject to legislative appropriation.
3. If a student receives a Pennsylvania State Grant, another state grant or an Athletic Scholarship after receiving a Holy Family Grant and/or a Federal SEOG Grant, the Holy Family Grant or Federal SEOG Grant may be reduced by the amount of the additional state grant or Athletic Grant. The Holy Family Grant or Federal SEOG Grant will not be increased if a student’s state grant is lost due to late filing of their applications and/or the student’s lack of response to the state’s request for additional information.
4. A first-time Direct Federal Loan borrower must complete a Direct Federal Loan Master Promissory Note (MPN) and also loan entrance counseling before loan funds can be disbursed. This is normally done at studentloans.gov. Recipients of the Federal Nursing Loan must meet with the student loan officer to complete all necessary paperwork prior to the disbursement of those funds.
5. Before leaving the University, all student loan borrowers must complete a loan exit interview. The purpose of the exit interview is to make the student familiar with the rights and obligations for repayment of their student loan.
6. Each applicant for need-based financial aid must agree to submit his/her own and/or parents’ IRS Tax Return transcript and any other requested forms to the Financial Aid Office upon request. Omission or falsification of pertinent information does not relieve the student of financial obligations to the University and may result in refusal or withdrawal of financial aid, refusal of admission, dismissal from the University or any other penalty deemed appropriate by the University.
7. 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 full-time (twelve credits) if they are normally full-time, or half-time (at least six credits) if they are normally half-time.
8. 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).
9. When a student’s financial assistance from outside sources in combination with federal, state and Holy Family funded grants and scholarships exceeds the general tuition and general fee cost, their Holy Family funded grant and/or scholarship will be reduced by the amount in excess of the general tuition and general fee cost.
10. Except for some Holy Family Scholarships, students must reapply for all types of financial assistance each academic year by the required filing deadline (see Annual Application Procedures for filing deadlines).
11. Holy Family University awards university-based grants and scholarships to first through fourth year full-time (at least twelve credits) students. Fifth year full-time students may be eligible for Federal Pell Grants, Direct Federal Loans, and Private Education Loans but are not eligible for university based funds. University-based grants and scholarships also do not cover overload courses or double majors.
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 (excluding Pennsylvania State Grants), 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 the following cumulative grade point average (GPA):

<table>
<thead>
<tr>
<th>Credits</th>
<th>GPA Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 or fewer</td>
<td>1.75</td>
</tr>
<tr>
<td>24 and above</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Students who receive the following scholarships must also maintain the stated minimum cumulative grade point average in order to continue to receive the scholarship:

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Minimum Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential</td>
<td>3.0</td>
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<tr>
<td>Trustees</td>
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<td>Deans</td>
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<td>Provost Grant</td>
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<td>University Award</td>
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**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 catalog.

Holy Family University funded financial aid (scholarships, grants, and discounts) is not available for more than eight full-time semesters. Also, Pennsylvania State Grants are only available for eight full-time semesters and sixteen half-time semesters.
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 Satisfactory Academic Progress” form, available at our website, 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.

Standards of Academic Progress for the Pennsylvania State Grant Program

Pennsylvania Higher Education Assistance Authority (PHEAA) requires recipients of the PA State Grant to complete a minimum of 24 credits for every two semesters of full-time grant assistance received, or a minimum of 12 credits for every two semesters of half-time grant assistance received. Students whose status is split within the academic year (full-time/half-time) will have their state grant eligibility reviewed based on a proration of annual requirements for the appropriate semester. Please note that courses repeated to improve a non-failing grade are not counted by PHEAA toward the minimum credit requirement. Students must appeal directly to PHEAA concerning extenuating circumstances. The University cannot override the state’s decision regarding the loss of a State Grant.

Student Life

Orientation

Orientation for new students is a cooperative endeavor of the Office of Campus Life & Leadership, Student Life department, faculty, administration, and student Orientation Leaders. Orientation includes an introduction to the University and its various academic departments, counseling programs, wellness programs, student engagement opportunities, and other pertinent aspects of campus life. School Deans also provide guidance to students interested in specific majors and give resourceful insights to parents.

During the first semester, all first-time, full-time students are enrolled in First-Year College Success program. This program is an interdisciplinary course designed to introduce students to the academic culture, as well as values and expectations of Holy Family University. For this reason, the framework guiding this experience is the Mission and core values of the University. Throughout the first year, students will meet with faculty, staff, and student mentors to engage in co-curricular and extracurricular activities. FEXP 100 is designed to help new students develop personal, academic, and social skills needed to succeed in college and in future endeavors.

Student Engagement

Through participation in its co-curricular and extracurricular activities, Holy Family University offers its students opportunities for developing personally and socially. Student clubs and organizations on campus exist to encourage both social and professional growth.

ROAR from your CORE Leadership Program

ROAR from your CORE is a new leadership development program for the University community sponsored by the Campus Life & Leadership Office. We encourage Holy Family Tigers to discover their CORE and align their values and actions with their ROAR. The leadership program helps our community understand each other and ourselves more fully, while encouraging productive and effective communication. Since Tigers ROAR to communicate, you can expect to engage with your peers in fun and interactive workshops, which help you discover your CORE.

Workshops are open to all members of the Holy Family University community. Participants can attend one individual workshop or choose to complete our entire program. In order to complete the program, participants will have to complete eight (8) workshops throughout their time at the University. Participants can choose to complete the entire program in one semester or span it out over several years. There are four (4) core-required workshops, and the other four (4) are your choice. There are workshops nearly every week, which makes it easy to fit with any schedule. To keep track of your workshop attendance, come to the Student Engagement Office in the Campus Center 206. The schedule of workshops, including more information, can be found on the Student Engagement website.
Club Sports
Baseball – Holy Family University Club Baseball provides an outlet for students who have an interest in learning and playing baseball. The baseball team is intercollegiate club team apart of the National Club Baseball Association (NCBA), which competes in the regional area.

Cheerleading – The Holy Family University cheerleading squad supports and cheers for our athletic programs as they generate excitement and enthusiasm in the fans.

Dance Team – Holy Family University Dance Team provides an outlet for students who have an interest in learning contemporary dances while supporting our athletic programs as they generate excitement and enthusiasm with the fans.

Paintball - The Paintball Club is open to anyone who is interested in playing in pick-up paintball games in the local area. Dependent on student interest, the Paintball Club has the opportunity to compete locally.

Rugby – Rugby is a club team that competes against local universities and is a member of the Eastern Pennsylvania Rugby Union. The Rugby team is for anyone interested in learning and playing this fun and exciting sport.

Registered Student Organizations (RSOs)
Accounting Society – The Accounting Society is open to all students interested in learning more about the Accounting profession and building relationships with other accounting students. Students are exposed to several events related to the Accounting profession including employer panels for networking and CPA exam events to prepare for this semin- nal examination. In addition to professional development the Accounting Society provides students with an opportunity to socialize and participate in community service projects.

Albertans Science Club – The Albertans, Holy Family University’s science club, fosters interest in the various fields of science by means of exhibits, films, and tours. Although most members are science concentrators, this is not required for membership. Any funds raised during their activities are used to benefit students in the science area of Holy Family University or associated non-profit organizations.

Association of Computing Machinery Society (ACM) – The purpose of the Holy Family University Computing Society is to promote an atmosphere of mutual concern for the intellectual needs and interests, in terms of computing, to all majors involved in the area of study. It also seeks to pique the interest of other majors not directly related to the field of computing to see and understand its ubiquitous applications. The content of the meetings will focus on topics not covered within the curriculum to instill a passion for learning, explore the imaginative use of technology, and seek the aesthetic sense in computing. Finally, with the Society’s association with the professional society ACM, as a student chapter and through the ACM Code of Ethics, using the ethics’ General Moral Imperative, Professional Responsibilities, and Organizational Leadership Imperatives, the Computing Society seeks to have its members pursue the responsible use and application of knowledge.

Believe, Lead, Achieve (BLA) – This organization is devoted to continuing Holy Family University’s mission of cultivating responsible, lifelong leaders and learners who are socially intuitive and aware of one’s responsibilities towards God, society, and self at the Newtown campus. BLA hosts several service events and partners with a local chapter of Big Brother, Big Sister in order to provide students with a connection to service in the local community.

Blue Crew – Blue Crew is a premier fan organization created to support HFU Athletics and promote a positive game environment through good sportsmanship and team support. Our members embody passion, dedication, perseverance, and loyalty. The purpose of Blue Crew is to cultivate a strong, respectful, and engaged student-led fan group on and off campus.

Business Society – The Business Society is open to all students at Holy Family University. Members of the club help to promote the mission and values of the University by exposure to activities that promote personal and professional growth. The Business Society organizes forums and seminars with local Business leaders; participates in community events; and holds fundraiser events to benefit various organizations.

Campus Activity Board (CAB) – CAB is an open organization for students who are interested in creating, developing, and implementing fun and engaging activities for students on campus and the Holy Family community. CAB provides a diverse array of late night and weekend programming at no additional cost for attendees.

Campus Ministry – Campus Ministry seeks to encourage others to make room for the spirit of God in their lives. Students interested in helping with ministry activities should contact the Director of Campus Ministry.

Computing Society – The Holy Family University Computing Society promotes an atmosphere of mutual concern for the intellectual needs and interests, in terms of computing, to all majors involved in the area of study. It also seeks to pique the interest of other majors not directly related to the field of computing to see and understand its ubiquitous applications. The content of the meetings will focus on topics not covered within the curriculum to instill a passion for learning, explore the imaginative use of technology, and seek the aesthetic sense in computing. Finally, with the Society’s association with the professional society ACM, as a student chapter and through the ACM Code of Ethics, using the ethics’ General Moral Imperative, Professional Responsibilities, and Organizational Leadership Imperatives, the Computing Society seeks to have its members pursue the responsible use and application of knowledge.

Education Connections – Education Connections is a student club which encourages and assists future teachers to continue the development of their qualifications for more effective instruction through co-curricular activities.

Folio – Folio is a group of students who design and publish a literary magazine, which serves as a means of expression for creative writing and other artistic endeavors. Members of this organization are empowered to build relationships with one another and provide opportunities to express their perspective of the world around them. Folio hosts open submissions for the University community to submit their personal work for publication consideration.

Fusion – Fusion is the multicultural club, which invites all members of the campus community to share in the celebration of cultural and ethnic diversity on campus. Student members represent all ethnic and cultural backgrounds and disciplines. The goal of the group is to share cultural knowledge and to assist in promoting a welcoming campus environment.
Habitat for Humanity – A Service oriented organization that supports the efforts of Habitat for Humanity through the Holy Family University Habitat Chapter. During spring break selected students travel to a predetermined job site to work for a week with Habitat for Humanity through Holy Family’s Alternative Spring Break trip. This organization is responsible for meetings, fundraising initiatives and local and national participation on Habitat for Humanity worksites.

Interdisciplinary Disability Education and Acceptance (IDEA) – IDEA was formed as a safe place for all individuals within the Holy Family University community. We will gather and share ideas on how to make Holy Family a more accepting and positive place to learn in a holistic fashion. We, the members of Holy Family IDEA Association, aim to eradicate stereotypes and assumptions leading to discomfort within the community, increase socialization between students of all abilities, and serve as a supporting and accepting environment.

Justice Association – The Justice Association provides opportunities for students to learn more about the field of criminal justice, as well as, those impacted by the criminal justice system. We also explore how the Holy Family University Core Values are reflected in the profession.

Mini-THON – Mini-THON is a composed of students and faculty who have a special interest in service and bringing the efforts of Thon to the Holy Family community. Modeled after the Penn State IFC/Panhellenic Dance Marathon (THON), Mini-THONs and the Four Diamonds movement is making a difference to conquer childhood cancer.

PI-gers – PIgers is a group of Holy Family University students who have an interest in mathematics. Membership in PIkers is open to all Holy Family University students. There is no GPA requirement for membership and holds 1-2 meetings per month. The club works closely with Kappa Mu Epsilon, the math honor society. The organization sponsors several social events, campus-wide and within the community, to encourage the interaction of students who enjoy mathematics, to inspire an appreciation for the beauty of mathematics, and to simply have fun. These events include an Evening of Mathematical Suspense, PI Day Celebrations and various math competitions.

Pre-Healthcare Association – The Pre-Medical Club is open to all students who have an interest in applying to medical school. The club will provide support and guidance to all aspiring physicians at Holy Family University. Active members will engage in active preparation for the Medical College Aptitude Test (MCAT) and be given tools to actively seek out community service, clinical volunteering, and research positions to make them more competitive applicants. In addition, advice will be provided to help members plan their course schedules, extracurriculars, and other involvements in order to ensure students will be ready to apply when the time comes. Members will also learn about the various medical specialties, application techniques, the interview process, and test preparation.

Public Relations Student Society of America (PRSSA) – PRSSA is an academic and interest student organization for students who have formal and informal interests in the Public Relations field.

Senior Legacy – The Senior Legacy Campaign is a group of Senior class students and staff/faculty members, which strive to advance the objectives of the University through relationship building and individual and collective contributions.

Showcasing Excellence – Showcasing Excellence provides an inclusive and supportive environment for members of the University Community who desire to go beyond the normal classroom experience exercising their faith to develop skills that will serve them in life beyond the walls of the University Campus. Showcasing Excellence seeks to challenge the minds of members to achieve optimal results and bring out the true potentials in the lives of members.

Social and Behavioral Sciences Club (SBS) – The purpose of the Social and Behavioral Sciences Club is to further an interest in various fields of human services by means of lectures, films, and community-service field trips. Membership is open to all students.

Spectrum, LGBTQIA+ Student Alliance – Spectrum provides an inclusive and supportive environment for members of the extended Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual (LGBTQIA+) community. Spectrum has three core mission areas: Social, Awareness/Education, and Advocacy. Spectrum strives to provide engaging and educational programming, outreach to community and University organizations to establish bonds and partnerships, and be a welcoming, friendly, and supportive community and an upstanding, positive, and enriching component of the broader culture of the Holy Family community. Allies of the extended LGBTQIA+ community are welcome at Spectrum sponsored events and programs.

Student Ambassadors – The Ambassador organization was formed to assist the Admissions Office. Through a variety of activities, the Ambassadors provide a valuable service of welcoming prospective and new students to Holy Family University.

Student Athlete Advisory Committee (SAAC) – SAAC enhances the total student athlete experience by promoting opportunity, protecting student athlete welfare, and fostering a positive student athlete image. They promote communication between Athletics administration and student athletes and generate a student athlete voice within the campus Athletics department formulation of policies. Students organize community service efforts and raise funds for Make-A-Wish Foundation.

Student Government Association (SGA) – SGA fosters unity, empowers student engagement, and advocates change by students for students. SGA supports the mission of Holy Family University by assisting in the creation and sustainability of a diverse and engaged campus; Provides an open forum for students to voice concerns and actively pursue resolutions; and serves as the undergraduate student liaisons to University administration, faculty, staff, and Board of Trustees.

Student Nurse Association of Holy Family (SNAHF) – SNAHF is a state-level, pre-professional organization that represents the interests of nursing students. It is a constituent of the National Student Nurses’ Association, Inc., the largest independent student organization in the country.
Tri-Lite – Tri-Lite has been the official student newspaper of Holy Family University since 1954. Tri-Lite provides student journalists opportunities to hone their craft and prepare for a career in the evolving media landscape. Tri-Lite moved from a print publication to a digital presence in October 2017.

Video Game Club – The Video Game Club is a group for students to engage in community around a shared interest. Single and Multiplayer games are available during club meetings, and students are encouraged to bring their own gaming systems, consoles, and games. Xbox, Xbox Kinect, Wii, and PS4 systems can be provided upon request.

Visual Arts Association – The Visual Arts Association was formed to provide enriching experiences in the field of art to the students of Holy Family University.

Athletics
The University provides a balanced and well-organized athletic program designed to encompass intercollegiate sports.

Holy Family’s athletic teams currently hold membership in both the Central Atlantic Collegiate Conference (CACC) and the National Collegiate Athletic Association (NCAA) Division II. This commitment permits our student-athletes to compete and to be recognized regionally and nationally.

Men’s varsity teams compete in intercollegiate basketball, cross-country, soccer, and track and field; women’s teams compete in basketball, cross-country, lacrosse, soccer, softball, tennis, volleyball, and track and field.

Publications
Folio – The literary magazine serves as a means of expression for the campus community to share its creative writing and other artistic endeavors. Each semester, Folio hosts open submissions for the University community to submit their personal work for publication consideration.

Holy Family University Catalog* – The Catalog contains information about the University and is published every year.

Honor Roll of Donors* – The Honor Roll of Donors acknowledges gifts made during the previous fiscal year to thank all donors for their generous contributions.

Report of the President* - The Report of the President is an annual comprehensive state-of-the-University communication for The Board of Trustees.

Student Handbook* – The Student Handbook presents University regulations and miscellaneous information mainly for the benefit of the students.
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 Undergraduate 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:

1. 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, on-line 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.
2. All 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.
3. Students are expected to meet all financial responsibilities in order to continue in coursework and complete degree requirements.
4. 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.
5. 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, was developed to hold students accountable for their behavior on or off campus. 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/current-students/student-resources/student-handbook.

It is understood that by attending Holy Family University, students accept all conditions and regulations.

Code of Ethical/Professional Standards and Conduct
Degree 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 including failure of a course and dismissal from the program and University. Sanctions may be appealed.
Grievance Procedures

Academic Disputes and Grade Challenges
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.

1. 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 three (3) 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.

2. If the issue is not resolved to the satisfaction of all parties, the student may submit within three (3) business days a written statement that includes the facts of the case and the proposed solution to the Program Administrator/Department Chair. Within fourteen (14) business days, the Program Administrator/Department Chair will conduct an investigation.

3. 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 Dean who will start the time frame from the date at which they received the complaint.

4. Upon completion of the investigation by either the Program Administrator or 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.

5. 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.

6. The student may appeal the Dean’s decision to the Vice President for Academic Affairs within five (5) business days. The decision will be reviewed in an impartial manner by the Vice President and a panel representing a balanced cross section of the campus community. The 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 to the Vice President for Academic Affairs.

7. 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 2013, the grade appeal must be presented by the conclusion of Spring 2014.) 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.

8. 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.

Non-Academic Disputes
Holy Family University encourages anyone with concerns or feels unfairly treated or discriminated against or has a problem with some aspect of Student Life or another student should first discuss the matter with the direct supervisor or designee within Student Affairs. This supervisor or designee will attempt to facilitate a resolution. Individuals are not required to pursue this informal process first, but may engage the formal grievance process if preferred.

A formal grievance must be filed with the Dean of Students within ten working days from the date of the incident.

Dean of Students
Philadelphia Campus, Room 208
Sister Marcella Binkowski, CSFN, EdD
267-341-3432, smbinkowski@holyfamily.edu

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
• Any evidentiary items available
• A statement of the requested remedy

The Dean of Students will review the grievance for timeliness and appropriateness under this grievance procedure and commence an investigation, if needed. In undertaking the investigation, the Dean of Students 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. The investigation will be completed within ten working days of the filing of the written complaint. At the request of the grievant, the Dean of Students will determine whether the formal grievance process can and should be expedited.
At the completion of the investigation, a panel consisting of the Associate Vice President for Student Life, one Director from Student Life and one student representative from the Student Government Association will review all information and evidence identified in the investigation and will provide a written determination. The decision of this panel will be final and will be provided within five business days.

To appeal, the grievant must file a written request for review with the Vice President for Student Affairs or designee. The written request for appeal must be submitted within five working days of receiving determination based on the grounds of improper procedure or new evidence that was unavailable at the time of the investigation.

The Vice President for Student Affairs or designee will provide a copy of the appeal written decision to the grievant appealing within five calendar days of the filing of the appeal. The appeal decision will be the final determination of Holy Family University.

Protection of the Individual and Campus Community

Equal Opportunity/Non-Discrimination Policy

Holy Family University does not discriminate on the basis of race, color, gender, age, religion, national or ethnic origin, sexual orientation, marital status, or disability. This policy extends to all educational, employment and service programs at the University and complies with applicable federal laws. For information regarding compliance matters, the University’s ADA/Section 504 officer may be reached at the Human Resources Department, Holy Family Hall, Room 209, 267-341-3479.

Family Educational Rights and Privacy Act of 1974 (FERPA)

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, and the most recent previous educational institution attended. Any student who does not wish directory information released must so inform the Registrar’s Office in writing within 30 days after the start of the fall semester. In any event, the University may disclose directory information from the record of an individual who is no longer in attendance at the University without public notice or prior permission.

Under Section 438 of the General Education Provisions Act, students have the right to inspect and review their educational 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

Extracurricular & Judicial Reports
Dean of Students, Campus Center

Financial Accounts
Assistant Controller

Student Aid* & Admissions
Financial Aid and Admissions, Holy Family Hall

Evaluations**
Experiential Learning Office, Campus Center

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.

The University shall obtain the written consent of the student before disclosing personally identifiable information from the educational records, except if the disclosure is to instructional, administrative or other authorized individuals, including representatives of approval or accreditation agencies. 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.

A more complete description of the guidelines prepared for compliance with the act is available in the Office of the Associate Vice President for Academic Services and Registrar at all times.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which a student’s education records and personally identifiable information (PII) contained in such records — including the Social Security Number, grades, or other private information — may be accessed without the student’s consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to a student’s records and PII without the student’s consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to the student’s education records and PII without the consent of the student to researchers performing certain types of studies, in certain cases even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive the student’s PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student’s consent PII from the student’s education records, and these State Authorities may track a student’s participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

* The University is not required to permit a student to inspect financial statements of parents.

** Evaluations of nursing and education students are retained in their departmental offices.
Sexual Misconduct Policies

Members of the Holy Family University community, including guests and visitors have the right to be free from sexual misconduct, including sexual harassment, sexual violence, intimate partner violence and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Holy Family University believes in a zero tolerance policy for gender-based misconduct. Consistent with these values and applicable law, including Title IX, the Clery Act and the Violence Against Women Reauthorization Act of 2013 (VAWA), Holy Family University maintains a comprehensive policy and program designed to protect members of the university community from sexual misconduct and to provide recourse for those individuals whose rights have been violated. This policy is also intended to define community expectations and to establish a mechanism for determining when those expectations have been violated. This policy applies equally to all students, faculty and staff at Holy Family University.

TITLE IX Provides:

1. Definition

Title IX provides that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." Title IX has been further interpreted through implementing regulations and subsequent guidance from the Department of Education.

2. Title IX Coordinator

Marianne Price serves as the Title IX Coordinator.

The Title IX Coordinator oversees the University’s process in regard to review, investigation, and resolution of reports of sexual misconduct, and coordinates compliance with Title IX. The contact information for the University Title IX Coordinator is as follows:

Marianne Price, M.S.
Title IX Coordinator
Clery Compliance Coordinator
Campus Center, Room 202
267-341-3204
mprice@holyfamily.edu
titleix@holyfamily.edu

The Title IX Coordinator may delegate responsibilities under University policy to designated administrators, who are appropriately trained. The University has designated individuals to serve as Deputy Title IX Coordinators for the campus. Their contact information is as follows:

Jennifer Luling, SPHR, SHRM-SCP
Assistant Vice President for Human Resources
Holy Family Hall, Room 209
267-341-3479
jluling@holyfamily.edu

The Title IX Coordinator may delegate responsibilities under this policy to designated administrators, who will be appropriately trained.

3. Prohibited Conduct

Sexual misconduct is a broad, non-legal term that encompasses a wide range of behaviors, including but not limited to, sexual harassment, sexual violence, intimate partner violence and stalking. It is a violation of University policy as well as applicable law to commit or to attempt to commit these acts.

a. Sexual Harassment

Sexual Harassment is unwelcome conduct of a sexual nature that has the effect of creating a hostile or stressful living, learning, or working environment, or whenever toleration of such conduct or rejection of it is the basis for an academic or employment decision affecting an individual. Conduct is considered unwelcome if the person did not request or invite it and considered the conduct to be undesirable or offensive.
Sexual harassment includes any conduct or incident that is sufficiently serious that it is likely to limit or deny a student’s ability to participate in or benefit from the University’s educational programs or a faculty or staff member’s ability to work, which may include a single incident of sexual assault or other serious sexual misconduct.

b. Sexual Violence
Sexual violence is a form of sexual harassment. Sexual violence is actual or attempted sexual contact with another person without that person’s consent (as defined in Section 4). Sexual violence includes, but is not limited to:
• Intentional touching of another person’s intimate parts without that person’s consent; or
• Other intentional sexual contact with another person without that person’s consent; or
• Coercing, forcing, or attempting to coerce or force a person to touch another person’s intimate parts without that person’s consent; or
• Rape, which is penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by a sex organ of another person, without that person’s consent.

c. Intimate Partner Violence
Intimate-Partner Violence includes, but is not limited to: dating violence, domestic violence, and relationship violence, including any threat or act of violence against a person who is or has been involved in sexual dating, domestic or intimate relationship with another person. It may involve one act or an ongoing behavior. Behaviors include, but are not limited to: physical violence, sexual violence, emotional violence and/or economic abuse. Intimate-partner violence may also include: threats, assault, property damage, or violence or threat of violence to one’s self, one’s sexual or romantic partner, or to the family members or friends of the sexual or romantic partner. Intimate-partner violence affects individuals of all genders, gender identities, gender expressions, and sexual orientations and does not discriminate by racial, social, or economic background.

d. Stalking
Stalking is a course of conduct directed at a specific person that would cause a reasonable person to feel fear. Course of conduct is defined as “a pattern of actions composed of more than one act over a period of time; however, evidencing a continuity of conduct.” Stalking is a crime in Pennsylvania and is subject to criminal prosecution.

Stalking includes any behaviors or activities occurring on more than one occasion that collectively instills fear in a victim and/or threatens her or his safety, mental health, or physical health. Such behaviors and activities may include, but are not limited to, the following:
• Non-consensual communication, including face-to-face communication, telephone calls, voice messages, emails, written letters, gifts, or any other communications that are undesired and place another person in fear; pursuing, following, waiting, or showing up uninvited at or near a residence, workplace, classroom, or other places frequented by the victim;
• Use of online, electronic, or digital technologies, including:
  • Posting of pictures or information in chat rooms or on websites;
  • Sending unwanted/unsolicited email or talk requests;
  • Posting private or public messages on Internet sites, social networking sites, and/or school bulletin boards;
  • Installing spyware on a victim’s computer;
  • Using Global Positioning Systems (GPS) to monitor a victim.
  • Surveillance or other types of observation, including staring or “peeping”;
  • Trespassing;
  • Vandalism;
  • Non-consensual touching;
  • Direct verbal or physical threats;
  • Gathering information about an individual from friends, family, and/or co-workers;
  • Threats to harm self or others;
  • Defamation – lying to others about the victim.

4. Definitions
a. Consent: Consent is defined by the University as an action that is:
• clear, knowing and voluntary;
• active, not passive;
• words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.

Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity. Consent can be withdrawn at any time. Sexual activity as a result of coercion is non-consensual.

Consent cannot be given under certain conditions. These conditions include: while asleep, unconscious, physically or mentally helpless, disoriented or unable to understand what is happening for any reason, including due to alcohol or drug use, or being under the age of 17 (the legal age of consent). A person will be considered unable to give consent if he/she cannot understand the specifics of the sexual interaction, (i.e. who, what, when, where, and how). A person under the influence of alcohol or drugs is not relieved of his/her responsibility to appreciate another’s inability to consent. A person who engages in sexual activity with another when that person knows, or should know, that the other person does not, or is unable to, consent has violated this policy.

b. Complainant: The term Complainant refers to the individual(s) who has been the subject of prohibited conduct, regardless of whether that individual makes a complaint or seeks disciplinary action.

c. Respondent: The term Respondent refers to the individual(s) who has been accused of prohibited conduct.
5. Reporting and Confidentiality
Holy Family University encourages all members of the community to report any incident of sexual misconduct as promptly as possible so that the University can respond effectively. The University recognizes, however, that not every person will choose to make a formal report with the University or with local law enforcement. When consulting campus resources, community members should be aware of confidentiality and mandatory reporting in order to make informed choices. On campus, some resources can offer confidentiality, sharing options and advice without any obligation to tell anyone unless the Complainant wants them to do so. Other resources are expressly required to report incidents of sexual misconduct to the Title IX Coordinator.

The Title IX Coordinator and their designees are responsible for the enforcement of the University’s policies and regulations. Any member of the University community may file a complaint against another member of the University community alleging violations of the Sexual Misconduct Policy. An incident report should be completed by a University Official (e.g., Public Safety or Residence Life) and directed to Title IX Coordinator to process. A complaint shall be submitted as soon as possible after the incident occurred, preferably within one week; however, the timeliness of the complaint shall be determined by the Title IX Coordinator based on facts and circumstances presented.

a. Confidential Resources
For those 18 or older, who are not yet prepared to make a report or pursue a complaint under this Policy, the University provides confidential professional and pastoral counseling. Conversations with professional and pastoral counselors are confidential. They can explain options for obtaining additional support from the University and off-campus resources. They can also arrange for medical care and accompany complainants, or arrange for someone to accompany complainants, to seek such care. Complainants may use these resources to talk to someone about an incident of sexual misconduct in a confidential manner whether or not they decide to make an official report or to participate in the University complaint resolution process or the criminal justice system. Conferring with these resources will not trigger an investigation by the University or law enforcement.

Confidential, professional and pastoral counselors can:
• Explain the reporting and resolution process.
• Provide support while the University or criminal processes are ongoing and/or pending.
• Explain options for obtaining additional support from the University and off-campus resources.
• Arrange for medical care and accompany complainants, or arrange for someone to accompany complainants, to seek such care.

Should the Complainant decide to file a complaint with the University or law enforcement, these individuals will direct the complainant to the appropriate individuals to do so.

Professional counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator without a complainant’s permission.

b. Resources Who Can Afford Partial Confidentiality
A Complainant can seek assistance and support from individuals who work or volunteer in the Campus Health Services. While these individuals must report that an incident occurred to the Title IX Coordinator, they are not required to reveal any personally identifying information about an incident to the University.

Following is contact information for these non-professional counselors and advocates:

Julia Scherpenberg, CRNP
Director of Health Services
Campus Center, Room G-7
267-341-3262
healthservices@holyfamily.edu

Professional counselors may be contacted:

John Watson, MS, NCC, LPC
Director of Counseling Services
Campus Center 213 A
Jwatson2@holyfamily.edu

Sister Cordia Wilczewska, MA, MS
Counselor
Campus Center 213 B
267-341-3222
CWilczewska@holyfamily.edu

A Pastoral Counselor is an employee of an institution, who is associated with a religious order or denomination, recognized by that religious order or denomination as someone who provides confidential counseling, and who is functioning within the scope of that recognition as a pastoral counselor.

Reverend James MacNew, OSFS
Director of Campus Ministry
Campus Center, Room 224
267-341-3261
Jmacnew@holyfamily.edu

c. Reporting to Responsible Employees
The University defines a responsible employee to include supervisors, officials, and employees with significant responsibility for student and campus activities including, but not limited to: academics, student residences, athletics, discipline, campus life and campus safety.

When a Complainant tells a responsible employee about an incident of sexual violence, the Complainant has the right to expect Holy Family University to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.
A responsible employee must report to the Title IX Coordinator all relevant details about the alleged sexual violence shared by the Complainant. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the University’s response to the report.

d. Reporting to Law Enforcement
The Complainant has the absolute right to decide whether an incident of sexual violence, intimate partner violence, or stalking is reported to Law Enforcement. If the complainant decides to report the incident to law enforcement, the University (through Public Safety) is committed to assisting the complainant.

Reports to a Non-Confidential Resource – Request for Confidentiality
Title IX requires Holy Family University to balance the needs of an individual who has reported an incident of sexual misconduct to a responsible employee that may request confidentiality or that no action be taken, with its obligation to end the harassment and ensure the well-being of the community at large.

The University has designated the Title IX Coordinator to evaluate these requests.

In such cases, the Title IX Coordinator will weigh the request against the University’s obligation to provide a safe, non-discriminatory environment for all students, including the complainant.

The University handles complaints of sexual misconduct with due regard for the parties’ concern for confidentiality. However, if occurrences of sexual misconduct pose a general threat to the University community, Holy Family University personnel will take affirmative steps to notify students, faculty, and staff of the potential danger.

If you are concerned about confidentiality, discuss this issue first with the University’s confidential counselors, who will be able to explain various options you may take, and the implications for each option, and direct you to other on- or off-campus resources as appropriate.

6. Assistance Following an Incident of Sexual Misconduct

a. Support Services:
Holy Family University offers services on and off campus to Complainants even if they choose not to report the incidents. Some of these services include:

Support Services for Victims
Aria Hospital Crisis Center: 215-949-5252
Holy Family University Counseling Center: 267-341-3232
Women Organized Against Rape (WOAR) (www.woar.org)
(WOAR is not a University Organization)

The Counseling Center provides services, advocates and provides information for victims in a safe, supportive and confidential setting.

b. Interim Measures/Accommodations:
The university reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct in order to protect students’ rights and personal safety.

Holy Family University is committed to supporting victims of the various forms of violence listed in the Violence Against Women’s Act (VAWA) by providing the necessary safety and support services. Student, faculty and staff victims of sexual misconduct are entitled to reasonable and appropriate measures to protect the Complainant and the Complainant’s access to Holy Family’s employment or education programs and activities, which may include protective measures before the final outcome of an investigation. Such protective measures and accommodations, which may be temporary or permanent, may include:

• no-contact order;
• services of a victim advocate;
• change in an academic schedule;
• transportation modification;
• work modification;
• provision of alternative housing opportunities;
• the imposition of an interim suspension on the accused;
• provision of resources for medical and/or psychological support.

A Complainant may wish to seek an order of protection from a court of appropriate jurisdiction against the alleged perpetrator in some circumstances. A Complainant may also seek restriction of access to Holy Family University by non-students or non-employees in certain circumstances.

For assistance obtaining these safety accommodations, please contact the Director of Public Safety. If safety is an immediate concern, the complainant is encouraged to contact law enforcement (Philadelphia Police Department) for assistance as well.

7. Investigation/Adjudication Procedures
The procedures for student disciplinary proceedings in cases of alleged sexual misconduct, intimate partner violence, or stalking are fully described in the University Student Judicial Policy, located at pages 111-120 of the Student Handbook.
8. Sanctions
When an allegation of misconduct is brought to an appropriate administration's attention, a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated. Sanctions for students include, but not limited to, reprimand, suspension, and expulsion. A complete listing of university sanctions includes:

- Warning- written notice given that is kept on file
- Program Attendance or Facilitation-expectation to attend or facilitate an educational program(s)
- Writing Assignment-requirement to complete a relevant research and/or reflection paper
- Discretionary Sanctions- requirement to complete and or participate in work assignments, community service, university services or programs, or other related discretionary assignments
- Loss of Privileges- denial of specific privileges for a defined period of time (e.g., guest, computer, housing selection, visitation, dining services, university representation, co-curricular activities, athletic participation, work-study position, leadership role)
- Counseling Assessment/Meetings- assignment to complete a number of counseling sessions including but not limited to anger management, alcohol and drug assessments, and alcohol education classes
- Fines- requirement to pay a specified monetary fee to the university
- Restitution-requirement to make payment to the university, other persons, groups, organizations for damages
- Administrative relocation in housing- requirement to be placed in an assigned or relocated space in University Housing
- Disciplinary Probation- a period of fixed duration, during which the status of a student at the university may be evaluated. This includes the possibility of more severe sanctions if the student is found responsible for violating university policy during the probationary period
- Removal from University Residence- separation from the residence halls for a defined period of time. The student may be prohibited from participating in the university dining program. The student will be barred from entering all residences within the university residential community during the time of removal from campus housing
- Suspension- separation from the university for a specified period of time. The student shall not participate in any university-sponsored activity and may be banned from the university premises. The university will not accept any credits earned from another institution during this period towards a university degree. In case of residence hall groups, this sanction may include the disbanding of a living unit, and in the case of a student organization, this may include the removal of recognition
- Expulsion

Revocation of Admission and/or Degree – Admission to or a degree awarded from the university may be revoked at any time of fraud, misrepresentation, or other violation of the Code of Conduct in obtaining the degree or for other serious violations committed prior to graduation or admission.

Withholding Degree – The University may withhold awarding a degree otherwise earned until the completion of the process set forth in the Judicial Process, including the completion of all sanctions imposed, if any.

Not all forms of sexual misconduct will be deemed to be equally serious offenses. The University reserves the right to impose different sanctions, ranging from verbal warning to expulsion, depending on the severity of the offense.

The University will consider the concerns and rights of both the Complainant and the Respondent. Appeals will be heard by the Associate Vice President for Student Life for students and the Assistant Vice President for Human Resources for employees. Interested parties will be notified of any changes prior to the final decision made.

Additional Information - Survivors of Sexual Violence
Holy Family University seeks to foster a safe and healthy environment built on mutual respect and trust. At the very basis of the University’s mission is the recognition of the essential dignity and worth of each member of our community. Sexual violence is a very serious violation of these principles and will not be tolerated in any form. The University encourages all members of its community to be aware of the trauma caused by sexual violence and challenges its members to work together to prevent its occurrence.

When sexual violence or intimate partner violence has occurred, it is very important to preserve any potential evidence by not showering or straightening up the crime scene. In case of rape, the individual will be accompanied to the Rape Trauma Unit at Aria Hospital for immediate medical attention. The individual is apprised of all options for filing a complaint, both on campus and off, including the right to report fully to the Philadelphia Police, to file an anonymous report with the Philadelphia Police, or to file no report with the Philadelphia Police. The choice is solely up to the individual and remains an option even if the victim chooses not to go to the hospital. The Public Safety Officer will outline the procedures and potential consequences of all these options. The university will also assist in notifying authorities upon request. Victims are also encouraged to immediately contact the Public Safety Department or the members of the University Community included in Sections (2) and (5) above.

Holy Family provides support for victims and urges victims to seek assistance using any appropriate resources. The university handles complaints of sexual violence with due regard for the parties’ concern for confidentiality. If occurrences of sexual violence pose a general threat to the university community, Holy Family will take affirmative steps to notify students, faculty and staff of the potential danger.

The University will pursue disciplinary action in the case of sexual violence, taking into account the wishes of the victim. The procedures for student disciplinary proceedings in cases of an alleged sex offense are fully described in the University Student Judicial Policy located in the Student Handbook. The University’s judicial process acts independently of any legal proceedings.
Various services are available on and off campus and will be offered to the victim. Some of these services include:

Support Services for Victims
- Public Safety Department: 267-341-3333
- Aria Hospital Crisis Center: 215-949-5252
- Holy Family University Counseling Center: 267-341-3232
- Women Organized Against Rape (WOAR) (http://www.woar.org)
  (WOAR is not a University Organization)

The University sponsors a series of workshops and seminars, including Presidential Lectures, trainings and tabling events, designed to increase students’, faculty and staff’s awareness of the Sexual Misconduct Policy and explain steps to take to enhance personal safety. Electronic announcements are distributed informing students of dates and times of these events.

Additional Information - Stalking
Holy Family University is determined to provide a campus environment free of violence for all members of the campus community. Holy Family University does not tolerate stalking, and it will pursue the perpetrators of such acts to the fullest extent possible. Holy Family University is also committed to supporting victims of stalking through the appropriate provision of safety and support services. This policy applies to all students and employees of the Holy Family community.

The Director of Public Safety is available to inform victims of the reporting procedures and offer appropriate referrals. Victims of stalking choosing to pursue the reporting process have the right to assistance or consultation of an advocate.

Holy Family University offers services to victims even if they choose not to report the incident(s).

Such circumstances include any incidents that warrant the undertaking of additional safety and security measures for the protection of the victim and the campus community, or other situations in which there is clear and imminent danger, such as when a weapon may be involved. However, it is crucial in these circumstances to consult with the Director of Public Safety, since reporting may compromise the safety of the victim. Personal safety concerns are often very important for stalking victims. Crisis intervention and victim safety concerns will take precedence.

Hate Crimes
Hate crimes occur when a perpetrator targets a victim because of his or her perceived membership in a certain social group, usually defined by race, age, color, religion, national origin, ethnic origin, sex/gender, sexual orientation, disability, marital status, military leave, veteran status and any other status protected by law, which unreasonably disrupts or interferes with another’s academic performance, or which creates an intimidating, offensive or hostile environment.

The law requires the release of statistics by category of prejudice concerning the occurrence of hate crimes in the crime classifications listed in the “Clery Act” such as race, gender, religion, sexual orientation, ethnicity or national origin, disabilities and for other crimes involving bodily injury to any person. Definitions listed in The Handbook for Campus Safety and Security Reporting include:

- Race: A performed negative attitude toward a group of persons who possess common physical and hereditary characteristics;
- Gender: A preformed negative opinion or attitude toward a group of persons because those persons are male or female;
- Gender Identity: A preformed negative opinion or attitude toward a group of persons based on their actual or perceived gender identity, e.g., bias against transgender or gender non-conforming individuals;
- Religion: A preformed negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or a nonexistence of supreme being;
- Sexual Orientation: A preformed negative opinion or attitude toward a group of persons based on their sexual attraction toward, and responsiveness to, members of their own sex or members of the opposite sex;
- Ethnicity/National Origin: A performed negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs and traditions;
- Disability: A preformed negative opinion or attitude toward a group of persons based on their physical or mental impairments/challenges, whether such disability is temporary or permanent, congenital or acquired by heredity, accident, injury, advance age or illness.

In August of 2008 HEOA S 488, 20 U.S.C. S 1092 (f) (1) F (iii) modified the above hate crimes to include, but not be limited to the following additional crimes under the hate crime category as defined:

- Larceny Theft: The unlawful taking, carrying, leading, or riding away of property from the possession, or constructive possession, of another;
- Threats: Intimidation (includes Stalking) or unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack;
- Destruction/Damage/Vandalism of Property: To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it;
- Simple Assault: An unlawful physical attack by one person upon another where neither the offender displays a weapon, no the victim suffers obvious severe or aggrieved bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
Photography and Videography; Privacy Policy and Releases
At Holy Family University, we take photographs and videos of a wide variety of events in order to communicate our image and activities to the outside world. These photos and videos are used for educational, news, publicity, and promotional purposes.

In regards to the University’s taking of photographs or videos and their subsequent use for publicity or other purposes, each student is bound by the following releases:

- I hereby authorize Holy Family, its officers, employees, trustee members, agents, and/or assignees to photograph, audio record, video record, obtain, reproduce, and/or use my likeness for marketing, educational, or other such reasonable use.
- I hereby acknowledge that my photograph, recording or video recording is being or will be taken and I authorize such photography, audio recording, and/or video recording.
- I hereby release Holy Family University, its officers, employees, trustees, agents, and/or assignees from any and all potential or actual claims, legal liabilities, lawsuits, costs, or damages associated with or arising from the photographing, recording, use, and/or reproduction of my likeness in the form of photographs, audio recordings, and/or video recordings.

The University has an opt-out election if a student prefers not to have her or his photograph or image published in University materials, and in such cases, the University will make a good faith effort to exclude the student’s photograph or video from publication.

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.

Social Media Policy
The growth of online social media - including networking sites like Facebook, Twitter, and Instagram, media sharing sites like YouTube, and blogs - represents a tremendous opportunity to extend Holy Family University’s Web presence in new ways. Holy Family enthusiastically welcomes this opportunity.

Understandably, Holy Family University has a considerable interest in protecting its own image, fostering goodwill, and enhancing its reputation within the community, regardless of medium. Those using social media on behalf of an official University department or organization are expected to adhere to the following policies and procedures regarding postings:

- Notify the University. Departments or University units that have a social media page or would like to start one should contact the Marketing/Communications Department at 267-341-3335 to ensure all institutional social media sites coordinate with other Holy Family University sites and their content. All institutional pages must have a full-time appointed faculty/staff member who is identified as being responsible for content. For student clubs, this should be the moderator of the club/organization.
- The person responsible for content must acknowledge who he/she is, a representative of Holy Family University, when posting on any social media platform.
- Have a plan. Departments and organizations should consider their messages, audiences, and goals, as well as a strategy for keeping information updated on social media sites.
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.

Alcohol and Other Drugs

This policy expresses Holy Family University’s educational concern for our students to achieve the greatest level of personal and academic success by creating an environment for growth by and among its community and its commitment to the physical and emotional health and well-being of all those who work, study, or congregate at the University. It applies to all members of the University including students, faculty and staff, alumni, friends and guests on the University campus. The University reserves the right to take disciplinary action against any member of the University community for off-campus behavior that violates this policy.

Students are expected to immediately report conduct or activity which poses a danger to the University or its members. This is most important in medical emergencies due to drug or alcohol use. Students should not hesitate to seek help because of fear of disciplinary action. An individual person who actively seeks help for an intoxicated individual or an individual under the influence will not, in most circumstances, be charged under the University Judicial Process for seeking help, as determined within the Holy Family University discretion of the University. If applicable, an investigation into the event may be deemed necessary.

The Biennial Review is available through the HEOA website as required by the Drug-Free Schools and Community Act (DFSCA). The Drug Free Schools and Campuses Regulations (34 CFR Part 86) require an institution of higher education, such as Holy Family University, to certify it has adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs by Holy Family University students and employees on the premise and as a part of any activities. The Biennial Review is available at: https://www.holyfamily.edu/images/about/HEOA/biennial-report.pdf.

State Law of Pennsylvania on Alcoholic Beverages

In addition to violations of University policies, there are state and local laws including, but not limited to, Title 18 (Pennsylvania Crimes Code) and Title 75 (the Pennsylvania Vehicle Code) that impose significant criminal penalties if violated:

Title 18: Note, in particular, Sections 5505 (Public Drunkenness); 6307 (Misrepresentation of Age to Purchase Liquor or Malt Policies, Regulations, Statements and Guidelines Brewed Beverages (Beer)); 6308 (Purchase, Consumption, Possession or Transportation of Liquor or Malt or Brewed Beverage by a Minor); 6310.1 (Selling or Furnishing Liquor or Malt or Brewed Beverages to Minors); 6310.7 (Selling or Furnishing Non-Alcoholic Beverages to Persons Under 21); 6310.2 (Manufacture or Sale of False Identification Card); 6310.3 (Carrying a False ID); and, 3809 (Restriction on Alcoholic Beverages (Open Container)). Title 75: Note, in particular, Sections 3718 (Minor Prohibited from Operating with Any Alcohol in System); 3802 (Driving Under the Influence of Alcohol or Controlled Substance); 3802(a) (General Impairment); 3802(b) (High Rate of Alcohol); 3802(c) (Highest Rate of Alcohol); 3802(d) (Controlled Substances); 3802 (e) (Minors); 3802(f) (Commercial or School Vehicles); 3735 (Homicide by Vehicle While Driving under the Influence); and, 3735.1 (Aggravated Assault by Vehicle while Driving under the Influence). Pennsylvania Liquor Laws: www.lcb.state.pa.us/.

- “It shall be unlawful for a person less than twenty-one (21) years of age to attempt to purchase, consume, possess, or knowingly and intentionally transport an alcohol or malt or brewed beverage within the commonwealth. The penalty for the second or third violations is a fine no greater than $500.00.
- “It is unlawful to misrepresent your age, or transfer a registration card for the purpose of falsifying age to secure malt or alcoholic beverages. The penalty for the second or third violations is a fine no greater than $500.00.
- “It in unlawful to sell, furnish, or give any minor under twenty-one (21) years of age any malt or alcoholic liquor. The penalty for the second or third violations is a fine no greater than $500.00.”

Alcohol Policy

The University prohibits students to consume or possess alcohol under any circumstances. The possession, use, distribution of alcohol, or possession of paraphernalia by members of the University community may result in disciplinary action. Intoxication, disorderliness, or offensive behavior that may be related to alcohol will also result in disciplinary action. The policy also extends to University-related events conducted off campus. The University, under strict approval of the President, may conduct specialized events where alcohol is served; these events must be properly registered and steps must be taken to prevent under-age consumption.

It is unlawful to sell, furnish or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place is illegal. It is also a violation of the Holy Family University policy for anyone to consume or possess alcohol in any public or private area of campus without prior University approval.

Members of the University community are expected to be aware of and obey state and municipal laws or ordinances regulating the use, possession or sale of alcoholic beverages and federal and state laws regarding controlled substances. Those who are cited for violations of laws or ordinances by state, federal, or municipal authorities may also face University disciplinary proceedings and may be required to pursue counseling, an educational program, or treatment. Resident students should reference the Residence Life Policies outlined in the Student Handbook for specific Holy Family University information regarding expectations of resident students with regard to the alcohol policy.

Examples of alcohol violations include, but are not limited to:
1. Possession and/or consumption of alcohol;
2. Knowingly furnishing, transporting, and/or allowing minors to consume alcohol;
3. Use of alcohol resulting in involuntary, erratic and/or abusive behavior;
Examples of drug violations include, but are not limited to:
1. Active involvement.
2. Help for, or prevent the behavior could be subject to the same repercussions as those in an incident involving drugs who have taken no action to remove themselves from, seek help for, or prevent the behavior could be subject to the same repercussions as those actively involved.

State Law of Pennsylvania on Drugs
State law prohibits the unauthorized manufacture, sale, delivery and possession of controlled substances. Persons may be subject to 30 days imprisonment and a $500 fine for simple possession of a small amount of marijuana (misdemeanor), a maximum of 15 years imprisonment and a $25,000 fine for manufacture, delivery or possession of a Schedule I or II controlled narcotic drug such as cocaine, PCP, and LSD (felony). Sentences can double for second and subsequent convictions.

Sentences can also be doubled for distribution of controlled substances to persons under the age of 18. Penalties range from mandatory minimum sentence of one year and a $5,000 fine for the first conviction or to a mandatory minimum sentence of seven years and a $50,000 fine for subsequent convictions for the manufacture, delivery or possession of 100 grams or more of a Schedule I or II controlled narcotic drug.

Holy Family University students are subject to prosecution under the Pennsylvania Controlled Substance; Drug, Device and Cosmetic Act for drug abuse and unlawful drug use and unlawful drug sales. The following state and federal laws concerning specific illicit drugs are drawn from the Controlled Substance, Drug, Device and Cosmetic Act, 35 p.s. section 107 708-113 et, seq. of the Commonwealth of Pennsylvania and from the Federal Drug Abuse Prevention and Control Act, 2 U.S.C.A. 801, et, seq., (specifically, the penalties for manufacturing, distributing, dispensing or possessing a controlled substance are found in section 84I of the Act).

Other Drugs Policy
The use, possession, or distribution of illegal narcotics or other controlled substances except as expressly permitted by federal, state and/or local law is prohibited. The misuse of prescription drugs is also prohibited. Drug paraphernalia such as bongs, hookahs, roach clips, pipes, and other drug paraphernalia, which may indicate illegal drug use, are prohibited on campus and possession may result in disciplinary action. Students present in an incident involving drugs who have taken no action to remove themselves from, seek help for, or prevent the behavior could be subject to the same repercussions as those actively involved.

Examples of drug violations include, but are not limited to:
1. Illegal or improper use, possession, cultivation, distribution, manufacture, or sale of any drug(s), including prescribed medications;
2. Illegal or improper use of solvents, aerosols, or propellants;
3. Administration or employment of drugs or intoxicants, causing another person to become impaired without his or her knowledge.

Alcohol and Other Drug Abuse Prevention
Research on the abuse of alcohol and the use of other drugs by college students indicates that these behaviors pose a serious threat to the educational environment, which includes not only the campus but the surrounding community as well. Therefore, the efforts of the University are primarily directed toward educating Holy Family University students about the effects of alcohol and other drug use and helping them learn to make healthy choices.

Health risks associated with the use of illicit drugs and alcohol abuse may include but not limited to heart problems, malnutrition, convulsions, cancer, hepatitis, liver damage, coma and death. Related and equally serious risks include: impaired judgment, sexual assault, unplanned pregnancy, inability to manage academic stress, and academic failure. Recognizing that students may need to seek support for addressing difficulties that can arise from alcohol and/or other drug use, Holy Family University encourages them to visit the Counseling Center, University Health Services, or Campus Ministry. Confidentiality will be strictly enforced as required by the code of ethics of the individual professional.

Referrals to a community agency are provided if a student’s behavioral history, objective assessment, and individual and/or family interviews indicate more appropriate services are needed than can be provided by the Counseling Center. Counseling is available to students who have successfully completed a rehabilitation program and wish to return. Students may remain on campus if they are capable of maintaining a satisfactory level of performance while participating in a substance rehabilitation program that provides confidential communication to the counseling or health services. Students taking prescription drugs that may affect their class performance or behavior on campus should report this fact to the Counseling Center and Health Services.

Other resources are available within the community for assistance which include:
- Alcoholics Anonymous – www.aa.org;
- College and Universities Alcoholics Anonymous - www.jeremyfrankphd.com/college-and-university-alcoholics-anonymous-meetings ;
- Southeastern Pennsylvania Intergroup Association of Alcoholics Anonymous - www.sepennaa.org;
- Al-Anon – www.pa-al-anon.org;
- Narcotics Anonymous –naworks.org;
- ULifeline - www.ulifeline.org
- Friends Hospital CRC – 1- (800) 889-0548 or (215) 831-2600
- Bucks County Mental Health Delegate - 1-800-499-7455
Emergency Procedures for Protective Action

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, the Health Center, Disability Services, Campus Ministry, Academic Advising, and 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 himself, herself or to others, the Dean of Students may implement the University’s Emergency Procedures for Protective Action and temporarily waive a student's right to a judicial hearing. As safety permits, the student will be required to meet with the Dean of Students and/or a 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 why the Emergency Procedures for Protective Action should not be implemented. The Emergency Procedures for Protective Action may be implemented if:

- A student poses an immediate risk of danger or substantial threat to themself, or to others.
- A student’s behavior causes an imminent threat of disruption of, or interference with the normal operation of the University.

The Emergency Procedures for Protective Action are outlined below.

As safety permits, after consulting with the Director of the Counseling Center and/or other appropriate University personnel under the circumstances, the Dean of Students determines if one or more of the above conditions exist, he or she 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 themself, or to others.

During the period the student is off campus, the student will be required to undergo a psychiatric evaluation and/or physical examination by a licensed, professional of his or her own choice not related to the student, or the student may consult the Director of the Counseling Center or Health Services to obtain a referral. The evaluation must be based on the behavior, actions, statements related to the imminent risk, as well as current medical knowledge to determine the nature, duration, and severity of risk.

After receiving a letter from the licensed professional stating that the student is no longer an imminent threat to themself, 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.
Smoking Policy
University policy and state law prohibit smoking inside buildings and within 25 feet of building entrances, existing windows that open, and ventilation intakes. In many cases a person who chooses to smoke must be more than 25 feet from the building in order to comply with the law and University policy. These restrictions apply not just to tobacco but to all smoking materials. The success of this policy depends upon the thoughtfulness, consideration, and cooperation of smokers and nonsmokers. All faculty, staff and students share the responsibility of adhering to and enforcing this policy. Any concerns should be brought to the attention of the appropriate supervisor.

Weapons Policy
The presence and use of weapons on campus presents a potential threat to the safety of all community members. No student, staff member, faculty member of visitor shall keep, use, possess, display, or transport any rifles, shotguns, handguns, pellet or BB guns, dangerous knives, billy clubs, makeshift weapons, martial arts weapons, or any other lethal or dangerous devices capable of casting a projectile by air, gas, explosion, or mechanical means on any property or in any building owned or operated by the University or in any vehicle on campus. Realistic facsimiles of weapons are also specifically not allowed.

If attending classes on campus, Law Enforcement individuals must conceal their weapons. The University retains the right to search persons, possessions and bags and privately-owned vehicles on University property, and to confiscate, retain and dispose of/destroy all items covered by this policy regardless of value or ownership. Law enforcement may be contacted for some violations of this policy.
Academic Life

Admission to the University

Admission to Holy Family University is selective. In its evaluation of the applicant’s credentials, the Admissions Committee examines many different factors, some of which are listed below. The committee is more interested in the quality of a student’s work and in the general promise and seriousness of purpose than in merely counting units in specifically required preparatory subjects. Emphasis is placed on the applicant’s academic record, potential and interest, personal integrity, and on the desire to pursue a liberal arts education as defined in the aims and objectives of Holy Family University. Neither religious affiliation nor ethnic characteristics influence the granting of admission.

Merit scholarships may be awarded to new, full-time incoming undergraduate students in our traditional programs based on the student’s academic record. For more information about qualifications, contact the Admissions Office at 215-637-3050.

Freshmen

Criteria for Admission*

- Proof of graduation from an accredited high school or equivalent
- Acceptable scores on the Scholastic Aptitude Test (SAT) or ACT
- Completion with satisfactory grades of 16-units of high school work distributed as follows:
  - English: 4 units
  - History: 2 units
  - Mathematics: 3 units
  - Modern Foreign Language **: 2 units
  - Science: 2 units
  - Electives: 3 units

All majors must complete a full year of Algebra I and II and Geometry.

Students planning to major in Mathematics, Nursing, Radiologic Science, or Science are expected to have completed the following high school courses***:

- Mathematics – Trigonometry
- Nursing–Biology, Chemistry, a science elective, and three units of Social Studies (History)
- Radiologic Science–Biology and Chemistry; Physics recommended but not required
- Science–Biology, Chemistry and Trigonometry.

* Exceptions to any of these criteria can be made at the discretion of the University authorities.
* Adult students, 21 years of age or older, who may not have previously attended college and who seek admission to Holy Family need not submit SAT/ACT scores.

** Students without the foreign language requirement may be admitted to the University and will be placed in the introductory level of a language.

*** Students who have not completed any of these courses will be advised to take the appropriate University courses.

Application Process - Freshmen

Application to Holy Family University can be made any time after successful completion of the Junior year of high school. Procedures for this process are as follows:

- Forward the completed application form to the Admissions Office accompanied by the non-refundable fee of $25
- Have an official high school transcript sent directly to the University
- Have SAT or ACT scores directly sent to the University
- Request a letter of recommendation from the high school principal, counselor, instructor, or an employer (optional)
- A personal interview with an Admissions Counselor is encouraged but not required.

Applications to the University are accepted throughout the year. However, early application is strongly encouraged since certain programs may only be able to admit a limited number of students. Requests for admission are reviewed within one week of the receipt of the credentials listed above.

Transfers Students

Students may be admitted to the University by transfer from other colleges and universities. These applicants will be admitted to advanced standing only upon completion of all required documentation. Upon presentation of the credentials, the applicant is admitted with Freshman, Sophomore, or Junior status. Only credits applicable to the program of study will be considered for transfer. With this stipulation, courses in which the applicant has earned a minimum grade of C at a regionally accredited institution of higher learning within 10 years of application to Holy Family may be accepted. Courses over 10 years may be accepted but are subject to review. Up to a maximum of 75 credits may be accepted from a 2-year institution and/or 90 credits from a 4-year institution.

Accepted students must complete a minimum of 30 credits in coursework at Holy Family including requirements in the area of specialization, core requirements, the comprehensive examination, and/or any special examinations. A minimum 2.0 GPA must be maintained for the additional credits earned. The minimum GPA may vary by program (e.g., Education, Nursing). Specific program requirements should be consulted for relevant information.
Application Process Transfers for Traditional Programs (including Fast Track Nursing)

- A completed application and the non-refundable application fee of $25
- An official high school transcript and official transcripts from all other colleges, universities, and post-secondary schools attended.
- One letter of recommendation, preferably academic or professional. (optional except for Fast Track Nursing)

*Second Degree and Post Baccalaureate Teacher Certification applicants do not need to submit high school transcripts.

Application Process – Transfers for Extended Learning Programs

- A completed application and the non-refundable application fee of $25
- Official transcripts from all colleges, universities, and post-secondary schools attended.
- Writing Sample/Essay
- Resume (BSBA Applicants Only)
- Interview (BSBA Applicants Only)
- Copy of RN License (RN to BSN Applicants Only)

All materials, including official transcripts, must be submitted prior to matriculation in the program.

Any demonstrated falsification or misrepresentation of materials submitted during the application process will result in dismissal from the University. Failure to disclose previously attended institutions will result in denial of admission or dismissal from the University. All transcripts become the permanent property of the University.

NOTE FOR ALL APPLICANTS: Applications not activated within a two-year period will not be retained. After this time, a new application process must be initiated.

Special Categories of Admission

Success Through Academic Readiness (STAR) – This program is designed for selected high school Seniors who apply for full-time admission to the University but who do not demonstrate all of the criteria required for such admission. Typically, these students have deficiencies in their high school achievement in one or more, but not all, academic areas.

Mentorship Program - Developing a sense of community is critical to the success of students enrolled into the STAR program. Program participants must commit to being an active part of the mentoring relationship; students will be assigned Faculty or Staff mentors who will assist students with the typical issues a student may experience transitioning from high school to college. The Faculty/Staff mentor will also be available to meet individually and/or occasionally with program participants to offer guidance and assist them in reaching their personal and professional goals during their academic years at Holy Family University.

International Students – International students seeking to study full-time at Holy Family University must present the credentials and admission forms required of all applicants. All foreign transcripts must be evaluated by World Education Services, Inc. (WES – www.wes.org) an official credit evaluation agency, before being submitted. International students must demonstrate strong English proficiency as evidenced by scores from the Test of English as a Foreign Language (TOEFL), SAT I Test, or ACT Test and satisfactory achievement in their preparatory studies. In addition, the student must meet all academic responsibilities and must demonstrate financial capability before arriving 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.

Part-Time Matriculated Students – The designation part-time matriculated student applies to those degree-seeking traditional and non-traditional students who qualify for official degree candidate status but are enrolled for fewer than 12 credit hours per semester. The application procedures completed by these students are the same as those for full-time students. Those applicants who intend to pursue a degree but have not been formally accepted into a degree program may not complete more than 12 credits part-time before seeking matriculation. To attain matriculated status (i.e., official acceptance as a degree candidate), the student’s academic credential file must be complete and the student must complete an academic review. Non-matriculated students are not eligible for any form of financial aid.

The objective of this program is to assist the students in strengthening basic skills and in developing proper study habits through these main initiatives:

**Summer Bridge:** Roaring into Our Academic World - The Summer Bridge program meets for 3 days a week for 2 weeks prior to Fall classes and is the first step to lay a foundation for academic success. The workshops are intended to explore both academic and social expectations along with the opportunities of college life. They will deepen students’ understanding of their learning style, interests, abilities, skills, and responsibilities and will improve their strategies for managing time, study skills, taking tests and managing stress.

**English 100: Reading Across the Disciplines** - This course, which is taken during the Fall semester, will help students acquire the skills they need to be successful in college level work. The course centers on advanced literacy and critical thinking. Students take notes, summarize, and paraphrase a text. They will practice identifying key ideas and learning new vocabulary.

**Mentorship Program** - Developing a sense of community is critical to the success of students enrolled into the STAR program. Program participants must commit to being an active part of the mentoring relationship; students will be assigned Faculty or Staff mentors who will assist students with the typical issues a student may experience transitioning from high school to college. The Faculty/Staff mentor will also be available to meet individually and/or occasionally with program participants to offer guidance and assist them in reaching their personal and professional goals during their academic years at Holy Family University.
Admission and Classification of Non-Matriculated Undergraduates

Non-Degree Seeking Students – This includes those who are taking credit courses for enrichment purposes rather than for a degree. The criteria for admission to Holy Family for non-degree seeking students are principally the applicant’s ability to meet the educational standards of the institution, the intellectual interest and training of the applicant, and the applicant’s motivation to pursue studies within the scope of the aims and objectives established by the University. An official high school transcript is required for any high school student in this category. Those seeking professional certification in Education must submit all college transcripts and complete a review process by the School of Education for acceptance to any teacher certification program. No more than 12 credits may be completed under non-degree status.

Visitor Students – Visitor students are those pursuing a degree but matriculated at colleges or universities other than Holy Family. Visitors must secure written authorization from the academic dean or department head of their institution before enrolling for courses. This letter is presented to the Registrar at the time of registration. Transcripts of credits earned are sent directly to the college or university in which the student is officially matriculated. Regular tuition and fees of Holy Family University apply.

High School Students – High school students are welcome to enroll for credit courses at Holy Family University, but they must secure written authorization from the school’s principal or counselor before enrolling for courses. This letter of authorization is presented to the Registrar at the time of registration. Regular tuition and fees of Holy Family University apply.

Senior Citizens – Delaware Valley residents age 65 years or older may audit one credit bearing course tuition-free (per semester). They pay all applicable course fees and are admitted on a space available basis. This courtesy applies to audit/non-credit enrollment only. Registration is usually held one week prior to the start of courses at the Philadelphia Campus. Please consult the Registrar’s Office for additional details.

Readmission to the University
A full-time student who has not enrolled for courses for one year or who has voluntarily withdrawn from the University or a part-time student who has not enrolled for courses for two or more years must apply for readmission in order to continue his or her studies. Credits previously earned at Holy Family prior to the readmission request will be re-evaluated upon readmission. In addition, any transfer credits which were previously accepted are subject to reevaluation. All transcripts from institutions attended during the interim and the application for readmission should be submitted to the Registrar’s Office. Credits of those seeking readmission will be evaluated on a case-by-case basis in consultation with the appropriate School Dean where required. Returning students will be accepted into the current academic catalog requirements unless otherwise noted.

Additional criteria apply for readmission to the program in Radiologic Science. Candidates for readmission to this program will be contacted directly concerning any additional processes and criteria.

Academic Forgiveness Policy
The University’s Academic Forgiveness policy applies only to undergraduate students. Students who have been withdrawn from the University for a minimum of three 3 years are eligible to apply for a one-time academic forgiveness adjustment of all D and F grades. Students should submit a letter of petition for academic forgiveness at the time the application for readmission is made to the University. The petition for academic forgiveness will be considered upon the completion of 12 credits after readmission with the condition that no grade earned during the 12 credits is less than a C and that the term grade point average (GPA) for each term of the 12 credits is no less than 2.0. Grades of D and F will appear on the transcript but are not included in the calculations and need to be retaken if applicable to the degree program. Recipients of academic forgiveness are eligible for academic honors as earned.

Petitioners are advised that academic forgiveness does not apply to all academic programs nor does it guarantee acceptance into a specific degree program. Academic forgiveness adjustments may not be recognized by institutions outside of Holy Family University and they may affect financial aid eligibility.
Academic Programs

Bachelor of Arts degree programs include:
  • Art*
    Concentrations in:
    • Studio Art
    • Art Education*
    • Graphic Design
    • Pre-Art Therapy
  • Biochemistry
  • Biology*
    Concentrations in:
    • General Biology
    • Pre-Medicine
    • Pre-Physical Therapy
    • Pre-Physician's Assistant
  • Business Administration
    Concentrations in:
    • Accounting
    • Business Intelligence
    • Computer information Systems
    • Management-Marketing
    • Sport Marketing Management
  • Communications
    Concentrations in:
    • Social and Emerging Media
    • Public Relations
  • Criminal Justice
  • Education
    Concentrations in:
    • Pre K-4
    • Middle Level 4-8
    • Secondary Education
    • Pre K-4/Special Education
  • English*
  • Fire Science and Public Safety Administration
  • History*
  • Interdisciplinary Humanities
  • Mathematics*
  • Neuroscience
  • Psychology
  • Religious Studies

*See Secondary Education options under Teacher Certification

Bachelor of Science degree programs include:
  • Biology (with Internship in Clinical Laboratory Science)
  • Health Promotion and Wellness
  • Nursing Prelicensure (BSN)
  • Nursing (RN-BSN Track) Accelerated Program – Extended Learning Programs
  • Radiologic Science (BSRS)
    Tracks:
    • General
    • Computed Tomography (CT)
    • Magnetic Resonance (MR)
    • Vascular Interventional (VI)
  • Post-primary non-degree certificate tracks include:
    • Computed Tomography (CT)
    • Magnetic Resonance (MR)
    • Vascular Interventional (VI)

Associate of Science degree programs include:
  • Radiologic Science (ASRS)

Teacher Certification programs are available for those seeking post-baccalaureate certificate options as well as for those seeking initial degrees. These include:
  • Pre K-4
  • Pre K-4/Special Education
  • Middle Level 4-8
  • Secondary Education:
    • Art (K-12)
    • Biology
    • English
    • History/Social Studies
    • Mathematics
Minors
Students have the option of a minor concentration, either to enhance the major or to serve as another area of complementary study. A minor requires 18 – 24 credits or six courses in a given discipline. Minor concentrations must be developed in consultation with a faculty advisor and approved by the Dean of the School in which the minor is offered. Optimally, the decision to declare a minor concentration should be determined in the Fall semester of the Sophomore year. In a declared minor structured by the University, only six credits may be transferred from another institution.

Disciplines in the School of Arts and Sciences have designated structured courses for a declared minor: Actuarial Science, American Studies, Art-Studio, Chemistry, Childhood Studies, Communications, Criminal Justice, Environmental Science, Forensic Science, Literature, Gerontology, History, Mathematics, Mental Health Services, Middle School Mathematics, Natural Science, Philosophy, Political Science, Pre-Law, Psychology, Religious Studies, Social Media, Sociology, Spanish and Writing.

The School of Business Administration offers a minor in Business Administration, Business Intelligence, Computer Information Systems, and Management-Marketing.

The School of Education offers a minor in Education.

Extended Learning Bachelor Degree Programs
- Communications with tracks in Social and Emerging Media and Public Relations
- Administration with concentrations in Accounting, Administration and Criminal Justice Administration
- Nursing (RN – BSN track)

Special Studies Options
Dual Majors – In some circumstances a student may be permitted to concentrate in two disciplines simultaneously. At least 24 credits must be unique for each major. After developing the program in consultation with appropriate faculty, the student must obtain the approval of the appropriate School Dean(s) and the Vice President for Academic Affairs. Arrangements should be completed by the end of the Spring semester of Sophomore year.

Second Degree – Holy Family graduates may be awarded a second degree in a field or concentration different from that of the first degree upon fulfilling the following requirements:
- Completion of all requirements for the first degree.
- Completion of a minimum of 30 additional semester hour credits (post-baccalaureate) in addition to the credits earned in the first degree program.
- Maintenance of a 2.0 GPA (2.75 for Nursing and 3.0 for Education) for the additional credits earned.
- Completion of all other requirements for the second degree, including area of specialization, general education core, comprehensive examination, and/or any special examination(s) such as GREs, NTEs, etc.

Certificate Programs
Holy Family University also offers certificates in mammography, computed tomography, and magnetic resonance for qualified radiographers. For information, please contact the School of Nursing and Allied Health Professions.
Academic Policies and Procedures

Baccalaureate Degree Requirements
The following are the basic requirements for graduation; in some programs, several of these are modified. The responsibility for meeting all requirements in any concentration rests with the student:
- Completion of at least 120 semester hour credits of academic work; the requirements of certain concentrations or programs may increase the number beyond 120
- Cumulative index or GPA of at least 2.0 (C average); program requirements vary
- Completion of the required courses in the general education core curriculum
- Completion of the specific requirements in the field of concentration with a minimum grade of C in each course; schools reserve the right to exact additional specific requirements. See schools for listing of these requirements
- Completion of 60 Holy Family University credits are required to be eligible for degree honors
- Attainment of a minimum grade of C in the comprehensive examinations
- Completion of a minimum of 30-45 credits in coursework at the University. (Challenge courses do not constitute coursework completed in this minimum number of credits)
- Payment of all bills and return of all equipment and library materials
- Filing of an online Application for Graduation in WebAdvisor no later than February 1 for May graduation, May 1 for Summer 1 graduation, July 1 for Summer 2 graduation, and October 1 for December graduation.

Associate Degree Requirements (ASRS)
- Completion of at least 73-semester hour credits of academic work
- Cumulative index or GPA of at least 2.0 (C average); program requirements vary
- Completion of the required courses in the general education core
- Completion of the specific requirements in the field of concentration with a minimum cumulative index or GPA of 2.5 and a minimum grade of C in each course
- A minimum of 28 Holy Family University credits must be completed to earn the ASRS degree.
- Payment of all bills and the return of all equipment and library materials
- Filing of an online Application for Graduation in WebAdvisor no later than February 1 for May graduation, May 1 for Summer 1 graduation, July 1 for Summer 2 graduation, and October 1 for December graduation.

Transfer and Advanced Placement Credit
Transfer Credits – Students may be admitted to the University by transfer from other colleges and universities. These applicants will be admitted to advanced standing only upon completion of all required documentation. Upon presentation of the credentials, the applicant is admitted with Freshman, Sophomore, or Junior status. Only credits applicable to the program of study will be considered for transfer. With this stipulation, courses in which the applicant has earned a minimum grade of C at an accredited institution of higher learning within 10 years of application to Holy Family may be accepted. Courses over 10 years may be accepted but are subject to review. Up to a maximum of 75 credits may be accepted from a 2-year institution, 90 credits from a 4-year institution. The total of transfer credit and non-institutional credit (e.g. CLEP, AP, Dantes, etc.) may not exceed 90 credits. Transfer credits will be officially posted to the student's record after matriculation. Transfer credits will not be accepted for any course completed at Holy Family University and subsequently repeated at another University.

Pre-Matriculated College Credit – If a student took college-level courses while enrolled in high school, the student may be able to transfer the credit to Holy Family University. Only courses taken at a regionally accredited college or university with grades of C or better are accepted for transfer, and all college-level work will be evaluated in accordance with Holy Family University transfer policy. The student must have an official college transcript sent directly to the Admissions Office in order for the transfer credit to be evaluated.

Students who have earned an Associate of Science or Associate of Arts degree or higher at an accredited institution of higher learning are eligible for up to 42 credits in core courses in transfer. Courses in the major or prerequisite courses will be required and vary from program to program. All courses will be evaluated for program requirement fulfillment to maximize transferability.

Accepted students must complete a minimum of 30 credits in coursework at Holy Family including requirements in the area of specialization, core requirements, the comprehensive examination, and/or or any special examinations. A minimum 2.0 GPA must be maintained for the additional credits earned. The minimum GPA may vary by program (e.g., Education, Nursing). Specific program requirements should be consulted for relevant information.

Advanced Placement Study – Holy Family participates in the Advanced Placement Program of the College Entrance Examination Board. High school students who have taken college level courses and the board's advanced placement examination submit the official test scores to the University. Students who have achieved a score of 3 or higher are eligible for consideration for credit at the discretion of the Vice President for Academic Affairs or designee. These incoming students receiving advanced placement credit are required to take the normal credit load for the semester.

International Baccalaureate – Holy Family University will consider for credit or advanced placement International Baccalaureate courses with Higher-Level examination results of 5, 6, or 7. Courses meeting these criteria will be accepted if they are applicable to the student's program of study. Examinations at the Subsidiary Level are not eligible for transfer credit consideration.

Official International Baccalaureate transcripts should be directed to:
Academic Advising Center – HFH Room 215
Holy Family University
9801 Frankford Avenue
Philadelphia, PA 19114-2009

* RT to ASRS (or BSRS) students already holding ARRT certification should refer to the RT to ASRS (or BSRS) Policy found in the Academic Programs section, under Radiologic Science.
Credit for Non-Traditional Learning
Holy Family University recognizes and awards up to 30 credits for each or any combination of the following non-traditional programs. These credits are included in the maximum number of 75-90 credits eligible for transfer toward degree completion.

Challenge Examinations – With the permission of the respective School Dean and notification of the Registrar, students who have acquired knowledge and skills in non-traditional ways may receive credit through challenge examinations. These are tests formulated by the instructor and made available in certain schools. These tests may be written or oral, or a combination of both, and are designed to ascertain that the student possesses the basic equivalent knowledge and skill as a student who successfully completes the course.

The following restrictions apply to challenge examinations:
- No more than 30 credits may be earned through challenge examinations
- Not all courses are available on a challenge basis
- Preparation for challenge examinations must be done independently; students may not audit the respective course.
- Students who have received permission to take a challenge examination must:
  - Register with the School offering the Challenge Exam before the conclusion of the semester drop/add period.
  - Pay the non-refundable fee of 1/3 credit hour charge.

The student will receive a Pass/NG grade for each examination. These grades do not carry quality points and are not reflected in the cumulative average. If any challenge examination is failed, the student must take the course in order to receive credit.

Students will initiate the request to take a challenge examination by completing the Challenge Examination Request Form in the Dean’s office in which the course is located.

College Level Examination Programs (CLEP/DSST Program) – The option to challenge courses through the College Level Examination Program or the DSST Program is available. It is advisable, however, to consult first with an academic advisor regarding the subjects, the number of credits, and the scores that the University will accept through these examinations. Credit is awarded by transcript entry only after the student has been matriculated at Holy Family with a GPA of 2.0 or above. At the time of this examination, arrangements should be made to have official scores forwarded to the Academic Advising Center. The School of Nursing and Allied Health Professions uses the ACT-PEP examination to validate prior knowledge.

Non-Collegiate Training – Holy Family subscribes to the recommendations of the American Council on Education for college credits earned through the training programs offered and/or sponsored by non-collegiate training programs that have been evaluated for college credit by the American Council on Education’s National Guide to Educational Credit for Training Programs. Such credit will be considered as equal to credits earned at other regionally accredited colleges and universities and accepted through transfer by Holy Family University.

Credit for Experiential Learning
Experiential Learning are professional work opportunities meant to enhance academic coursework and to bridge the gap between academics and a student’s entry-level job after graduation. The Experiential Learning Department, located in the Campus Center, has opportunities for all majors in the Schools of Business Administration and Arts and Sciences. Students are encouraged to make an appointment with the Director of Experiential Learning who will guide them through the experience.

Credit for Study Abroad
Holy Family University encourages qualified students to study abroad if such study seems likely to contribute to their educational objectives. Students must plan their program with their Academic Advisor and School Dean and submit the program to the Vice President for Academic Affairs for final approval. This procedure is necessary if academic credit is to be granted for study abroad. If students enroll for approved courses at colleges or universities abroad, transfer credit will only be awarded for courses in which a minimum grade of C is earned. Grades earned at institutions abroad will not be included in the calculation of the student’s grade point average. Various options are available for semester-long as well as single course study abroad experiences. Information concerning Holy Family Study Abroad programs may be obtained from the Vice President for Academic Affairs or the respective School Dean.

Credit for Off-Campus Studies
Coursework may be taken at other accredited four-year institutions by students matriculated and in good academic standing at Holy Family University. This coursework will not be accepted for credit unless the student has obtained advance written approval from the School Dean (courses in the area of concentration only) and the Dean of the School of Arts and Sciences (courses in the general education core and/or offered by the School of Arts and Sciences). Credit is transferred only for a minimum grade of C or better. Grades obtained at other colleges or universities are not included in calculations of the cumulative grade point average. Transfer credit will not be awarded for any course previously taken at Holy Family University which is repeated off-campus.

Online Consortium of Independent Colleges and Universities (OCICU)
Students with a cumulative grade point average of 3.0 may, when necessary, request permission to take an online course through OCICU. Courses taken through OCICU count as Holy Family credit and the earned grades are calculated into the semester and cumulative grade point averages. In some instances, the institution offering the course utilizes a grade scheme different than that of Holy Family University. In these instances, the Registrar will assign the grade to the course that most closely adheres to the Holy Family University undergraduate grade scheme. Students begin the approval process with their academic advisor and must have the permission of the Dean of the school in which the course is offered and the Dean of the school of their major. Students enrolled in OCICU courses agree to abide by the course dates of the offering institutions.
Classification of Students

Matriculated Students
Those students who have been formally admitted to a program of study leading to the award of a Baccalaureate or Associate Degree are considered to be matriculated students. To attain matriculated status, i.e., official acceptance as a degree candidate, the student’s academic credential file must be complete and the student must complete an academic review. A non-matriculated student may not take more than 12 credits of study before matriculation is sought. Non-matriculated students are not eligible for financial aid. Students are bound by program requirements in effect at the time of matriculation.

Full-Time Students – Students who are taking 12 credits or more per semester.

Part-Time Students – Students who are taking fewer than 12 credits per semester.

Freshmen – Students who have met all admission requirements and who have completed fewer than 24 semester credits of University work.

Sophomores – Students who, at the beginning of any semester, have completed at least 24 but fewer than 54 semester credits of University work.

Juniors – Students, who at the beginning of any semester, have completed at least 54 but fewer than 84 semester credits of University work.

Seniors – Students who, at the beginning of any semester, have completed at least 84 semester credits of University work.

Non-Matriculated Students
Included in this category are qualified capable high school students, visiting students from other colleges and universities, post-graduate students working for certifications, and those studying for enrichment purposes. Should a non-matriculated student begin work for a degree, he or she must complete the standard process for admission described previously in this chapter.

Timeline for Degree Completion
The maximum time frame for completing degree requirements is six years for full-time study and 12 years for part-time study. Financial aid will not be available beyond this maximum time frame. See time-related restrictions that apply to University-sponsored scholarships, grants, and discounts, in the Financial Information section or in the specific academic programs section.

Graduation Requirements
Please see related section on degree requirements.

Comprehensive or Senior Examinations
Comprehensive examinations provide an incentive for the retention of knowledge beyond the termination of a single course, stimulate more purposeful learning and correlation of ideas, and lead students to an integrated mastery of their field through review, organization, and summary of all their knowledge in that area. Comprehensives may be oral as well as written, and may consist partially of a research paper or other project. The nature and time of administration of the comprehensive examination is determined by each of the respective schools.

In the event of failure, a partial or complete re-examination will be permitted for those students who are in all other respects eligible for graduation. Graduation may be delayed in the event of a failing grade on the comprehensive examination. Refer to each program description for additional information. Results of comprehensive examinations are submitted in writing by the School Dean or designee to the Associate Vice-President for Academic Services and Registrar.

Exit Interview and Formal Petition for a Degree
Students should review their eligibility for graduation by checking their Degree Audit. Students registered for or in progress of their final credits and/or Comprehensive Examination are to apply for graduation online by completing the Application for Graduation located in WebAdvisor according to the following deadlines: February 1 for May graduation, May 1 for Summer 1 graduation, July 1 for Summer 2 graduation and October 1 for December graduation. Upon receipt of the completed Application for Graduation, the University undertakes a review of the degree candidate’s file ensuring that all degree requirements will be met. The University will communicate degree eligibility status or any issues with the student via Holy Family email.

The completed Application for Graduation is used by the University to begin the degree review process, in the development of the Commencement program, for mailing lists for all Commencement and graduation related activities and for the printing of diplomas. 

Commencement and Diplomas
Students who will complete requirements for a degree in a given semester must make written application for graduation at the time specified above. Late applications might result in delaying graduation to the next ceremony. All students are required to pay the graduation fee at the normal billing time prior to each issuance of diplomas.

Any outstanding fees, fines, or library materials owed must be cleared before diplomas and transcripts can be issued.

Degrees will be posted to student transcripts four times a year, at the end of the fall and spring semesters and at the end of the summer 1 and summer 2 terms.

Commencement Participation
All students who have successfully completed all academic requirements are encouraged to participate in Commencement. Students who have not filed petitions and/or completed all degree requirements successfully will not be permitted to participate in Commencement. Students will not be permitted to participate in Commencement in anticipation of completing degree requirements.
Academic Honors and Awards

Dean’s List
Dean's list distinction is awarded twice during the academic year to full-time students chosen for their high scholastic standing. Eligibility for inclusion is based upon the completion of at least 12 credits in the semester, the attainment of at least a B grade in every course, and a GPA of 3.5 (based on 4.0) in the previous semester.

Dean’s list distinction is awarded once during the calendar year to part-time undergraduate students chosen for their high scholastic standing. To be eligible for this honor a part-time undergraduate student must: be matriculated in a degree program; have successfully completed a minimum of 30 credit hours at Holy Family University; be an active student during the previous academic year (Summer Session I through the end of the regular Spring semester), and in that academic year, have earned a minimum of 12 credit hours with at least a B grade in every course; and have attained a total cumulative average of at least 3.5. Minimum credit hours specified above do not include CLEP, ACT-PEP, DSST, or challenge examination credits.

School Honors
Awards are granted to graduating Seniors in recognition of outstanding ability and achievement in the area of concentration. Qualifications for school honors include: completion of more than half the program courses at Holy Family, attainment of a minimum 3.5 cumulative average in the major field of study, a better-than-average grade in the comprehensive or other qualifying examinations as determined by the school, and, if necessary, submission of a project at the discretion of the School Dean. Candidates for these honors must be recommended by the School and approved by the Vice President for Academic Affairs.

Degrees with Honors
Degrees with honors are conferred upon students who attain the required minimum cumulative average:

- Summa Cum Laude: GPA of 3.90
- Magna Cum Laude: GPA of 3.70
- Cum Laude: GPA of 3.50

Also, to be eligible for commencement honors, the student must have earned at least 60 credits at Holy Family University (not including CLEP or challenge examination credits) and must have met the standards of character, cooperation, and dependability set by the University. Commencement honors are computed from grades earned at Holy Family University.

The Mother M. Neomisia Award
The award was established by the Board of Trustees of Holy Family to honor the foundress and first President of the University. This distinction is given annually to the Senior whose qualities of service and loyalty to the University merit particular distinction.

The Alumni Senior Award
The Alumni Senior Award was established by the Alumni Association and is given to a graduating student who best represents the Holy Family University student body as indicated by his or her academic achievements, campus involvement, and community service.

Who’s Who Among Students in American Universities
National recognition is given to students for their outstanding accomplishments. Eligibility for the distinction of selection and acceptance by this organization is confined to Seniors who excel in scholarship, leadership, and participation in extracurricular and academic affairs, citizenship and service to the University, and promise of future usefulness in community life.

Honor Societies
Alpha Phi Sigma – A national honor society that recognizes and promotes scholarship among students actively engaged in collegiate preparation within the field of Criminal Justice. Candidates must be ranked in the upper 35% of their class; completed three full-time semesters or equivalent; and must have a cumulative GPA of 3.2 and a 3.2 GPA within Criminal Justice or related field courses.

Beta Beta Beta, Lambda Chi Chapter – Accepts students for membership who achieve superior academic standing and evidence major interest in and aptitude for life science. Full membership is extended to candidates who have completed at least 23 credits in major-level biology courses, participated actively in the projects of the Albertans Science Club, and attained Junior-level status.

Chi Alpha Sigma - A nonprofit organization established in 1996 to recognize the achievements of collegiate student-athletes both in the classroom and in athletic competition. Chi Alpha Sigma recognizes college student-athletes who earn a varsity letter in their sport while maintaining a 3.4 or higher cumulative grade point average throughout their junior and/or senior years.

Delta Epsilon Sigma – The national scholastic honor society for students, faculty, and alumni of Catholic colleges and universities, is represented on campus by the Delta Lambda Chapter. Membership is awarded annually to full-time Junior or Senior students who have completed at least 50% of the credit for their degrees with distinctive academic performance, which, if continued, would make them eligible for graduation cum laude. Such students must also show evidence of having accepted their responsibility of service to others.

School Honors
Awards are granted to graduating Seniors in recognition of outstanding ability and achievement in the area of concentration. Qualifications for school honors include: completion of more than half the program courses at Holy Family, attainment of a minimum 3.5 cumulative average in the major field of study, a better-than-average grade in the comprehensive or other qualifying examinations as determined by the school, and, if necessary, submission of a project at the discretion of the School Dean. Candidates for these honors must be recommended by the School and approved by the Vice President for Academic Affairs.

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The Mother M. Neomisia Award
The award was established by the Board of Trustees of Holy Family to honor the foundress and first President of the University. This distinction is given annually to the Senior whose qualities of service and loyalty to the University merit particular distinction.
Delta Mu Delta - Delta Mu Delta is an international business society accepting top business students as members, faculty and business leaders. The eligibility criteria for Holy Family University’s chapter, the Mu Gamma Chapter, are that undergraduate students have a minimum 3.5 GPA and have a standing in the top 20% of their class, graduate students have a minimum 3.6 GPA and have a standing in the upper 20% percent of their class. Delta Mu Delta Honor Society has two primary purposes: to promote higher scholarship in business education and to recognize and reward scholastic achievement of business students. As the highest recognition a business student can earn, it is appropriate and beneficial to include Delta Mu Delta membership on one’s resume. The honor society currently accepts traditional business program students

Kappa Delta Pi – An international honor society in education that promotes excellence in and recognizes outstanding contributions to education. Kappa Delta Pi endeavors to maintain a high degree of professional fellowship among its members, to quicken professional growth, and to honor achievement in educational work. To these ends, it invites to membership persons who exhibit commendable professional qualities, worthy educational ideals, distinctive achievement, and sound scholarship.

Undergraduate education majors with an overall GPA of 3.5, 12 credits in Education courses, and at least 50 semester hours completed by the end of the Fall semester at Holy Family University are eligible for nomination to the Upsilon Omicron Chapter. Applications are made available in November (the week after the Thanksgiving holidays) and due for review by early January. The initiation ceremony is held in the Spring semester, and all new members must be present for the initiation. For more information, please contact the Associate Dean in the School of Education.

Kappa Mu Epsilon – The national mathematics honor society recognizes outstanding achievement in the study of mathematics at the undergraduate level. Other objectives include developing an appreciation of the power and beauty of mathematics, familiarizing members with current advances in the field, and comprehending the overall importance of mathematics in contemporary society. To be eligible for membership, a student must rank in the upper third of his/her class and must have completed a minimum of three undergraduate mathematics courses, including MATH 211 and one additional mathematics course at the 200 level or higher with a minimum average of B. Additionally, candidates must have actively participated in one of the chapter’s service projects prior to induction.

Kappa Theta Epsilon – Represented on campus by the Mu Chapter. Its purpose is to recognize and honor cooperative education and internship students who excel scholastically; promote academic achievement among co-op and internship students; inform students of the advantages of enrolling in a co-op or internship program; and assist the Cooperative Education Department in its recruiting efforts. The society honors those co-op or intern students who confer honor upon Holy Family University by distinguished scholarship, industrial ability, integrity, breadth of interest, and adaptability as an undergraduate in the Cooperative Education or Internship Program in their respective major. Inductees must be in the upper fifth of their respective co-op or internship program according to grade point average and be approved by the director of cooperative education and the respective faculty coordinator within their academic school.

Phi Alpha Theta – The international honor society in history the Alpha Eta Iota Chapter accepts undergraduate students who have completed 12 credits in the history discipline at Holy Family University and who have achieved an average GPA of 3.5 or better in history course work and have a cumulative GPA of at least 3.2. Induction is held once a year during the Spring semester.

Phi Sigma Iota – A national foreign language honor society, maintains the Delta Iota Chapter at Holy Family University. Membership is open to upperclassmen that pursue a concentration in foreign languages, maintain a B average in all foreign language courses, have completed at least one course at the 300 level, and rank in the upper 35 percent of their class.

Lambda Nu – A national honor society for the Radiologic and Imaging Sciences. The objectives are to foster academic scholarship at the highest academic levels, promote research and investigation in the Radiologic and Imaging Sciences, and recognize exemplary scholarship.

Lambda Pi Eta – The international honor society for students in communication. The society recognizes and encourages excellence in the study and creation of literature. Membership in the society is evidence of distinguished work. Candidates must have completed 60 semester hours in college; have a GPA of 3.25 in communication study; and have completed 12 semester hours of communication study. Additionally, candidates must submit a research paper in the field of communications, or present a copy of one article he or she has published.

Lambda Iota Tau – This is the international honor society for students of literature. The society recognizes and encourages excellence in the study and creation of literature. Members of LIT are majors or minors in literature, no matter what language in which the literature is written. Eligible undergraduate students invited to membership must be in the upper thirty-five percent of their class and have attained at least a full B average in at least twelve semester credit hours or eighteen term hours of literature and all prerequisites thereto. Students must submit an essay on a literary topic.

Phi Alpha Theta – The international honor society in history the Alpha Eta Iota Chapter accepts undergraduate students who have completed 12 credits in the history discipline at Holy Family University and who have achieved an average GPA of 3.5 or better in history course work and have a cumulative GPA of at least 3.2. Induction is held once a year during the Spring semester.

Phi Sigma Iota – A national foreign language honor society, maintains the Delta Iota Chapter at Holy Family University. Membership is open to upperclassmen that pursue a concentration in foreign languages, maintain a B average in all foreign language courses, have completed at least one course at the 300 level, and rank in the upper 35 percent of their class.
First-time, Full-time Students

Orientation to Higher Education
First-Year College Success is an interdisciplinary course designed to introduce students to the academic culture, values and expectations of Holy Family University. For that reason, the framework guiding this experience is the Mission and core values of the University.

Testing Programs
Placement of first-time students in composition and quantitative courses is determined by achievement on placement tests, review of high school performance in these areas and SAT/ACT scores. Other types of interest, personality and career-related testing/inventories are available through the Careers and/or Counseling Center at the Philadelphia Campus.

Academic Advising
Academic Advising Center – The Academic Advising Center, located in Holy Family Hall, is responsible for the advising of all first-time Freshmen, AAP Program students, non-matriculated students and undergraduate students who have not yet declared a major. The Academic Advising Center also assists students in processing requests for changes of major, exit interviews for graduation and provides advice regarding academic policies and procedures.

Faculty Advisors – Mentors are assigned to all first-time students within the First Year College Success Program. Upon completion of this course, students are assigned faculty advisors within their school of concentration. All full-time and part-time matriculated students are required to schedule regular meetings with their faculty advisors throughout the year in order to assess academic progress. Advisors’ approvals must be indicated (signature or electronically) for all course selections prior to a student’s registration. The availability of faculty advisement does not reduce the student’s responsibility for academic decisions. Final responsibility for fulfilling all degree requirements rests solely with the student.

Academic Support
Center for Academic Enhancement – The Center, staffed by professional and peer tutors, is committed to providing support for both day and evening students. The mission is dedicated to meeting the learning needs of students at all levels of achievement, addressing curricular structure from developmental to honors courses. Tutorial support is provided in the areas of writing/reading, ESL, Mathematics, Physics, foreign languages, Philosophy, Psychology, and study skills development. Lectures, workshops, and programs designed to be of academic relevance are offered to the University community throughout the year. The Center has fully networked computers, with Internet access and appropriate software for diagnostic, teaching, and self-paced tutorial purposes.

Pi Gamma Mu – An international honor society that encourages excellence in the social sciences. The Pennsylvania Alpha Nu Chapter at Holy Family is restricted specifically to the disciplines of Political Science, Sociology, and Secondary Education (Citizenship/Social Sciences/Social Studies). Juniors, Seniors and graduate students become eligible to join when they meet the following criteria for membership: upper 35 percent of the class; a grade point average of B or better; and 20 semester hours in social science courses. The society not only provides recognition for scholastic achievements but also offers enrichment opportunities through service projects, publications, scholarships and lectureship grants.

Psi Chi – As the international honor society in psychology, Psi Chi fulfills two major goals: the advancement of science of psychology and the encouragement if its members to scholarly pursuits in psychology and allied fields. An invitation for induction into Holy Family University’s Chapter is extended to those Junior and Senior undergraduates who are either majoring in psychology or who have declared psychology as their minor. Eligible students invited for membership will have completed a minimum of 12 credits in psychology courses taken at the University. Additionally, eligible students will have a cumulative GPA of at least 3.0 and a GPA of at least 3.3 in all psychology courses taken at Holy Family University.

Sigma Theta Tau – The International Honor Society of Nursing, is represented on campus by the Delta Tau Chapter-at-Large, established as a joint chapter with Immaculata University, Neumann University, and Eastern University. Its purpose is to recognize superior scholarship and leadership in nursing and to encourage nurses to contribute to the advancement of nursing through research. Eligible candidates must have completed at least one half of the nursing curriculum and receive a formal invitation for membership.

Pi Gamma Mu – An international honor society that encourages excellence in the social sciences. The Pennsylvania Alpha Nu Chapter at Holy Family is restricted specifically to the disciplines of Political Science, Sociology, and Secondary Education (Citizenship/Social Sciences/Social Studies). Juniors, Seniors and graduate students become eligible to join when they meet the following criteria for membership: upper 35 percent of the class; a grade point average of B or better; and 20 semester hours in social science courses. The society not only provides recognition for scholastic achievements but also offers enrichment opportunities through service projects, publications, scholarships and lectureship grants.

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Course Enrollment Information

Academic Calendar – The regular academic year is composed of two semesters, Fall and Spring, which are 15 weeks each. In addition, three Summer sessions are available to Holy Family students, to all other qualified applicants seeking to accelerate or supplement their programs in other colleges and universities, and to professional men and women seeking refresher or enrichment courses.

Course Schedule – Prior to registration semester and summer session course offerings are made available online via WebAdvisor. WebAdvisor provides up-to-date and reliable course offering information. WebAdvisor is accessed from the University homepage, www.holyfamily.edu.

Cancellation of Courses – The University reserves the right to change or cancel, without notice or obligation, any course offering and/or location because of insufficient enrollment or for any other reason. Cancellation can occur up to and including the first week of class.

Course Number System – The curriculum is organized into lower-division and upper-division courses. Lower-division courses are generally numbered 101-299. Upper-division courses, numbered 301-499, are generally devoted to programs of concentration. Courses which require prerequisites or corequisites are clearly indicated in the class schedule. Pertinent prerequisites and corequisites are described in the catalog description of program courses.

Individualized Courses of Study – Undergraduate Research projects may be planned and executed as independent studies after prior approval by the School Dean and Vice President for Academic Affairs. Students should consult with their advisors regarding this option.

Courses Available to Non-immigrant International Students – Non-immigrant international student course enrollment is limited to only full-time or blended (hybrid) programs. Non-immigrant international students are not permitted to enroll in fully online degree programs.

Registration

Degree Seeking Registrants – Semester and Summer session registration dates and times are made available on the Registrar’s webpage and the main page of WebAdvisor. Continuing students register online via WebAdvisor after having met with their advisors. Students registering for the first time at Holy Family and newly readmitted students register in-person at the Registrar’s Office after meeting with an advisor in the Academic Advising Center during published office hours during the registration period designated for their status. Academic and Faculty Advisors assist students in course planning and selection; however, all students are responsible for observing the necessary prerequisites and corequisites as well as selecting courses necessary to fulfill concentration requirements in their proper sequence. Ordinarily, degree completion will be affected when/if students fail to enroll in regularly scheduled required courses in their degree programs. Information concerning registration can be found on the Registrar’s webpage and the main page of WebAdvisor, both accessible from the University’s homepage, www.holyfamily.edu.

Non-Degree Seeking Registrants – Students visiting from another college or university or anyone taking a course for personal enrichment may go directly to the Registrar’s Office for relevant instructions regarding enrollment and registration. Students should bring a letter of permission from their college or university stating the course(s) for which they have received permission to enroll.

Course Load – The normal course load for full-time students is from 15 to 18 semester hours, varying with the student’s particular curriculum and scholarship record. Approval to carry hours in excess of this load will be granted by the appropriate Dean only to those students whose scholastic record gives evidence of their ability to do superior work. The minimum academic load for full-time students is 12 semester hours. The current tuition per credit will be charged for credits exceeding 18 in number.

In Summer sessions, the maximum credit load for undergraduates is 6 credits per session. Approval to carry hours in excess of this load will be granted by the appropriate Dean only to those students whose scholastic record gives evidence of their ability to do superior work.

Auditing Courses – The Registrar authorizes all formal auditing of courses. The privilege of auditing classes is extended to students who may wish to benefit from certain courses without assuming responsibility for preparing assignments and completing examinations. The student is, however, expected to meet all other course requirements. Authorization to change from credit to audit or audit to credit status must be made within the first two weeks of the Fall or Spring semesters, or within the first week of a Summer Session. During Fall and Spring semesters, if the total number of credit hours per semester does not exceed 18, full-time students are entitled to audit courses without extra tuition. One-half of the regular credit fee is charged for part-time students who audit classes and for full-time students whose semester credit load exceeds 18 credits. Auditors are responsible to pay all fees normally associated with a given course.

Cross Registration Agreements for SEPCHE Institutions – Full-time undergraduate, matriculated students paying full-time tuition at any SEPCHE member institution may enroll for up to two undergraduate courses a year at any other SEPCHE member institution provided they have fulfilled any prerequisites stated, that there is space available in the course, and that the course or its equivalent is not given at the home institution in the same semester. Students must have completed at least one year as a full-time student at their home campus before taking courses through cross registration. Students may cross-register at the Registrar’s Office of their home institution. The following policies apply in those cases in which cross registration is completed.

• Grades received in courses taken through the SEPCHE cross registration are calculated in the home campus grade point average
• Credits earned count toward graduation requirements at the home institution
• Substitution of courses taken through cross registration for required courses in the major (or minor) requires special approval by the major (or minor) division or department. A student may not complete all coursework for a major at a host institution unless there is a special agreement between two or more institutions
• The Registrar of each institution will keep a record of the number of students cross-registered each semester and the number of units or credits taken each semester and will report those numbers to the SEPCHE office by November 1 and April 1 each year
Attendance

All students are expected to attend all the class and laboratory sessions of every course in which they are registered. They may not absent themselves except for illness or some other serious matter. In any semester, absences equal to twice the number of weekly contact hours of a given class are deemed excessive. Credit may be jeopardized by absences that have exceeded the allotted number, unless the instructor and School Dean of the respective school deem that circumstances warrant an exception. Students who never attend classes will be administratively withdrawn from courses but students should be aware that such action can affect financial aid eligibility in current and/or future semesters.

Enrollment Adjustments

Drop/Add Adjustments – These registration adjustments, as well as changing from one section of a course to another section of the same course, may be made only with the approval of the Registrar and the authorization of faculty or academic advisors and must be in writing. Drop/add adjustments will not be made after the date specified in the academic calendar. Students are personally responsible to initiate and complete drop/add adjustments. Once enrolled in a course, those students who never attend classes but do not complete the drop process will be administratively withdrawn from the course. This action may jeopardize academic standing and financial aid status. After the published drop/add period ends, students may still change their enrollment in a course as described in the following sections (late drop/withdrawal).

Late Drop (Withdrawal) from a Course* – If necessary a student may process a late drop for a course up to, but not beyond, one month before the beginning of the final examination period (Fall and Spring semesters) or one week before the end of Summer sessions. Students’ transcripts will show a “W” for all courses for which a late drop is processed. Late drop forms are available in the Registrar’s Office. Students are personally responsible to initiate and complete late drop adjustments. The last day of class attendance will be the date on which the late drop form is received in the Registrar’s Office. Only in case of documented illness or for other serious cause will the administration allow change in enrollment status without penalty after the late drop deadline. Appeals to the policy or deadline are to be made in writing and submitted with supporting cause documentation to the Registrar. Such exceptions will be reviewed on an individual basis by the Registrar and forwarded to the Vice President for Academic Affairs or designee for a resolution.

* For nursing students, withdrawal from a Nursing course requires the signature of the Associate Dean for Nursing.

Withdrawal from the University – Degree seeking students are expected to maintain continuous enrollment. If necessary, a student may withdraw from the University or take a leave of absence. Requests must be submitted to the Registrar in writing for approval. A leave of absence will hold a student’s place in his/her current academic program for a maximum of one academic year. Officially withdrawn students who return to the University at a later date must reapply under the catalog that is current at the time of readmission. (Please see Readmission to the University.)

The University reserves the right to dismiss matriculated students whose academic achievements consistently fall below a GPA of 2.0.

Course Grades

A student’s standing at the close of the semester is determined by the results of class work, tests, assignments, and final examinations. All forms of course assessment as well as class work and independent assignments are scheduled at the discretion of the instructor.

Students are required to take final examinations at the time they are officially scheduled; failure to do so may result in an Incomplete (I) grade in the course. The student is responsible for having the I grade changed within the allotted time (one month from the last examination date), after which time it becomes an F grade. 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 School Dean or designee of the respective School so that all course requirements are completed within the given semester.

Reports are made on first-time first-year students at midterm of the first semester of enrollment. These reports are for the information of the registrar, the students, and their advisors. Midterm reports are not part of the permanent official record.

Final grades are available to all students without account holds. Paper grade reports are sent only upon request. Please see the Registrar’s webpage for information concerning paper grade report requests.
Grading Policy

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Grading Policy

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</table>

Grade Points Average – The student’s academic standing is measured by the grade point average (GPA). This is calculated by dividing the total number of credit hours attempted into the total number of quality points earned.

Repeat Grades – The second grade of a repeated course will replace the first in the cumulative GPA but will not remove the original grade from the transcript or from the previous semester calculation. Only courses in which a grade of F, D, or D+ is earned may be repeated. Courses may be repeated only once.

Academic Standing

The academic standing of all students is reviewed at the end of each semester. Notice of any academic deficiency is given in writing by the Vice President for Academic Affairs to the respective students.

To be considered in good academic standing, every student must maintain a GPA of 2.0. Some programs will require the student to attain a GPA of 2.5 or higher in order to be accepted officially into these schools and to be considered in good standing in their given program. Medical Technology students must maintain the average predetermined by the hospital where they will complete their internship.

Please see the Financial Aid section of this catalog for scholarship renewal requirements.

Final Grades and Transcripts

Final grades are available online to students without account holds. Paper grade reports are sent only upon request. Please see the Registrar’s webpage for information concerning paper grade report requests.

The Registrar’s Office issues transcripts. Students may request transcripts in person, by mail, or by fax. Telephone requests will not be honored. The request must be in writing and include the signature of the student authorizing the release of his or her records. There is a fee for each copy of a transcript and the payment in cash, check, money order, or credit card should accompany the request. Additional fees are charged for special processing or mailing requests. Please consult the Registrar’s webpage for the transcript request procedure and list of fees. The office will not release transcripts for individuals with outstanding debts or other holds until all accounts are settled.

Ordinarily, official copies are mailed directly to the individual, school, or agency designated by the student.

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 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.
**Probation**
Students whose cumulative average falls below the required GPA of 2.0 are placed on probation. Probation serves as a serious warning to all concerned that the student’s academic work is unsatisfactory and that definite improvement is necessary if they are to continue in college. Students on probation should arrange for a conference with an academic advisor in the Academic Advising Center before continued registration. Full-time and part-time students must raise the cumulative GPA to 2.0 within the equivalent of two full semesters or face academic dismissal. Probation may also affect financial aid. For further details, see the Financial Aid section of this catalog.

Students in the School of Education and the School of Nursing and Allied Health Professions should review specific program requirements concerning continuation and academic standing for programs in these schools as presented in this catalog and in relevant handbooks published by each of the schools.

**Dismissal**
Continued failure to maintain a minimum average of C normally results in dismissal from the University. Generally, students dismissed for academic reasons are asked not to return to the University unless a substantial improvement in academic performance and a more mature approach to the responsibilities of college life are demonstrated. The evidence supporting this improvement should be indicated in a letter addressed to the Vice President for Academic Affairs. An application for readmission to the college should also be completed and submitted to the Registrar.

**Academic Programs**
The undergraduate degree is organized into core curriculum and discipline concentrations offered within each of the four schools. Interdisciplinary programs, specialized programs of study, relevant degree programs and minors are also available.
General Education

General Education — Core Curriculum
The curriculum of Holy Family stands within the mainstream of a 2,000-year-old Christian liberal arts tradition. As presented in the catalog, the core curriculum of Religious Studies, Philosophy, the Humanities, and the Social and Natural Sciences implements in a general way the objectives of the University. It also contributes to the formation of liberally educated students who find their education is relevant and functional in the 21st century. Through this education, students are encouraged to seek not merely information, but personal formation and enrichment.

Programs of Specialization or Concentration*
The key concepts behind the degree programs are coordination and integration of knowledge. Ultimately, the programs aim at the formation of thinking persons who are prepared theoretically and practically, by intellectual habits and skills, for life and its everyday value judgments and decisions, and for responsible roles of service and leadership in a chosen profession.

* Concentration is synonymous with major or major area of study.

Acceptance into the Concentration - It is to the advantage of the student to decide upon a field of interest early in his or her academic career.

To qualify for participation within a particular concentration, a student must be in good standing, i.e., have attained a cumulative index GPA of 2.0 or higher depending on the area of specialization. It is the policy of some schools to review the student’s scores on tests in order to determine the levels of competencies before accepting the student into the school. It is the prerogative of the school to set its own expectations and standards of excellence when admitting concentrators.

A student may change the major area of study. Formal requests for a change of major are initiated in the Academic Advising Center. The student must be in good standing and must meet all the requirements for the new major before such a request may be honored. Acceptance into certain areas of concentration may also be restricted by enrollment.

Honors Program in General Education - Qualified students are invited to apply to the honors program after they are accepted to the University. Honors students have the opportunity to take honors courses, which are seminar-style courses designed to foster independent thinking and allow for discussion, exploration, and in-depth intellectual inquiry. All honors courses also fulfill core curriculum requirements. Honors students additionally have the opportunity to pursue independent research and scholarship, participate in service-learning activities, get involved in campus academic and social events, and attend cultural events in Philadelphia.

Honors courses currently offered include:
- BIOL 120, BIOL 121 Biologic Principles I, II
- ENGL 103, ENGL 104 Honors Writing I, II
- ENGL 115 Honors Public Speaking
- GNED 400 Honors Capstone
- HIST 204 Honors American History 1820-1920
- PHIL 103 Honors Introduction to Philosophy
- PSYC 110 Introduction to Psychology
- RELS 104 Honors World Religions
- RELS 210 Honors Jesus the Christ

Related Field - Holy Family University, as a general policy, does not have a related field requirement. Some programs, however, may prescribe a related field in support of their advanced coursework, e.g., students planning on certification to teach on the secondary level will be obliged to choose Education as a related field.

Minors - Currently, disciplines in the School of Arts and Sciences and the School of Business Administration offer students an option to declare a minor. Students should declare a minor early in the Sophomore year in order to plan appropriate course offerings. To facilitate this, a student should consult his/her faculty advisor or the School Dean from which the minor is offered for direction in choosing and scheduling a minor concentration. The choices of available minors are described within the respective schools.

Interdisciplinary Programs
Students with special goals have an opportunity to concentrate in one of several currently available interdisciplinary programs including Biochemistry, Interdisciplinary Humanities, and Neuroscience. As indicated, each program involves two or more concentrations that already offer a major. Interdisciplinary programs are closely coordinated by a faculty advisor in each discipline who works with the student toward making this experience a meaningful and rewarding one.

All interdisciplinary programs include seminars and comprehensive examinations in accordance with the usual pattern of a degree program.

Pre-Professional Programs
Pre-professional programs offer students a combination of coursework and experiences which support their preparation for and application to designated professional programs of study.

Students participating in pre-professional programs benefit from focused advising offered through designated advisors and/or counselors.
Pre-Law – Students considering the study of law after graduation plan a program of study that develops abilities in logic and critical thinking, skills in writing and communication, and an analytical understanding of human institutions and values. Nationally, more pre-law students major in the humanistic disciplines of English, Philosophy, or History, supplemented by general studies in the Natural and Social Sciences and Mathematics. Interested students are advised to discuss their objectives with the School of Arts and Sciences pre-law advisor.

Pre-Dentistry, Optometry, Podiatry, Veterinary – Post-baccalaureate professional programs in health care recognize strong liberal arts training as the foundation of a successful career in the health care professions. Requirements to a professional program in health care may be met by taking Biology, Neuroscience or Biochemistry as the field of concentration. In any case, a candidate must excel in the sciences to receive favorable consideration for admission.

A Pre-Medical Advisory Committee serves an academic advising role providing assistance and support to those interested in entering a health professional career such as: medicine, dentistry, optometry, podiatry and veterinary medicine. For further information, consult a Pre-Medical Advisor in the School of Arts and Sciences.

Pre-Pharmacy – Students interested in admission into a college of pharmacy usually complete two years of undergraduate study before transferring to a professional school. Their pre-professional curriculum must include two semesters of general biology, general chemistry, organic chemistry, physics, calculus, and English composition, as well as courses in literature, social sciences, and the humanities and/or others as defined by the professional school of choice.

General Education - Core Curriculum

Learning Outcomes

The successful student will be able to:

• Evaluate evidence in relation to a problem and make reasonable and reflective decisions regarding solutions to the problem.
• Produce a sustained written text in Standard English that demonstrates ability to plan and organize content using accurate syntax and mechanics.
• Produce a sustained written text that demonstrates the ability to analyze, synthesize and evaluate the literature from a variety of disciplines.
• Compose informative and persuasive speeches that reflect research, planning, revision, and outlining.
• Deliver informative and persuasive speeches with clarity and with confidence.
• Demonstrate the ability to integrate intercultural knowledge.
• Interpret and analyze intercultural experiences from the self-perspective and with consideration of other world views.
• Utilize the scientific method to evaluate, analyze, and interpret data and formulate accurate conclusions.
• Perform a complete set of basic relevant calculations in the data analysis of a societal problem.
• Identify, select and apply technology tools in evaluating the appropriateness of sources.
• Articulate strong, multidimensional views of empathy toward individual or group marginalization due to social stratification.
• Apply basic tenets of a world theological traditions (s) to contemporary social questions.
• Evaluate the unique contribution that theology makes in the particular political, cultural or social question at hand.

Contact Information

Rochelle Robbins, PhD, Dean of the School of Arts and Sciences

Core Curriculum

Note: All students are required to complete 45 credits in general education (core). Selections should be made from the areas and courses as described below. All transfer students will be evaluated on an individual basis.
Global Perspective – Four Courses (GP)
All students must successfully complete two sequential courses in a single language (6 credits) selected from the following:

- FREN 101, 102 Introduction to French 3, 3
- FREN 103, 104 Intermediate French 3, 3
- FREN 201, 202 Advanced Writing and Composition 3, 3
- ITAL 101, 102 Introduction to Italian 3, 3
- ITAL 103, 104 Intermediate Italian 3, 3
- SPAN 101, 102 Introduction to Spanish 3, 3
- SPAN 103, 104 Intermediate Spanish 3, 3
- SPAN 105, 106 Spanish for Health Care 3, 3
- SPAN 201, 202 Advanced Grammar and Conversation 3, 3

All students must successfully complete one course (3 credits) selected from the following:

- ARTS 213 Art History: Ancient to Renaissance 3
- ARTS 214 Art History: Renaissance to Modern 3
- HIST 108 Global History to 500 CE 3
- HIST 109 Global History 500 – 1700 3
- HIST 208 Global History 1700 – present 3
- SOCO 218 Globalization 3

All students must successfully complete one course (3 credits) selected from the following:

- ECON 203 Microeconomics 3
- HIST 203 American History to 1820 3
- HIST 204 American History 1820 - 1920 3
- HIST 205 American History Since 1920 3
- SOCO 206 Marriage and Family 3

Social Consciousness – Two Courses (SC)
All students must successfully complete one course (3 credits) in philosophy selected from the following:

- PHIL 101 Introduction to Philosophy 3
- PHIL 103 Honors Introduction to Philosophy 3
- PHIL 201 Philosophy of Human Nature 3
- PHIL 202 Logic 3
- PHIL 301 Ethics 3

All students must successfully complete one course (3 credits) in each of the following:

- ARTS 102 Art Appreciation 3
- COMM 115 Communications and Culture 3
- COMM 202 Communication Theory 3
- COMM 243 Introduction to Film 3
- COMM 247 American Popular Culture 3
- ENGL 201 World Literature I 3
- ENGL 202 World Literature II 3
- ENGL 235 Understanding Movies 3
- MUSC 102 Music Appreciation 3
- POLS 210 Introduction to International Relations 3
- PSYC 110 Introduction to Psychology 3
- PSYC 206 Child and Adolescent Development* 3
- PSYC 207 Adult Development and Aging* 3
- PSYC 208 Psychology of Human Development* 3
- PSYC 210 Gender Issues 3
- SOCO 101 Introductory Sociology 3
- SOCO 201 Social Problems 3
- SOCO 212 Race, Class and Gender 3
- THEA 201 Acting 3

Theological Literacy – Two Courses (TL)
All students must successfully complete two courses (6 credits) in Religious Studies (RELS) selected from the following:

- RELS 104 World Religions 3
- RELS 105 Introduction to the Four Gospels 3
- RELS 106 Introduction to the Hebrew Scriptures 3
- RELS 108 Basics of Catholic Faith 3
- RELS 203 Gospel According to John 3
- RELS 210 Jesus the Christ 3

The following course cannot be used as one of the two required courses in RELS but can be completed as an elective in the core.

- PHIL 207 Philosophy of Religion 3

* If students take PSYC 206 in their degree program, they may not take PSYC 208 to complete the core requirement in HQ.

* If students take PSYC 207 in their degree program, they may not take PSYC 208 as the second course to complete the core requirement in HQ.
Scientific and Technological Competence – Three Courses (STC)

All students must successfully complete at least one course from the following as determined by placement testing:

- MATH 110 Quantitative Literacy 3
- MATH 121 Contemporary Mathematics 3
- MATH 150 College Algebra and Trigonometry 3
- MATH 210 Calculus for the Life Sciences 4
- MATH 211 Calculus I 4

* MATH 106 and MATH 107 are developmental courses and do not fulfill the core requirement. Students may enroll in these courses only as a result of placement testing. For those students who are required to complete one or both of these courses they may be used as free electives. They may not be taken by a student who has passed MATH 121 or higher.

All students must successfully complete two courses from the following selection. At least one of these courses must be a lab course:

- BIOL 115 Introduction to Neuroscience (Non-Lab Courses) 3
- BIOL 120 Biological Principles I (Lab Course) 4
- BIOL 121 Biological Principles II (Lab Course) 4
- BIOL 220 Marine Biology (Lab Course) 3
- CHEM 120 Chemistry Principles I (Lab Course) 4
- GSCI 104 Biology in the Natural World (Lab Course)* 3
- GSCI 105 Living in the Environment 3
- GSCI 106 Chemistry and the Environment 3
- GSCI 107 Fundamental Concepts in Biology and Chemistry (Non-lab Course)* 3
- GSCI 108 The Environment of Planet Earth 3
- GSCI 110 The Science of Physics (Lab Course) 3

* Only one of the two courses, GSCI 104 or GSCI 107, but not both may be used to fulfill the Natural Science requirement because of similar content.

Extended Learning (Accelerated) BS Core Curriculum

Note: All students are required to complete 45 credits in general education (core).

Selections should be made from the areas and courses as described below. All transfer students will be evaluated on an individual basis.

Global Perspective – Four Courses (GP)

All students must successfully complete one course (3 credits) selected from the following:

- ENG 240 American Business in American Literature 3
- HIS 220 Race and Ethnicity in the United States 3
- HIS 232 The American Presidency 3

All transfer students will be evaluated on an individual basis.

All students must successfully complete one course (3 credits) selected from the following:

- ENG 201 World Literature 3
- HIS 234 Global Consequences of European Industrialization 3
- POL 210 International Relations 3

All students must successfully complete two courses (6 credits) selected from the following:

- HIS 236 History of Ireland 3
- HIS 250 History of China 3
- HIS 252 History of the Middle East 3
- SPN 302 Hispanic Influences on the US 3

Theological Literacy – Two Courses (TL)

All students must successfully complete two courses (6 credits) in Religious Studies (RELS) selected from the following:

- REL 104 Religions of the World 3
- REL 215 Religion in America 3

Communication – Three Courses (FRBL)

All students must successfully complete two writing courses (6 credits) and a speech course (3 credits):

- ENGL 101/102 Writing I and II as determined by placement test 3, 3
- ENGL 103/104 Honors Writing I and II as determined by placement testing 3, 3
- ENGL 115 Public Speaking 3

Critical Thinking - One Course (CAP)

All Students must successfully complete the General Education Capstone course (3 credits).

- GNED 400 General Education Capstone*

* Students enrolling in this course must be of Junior or Senior standing. Students should have completed all other General Education requirements before taking GNED 400.

Social Consciousness – Two Courses (SC)

All students must successfully complete one course (3 credits) selected from the following:

- BUS 204 Business Ethics 3
- PHL 101 Philosophy 3
- PHL 102 Logic 3
- PHL 304 Contemporary Moral Issues 3

All students must successfully complete one course (3 credits) selected from the following:

- BUS 202 Diversity in Business 3
- COM 341 Media and Culture 3
- PSY 208 Lifespan Development 3
- SOC 101 Introductory Sociology 3
Scientific and Technological Competence – Three Course (STC)
All students must successfully complete one course (3 credits) selected from the following:
- BUS 210 Statistics 3
- MTH 121 Contemporary Mathematics 3

All students must successfully complete two courses (6 credits) selected from the following:
- BIO 104 Biology and the Natural World 3
- BIO 105 Living in the Environment 3

Communication – Three Courses (FRBL)
All students must successfully complete two writing courses (6 credits) and a speech course (3 credits):
- ENG 101 Writing I 3
- ENG 102 Writing II 3
- ENG 115 Public Speaking 3

Critical Thinking One Course
All students must successfully complete one course (3 credits) selected from the following:
- GED Interdisciplinary Core Seminar 3

First Year College Success Program
Mission
The First Year of College Success Program is an interdisciplinary experience, which introduces first-time students to the University’s Mission so that they may understand and grow in its spirit and give continued expression to its core values in their lives.

Contact Information
Michael McNulty-Bobholz, MEd, Associate Vice President for Student Life

Students will be able to:
- Identify the Holy Family University Mission and core values in relationship to the university student experience and their own personal lives
- Locate Holy Family University resources and services and relate them to their personal circumstances
- Examine common university student issues and relate them to their personal circumstances
- Define and practice behaviors and strategies which facilitate effective group work and achieve common objectives.

FEXP 100: First Year Experience
Completion of this course fulfills a graduation requirement for all first year students.

This is an interdisciplinary course which seeks to acquaint students with the academic culture, values, and expectations of Holy Family University. Students will meet with assigned mentors and engage in co-curricular and extra-curricular activities that will help them to develop their personal, academic, and social skills needed for current and future success. This course is supplemented by an extensive Lecture Series offering students a range of content and services designed to complement and augment coursework.

Traditional first-year students are required to register for this course during their initial semester at the university. Students admitted under the Success Through Academic Readiness (STAR) program are required to register for this course during their Fall and Spring semesters of their Freshman year.
School of Arts and Sciences

Mission
The School of Arts and Sciences affirms the Mission of Holy Family University and accepts the centrality of the school’s role and responsibility in accomplishing its goals. The University seeks “direction and inspiration from the life and teaching of Jesus Christ, affirms the values of the Judeo-Christian tradition, and witnesses the dignity of the human person and the oneness of the human family.” (University Mission Statement) In this context the School of Arts and Sciences commits itself to the search for and integration of knowledge and through its disciplines, dynamically promotes the growth of the following capacities within each student:

- Religious and spiritual values
- Self-knowledge and insight
- Moral and ethical sensibilities
- Enduring intellectual curiosity
- Aesthetic appreciation
- Critical, creative and analytical thinking
- Articulate written and oral communication skills
- Scientific understanding and technological skills
- Service and responsibility to the community
- Informed historical, cultural and social perspectives

Contact Information
Rochelle Robbins, PhD, School Dean
Gina MacKenzie, PhD, Associate Dean
Sister Marcella Louise Wallowicz, CSFN, PhD, Assistant Dean
Freda Ginsberg, PhD, Director, Master of Science in Counseling Psychology
Freda Ginsberg, PhD, Director, Doctor of Psychology in Counseling Psychology
Diane Menago, PsyD, Director, Clinical Training: in counseling Psychology
Patricia Griffin, PhD, Director, Master of Arts in Criminal Justice

More information on the Graduate Programs is available at www.holyfamily.edu/course-catalog.
Undergraduate Degree Programs

Bachelor of Arts degree programs include:
- Art
  Concentrations in:
  - Studio Art
  - Graphic Design
  - Pre-Art Therapy
  - Art Education
- Biochemistry
- Biology
  Concentrations in:
  - General Biology
  - Pre-Medicine
  - Pre-Physical Therapy
  - Pre-Physician’s Assistant
- Communications
  Concentrations in:
  - Social and Emerging Media
  - Public Relations
- Criminal Justice
- English
- History
- Interdisciplinary Humanities
- Mathematics
- Neuroscience
- Psychology
- Religious Studies

Bachelor of Science degree program includes:
- Biology with Clinical Internship in Medical Technology

Minors
- Actuarial Science
- American Studies
- Childhood Studies
- Communications
- Criminal Justice
- English Literature
- Environmental Science
- Forensic Sciences
- Gerontology
- History
- Mathematics
- Mental Health Services
- Natural Sciences
- Philosophy
- Political Science
- Pre-Law
- Psychology
- Religious Studies
- Social Media
- Sociology
- Spanish
- Studio Art
- Writing

Courses
- Chemistry
- French
- General Sciences
- Geography
- Italian
- Music
- Philosophy
- Physics
- Political Science
- Sociology
- Spanish
- Theater
Degree Programs in the Arts and Sciences

Art
Graphic Design, Pre-Art Therapy, Studio Art, Art Education (K-12 Certification)

Learning Outcomes
The successful Student will be able to:
• Ability to articulate safe art making practices.
• Articulate knowledge of theories, concepts and historical achievements in art making.
• Demonstrate a measurable degree of technical skill in image making.
• Demonstrate the ability to analyze and interpret visual images.
• Demonstrate the ability to analyze visual art within theoretical and cultural contexts including the ability to interpret the visual imagery of diverse cultures, religions, ethnicities and political philosophies.
• Demonstrate the ability to express one's personal vision through image making.

Requirements
Core Curriculum: BA Requirements (credits) 45
Graphic Design Track

All track requirements must be taken in addition to the core curriculum requirements.

- ARTS 102 Art Appreciation 3
- ARTS 212 Web Design & E-Commerce 3
- ARTS 213 Art History: Ancient to Renaissance 3
- ARTS 214 Art History: Renaissance to Modern 3
- ARTS 225 Drawing and Composition 3
- ARTS 230 Elements of Typography 3
- ARTS 315 Graphic Design 3
- ARTS 316 Digital Photography 3
- ARTS 317 Computer Illustration 3
- ARTS 318 Graphic Design II 3
- ARTS 319 Painting II 3
- ARTS 323 Printmaking I 3
- ARTS 325 Seminar in Art History 3
- ARTS 327 Advanced Studio Art III 3
- ARTS 427 Research Seminar 3
- ARTS 428 Independent Project 3

Communications courses (6 credits)
- COMM 218 Desktop Publishing 3
- COMM 115 Communications and Culture 3

Computer Management Information Systems Courses (3 credits)
- CMIS 103 Computer Applications 3

Three credits of art electives chosen from among the following:
- ARTS 210, 211 Watercolor I, II 3
- ARTS 217, 218 Sculpture I, II 3
- ARTS 221 Introduction to Art Therapy 3
- ARTS 224 Three-Dimensional Design 3
- ARTS 320 Painting II 3
- ARTS 321, 322 Ceramics I, II 3
- ARTS 324 Printmaking II 3
- ARTS 330 Digital Photography 3
- ARTS 499 Special Topics 3

Other Requirements
- Successful completion of comprehensive exam in Art History.
- Portfolio presentation.
- Senior exhibition.

Pre-Art Therapy Track

All track requirements must be taken in addition to the core curriculum requirements.

- ARTS 102 Art Appreciation 3
- ARTS 213 Art History: Ancient to Renaissance 3
- ARTS 214 Art History: Renaissance to Modern 3
- ARTS 217 Sculpture I 3
- ARTS 221 Introduction to Art Therapy 3
- ARTS 223 Two-Dimensional Design 3
- ARTS 224 Three-Dimensional Design 3
- ARTS 225 Drawing and Composition 3
- ARTS 226 Drawing from the Model 3
- ARTS 319 Painting I 3
- ARTS 321 Ceramics I 3
- ARTS 325 or 326 Seminars in Art History 3
- ARTS 327 Advanced Studio Art III 3
- ARTS 427 Research Seminar 3

Psychology (12 credits)
- PSYC 110 Introduction to Psychology 3
- PSYC 206 Child and Adolescent Development 3
- PSYC 345 Abnormal Psychology 3
- Psychology Elective (May not be PSYC 208) 3

Six credits of art electives chosen from among the following:
- ARTS 210 Watercolor I 3
- ARTS 212 Web Design & E-Commerce 3
- ARTS 218 Sculpture II 3
- ARTS 230 Elements of Typography 3
- ARTS 315 Graphic Design 3
- ARTS 316 Digital Photography 3
- ARTS 317 Computer Illustration 3
- ARTS 318 Graphic Design II 3
- ARTS 320 Painting II 3
- ARTS 322 Ceramics II 3
- ARTS 323 Printmaking I 3
- ARTS 324 Printmaking II 3
- ARTS 330 Digital Photography 3
- ARTS 499 Special Topics 3

Other Requirements
- Successful completion of comprehensive exam in Art Therapy, Art History.
- Portfolio presentation.
Biochemistry

Learning Outcomes
The successful student will be able to:
• Apply the concepts of biology and chemistry to critically analyze primary scientific literature.
• Demonstrate knowledge of the fundamental principles of biology.
• Demonstrate knowledge of the fundamental principles of organic, analytical, biological, and physical chemistry.
• Apply the principles and techniques of biochemistry to perform an independent research investigation.

Requirements
Core Curriculum: BA Requirements (credits)

Concentration+
BIOL 120, 121 Biological Principles I, II 4, 4
BIOL 211/L Cell Biology 4
BIOL 304 Principles of Genetics 3
BIOL 325 Seminar: Scientific Literature 2
BIOL 324 Inorganic, Organic, and Cultural Evolution 3
BIOL 412/L Molecular Genetics 4
BIOL 417/L, 418/L Modern Concepts in Biochemistry I, II 4
BIOL 427, 428 Research/Internship 2, 2
CHEM 120, 121 Chemistry Principles I, II 4, 4
CHEM 207, 208 Organic Chemistry I, II 4, 4
CHEM 301, 302 Physical Chemistry I, II 4, 4
CHEM 320/L Forensics Analytical Chemistry 4
MATH 210 Calculus for Biological Sciences 4
or
MATH 211 Calculus I 4
or
MATH 212 Calculus II 4
PHYS 201, 202 General Physics I, II 4, 4

Other Requirements
• Successful completion of written and oral components of comprehensive exam and poster presentation.
• Continuation in the major requires a GPA of 2.5 in all completed science courses.
• At least nine credits of 300/400 level concentration coursework must be completed in the school to meet degree requirements.

Studio Art Track
All track requirements must be taken in addition to the core curriculum requirements.

ARTS 102 Art Appreciation 3
ARTS 213 Art History: Ancient to Renaissance 3
ARTS 214 Art History: Renaissance to Modern 3
ARTS 217 Sculpture I 3
ARTS 223 Two-Dimensional Design 3
ARTS 224 Three-Dimensional Design 3
ARTS 225 Drawing and Composition 3
ARTS 226 Drawing from the Model 3
ARTS 319 Painting I 3
ARTS 325 or 326 Seminars in Art History 3
ARTS 327 Advanced Studio Art III 3
ARTS 427 Research Seminar 3
ARTS 428 Independent Project 3

Twelve credits of art electives chosen from among the following
ARTS 210, 211 Watercolor I, II 3, 3
ARTS 212 Web Design & E-Commerce 3
ARTS 218 Sculpture II 3
ARTS 221 Introduction to Art Therapy 3
ARTS 230 Elements of Typography 3
ARTS 315 Graphic Design 3
ARTS 316 Digital Photography 3
ARTS 317 Computer Illustration 3
ARTS 318 Graphic Design II 3
ARTS 320 Painting II 3
ARTS 321, 322 Ceramics I, II 3, 3
ARTS 323, 324 Printmaking I, II 3, 3
ARTS 330 Digital Photography 3
ARTS 499 Special Topics 3

Other Requirements
• Successful completion of comprehensive exam in Art History.
• Portfolio presentation.
• Senior exhibition.

Art Education (K-12 Certification) – see Teacher Education Requirements and Studio Art Requirements.
Biology

Learning Outcomes
The successful student will be able to:

- Communicate effectively the main thesis of a research article and to provide a critique in conversation with professionals in the field.
- Demonstrate a mastery of the breadth and body of knowledge found in undergraduate coursework of the biological sciences, namely: cellular biology, genetics, organismal structure and function, and interaction of organisms within their environment (evolutionary history).
- Apply the scientific process to biological problems.
- Complete an extended research project in collaboration with a mentor.

Requirements
Core Curriculum: BA Requirements (credits) 45

Concentration
BIOL 120, 121 Biological Principles I, II 4, 4
BIOL 207, 208 Anatomy and Physiology I, II 4, 4
BIOL 211/L Cell Biology 4
BIOL 300 Advanced Microbiology 4
BIOL 304 Principles of Genetics 3
BIOL 325 Seminar: Scientific Literature 2
BIOL 324 Inorganic, Organic, and Cultural Evolution 3
BIOL 412/L Molecular Genetics 4
BIOL 417/L, 418/L Modern Concepts in Biochemistry I, II 4, 4
CHEM 120, 121 Chemistry Principles I, II 4, 4
CHEM 207, 208 Organic Chemistry I, II 4, 4
MATH 130 Elementary Statistics 3
MATH 210 Calculus for Biological Sciences 4
or
MATH 211 Calculus I 4
PHIL 205 Bioethics 3
PHYS 201, 202 General Physics I, II 4, 4
PSYC 110 Introduction to Psychology 3

Electives
Select any three courses from the following:
BIOL 312 Cell-Cell Interaction 3
BIOL 330 General Immunology 3
BIOL 332/L Ecology 3
BIOL 408 Cell and Molecular Techniques 2
BIOL 411 Microtechniques 4
BIOL 417/L Modern Concepts in Biochemistry I 4
BIOL 418/L Modern Concepts in Biochemistry II 4

Other Requirements
- Successful completion of written and oral components of comprehensive exam and poster presentation
- Continuation in the major requires a GPA of 2.5 in all completed science courses
- At least 9 credits of 300/400 level concentration coursework must be completed within the school.

Secondary Certification (Grades 7-12)
For teacher certification requirements in Biology, see School of Education.
## Pre-Physical Therapy Track in Biology

### Requirements

Core Curriculum: BA Requirements (credits) 45

### Concentration*

<table>
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<td>BIOL 307</td>
<td>Medical Terminology</td>
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<td>BIOL 313</td>
<td>Basic Elements of Pharmacology and Toxicology</td>
<td>3</td>
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<td>BIOL 320</td>
<td>Molecular and Cellular Mechanisms of Disease</td>
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<td>BIOL 333</td>
<td>Kinesiology and Biomechanics</td>
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<td>BIOL 412/L</td>
<td>Molecular Genetics</td>
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<tr>
<td>BIOL 427, 428</td>
<td>Research/Internship</td>
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<td>PHYS 201, 202</td>
<td>General Physics I, II</td>
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<tr>
<td>PSYC 110</td>
<td>Introduction to Psychology</td>
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<tr>
<td>PSYC 345</td>
<td>Abnormal Psychology</td>
<td>3</td>
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</table>

### Other Requirements

- Successful completion of written and oral components of comprehensive exam and poster presentation
- Students enrolled in the Pre-Physical Therapy Track are required to maintain a 3.3 cumulative GPA or higher in all coursework since this is the minimum GPA required in order to receive a letter of recommendation from the Pre-Medical Advisory Committee. Students in the track who have a cumulative GPA less than 3.3 at the end of their junior year will transition to the BA in BIOL program.
- At least 9 credits of 300/400 level concentration coursework must be completed within the school.

## Pre-Physician’s Assistant Therapy Track in Biology

### Requirements

Core Curriculum: BA Requirements (credits) 45

### Concentration*

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<td>Calculus I</td>
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<tr>
<td>PHYS 201, 202</td>
<td>General Physics I, II</td>
<td>4, 4</td>
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### Other Requirements

- Successful completion of written and oral components of comprehensive exam and poster presentation
- Students enrolled in the Pre-Physical Therapy Track are required to maintain a 3.3 cumulative GPA or higher in all coursework since this is the minimum GPA required in order to receive a letter of recommendation from the Pre-Medical Advisory Committee. Students in the track who have a cumulative GPA less than 3.3 at the end of their junior year will transition to the BA in BIOL program.
- At least 9 credits of 300/400 level concentration coursework must be completed within the school.

* Courses in the concentration are those with a BIOL designator.
Learning Objectives
The successful student will be able to:

- Demonstrate effective communication skills at a level commensurate with career goals.
- Demonstrate a mastery of the breadth and body of knowledge found in undergraduate coursework in biology, namely: cellular biology, genetics, organismal structure and function, basic evolutionary relationships.
- Achieve Certification as a Medical Technologist [MT (ASCP)] or Clinical Laboratory Scientist [CLS (NCA)]. To develop the skills required for working in a laboratory setting.
- Apply the scientific process to biological problems.
- Work effectively in a Clinical Laboratory Setting.

The Program
In order to prepare well-rounded professionals, the Medical Technology program combines a foundation in the liberal arts and basic sciences with formal clinical laboratory training. At Holy Family University, students complete the core courses mandated by the liberal arts curriculum. Basic science courses consistent with standards set by the accrediting agencies for programs in clinical laboratory science as well as specific offerings required by the University in the concentration area are also completed on campus.

Training in Medical Technology/Clinical Laboratory Science is undertaken during the Senior year in the facilities of an accredited hospital program. At the present time, Holy Family University enjoys an affiliation agreement with St. Christopher’s Hospital. One criterion for admission to the clinical year is acceptable academic performance. Applicants must maintain a cumulative average of 2.5 as well as a grade of at least C+ in each science prerequisite. Evaluation of candidates, however, is not based solely on academic achievement, but also includes consideration of relevant recommendations and personal interviews. Admission to the clinical portion of the program is competitive; the clinical laboratory science staff reserves the right to select those applicants who seem best qualified to complete the program. During their clinical training, students are expected to comply with requirements imposed by the hospital affiliate.

Upon fulfillment of university and clinical requirements, students are awarded a Bachelor of Science degree in Biology. Students who successfully complete the clinical internship are also eligible to take various certification examinations that are recognized by the profession.

Challenge Program Designed for Medical Laboratory Technicians
An advanced placement program is available for those applicants who possess an associate degree in medical laboratory technology (M.L.T.) and a recognized certification in this area. Each student’s status will be evaluated individually, and a suitable program of challenge examinations and/or accelerated rotations in Medical Technology will be designed to address the background of the applicant as well as the requirements of the clinical affiliate and the University. Credit earned in this way and acceptable transfer credits may be applied toward completion of the Bachelor of Science degree at Holy Family University.

Requirements
Core Curriculum: BS Requirements (credits) 45

Concentration

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<tr>
<td>MEDT 413*</td>
<td>Clinical Hematology/Coagulation</td>
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<td>MEDT 414*</td>
<td>Clinical Immunohematology</td>
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<td>MEDT 416*</td>
<td>Clinical Chemistry</td>
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<td>MEDT 417*</td>
<td>Clinical Microbiology</td>
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<td>MEDT 418*</td>
<td>Clinical Immunology/Serology</td>
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<tr>
<td>MEDT 420*</td>
<td>Clinical Seminar</td>
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<tr>
<td>PHIL 205</td>
<td>Bioethics</td>
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Other Requirements

- Successful completion of written and oral components of comprehensive exam.

* Courses/experiences completed at the accredited clinical affiliate site.
Communications

Learning Outcome
The successful student will be able to:
• Develop and apply skills reflecting cultural sensitivity to a global communications community.
• Exhibit mastery of technologies and techniques related to digital media.
• Integrate legal, regulatory, and ethical principles into communications practices.
• Exhibit mastery of skills related to the development and delivery of various forms of persuasive media.
• Synthesize research within the communications field and when appropriate collect, analyze, and interpret information using quantitative and qualitative methodologies.
• Create, produce, and employ a variety of print, visual, and electronic media within a changing communications environment.
• Apply Communications related theoretical constructs to real-world problems and issues within one or more communication industries.
• Demonstrates proficiency in writing specific to pertinent industry models.

Requirements
Core Curriculum: BA Requirements (credits) 45

Concentration
Concentration requirements for all Communications majors (credits) 18
(Required for both Social and Emerging Media and Public Relations Track)

Concentration Common Course Requirements for both tracks
COMM 115 Communications and Culture 3
COMM 202 Communication Theory 3
COMM 256 Law and Ethics in Media 3
COMM 340 Research Methods 3
COMM 432 Multi-Media Storytelling 3
COMM 450 Internship (formerly Cooperative Education) 3

Track Options
Social and Emerging Media track Concentration Requirements 12
COMM 205 Innovative Media 3
COMM 250 Social Media Strategy 3
COMM 325 Mobile Media 3
COMM 410 Social Media Analytics 3

Public Relations Track Concentration Requirements 12
COMM 219 Persuasion and Propaganda 3
COMM 235 Public Relations I 3
COMM 312 Principles of Marketing 3
COMM 335 Event Planning and Promotion (Public Relations II) 3

Communication Concentration Electives for both Tracks 9

Three credits in COMM electives selected from:
ARTS 212 Web Design 3
COMM 205 Innovative Media 3
COMM 218 Digital Design (formerly Desktop Publishing) 3
COMM 240 Television and Society 3
COMM 243 Introduction to Film: Theory and Practice 3
COMM 245 Branding* 3
COMM 247 American Popular Culture 3
COMM 317 Computer Illustration 3
COMM 321 Digital Photography 3
COMM 405 Principles of Advertising 3
COMM 451 Internship (formerly Cooperative Education) 3
ENGL 2162 Professional and Technical Writing 3
MNMK 316 Digital marketing 3
MNMK 355 Entrepreneurship and the New Economy 3

* Strongly recommended for Public Relations track

Other Requirements
• Successful completion of comprehensive exam
• 2.5 (C+) average in all completed Communications courses.
Five-Year Criminal Justice BA/MA Program

The School of Arts and Sciences offers a BA/MA program that enables students to complete requirements for both the Bachelor of Arts and Master of Arts degrees in Criminal Justice in five years. Undergraduates seeking admission to the dual degree program must have a minimum overall GPA of 3.0 and are eligible to apply in the spring semester of the junior year (the deadline for applications is March 1st). To apply for admission, candidates must submit the following materials to the Admissions Office:

• Completed Application to the Graduate Program in Criminal Justice
• Official Undergraduate Transcript(s)
• Academic Writing Sample
• Letter of Recommendation from the Academic Advisor

Following review of all application materials, 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 full-time students will be permitted to take no more than six credits of graduate course work during their last two undergraduate semesters. These six graduate credits will be charged at the full-time undergraduate tuition rate.

Specific graduate program requirements can be found in the Holy Family University Graduate Studies Catalog. Additional information can be provided by the student’s academic advisor or by the Graduate Program Director.

Criminal Justice

Learning Outcomes
The successful student will be able to:
• Apply appropriate theoretical perspectives to explain crime and deviance.
• Analyze the specific context of criminological theories and crime control policies with reference to the social, political, and economic forces that shape them.
• Evaluate the structure and function of the various components of the criminal justice system.
• Apply methodological and analytical skills to the empirical analysis of a criminal justice issue or problem.
• Demonstrate professionalism, integrity, and competence as a practitioner in a criminal justice setting.

Requirements
Core Curriculum: BA Requirements (credits) 45

Concentration
CRJU 101 Introduction to the Criminal Justice System 3
CRJU 200 Introduction to Criminology 3
CRJU 210 Law Enforcement 3
CRJU 300 Corrections 3
CRJU 318 The Court System and Court Procedures 3
CRJU 330 Junior Seminar in the Social Sciences 3
CRJU 360 Internship 3
CRJU 430 Senior Seminar in the Social Sciences 3
CRJU 407 Ethics in Criminal Justice 3
SOCO 101 Introductory Sociology 3
SOCO 208 Social Deviance 3
SOCO 212 Race, Class, Gender; Diversity 3
SOCO 311 Statistics for Social and Behavioral Sciences 3
SOCO 322 Research Methods for Social and Behavioral Sciences 3
PSYC 110 Introduction to Psychology 3

CRJU electives – 5 courses 15

Five (5) CRJU electives are required. CRJU electives may be selective from a 200, 300, or 400 level course not required within the concentration.

Other Requirements
• Successful completion of comprehensive exam.
Six-Year Bachelor of Arts in Criminal Justice/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 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 March 1st). To apply for admission, candidates must submit the following materials to the Admissions Office:

- Completed Application to the Graduate Program in Counseling Psychology
- Official Undergraduate Transcript(s)
- Academic Writing Sample
- Letter of Recommendation from the Academic Advisor

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.

Specific graduate program requirements can be found in the Holy Family University Graduate Studies Catalog. Additional information can be provided by the student’s academic advisor or by the Graduate Program Director.

Accelerated Criminal Justice Program

The accelerated BA-Criminal Justice Program at Holy Family University offers courses in eight-week sessions that can be taken on a full-time or part-time basis. The focus of the Criminal Justice option is to prepare students for work in the various branches of the justice system including law enforcement or police work; the courts or legal system; corrections, probation, and parole; and services to offenders, potential offenders, and their families. Students also will deal with both the theoretical and pragmatic aspects of justice. A total of up to 84 credits, including the Philadelphia Police Academy, may be awarded through an individual evaluation of the student’s past and present academic experiences. A minimum of 39 of the 123 credits required for the degree must be taken at Holy Family University. All policies and procedures are described in the Handbook for Accelerated Degree Options and published at www.holyfamily.edu.
**Accelerated Degree Program in Criminal Justice Administration**

**Learning Outcomes**
- Skill with handling management theory and administration. The graduate is comfortable with content-specific management theory as well as the implementation and application management administration.
- Diversity. The graduate is adept and able to identify, implement, and administer management systems and policies to a diverse group of employees and colleagues.
- Global Perspective. The graduate has a broad view which enables him/her to initiate and manage business beyond local borders. A transnational perspective is required.
- Critical Thinking. The graduate is skilled in creative and original problem-solving techniques. These skills should be portable so that they enable the graduate to look at problematic situations and provide innovative and unique solutions.
- Communication. The graduate is adept at researching, organizing, and presenting information in oral and written formats that are clear, original, and decisive.

The graduate must be able to write and speak well to facilitate decision making.

**Requirements**

Core Curriculum: EL BS Requirements (credits) 45

**Concentration**

Each course in the following common business requirements (27 credits) must be completed with a minimum grade of C. In addition, each required course in the concentration, concentration-related and concentration tracks must be completed with a minimum grade of C.

- CJA 101 Introduction to the Criminal Justice System 3
- CJA 200 Nature of Crime & Delinquency 3
- CJA 310 Criminal Investigations 3
- CJA 403 Probation & Parole 3
- ENG 221 Interpersonal Communications 3
- HRA 321 Managing Conflict 3
- HRA 322 Negotiation & Mediation 3
- MGT 207 Principles of Management 3
- MGT 300 Behavioral Theory of Organizations 3

**Other Requirements**

MPO Certification credits 51

Total program credits 123

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**English**

**Learning Outcomes**
The successful student will be able to:
- Analyze works representative of the major literary genres by employing key literary terms and concepts.
- Demonstrate how historical, social and cultural contexts shape and connect important works in World, American, and British Literature.
- Evaluate literary works and explain their significance to life and the human condition.
- Produce and present original scholarly papers, thoughtful in content, polished in style and accurate in mechanics.
- Produce and present original works of fiction, thoughtful in content, polished in style and accurate in mechanics.
- Produce and present original works of non-fiction, thoughtful in content, polished in style and accurate in mechanics.

**Requirements**

Core Curriculum: BA Requirements (credits) 45

Courses taken as part of the core:
- ENGL 101, 102 Writing I, II 3, 3
- or
- ENGL 103, 104 Honors Writing I, II 3, 3
- ENGL 115 Public Speaking 3

**Concentration**

All concentration requirements are taken in addition to core curriculum requirements.

**Requirements**

- ENGL 201, 202 World Literature I, II 3, 3
- ENGL 203, 204 American Literature I, II 3, 3
- ENGL 205, 206 British Literature I, II 3, 3
- ENGL 207 Introduction to Literary Study 3
- ENGL 309 Creative Writing 3
- ENGL 400 The English Language 3
- ENGL 425 Senior Seminar: Literature 3
- Elective courses (credits) 15
History

Learning Outcomes
The successful student will be able to:
• Demonstrate knowledge of cause and effect in history and the interconnectedness of historical events across time and place.
• Create historical arguments through the analysis of appropriate research materials.
• Compare favorably in their knowledge of U.S. history and world history with those students completing a similar program nationally.

Requirements
Core Curriculum: BA Requirements (credits) 45

Concentration
All concentration requirements must be taken in addition to core curriculum requirements.
HIST 108  Global History to 500 C.E. 3
HIST 109  Global History 500-1700 3
HIST 203  American History to 1820 3
HIST 204  American History, 1820-1920 3
HIST 205  American History Since 1920 3
HIST 208  Global History, 1700-present 3
HIST 351  History Seminar I 3
HIST 451  History Seminar II 3
Four history electives, including at least one course in non-Western history 12

Other Required Course
GEOG 205  Principles of Geography 3
POLS 204  American National Government
or
POLS 210  International Relations 3
or
HIST 428/429  Cooperative Education

Other Requirements
• Successful completion of comprehensive exam.

Secondary Certification (Grades 7-12)
For teacher certification requirements in History/Social Studies, see School of Education.
Interdisciplinary Humanities

Learning Outcomes
The successful student will be able to:

- Demonstrate a broad base of knowledge in at least three Humanities content areas.
- Integrate knowledge from two or more Humanities content areas to understand a cultural phenomenon.
- Apply knowledge from various Humanities content areas to think critically about social issue.

Requirements
Core Curriculum: BA Requirements (credits) 45
In addition to the core curriculum requirements, at least one course from each Humanities discipline: Fine Arts, History, Literature (English or Foreign), Philosophy, Religious Studies; four additional courses in the student’s chosen area of study; five additional Humanities courses; seminars in both Junior and Senior year; at least one of which is in the area of study.

Areas of Study

- American Studies: courses from American literature and American History
- Studio Art/Art History: any studio courses plus ARTS 213 and ARTS 214
- Catholic Studies: courses in Religious Studies that focus on Catholic teaching
- European Studies: courses from European History, Art Appreciation, Music Appreciation, and Opera
- Ethical Studies: combination of courses in Philosophy and Religious Studies
- Fine Arts: combination of courses in Music, Theater (Film, Acting, Visual Arts)
- History: combination of History offerings
- Literature: combination of courses in English literature
- Philosophy: any Philosophy offerings beyond core requirements
- Religious Studies: any combination of Religious Studies offerings beyond core requirements

Concentration
One course from each of the following areas:

- Art 3
- History 3
- Literature 3
- Philosophy 3
- Religious Studies 3
- Four additional courses in area of study 12
- Five additional courses in the Humanities 15
- Seminars (including at least one in area study) 6

Refer to specific disciplines in this catalog for course offerings appropriate to this major.

Other Requirements
- Successful completion of comprehensive exam.

Mathematics

Learning Outcomes
The successful student will be able to:

- Demonstrate effective communication skills at a level commensurate with career goals; in particular, students should be able to effectively communicate the main thesis of a peer-reviewed article on a mathematics-related topic.
- Demonstrate a mastery of the breadth and body of knowledge found in undergraduate coursework of the mathematical sciences; in particular, calculus, linear and abstract algebra, discrete mathematics, probability and statistics and introductory real analysis.
- Apply mathematical concepts to a broad spectrum of real-world applications.
- Complete an independent research project under the direction of a faculty mentor.
- Appropriately use technology for visualization, simulation and computation.

Requirements
Core Curriculum: BA Requirements (credits) 45

Concentration

- MATH 210 Calculus for Biological Sciences 4
- or
- MATH 211 Calculus I 4
- MATH 212, 213 Calculus II, III 4, 4
- MATH 220 Linear Algebra with Applications 4
- MATH 250 Discrete Mathematics 3
- MATH 308 Probability 3
- MATH 316 Modern Algebra I 3
- MATH 403 Advanced Calculus 3
- MATH 435 Senior Problem Solving Seminar 3
- MATH 440 Directed Research 3

Plus two courses from MATH 221 or 300 or 400 level MATH offerings.

Other Required Courses

- CMIS 107 Structured Programming 3
- PHIL 202 Logic 3
- PHYS 201, 201L General Physics I 4
- PHYS 202, 202L General Physics II 4

Other Requirements

- Successful completion of comprehensive exam
- Continuation in the major requires a GPA of 2.5 in all completed Mathematics courses
- At least nine credits in upper-division courses (numbered 220 or higher) must be completed in the division to meet degree requirements.
- For teacher certification requirements in Mathematics see School of Education.
Neuroscience

Learning Outcomes
The successful student will be able to:

• Evaluate the major concepts, theoretical perspectives, and empirical findings represented in the general content domains of psychology, biology, and neuroscience.
• Apply basic research methods in psychology and biology and neuroscience, including research design, data analysis, interpretation, and scientific writing.
• Analyze of the interaction between social and biological factors that influence behavior and health.
• Analyze the principles of neural science from molecular, mechanistic, biological systems, and bio-behavioral interactions.

Requirements
Core Curriculum: BA Requirements (credits) 45

Concentration
BIOL 115 Introduction to Neuroscience 3
BIOL 115 Introduction to Neuroscience 3
BIOL 120, 121 Biological Principles I, II 4, 4
BIOL 207, 208 Anatomy and Physiology I, II 4, 4
BIOL 211 Cell Biology 4
BIOL 304 Principles of Genetics 3
CHEM 120, 121 Chemistry Principles I, II 4, 4
PSYC 110 Introduction to Psychology 3
PSYC 206 or 208 Child and Adolescent Development or Lifespan Development 3
PSYC 305 Physiological Psychology 3
PSYC 311 Statistics for Social and Behavioral Sciences 3
PSYC 323 Quantitative Research Methods 3
PSYC 331 or 333 Sensation and Perception or Learning 3
PSYC 431 Seminar: Contemporary Issues in Psychology 3
Electives in Natural Science, Physics, or Psychology 15

Other Requirements
• Successful completion of a comprehensive exam in both Psychology and Biology.
• Continuation in the major requires a GPA of 2.5 in all completed science courses.
• At least 9 credits in 300/400-level in Psychology, Physics, or the Natural sciences offerings must be completed in the school to meet degree requirements.

Psychology

Learning Outcomes
The successful student will be able to:

• Identify and describe the major concepts, theoretical perspectives, and empirical findings represented in the general content domains of psychology, including learning, cognition, biological bases of behavior, development, and individual differences.
• Apply basic research methods in psychology including research design, data analysis, and interpretation.
• Evaluate the quality, objectivity and credibility of evidence of research findings.
• Compare and contrast theoretical explanations of human behavior.
• Exhibit professional and academic skills needed for graduate study or for entry-level positions in the field.
• Analyze the impact of diversity on behavior, personality and development.

Requirements
Core curriculum: BA requirements (credits) 45

Courses required of all students
PSYC 110* Introduction to Psychology 3
PSYC 206 Child and Adolescent Development 3
PSYC 211 Scientific Writing for the Social and Behavioral Sciences 3
PSYC 305 Physiological Psychology 3
PSYC 311 Statistics for the Social and Behavioral Sciences 3
PSYC 322 Research Methods 3
PSYC 333 Behavior Modification 3
PSYC 343 Social Psychology 3
PSYC 345 Abnormal Psychology 3
PSYC 350/351 Internship I/II 3
PSYC 352 Junior Seminar in Psychology 3
PSYC 431 Seminar: Contemporary Issues in Psychology 3

* Must be taken by psychology concentrators as a prerequisite for all other PSYC courses

PSYC electives 1, 2, and 3: Select from any 200, 300 or 400 level Psychology course not required within the concentration
PSYC electives 4, 5, and 6: Select from any 300, or 400 level Psychology course not required within the concentration

Also required
PHIL 205 Bioethics 3

Other requirements
• Successful completion of comprehensive exam.
**Six-Year 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 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 March 1st). To apply for admission, candidates must submit the following materials to the Admissions Office:

- Completed Application to the Graduate Program in Counseling Psychology
- Official Undergraduate Transcript(s)
- A previously graded Academic Writing Sample in APA format
- One Letter of Recommendation from the Academic Advisor
- One Letter of Recommendation from a separate full-time faculty member

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.

Specific graduate program requirements can be found in the Holy Family University Graduate Catalog. Additional information can be provided by the student’s academic advisor or by the Graduate Program Director.

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**Five-Year Psychology/Criminal Justice BA/MA Program**

The School of Arts and Sciences offers a BA/MA program that enables students to complete requirements for the degrees of Bachelor of Arts in Psychology and Master of Arts in Criminal Justice in five years. Undergraduates seeking admission to the dual degree program must have a minimum overall GPA of 3.0 and are eligible to apply in the spring semester of the junior year (the deadline for applications is March 1st). To apply for admission, candidates must submit the following materials to the Admissions Office:

- Completed Application to the Graduate Program in Criminal Justice
- Official Undergraduate Transcript(s)
- Academic Writing Sample
- Letter of Recommendation from the Academic Advisor

Following review of all application materials, 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 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.

Specific graduate program requirements can be found in the Holy Family University Graduate Catalog. Additional information can be provided by the student’s academic advisor or by the Graduate Program Director.
Religious Studies

Learning Outcomes
The successful student will be able to:

- Examine one’s world view by comparing insights of various religious and theological traditions.
- Analyze select topics from a theological landscape coupled with values of Holy Family University.
- Investigate - with appropriate theological rigor - method, sources and vocabulary of theology inquiry.
- Articulate the principles of the Roman Catholic Moral Tradition noting in particular the dignity of the human person.
- Apply essential elements of the Historical Critical Method (HCM) and the Spiritual Senses of Scripture to theological inquiry.

Requirements
Core Curriculum: BA Requirements (credits) 45

Concentration*
RELS 104 World Religions 3
RELS 105 Introduction to the Four Gospels 3
RELS 106 Introduction to the Hebrew Scriptures 3
RELS 113 The Sacraments 3
RELS 210 Jesus the Christ 3
RELS 301 Christian Morality 3
RELS 325-330 Junior Seminar 3
RELS 425 Senior Seminar 3

Select three credits from the following requirements
RELS 112 History of Christianity I 3
RELS 212 History of Christianity II 3

Select six credits from the following Biblical requirements
RELS 107 The Gospel According to Mark 3
RELS 203 The Gospel According to John 3
RELS 205 Prophets of Israel 3
RELS 207 Introduction to Saint Paul 3

Select three credits from the following Moral requirements
RELS 310 Christian Marriage in the Modern World 3
RELS 315 The Gospel of Peace and Justice 3
RELS 405 Life and Death: Christian Decision-Making 3

Select 6 credits from the following Theology requirements
RELS 206 Women and Religion 3
RELS 213 History of the Catholic Church in the United States 3
RELS 215 Religion in America 3
RELS 409 Christian Mysticism 3
RELS 410 Dante’s Divine Comedy 3
RELS 431-499 Special Topics 3

Recommended
PHIL 207 Philosophy of Religion 3

Other Requirements
- Successful completion of comprehensive exam.
Minor in Actuarial Science (6 courses/18-21 credits)
The declared minor in actuarial science is a multidisciplinary minor which focuses on
the application of mathematics and statistics to the study of risk management. Formal
coursework in completing Option I or Option II of the minor in actuarial science will help
to prepare the student for the Casualty Actuarial Society and the Society of Actuaries
(CAS/SOA) Joint Exams 1 and 2 and meet the Validation by Educational Experience
(VEE) requirement for Economics. Option III of the minor in actuarial science will help
to prepare the student for CAS/SOA Joint Exam 1 and meet VEE requirements for
Economics. Minimum grade of C is required. Only 6 transfer credits will be accepted
toward the minor.

Option I
Actuarial Science with a Major in Mathematics (18 credits)

Requirements
ACCT 205 Principles of Financial Accounting 3
ACCT 206 Principles of Managerial Accounting (Prerequisite ACCT 205) 3
ECON 203 Economic Theory - Micro 3
ECON 204 Economic Theory - Macro 3
ECON 303 Money and Banking (Monetary Theory) 3
FINC 301 Financial Management 3
* MATH 212 replaces BUSA 103 as the prerequisite.

Option II
Actuarial Science with a Major in Business (21 credits)

Requirements (15 credits)
MATH 212 Calculus II (Prerequisite: MATH 211 or BUSA 103) 4
MATH 213 Calculus III (Prerequisite: MATH 212) 4
MATH 220 Linear Algebra (Prerequisite: MATH 211) 4
MATH 308 Probability (Prerequisite: MATH 212) 3

Two Additional Courses (6 credits)
ECON 303 Money and Banking * (Prerequisite: ECON 204) 3
or
FINC 301 Financial Management 3

Plus, one additional course
MATH 401 Statistics (Prerequisite: 3
MATH 405 Numerical Analysis (Prerequisites: 3
MATH 410 Operations Research (Prerequisite: 3

* If these are required in the major then the math courses are selected. MATH 401
is always the first alternative for ECON 303 or BUSA 301.
Option III
Actuarial Science for the Non-Business and Non-Math Majors
(19 - 21 credits)

Requirements
ECON 203 Economic Theory - Micro 3
ECON 204 Economic Theory - Macro 3
MATH 211 Calculus I** 4
MATH 212 Calculus II*** (Prerequisite: MATH 211) 4
MATH 213 Calculus III*** (Prerequisite: MATH 212) 4
MATH 308 Probability (Prerequisite: MATH 212) 3

** Satisfies the core quantification requirement.

*** If any of these courses are required in a particular program, they can be replaced by any courses from the following list:

ACCT 205 Principles of Financial Accounting 3
CMIS 103 Computer Applications 3
CMIS 107 Structured Programming 3
ECON 303 Money and Banking (Monetary Theory) 3
MATH 401 Statistics (Prerequisite: MATH 308) 3

* Satisfies the core requirement

Minor in American Studies (6 courses/18 credits)
The minor in American Studies allows students to explore the social, historical, material, and aesthetic aspects of American culture from an interdisciplinary perspective integrating the humanities and the social sciences. Students electing the American Studies minor will designate a focus area by topic, by time period, or by discipline, and will choose courses to address this area in consultation with an advisor. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor. The minor consists of six courses to be selected as follows:

Required course
To be taken in the first year of the minor, if possible (one course/three credits):
ENGL 263/HIST 263 Honors American Studies* 3

Specialization (5 courses/15 credits)
Students may choose between two tracks, the Humanities track and the Social Sciences track. Students opting for the Humanities track will select three courses from the Humanities and two from the Social Sciences, with no more than two courses chosen from any one academic discipline. Students opting for the social sciences track will select three courses from the Social Sciences and two from the Humanities, with no more than two courses chosen from any one academic discipline.

Humanities Courses
ENGL 203 American Literature I 3
ENGL 204 American Literature II 3
HIST 203 American History to 1820 3
HIST 204 American History 1820 to 1920 3
HIST 205 American History since 1920 3
HIST 304 Jeffersonian and Jacksonian Democracy 3
HIST 312 American Immigration History 3
HIST 313 Women in America 3
HIST 315 History of Pennsylvania 3
HIST 316 American Foreign Policy 3
HIST 317 Revolutionary America 3
HIST 318 Atlantic Worlds 3
PHIL 307 Social Ethics 3
RELS 213 History Catholic Church US 3
RELS 215 Religion in America 3

Social Sciences Courses
POLS 204 American National Government 3
POLS 206 The Presidency 3
POLS 308 American Political Parties 3
POLS 316 Constitutional Law 3
POLS 335 Issues Contemporary American Foreign Policy 3
SOCO 206 Marriage & Family 3
SOCO 305 Aging in America 3

* Permission required of the School of Arts and Sciences.

All prerequisites must be met for the course to be taken in the minor.
Minor in Chemistry (6 courses/22-23 credits)
The minor in chemistry includes a strong foundation in chemical principles and provides opportunities for advanced study that can be customized to address a student’s particular interests or support career goals, such as chemistry-related employment or admission into pre-professional programs. A minimum grade of “C” is required for each course in the minor. Not open to biochemistry majors. Only 2 courses will be accepted in transfer toward the minor.

Required Courses & Prerequisites

CHEM 120/120L Chemistry Principles I 4
CHEM 121/121L Chemistry Principles II (Prerequisite: CHEM 120/120L) 4
CHEM 207/207L Organic Chemistry I (Prerequisites: CHEM 120/120L, CHEM 121/121L) 4
CHEM 208/208L Organic Chemistry II (Prerequisite: CHEM 207/207L) 4

Options/Specializations within the Minor

The minor in chemistry provides the student with flexibility in choosing courses based upon interest and career goals. It may include advanced course work in biochemistry, inorganic, organic, physical or analytical chemistry. In consultation with a Natural Sciences/Mathematics advisor, students may choose any two (2) 200, 300 or 400 level chemistry course commensurate with their needs.

Minor in Art-Studio (6 courses/18 credits)
The minor in studio art includes a strong foundation in art making as well as the opportunity for advanced study that can be customized to address a student’s particular interests. The minor in studio art is designed to allow an in depth investigation of one art making process or a sampling of a variety of art making processes. This minor offers students the opportunity to pursue a course of study in painting, sculpture, graphic design, printmaking, watercolor and/or ceramics. Minimum grade of C required. Only 6 transfer credits will be accepted toward the minor.

The minor in studio art is 18 credits.

Required Courses & Pre-Requisites:

Requirements:
The minor consists of six classes to be selected as follows:

Required Courses (9 credits)

ARTS 223  Two Dimensional Design 3
ARTS 224  Three Dimensional Design 3
ARTS 225  Drawing and Composition 3
  or
ARTS 226  Drawing from the Model 3

Specialization (9 credits)

ARTS 319  Painting 3
ARTS 320  Painting 3
ARTS 212  Web Design & E-Commerce 3
ARTS 217  Sculpture I 3
ARTS 218  Sculpture II 3
ARTS 321  Ceramics I 3
ARTS 322  Ceramics II 3
ARTS 323  Printmaking I 3
ARTS 324  Printmaking II 3
ARTS 210  Watercolor I 3
ARTS 211  Watercolor II 3
ARTS 315  Graphic Design I 3
ARTS 318  Graphic Design II 3
ARTS 230  Elements of Typography 3
ARTS 316  Digital Photography 3
ARTS 317  Computer Illustration 3
ARTS 327  Advanced Studio 3
ARTS 330  Digital Photography 3
**Minor in Childhood Studies** (6 courses/18 credits)
The Childhood Studies minor provides an opportunity for the multidisciplinary study of the social, behavioral, and cognitive development of children. The minor helps to prepare students from any major to work with children in a number of professional settings, including human services, counseling, health care, and academic settings. The minor consists of a minimum of 18 credits and may include courses in Psychology, Sociology, Criminal Justice, or Early Childhood Education. A minimum grade of C is required for each course in the minor.

**Choose one of:**
- PSYC 110 Introduction to Psychology  3
- SOCO 101 Introductory Sociology  3

**Choose one of:**
- PSYC 206 Child and Adolescent Development  3
- PSYC 208 Lifespan Development for Non-Majors  3

**Choose four (4) Electives:**
- PSYC 357 Developmental Psychopathology  3
- PSYC 354 Introduction to Autism Spectrum Disorder  3
- PSYC 355 Behavioral Applications in Autism Spectrum Disorder  3
- PSYC/SOCO 341 Family Violence  3
- PSYC/SOCO 350 Internship I (Child-related setting) *  3
- PSYC/SOCO 351 Internship II (Child-related setting) *  3
- SOCO 206 Marriage and the Family  3
- CRJU 308 Juveniles and the Law *  3
- EDEC 201 Introduction to Early Childhood Education  3
- EDEC 202 Child Development and Learning  3

* All prerequisites must be met for the course to be taken in the minor.

**Minor in Communications** (6 courses/18 credits)
The minor in Communication includes a strong foundation in Communication principles and provides opportunities for advanced study that can be customized to address a student’s particular interests or support career goals. By minoring in Communication, students will learn to produce material that they can show potential employers. The minor consists of a minimum of 18 credits and may include advanced course work in Public Relations and/or Digital Communications. A minimum grade of C is required for each course in the minor. Only six transfer credits will be accepted toward for the minor.

**Requirements:**
The minor consists of six courses to be selected as follows:

**Required Courses** (12 credits)
- COMM 115 Communication and Culture  3
- COMM 202 Communication Theory  3
- COMM 235 Public Relations  3

**Three elective courses** (9 credits)
The minor provides the student with flexibility in choosing courses based upon interest and career goals. It may include advanced course work in Public Relations and/or Social and Emerging Media.
Minor in Criminal Justice (6 courses/18 credits)
The minor in Criminal Justice provides the student with an introduction to the fundamen-
tals of law enforcement, the courts, and corrections and an opportunity to specialize in a
particular area. Comprised of 18 semester hours in any criminal justice courses (i.e., only
courses with a designation of “CRJU” will count toward the minor, provided that all prereq-
usites have been met), the minor prepares students for graduate study in criminal justice
or criminology or a career in a criminal justice-related field. The full-time faculty in crimi-
nal justice will work to tailor the specific course selection to suit individual students upon
request. Grades of less than “C” in criminal justice will not count toward the minor.

Students who graduate with a completed minor in criminal justice will be able to:
• Discuss each of the components of the American criminal justice system,
paying particular attention to structure and process;
• Compare and contrast criminological theories with regard to their efficacy
and validity in explaining particular types of crimes and
• Evaluate proposed solutions to current challenges confronted by practitioners
working in the criminal justice system.

Requirements:
The minor consists of six courses to be selected as follows:

CRJU 101 Introduction to the Criminal Justice System 3
CRJU 200 Introduction to Criminology* 3
CRJU 202 Comparative Criminal Justice Systems 3
CRJU 210 Law Enforcement** 3
CRJU 212 Police and Community Relations** 3
CRJU 217 Organized and White Collar Crime 3
CRJU 219 Victimology 3
CRJU 222 Women in the Criminal Justice System** 3
CRJU 299 Special Topics 3
CRJU 300 Corrections** 3
CRJU 308 Juveniles and the Law** 3
CRJU 310 Introduction to Criminal Investigation** 3
CRJU 317 Criminal Law** 3
CRJU 318 The Court System and Court Procedures** 3
CRJU 330 Junior Seminar in the Social Sciences** 3
CRJU 403 Probation and Parole** 3
CRJU 405 Introduction to Criminalistics 3
CRJU 423 Advanced Research in Criminal Justice** 3
CRJU 430 Senior Seminar in the Social Sciences** 3
Special Topics Course as offered 3

** All prerequisites must be met for the course to be taken in the minor.

Minor in Environmental Science (6 courses/18-20 credits)
The environmental science minor provides students with the specialized knowledge
needed to analyze complex environmental issues, as well as the societal and economic
impacts of environmental change. Students will evaluate environmental problems and
develop solutions with the limits of societal resources in mind. Minimum grade of C is
required. Only six transfer credits will be accepted toward the minor.

Students who graduate with a completed minor in environmental science will be able to:
• Utilize analytical skills to apply interdisciplinary approaches to contemporary environ-
mental questions.
• Synthesize knowledge from differing disciplines to understand how society and the
environment interact, as well as the social, economic, and environmental implications
of that interaction.
• Integrate information from across scientific disciplines and apply these concepts to
complex environmental problems.
• Collect and interpret scientific data in both field and laboratory settings.

Requirements:
The minor consists of six courses to be selected as follows:

Required Courses & Pre-Requisites (10 credits):
BIOL/GSCI105 Living in the Environment 3
or
GSCI106 Chemistry and the Environment 3
BIOL 121/L Principles of Biology II 4
BIOL 332/L Ecology 3

Restrictive Electives (8-10 credits)
Math - Choose one of (3 or 4 credits):
BUSA 103 Math for Business 3
MATH 130 Elementary Statistics 3
MATH 210 Calculus for Biological Sciences 4
MATH 211 Calculus I 4

Science - Choose one of (3 or 4 credits)
BIOL 220/L Marine Biology 3
BIOL 300/L Advanced Microbiology 4
BIOL 335 Animal Behavior 3
BIOL 324 Evolution 3
BIOL/CHM 350/L Forensic Sciences 4

Society - Choose one of (3 credits):
GEOG 205 Principles of Geography 3
SOCO 201 Social problems 3
SOCO 318 Globalization 3
ECON 203 Economic Theory - Micro 3

** All prerequisites must be met for the course to be taken in the minor.
Minor in Gerontology (6 courses/18 credits)
The Gerontology minor provides an opportunity for the multidisciplinary study of the biological, psychological, and social/policy aspects of aging over the life course. The minor helps to prepare students from any major to work with older adults in a number of professional settings, including human services, counseling, health care, and business settings. The minor consists of a minimum of 18 credits and may include courses in Psychology, Sociology, or Criminal Justice. A minimum grade of C is required for each course in the minor.

Choose one of:
- PSYC 110 Introduction to Psychology 3
- SOCO 101 Introductory Sociology 3

Two Additional Courses:
- PSYC/SOCO 207 Adult Development and Aging 3
- SOCO 305 Aging in America 3

Choose three (3) Electives:
- PSYC 212 Psychology of Health and Illness 3
- SOCO 305 Aging in America 3
- PSYC/SOCO 342 Loss and Grief 3
- CRJU/SOCO 219 Victimology 3
- PSYC/SOCO 350 Internship I (Gerontology setting) * 3
- PSYC/SOCO 351 Internship II (Gerontology setting) * 3
- SOCO 344 Civic Engagement (Gerontology setting) 3

*All prerequisites must be met for the course to be taken in the minor.

Minor in Forensic Sciences (6 courses/22 or 23 credits)
The Forensic Sciences minor will provide students with strong physical, chemical and biochemical foundations applied to the field of forensics with emphasis in qualitative and quantitative analytical chemistry. The minor includes laboratory courses that will strengthen the students’ skills in analytical chemistry, instrumental analysis, emphasizing in state of the art techniques currently used in medicinal and industrial labs with a focus in forensic sciences. Furthermore, the minor will focus in several aspects of toxicology, as pertains to the solution of criminal cases.

The minor is designed to prepare students for future graduate education and/or on-the-job training in specialized fields within the field of forensic science, as well as introducing in the discipline of analytical chemistry. The minor is strongly recommended to biology, biochemistry, and neurosciences majors; however, students from other majors, interested in sciences, can opt for this minor.

A minimum grade of C is required for each course in the minor. Only six transfer credits will be accepted toward for the minor.

Requirements:
The minor consists of six courses to be selected as follows:

Required Courses (16 credits)
- CHEM 120 General Chemistry I 4
- CHEM 121 General Chemistry II 4
- CHEM 207 Organic Chemistry 4
- BIOL/CHEM 350 Forensic Sciences 4

Choose one of (3 or 4 credits):
- CHEM 320 Forensic Analytical Chemistry 4
- CHEM 305 Organic Structural Analysis 4
- BIOL/CHEM 417/418 Modern Concepts of Biochemistry I/II 4, 4
- BIOL 313 Basic Elements of Pharmacology and Toxicology 3
- BIOL 320 Molecular Basis of Disease 3
- BIOL 427 Research internship (focused in Forensic Sciences) 3

Choose one of (3 credits):
- CRJU 101 Introduction to the Criminal Justice System 3
- CRJU 210 Law Enforcement 3
- CRJU 310 Introduction to Criminal Investigation
  *(CRJU 210 is prerequisite)* 3
- CRJU 318 The Court System and Court Procedures 3
- CRJU 405 Introduction to Criminalistics 3
- PSYC 110 Introduction to Psychology 3
- PSYC 345 Abnormal Psychology (PSYC 110 is prerequisite) 3
Minor in History (6 courses/18 credits)
The History minor offers students an introduction to World and American History, allows them to study in depth an area of interest, and provides training in historical methodology. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

Requirements:
The minor consists of six classes to be selected as follows:

Required Courses (12 credits)

Two courses in Global History
HIST 108 Global History to 500 C.E. 3
HIST 109 Global History 500-1700 3

Two courses in American History, chosen from among
HIST 203 American History to 1800 3
HIST 204 American History 1820 to 1920 3
HIST 205 American History Since 1920 3

Two additional courses (6 credits)
From 300 or 400 level courses, one of which must be a history seminar.

Minor in Literature (6 courses/18 credits)
Literature enhances any program. Reading the masters of literature provides a cultural perspective that distinguishes an educated person; a close study of literature improves critical thinking and an appreciation for good writing, both of which provide a strong foundation for any career. The literature minor combines both survey and specialty courses. Shakespeare and the literary genres are available for elective. Creative writing is also available. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

Requirements:
The minor consists of six courses to be selected as follows:

Required Courses (12 credits)

ENGL 201 or 202 World Literature I or II 3
ENGL 203 or 204 American Literature I or II 3
ENGL 205 or 206 British Literature I or II 3
ENGL 425 Senior Seminar: Literature (on recommendation of English faculty) 3

Electives - Two courses (6 credits) selected from the following
One 300 level course 3
One 400 level course 3

All prerequisites must be met for the course to be taken in the minor.
Minor in Mathematics (Minimum Credits: 20)
The minor in Mathematics allows the students to deepen their mathematical background and increase their quantitative reasoning skills while pursuing their major. This minor can be beneficial to students concentrating in business or science who wish a broader knowledge of mathematics within and outside their field. Only six transfer credits will be accepted toward the minor. A minimum grade of “C” is required for each course in the minor.

Required Courses (2 courses/8 credits)
MATH 210  Calculus for the Biological Sciences  4
MATH 211  Calculus I  4
(Pre-requisite: MATH 150 or equivalent)
MATH 212  Calculus II  4
(Pre-requisite: MATH 210 or MATH 211)

Electives: (12-16 credits)
Options/Specializations within the Minor:
The minor provides the student with flexibility in choosing courses based upon interest and career goals. In consultation with a MATH advisor, students may choose any four (4) 200, 300 or 400 level mathematics courses commensurate to their needs.

Minor in Mental Health Services (6 courses/18 credits)
The Mental Health Services minor provides an opportunity for the multidisciplinary study of mental health across the lifespan. The minor helps to prepare students from any major to work in mental health-related fields, by providing both academic knowledge and practical skills relevant to helping professions, including human services, counseling, health care, and academic settings. Students may tailor the minor to their specific interests and educational goals. The minor consists of a minimum of 18 credits and may include courses in Psychology, Sociology, or Criminal Justice. A minimum grade of C is required for each course in the minor. The minor consists of 6 courses to be selected as follows:

Requirements (9 credits)
PSYC 110  Introduction to Psychology  3
PSYC 345  Abnormal Psychology  3
PSYC 356  Introduction to Clinical Applications  3

Choose Three Electives (9 credits)
PSYC 212  Psychology of Health and Illness  3
PSYC 220  Addictions  3
PSYC 357  Developmental Psychopathology  3
PSYC 342  Loss and Grief  3
PSYC 346  Theories of Personality*  3
PSYC 425  Psychological Assessment  3
SOCO 208  Social Deviance  3
CJRU 219  Victimology  3

* PSYC 110 is a prerequisite.
Minor in Natural Sciences (6 Courses, 22 Credits)
The Minor in the Natural Sciences prepares the Holy Family student to think globally and will give the student the opportunity to experience and to explore the breadth of the Natural Sciences. Essential biological and chemical principles of nature will be presented as an interplay between chemical and physical Laws and their impact upon both living and non-living systems. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

Required courses
BIOL 120, 120L Biological Principles I (No prerequisites) 4
BIOL 121, 121L Biological Principles II (Prerequisite) 4
CHEM 120, 120L Chemistry Principles I (Appropriate preparatory course) 4
CHEM 121, 121L Chemistry Principles II (Prerequisites: CHEM 120, 120L) 4
GSCI 108 The Environment of the Planet Earth (No prerequisites) 3
GSCI 110 The Science of Physics (No prerequisites) 3

It is recommended that the student declare this minor in either their Freshman or Sophomore year and complete the coursework in the following sequential order:
• Year 1: BIOL 120,120L (Fall) and BIOL 121, 121L (Spring)
• Year 2: CHEM 120, 120L (Fall) and CHEM 121, 121L (Spring)
• Year 3: GSCI 108 (Fall) and GSCI 110 (Spring)

Minor in Philosophy (6 courses/18 credits)
The minor in Philosophy provides students with the opportunity to enhance their education with a firm grounding in the practice of analysis and critical thinking characterized by the careful exploration of philosophical concepts. With an emphasis on ethical theory and practice supplemented by offerings in basic areas of philosophical concepts, the Philosophy Minor is an enriching accompaniment to any major. The full time philosophy faculty will tailor a variety of alternative minors to suit individual students. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

Suggested Ethical Minor Model: six courses to be selected from the following

Ethical Theory (3 credits)
PHIL 301 Ethics 3

Fundamental Theory (9 credits)
PHIL 101 Introduction to Philosophy 3
or
PHIL 103 Honors Introduction to Philosophy 3
PHIL 201 Philosophy of Human Nature 3
PHIL 202 Logic 3
PHIL 203 History of Philosophy I 3
PHIL 204 History of Philosophy II 3
PHIL 207 Philosophy of Religion 3
PHIL 302 Theory of Knowledge 3
PHIL 303 Philosophy of Art 3
PHIL 305 World Views 3

Applied Ethics (3 credits)
PHIL 205 Bioethics 3
PHIL 208 Business Ethics 3
PHIL 256 Law and Media Ethics 3
PHIL 307 Social Ethics 3

Elective (3 credits)
PHIL 325 Junior Seminar 3
PHIL 425 Senior Seminar 3
PHIL 426 Independent Study 3
PHIL 431-499 Special Topics 3
Minor in Political Science (6 courses/18 credits)
The minor in Political Science allows students to augment majors in Business Administra-
tion, Criminal Justice, Economics, Foreign Languages, History, Psychology, Sociology, or
other social science fields. It prepares students to continue graduate study, pursue careers
in government service, law or politics. Minimum grade of C is required. Only six transfer
credits will be accepted toward the minor.

Requirements:
The minor consists of six courses to be selected as follows:

Required Courses (9 credits)
POLS 103 Introductory Politics 3
POLS 204 American National Government 3
POLS 321 Comparative Political Systems 3
or
POLS 210 Introduction to International Relations 3

Three elective courses in Political Science (9 credits)
Minor in Religious Studies (6 courses/18 credits)
The Religious Studies minor provides students with a deeper and broader exploration into various disciplines of theological study. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

Requirements:
The minor consists of six courses: 15 credits + 3 credits from a core Religious Studies course.

Required Courses (9 credits)
- RELS 210 Jesus the Christ 3
- RELS 301 Christian Morality 3

One course (3 credits) in Scripture chosen from among
- RELS 107 The Gospel according to Mark 3
- RELS 109 The Gospel according to Matthew 3
- RELS 110 The Gospel according to Luke 3
- RELS 205 Prophets of Israel 3
- RELS 207 Introduction to Saint Paul 3

One course (3 credits) in Systematic Theology chosen from among
- RELS 113 Sacraments 3
- RELS 202 Methods in Religious Education 3
- RELS 206 Women and Religion 3
- RELS 215 Religion in America 3
- RELS 310 Christian Marriage in the Modern World 3
- RELS 315 The Gospel of Peace and Justice 3
- RELS 408 The Church in the Modern World 3
- RELS 409 Christian Mysticism 3
- RELS 410 Dante’s Divine Comedy 3
- RELS 325/425 Junior or Senior Seminar 3
- RELS 499 Religious Studies Special Topics 3

One course (3 credits) in Historical Theology chosen from among
- RELS 112 History of Christianity I 3
- RELS 212 History of Christianity II 3
- RELS 213 History of the Catholic Church in the U.S. 3
- RELS 215 Religion in America 3
- RELS 408 The Church in the Modern World 3

Minor in Psychology (6 courses/18 credits)
The minor in Psychology gives the student an introduction to the content and methodology of the field. Courses are required from both the social and biological areas of the discipline. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

Requirements:
The minor consists of 6 courses to be selected as follows:

Requirements (9 credits)

PSYC 110 Introduction to Psychology 3
PSYC 305 Physiological Psychology* 3
PSYC 345 Abnormal Psychology* 3

Choose Two Electives (6 credits)*

PSYC 206 Child and Adolescent Development** 3
PSYC 207 Adult Development and Aging** 3
PSYC 208 Lifespan Development for Non-Majors** 3
PSYC 215 Industrial/Organizational Psychology 3
PSYC 333 Behavior Modifications* 3
PSYC 343 Social Psychology* 3
PSYC 346 Theories of Personality* 3

Choose One Elective (3 credits)
Students may choose one additional psychology course not listed above.

* PSYC 110 is a prerequisite.
** PSYC 208 may not be chosen if the student has completed PSYC 206 or PSYC 207
PSYC 206 or PSYC 207 may not be taken if the student has taken PSYC 208.
Minor in Social Media (6 courses/18 credits)
The Minor in Social Media includes a foundation in communication principles and provides opportunities for advanced study that can be customized to address a student’s particular interests or support career goals. By minoring in Social Media, students will learn to produce material that they can show potential employers as well as develop related critical thinking skills. The minor consists of a minimum of 18 credits and may include advanced course work in Public Relations and/or Digital Communications. A minimum grade of C is required for each course in the minor. Only six transfer credits will be accepted toward for the minor.

**Required Courses (9 credits)**

- COMM 245 Branding 3
- COMM 250 Social Media Strategy 3
- COMM 410 Social Media Analytics 3

**Electives (Choice of three (9 credits))**

- COMM 115 Communications and Culture 3
- COMM 235 Public Relations 3
- COMM 335 Event Planning and Promotion 3
- COMM 218 Digital Design 3
- COMM 219 Persuasion and Propaganda in Media 3
- COMM 205 Innovative Media 3
- COMM 317 Digital Illustration 3
- COMM 321 Digital Photography 3
- COMM 325 Mobile Media 3
- COMM 312 / MNNK 312 Principles of Marketing 3
- COMM 405 / MNNK 405 Integrated Marketing 3
- MNNK 316 Digital Marketing 3
- MNNK 425 Marketing Data & Analytics 3
- CMIS 107 Introductory Programming 3
- CMIS 210 Web Design and E Commerce 3
- ARTS 230 Elements of Typography 3
- ARTS 315 Graphic Design I 3

**Choose one 300 Level SOCO Course from Group 2 (3 credits)**

- SOCO 305 Aging in America 3
- SOCO 306 Sociology of the City 3
- SOCO 310 Medical Sociology 3
- SOCO 315 Sociology of Work 3
- SOCO 330 Junior Seminar in the Social Sciences 3
- SOCO 341 Family Violence 3
- SOCO 342 Loss and Grief 3
- SOCO 343 Social Psychology 3

**Sociology Elective**

Student may choose ANY Sociology course.

Minor in Sociology (6 courses/18 credits)
The minor in Sociology gives the student an introduction to the content and methodology of the field. All prerequisites must be met for the course to be taken in the minor. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor. The minor consists of six courses to be selected as follows:

**Required Courses (12 credits)**

- SOCO 101 Introductory Sociology (Core) 3
- SOCO 201 Social Problems 3
- SOCO 203 Social Theory 3
- SOCO 212 Race, Class, & Gender 3

**Choose one 300 Level SOCO Course from Group 2 (3 credits)**

- SOCO 305 Aging in America 3
- SOCO 306 Sociology of the City 3
- SOCO 306 Medical Sociology 3
- SOCO 315 Sociology of Work 3
- SOCO 330 Junior Seminar in the Social Sciences 3
- SOCO 341 Family Violence 3
- SOCO 342 Loss and Grief 3
- SOCO 343 Social Psychology 3

**Sociology Elective**

Student may choose ANY Sociology course.
Minor in Spanish (6 courses/18 credits)
The objective of the minor in Spanish is to enable students majoring in any field to acquire proficiency in the language, understanding the richness of its culture, and knowledge of the countries in which the language is spoken. The coursework needed to earn a minor in Spanish at Holy Family is challenging but achievable. It is thought to provide the necessary linguistic and cultural skills, and knowledge that the students will need to function successfully in the target language, in a variety of situations and topics. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

Requirements:
The minor consists of six courses at the 200 level and above.

Required Courses (6 credits)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 201</td>
<td>Advanced Grammar and Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Advanced Grammar and Conversation II</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (Language, Literacy, Content and Literature courses)
Choice of three (9 credits)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 204</td>
<td>Spanish-American Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 302</td>
<td>Hispanic Influences in the US (taught in English)</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 308</td>
<td>Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 309</td>
<td>Conversation and Language Activities I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>Conversation and Language Activities II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>Spanish Non-Fiction</td>
<td>3</td>
</tr>
</tbody>
</table>

Choice of one (3 credits)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 315</td>
<td>Literary Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 449</td>
<td>Readings in Spanish</td>
<td>3</td>
</tr>
</tbody>
</table>

All prerequisites must be met for the course to be taken in the minor.

Minor in Writing (6 courses/18 credits)
The minor in writing provides students with an opportunity to develop expertise in writing for academic, professional, civic, and personal purposes. It provides practice in writing in a range of genres and styles as well as editing, publishing, and digital media. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

Requirements:
The minor consists of six courses to be selected as follows

Required Courses and Pre-requisites (9 credits)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Writing I or ENGL 103 Honors Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Writing II or ENGL 104 Honors Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 216</td>
<td>Professional and Technical Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (9 credits) may be selected from the following
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 219</td>
<td>Persuasion and Propaganda</td>
<td>3</td>
</tr>
<tr>
<td>COMM 235</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COMM 250</td>
<td>Social Media Strategy</td>
<td>3</td>
</tr>
<tr>
<td>COMM 325</td>
<td>Mobile Media</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 309</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 410</td>
<td>Advanced Writing Workshop</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Scientific Writing for Social &amp; Behavior Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

All prerequisites must be met for the course to be taken in the minor.
School of Business Administration

Mission
Built upon a foundation of liberal arts, the Mission of the School of Business Administration is to deliver high quality business education, in a student centered environment that fosters leadership, global and multicultural awareness, and social responsibility.

Contact Information
J. Barry Dickinson, PhD, School Dean
Bernice Purcell, DBA, Associate Dean

Undergraduate Degree Programs

Bachelor of Arts:
Concentrations in:
• Accounting
• Business Intelligence
• Computer Information Systems
• Management-Marketing
• Sport Marketing Management

Bachelor of Arts:
• Fire Science and Public Safety Administration

Minors
• Business Administration
• Business Intelligence
• Computer Information Systems
• Management-Marketing

Accreditation
The Bachelor of Arts programs in Accounting, Management-Marketing, and Sports Marketing-Management are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Bachelor of Arts in Fire Science and Public Safety Administration program is accredited by the International Fire Service Accreditation Congress (IFSAC).
Degree Program in Business Administration

Learning Outcomes
The successful student will be able to:
• Demonstrate proficiency with basic accounting and finance concepts.
• Demonstrate proficiency regarding knowledge of the economic environment.
• Demonstrate proficiency regarding application of management concepts.
• Demonstrate proficiency regarding knowledge of marketing concepts.
• Demonstrate proficiency regarding knowledge of international business and global dimensions of business.

Common Business Requirements
Each course in the following common business requirements (45 credits) must be completed with a minimum grade of C. In addition, each required course in the concentration, concentration-related and concentration tracks must be completed with a minimum grade of C.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 205</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 206</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 100</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 103</td>
<td>Business Math</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 320</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 435</td>
<td>Senior Seminar in Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 416</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>CMIS 220</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMIS 417</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 203</td>
<td>Economic Theory-Micro</td>
<td>3</td>
</tr>
<tr>
<td>ECON 204</td>
<td>Economic Theory-Macro</td>
<td>3</td>
</tr>
<tr>
<td>FINC 301</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MNMK 312</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MNMK 410</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Accounting Concentration

Learning Outcomes
The successful student will be able to:
• Identify and explain the types of accounting information systems used in an organization. This should include a description of the accounting methods used and reasons for adoption, as well as possible issues with the systems and their uses for planning, budgeting, and controlling operations.
• Demonstrate knowledge of legal and ethical issues in an accounting framework. This should include identifying and describing all legal and ethical issues in a scenario, explaining these, and offering a solution or solutions addressing these.
• Demonstrate knowledge of generally accepted accounting principles (GAAP), and its use in the financial reporting system. Identify emerging accounting issues and International Reporting Standards (IFRS).
• Demonstrate ability to perform research in the field of accounting. This includes being able to evaluate literature, make evaluations of success methods to encompass Accounting Theory examined in current literature by the academic and professional accounting organizations.

Requirements
Core Curriculum: BA Requirements (credits) 45
Common Business Requirements (credits) 45
Concentration
ACCT 307 Intermediate Accounting I 3
ACCT 308 Intermediate Accounting II 3
ACCT 315 Cost Accounting 3
ACCT 330 Financial Statement Analysis 3
ACCT 404 Auditing 3
ACCT 413 Introduction to Taxation 3
ACCT 414 Advanced Taxation 3
ACCT 415 Advanced Accounting 3
ACCT 430 Forensic Accounting 3
ACCT 439 Senior Seminar in Accounting 3
One free elective 3

Other Requirements
Successful completion of comprehensive examination which is incorporated into BUSA 435.
Accounting with CPA Area of Study

Requirements
All requirements of Accounting Concentration (above) 123
CPA Track Free Elective (8 courses) 24
One restricted elective from the following:
BUA 350 Cooperative Education 3
BUA 351 Cooperative Education 3
FINC 340 Intermediate Accounting 3
MNMK 356 Entrepreneurship and the New Economy 3

Business Intelligence Concentration

Learning Outcomes
The successful student will be able to:
• Utilize current statistical packages and languages to manipulate, analyze, and visualize data.
• Apply advanced statistical and machine learning techniques to glean trends within data.
• Construct database systems and specialized storage frameworks to store and analyze large datasets.
• Apply the correct statistical and scientific methodology based on the data and intended research.
• Develop data-driven business decisions and strategies.

Requirements
Core Curriculum: BA Requirements (credits) 45
Common Business Requirements (credits) 45
Concentration
BUIN 101 Information Management Applications 3
CMIS 107 Introductory Programming 3
BUIN 201 Statistical Computing and Visualization 3
BUIN 307 Systems Analysis and Design 3
BUIN 308 Database Management 3
BUIN 309 Data Warehousing 3
BUIN 402 Data Mining 3
BUIN 439 Senior Seminar in Business Intelligence 3
MNMK 407 Market Research 3
MNMK 413 Quantitative Methods for Decision Making 3

Other Requirements
Successful completion of comprehensive examination which is incorporated into BUSA 435.
Computer Information Systems Concentration

Learning Outcomes
The student completing the Computer Information Systems concentration will be able to:
• Proficiently use a variety of computer languages, methodologies and platforms.
• Apply the correct methodologies for the development of systems.
• Identify and explore future trends within the computing area.

Requirements
Core Curriculum: BA Requirements (credits)  45
Common Business Requirements (credits)  45

Concentration
CMIS 107  Introductory Programming  3
CMIS 205  Advanced Programming  3
CMIS 211  Internet Programming  3
CMIS 234  Human-Computer Interaction  3
CMIS 303  Networking  3
CMIS 307  Systems Analysis  3
CMIS 308  Database Management  3
CMIS 418  Cyber Security  3
CMIS 439  Senior Seminar  3

One restricted elective from the following:
BUSA 350  Cooperative Education  3
BUIN 101  Information Management Applications  3
BUIN 201  Statistical Computing and Visualization  3
BUIN 309  Data Warehousing  3
BUIN 402  Data Mining  3
CMIS 412  Operating Systems  3
CMIS 316  Digital Marketing  3

Free electives:
MNMK 2 Free Electives  6

Other Requirements
Successful completion of comprehensive examination which is incorporated into BUSA 435.

Management-Marketing Concentration

Learning Outcomes
The successful student will be able to:
• Formulate a marketing strategy and a marketing plan.
• Describe best practices in managing human resources.
• Summarize and apply and use the functions of management, including operations and strategy.

Requirements
Core Curriculum: BA Requirements (Credits)  45
Common Business Requirements (Credits)  45

Concentration
BUSA 402  Labor and Employment Law  3
MNMK 315  Operations Management  3
MNMK 403  Human Resource Management  3
MNMK 413  Quantitative Methods for Decision-Making  3
MNMK 421  Strategic Marketing  3
MNMK 439  Senior Seminar in Management and Marketing  3

Two restricted electives from the following:
BUSA 350  Cooperative Education  3
BUSA 351  Cooperative Education  3
BUSI 432  International Marketing  3
MNMK 306  Industrial and Organizational Psychology  3
MNMK 316  Digital Marketing  3
MNMK 355  Entrepreneurship and the New Economy  3
MNMK 405  Principles of Advertising  3
MNMK 406  Consumer Behavior  3
MNMK 407  Principles of Marketing Research  3

Free electives:
MNMK 2 Free Electives  6

Other Requirements
Successful completion of comprehensive examination which is incorporated into BUSA 435.
**Sport Marketing-Management Concentration**

**Learning Outcomes**
The successful student will be able to:
- Analyze sport consumer markets by applying fundamental marketing principles and conceptual frameworks.
- Design effective sport-related events by utilizing sports management processes and concepts.
- Exhibit skills and attitudes needed for a professional position in a sport marketing management related field.

**Requirements**
- Core Curriculum: BA Requirements (Credits) 45
- Common Business Requirements (Credits) 45

**Concentration**
- BUSA 350 Cooperative Education I 3
- BUSA 351 Cooperative Education II 3
- MNMK 316 Digital Marketing 3
- MNMK 403 Human Resource Management 3
- SPMM 220 Sales and Sales Management 3
- SPMM 280 Introduction to Sport Media Relations 3
- SPMM 310 Economics of Sport 3
- SPMM 320 Sport Marketing and Promotion 3
- SPMM 420 Legal Issues in Sport 3
- SPMM 430 Sport Facility and Event Management 3
- SPMM 439 Senior Seminar in Sport Marketing-Management 3

**Other Requirements**
Successful completion of the comprehensive examination which is incorporated into BUSA 435

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**Degree Program in Fire Science and Public Safety Administration**
*(Transfer students only; see Requirements below)*

**Learning Outcomes**
The successful student will be able to:
- Demonstrate risk management knowledge.
- Apply emergency scene management knowledge.
- Employ public safety administrative knowledge and communication skills.
- Use safety and technology knowledge.
- Apply business knowledge and business technology skills.
- Demonstrate leadership skills through career advancement and/or graduate school success.

**Requirements**
A student must earn a minimum of 27 credits in Fire Science or Public Safety Administration from an accredited institution of higher education in order to enroll in the Fire Science and Public Administration program at Holy Family University. In order for these credits to transfer, the student must have attained a minimum grade of C or better in each course.

- Core Curriculum: BA Requirements (Credits) 45
- Transfer credits (see above) 27

**Business Requirements**
- ACCT 205 Principles of Financial Accounting 3
- ACCT 206 Principles of Managerial Accounting 3
- BUSA 100 Introduction to Business 3
- BUSA 103 Business Math 3
- BUSA 402 Labor and Employment Law 3
- CMIS 220 Management Information Systems 3

**Concentration**
- FSPS 331 Public Risk Analysis 3
- FSPS 325 Emergency Services Administration 3
- FSPS 426 Seminar: Contemporary Public Safety Issues 3
- FSPS 430 Seminar Major Incident Analysis 3

**Free Elective** 6 courses 18

*BUSA 350 or BUSA 351 may be substituted for a required free elective*
Minors

Five-Year BA/MBA Program
The School of Business Administration offers a BA/MBA program that enables student to complete requirements for the degrees of Bachelor of Arts and Master of Business Administration in five years. Undergraduates seeking admission to the dual degree program must have a minimum overall GPA of 3.0 and are eligible to apply in the spring semester of the sophomore year (the deadline for applications is April 15). To apply for admission, candidates must submit the following materials to the Graduate Admissions Office:

- Completed Application to the Master of Business Administration Program
- Official Undergraduate Transcript(s)
- A statement of professional goals
- A letter of recommendation

Following review of all application materials, admission to the dual degree program will require the approval of the Associate Dean of the School of Business Administration, and the Academic Advisor. Accepted students will be permitted to take no more than nine credits during the fall and spring semester of the senior year of undergraduate study. These nine credits will be charged at the undergraduate tuition rate.

Specific graduate program requirements can be found in the Holy Family University Graduate Studies Catalog. Additional information can be provided by the student’s Academic Advisor or by the Graduate Program Director.
Minor in Business Administration (6 courses/18 credits)
The minor in Business Administration introduces students to the business enterprise. The minor allows the student to get an overview of how business systems work. Grades of less than “C” in business related courses will not count toward the minor. Only six (6) credits in transfer will be accepted for the minor.

It is necessary to take BUSA 100 Introduction to Business before starting the electives.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSA 100</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CMIS 220</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Four Electives from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 205</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 206</td>
<td>Principles of Managerial Accounting (Prerequisite: ACCT 205)</td>
<td>3</td>
</tr>
<tr>
<td>BUSA 320</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUSI 416</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>CMIS 417</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>FINC 301</td>
<td>Financial Management (Prerequisite or Co-requisite for FINC 301: ACCT 205)</td>
<td>3</td>
</tr>
<tr>
<td>MNMK 312</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MNMK 316</td>
<td>Digital Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MNMK 410</td>
<td>Organizational Behavior (Prerequisite: BUSA 100)</td>
<td>3</td>
</tr>
</tbody>
</table>

The selection of electives should be made in consultation with the BUSA advisor. The student should make sure the required prerequisites are met.

Minor in Business Intelligence (7 courses/21 credits)
The minor in Business Intelligence introduces students to the storage, retrieval, and analysis of large amounts of data from disparate sources. The techniques are general, and thus, data can be from any discipline. This minor is for students who wish to supplement their content knowledge by providing a background in the extraction, storage and exploration of data in their area of study. Grades of less than “C” in business related courses will not count toward the minor. Only six (6) credits in transfer will be accepted for the minor.

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMIS 107</td>
<td>Introductory Programming</td>
<td>3</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BUIN 101</td>
<td>Information Management Applications</td>
<td>3</td>
</tr>
<tr>
<td>BUIN 201</td>
<td>Statistical Computing &amp; Visualization (Prerequisite: CMIS 107)</td>
<td>3</td>
</tr>
<tr>
<td>BUIN 308</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>BUIN 309</td>
<td>Data Warehousing</td>
<td>3</td>
</tr>
<tr>
<td>BUIN 402</td>
<td>Data Mining (Prerequisite: MATH 130)</td>
<td>3</td>
</tr>
</tbody>
</table>

The student should make sure the required prerequisites are met.
Minor in Computer Information Systems  
(6 courses/18 credits)

The minor in Computer Information Systems introduces students to the development and creation of systems to provide information. The areas covered are broad, yet central, and thus provide a strong background to cover most information systems.

Requirements
Take six (6) courses from the following list:

- CMIS 107 Introductory Programming 3
- CMIS 205 Advanced Programming (prerequisite CMIS 107) 3
- CMIS 211 Internet Programming (prerequisite CMIS 107) 3
- CMIS 233 Health Care Information Systems 3
- CMIS 234 Human-Computer Interaction (prerequisite CMIS 211) 3
- CMIS 303 Networking 3
- CMIS 307 Systems Analysis and Design 3
- CMIS 308 Database Management 3
- CMIS 412 Operating Systems 3
- CMIS 418 Cyber Security 3
- BUIN 210 Statistical Computing and Visualization 3
  (prerequisites CMIS 107 and MATH 130)
- BUIN 309 Data Warehousing (prerequisite CMIS 308) 3

Minor in Management-Marketing  
(6 courses/18 credits)

A minor in Management-Marketing allows the student to deepen their knowledge of business practices and to develop enhanced business-related skills. A basic knowledge of business-related course material such as management and marketing should broaden a student’s career opportunities. Grades of less than C in business related courses will not be counted toward the minor. Only six credits in transfer will be accepted for the minor.

Required Courses
- BUSA 100 Introduction to Business 3
- MNMK 312 Principles of Marketing 3

Four electives from the following:
- BUSA 402 Labor and Employment Law 3
- MNMK 315 Operations Management 3
- MNMK 316 Digital Marketing 3
- MNMK 403 Human Resource Management 3
- MNMK 405 Principles of Advertising (Prerequisite: MNMK 312) 3
- MNMK 406 Consumer Behavior (Prerequisite: MNMK 312) 3
- MNMK 410 Organizational Behavior (Prerequisite: BUSA 100) 3

The selection of electives should be made in consultation with a MNMK advisor. The student should make sure the required prerequisites are met.
Accelerated Degree Program in Communications

Learning Outcomes
The successful student will be able to:

- Develop and apply skills reflecting cultural sensitivity to a global communications community.
- Integrate legal, regulatory, and ethical principles into communications practices.
- Synthesize research within the communications field and when appropriate collect, analyze, and interpret information using quantitative and qualitative methodologies.
- Create, produce, and employ a variety of media within a changing communications environment.
- Apply Communications related theoretical constructs to real-world problems and issues within one or more communication industries.
- Public Relations track students will exhibit mastery of skills related to the development and delivery of various forms of persuasive media.
- Social and Emerging Media track students will exhibit mastery of technologies and techniques related to Social and Emerging Media.

Foundational Communications Requirements (18 credits)
Courses required of all majors regardless of track selected:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 115</td>
<td>Communication and Culture</td>
<td>3</td>
</tr>
<tr>
<td>COM 202</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COM 256</td>
<td>Law and Ethics in Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 340</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>COM 432</td>
<td>Multi-Media Storytelling (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>COM 450</td>
<td>Internship A</td>
<td>1.5</td>
</tr>
<tr>
<td>COM 451</td>
<td>Internship B</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Social and Emerging Media track (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 250</td>
<td>Social Media Strategy</td>
<td>3</td>
</tr>
<tr>
<td>COM 205</td>
<td>Innovative Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 325</td>
<td>Mobile Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 410</td>
<td>Social Media Analytics</td>
<td>3</td>
</tr>
<tr>
<td>+ 1 COM</td>
<td>Free Elective</td>
<td>3</td>
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</tbody>
</table>

Public Relations track (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 219</td>
<td>Persuasion &amp; Propaganda in Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 235</td>
<td>Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 312/</td>
<td>MNNK 312 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>COM 335</td>
<td>Event Planning and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>+ 1 COM</td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Accelerated Degree Program in Psychology

Learning Outcomes
The successful student will be able to:

- Identify and describe the major concepts, theoretical perspectives, and empirical findings represented in the general content domains of psychology, including learning, cognition, biological bases of behavior, development, and individual differences.
- Apply basic research methods in psychology including research design, data analysis, and interpretation.
- Evaluate the quality, objectivity and credibility of evidence of research findings.
- Compare and contrast theoretical explanations of human behavior.
- Exhibit professional and academic skills needed for graduate study or for entry-level positions in the field.
- Analyze the impact of diversity on behavior, personality and development

Foundational Psychology Requirements
Courses required of all majors:

Requirements
Core curriculum: BA requirements (credits) 45

Courses required of all students
PSY 110*Introduction to Psychology 3
PSY 206 Child and Adolescent Development 3
PSY 211 Scientific Writing for the Social and Behavioral Sciences 3
PSY 305 Physiological Psychology 3
PSY 311 Statistics for the Social and Behavioral Sciences 3
PSY 322 Research Methods 3
PSY 333 Behavior Modification 3
PSY 343 Social Psychology 3
PSY 345 Abnormal Psychology 3
PSY 350 Internship 1A 1.5
PSY 351 Internship 1B 1.5
PSY 352 Junior Seminar in Psychology 3
PSY 431 Seminar: Contemporary Issues in Psychology 3
* Must be taken by psychology concentrators as a prerequisite for all other PSY courses

PSY electives 1, 2, and 3: Select from any 200, 300 or 400 level Psychology course not required within the concentration 9

PSY electives 4, 5, and 6: Select from any 300, or 400 level Psychology course not required within the concentration 9

Also required
PHI 205 Bioethics 3

Please Note: ENG-101, ENG-102, and ENG-211 must be completed within the first six sessions of the program.

Accelerated Degree Program in Business Administration

Learning Outcomes
The successful student will be able to:

- Demonstrate proficiency with basic accounting and finance concepts.
- Demonstrate proficiency regarding knowledge of the economic environment.
- Demonstrate proficiency regarding knowledge of the social, ethical, and legal environments.
- Demonstrate proficiency regarding application of management concepts.
- Demonstrate proficiency regarding application of marketing concepts.
- Demonstrate proficiency regarding knowledge of international business and global dimensions of business.

Please Note: ENG-101, ENG-102, and ENG-211 must be completed within the first six sessions of the program.

Foundational Business Requirements
Each course in the following Foundational Business Requirements (39 credits) as well as the concentration must be completed with a minimum grade of C.

All business courses must be completed before taking ADM-450.

ACC 205 Financial Accounting 3
ACC 206 Managerial Accounting 3
ADM 322 International Management OR 3
MKT 321 International Marketing 3
ADM 450 Interdisciplinary Core Capstone 3
BUS 200 Small Group and Team Communication 3
BUS 204 Business Ethics 3
BUS 209 Business Law 3
BUS 210 Statistics 3
ECO 202 Principles of Economics I Microeconomics 3
ECO 203 Principles of Economics II Macroeconomics 3
FIN 310 Corporate Finance 3
MGT 207 Principles of Management 3
MGT 305 Management Information Systems 3
MKT 209 Marketing Theory & Practice 3
BUS 202 Diversity in the Workplace 3
# Administration Concentration

## Requirements

| Core Curriculum: EL BS Requirements (credits) | 45 |
| Foundational Business Requirements (credits) | 39 |

## Concentration

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ADM 322</td>
<td>International Management</td>
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<tr>
<td>ADM 440</td>
<td>Research Principles in Organizational Management</td>
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</tr>
<tr>
<td>ADM 450</td>
<td>Interdisciplinary Core Capstone</td>
<td>3</td>
</tr>
<tr>
<td>FIN 310</td>
<td>Corporate Finance</td>
<td>3</td>
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<tr>
<td>MGT 300</td>
<td>Behavioral Theory of Organizations</td>
<td>3</td>
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<tr>
<td>MGT 304</td>
<td>Issues in Human Resources</td>
<td>3</td>
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<tr>
<td>MGT 305</td>
<td>Management Information System</td>
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<tr>
<td>Business Electives</td>
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## Other Requirements

<table>
<thead>
<tr>
<th>General</th>
<th>6 courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
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</tbody>
</table>
Five-Year BA/MBA Program

The School of Business Administration and the Division of Extended Learning offers a BA/MBA program that enables students to complete requirements for the degrees of Bachelor of Arts and Master of Business Administration in five years. Undergraduates seeking admission to the dual degree program must have a minimum overall GPA of 3.0 and are eligible to apply in the spring semester of the sophomore year (the deadline for applications is April 15). To apply for admission, candidates must submit the following materials to the Graduate Admissions Office:

- Completed Application to the Master of Business Administration Program
- Official Undergraduate Transcript(s)
- A statement of professional goals
- A letter of recommendation

Following review of all application materials, admission to the dual degree program will require the approval of the Director of Division of Extended Learning and Continuing Education, Associate Dean of the School of Business Administration, and the Academic Advisor. Accepted students will be permitted to take no more than nine credits during the fall and spring semester of the senior year of undergraduate study. These nine credits will be charged at the undergraduate tuition rate.

Specific graduate program requirements can be found in the Holy Family University Graduate Studies Catalog. Additional information can be provided by the student’s Academic Advisor or by the Graduate Program Director.
School of Education

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.

Contact Information
Kevin B. Zook, PhD, School Dean
Janet R. McNellis, PhD, Associate Dean
Stephen B. Young, EdD, Director of Field Placements
Deborah McCusker, MEd, Certification Officer and Field Placement Assistant

Division Chairs
Patricia Joergensen, EdD, Division of Early Childhood & Special Education
Roger Gee, PhD, Division of Graduate Studies & Professional Development
Elizabeth Jones, PhD, Division of Initial Certification Master Program

Information about Holy Family University’s Master and Doctoral Programs in Education is available at www.holyfamily.edu.
Bachelor of Arts degree programs include:

- Education  
  Concentrations in:
  - Pre K-4  
  - Pre K-4/Special Education Pre K-8  
- Secondary Education  
  Certification in:
  - Art (K-12)  
  - Biology  
  - English  
  - Social Studies  
  - Mathematics

Teacher Certification programs are available as post-baccalaureate certificate options as well as degree option. These include:

- Pre K-4  
- Pre K-4/Special Education Pre K-8  
- Minor:  
  - Education

Degree Programs in Education

All graduates of programs in the School of 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.

General Requirements

Students who wish to enroll in the professional educator programs at Holy Family University are required to file an application and be formally admitted to the School of Education. All incoming students should schedule an appointment with the Certification Officer and Field Placement Assistant to discuss the admissions process during their first semester enrolled at Holy Family University.

Requirements for Admission to the Professional Educator Programs at Holy Family University (including transfer students):

- Completed a minimum of 48 semester credit hours of university-level coursework.
- Proof of current clearances as listed below:
  - A current TB test
  - PA Child Abuse Clearance (ACT 151)
  - PA Criminal Background Check (ACT 34)
  - Federal Criminal History Records (ACT 114/Fingerprinting)
  - Completed Arrest/Conviction Report and Certification Form (ACT 24)
- Fulfillment of the Basic Skills requirement as specified by the Pennsylvania Department of Education.
- A cumulative GPA of at least a 3.0.
- Completion of at least six semester credits in university-level Mathematics, with a minimum grade of C and at least three semester credits in university-level English Composition and three semester credits of approved Literature with a minimum grade of C.
- All Education courses completed with a minimum grade of C.
- Two faculty evaluation forms.

Students not formally admitted into the School of Education may not enroll in any Education courses required at the Junior or Senior level.
Additional Pennsylvania Department of Education Teacher Certification Requirements

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 and Field Placement Assistant for more information on requirements for specific certificates.

Field Experience Requirements
Field experience is an important component of the University’s Education programs and is required at every level of study.

The Commonwealth of Pennsylvania mandates that pre-service teachers have the following five clearances on file with the University before entering schools for field observations or clinical experiences.

- PA Child Abuse Clearance (Act 151)
- PA Criminal History Background Check (Act 34)
- Federal Criminal History Record/Fingerprinting (Act 114)
- Tuberculosis (PPD) Test
- Arrest/Conviction Report and Certification Form (Act 24)

It is the student’s responsibility to maintain the originals of all clearances and to ensure that current copies of all clearances are uploaded to American Databank prior to entering a school site for field work.

Students are to carry their original clearances with them to the school site on the date of their first visit. School officials may request to review them. Students should maintain possession of originals. If necessary, school officials can make copies.

The normal progression of field experiences for students in the University’s teacher preparation programs is (a) classroom observations, (b) one-day per week practicum, and (c) semester-long student teaching.

Observations
Many University courses have observation requirements associated with them. These courses are taken early in a student’s program, prior to practicum and student teaching.

Students with observation requirements must maintain current clearances. See the School of Education webpage for clearance information.

Practicum
Practicum is a fourteen-week experience. Practicum students spend one full day a week in a classroom under the guidance of a cooperating teacher and University supervisor. Practicum is typically scheduled for Tuesday.

Students must complete and submit an application for practicum placement to the Field Placement Office. The application can be found on the Field Placement webpage. The application due date for fall practicum placement is March 1. The application due date for spring practicum placement is October 1.

Clearances must be current as of the first day that the student reports to a school site for practicum.

Professional Semester/Student Teaching
Upon satisfactory completion of the Junior-level Education courses, students are expected to apply for placement as student teachers and enter the professional semester. During the student teaching semester, students register for student teaching. Off-sequence sheet courses taken with student teaching require advisor approval.

Student teaching is a fourteen-week experience. Student teachers are assigned full-time to a classroom under the guidance of a cooperating teacher and University supervisor.

Students must complete and submit an application for student teaching placement to the Field Placement Office. The application can be found on the Field Placement webpage.
Application for Student Teaching

Applications for student teaching should be submitted in the Spring semester of the Junior year prior to the year of student teaching. Deadline is February 1 for fall student teaching placement or May 1 for spring student teaching placement. Clearances must be current as of the first day that the student reports to a school site for student teaching.

Admission to student teaching requires that the student meet these requirements:

- Be formally admitted into the School of Education
- Obtain grades of B or better for both semesters of the Junior practicum and satisfactory reports from both field placement supervisors
- Demonstrate a disposition that is conducive to effective teaching (participation in support services provided by the Counseling Center or through the psychology staff may be required)
- Obtain a minimum grade of C in all Education course requirements and have an overall GPA of 2.8
- Obtain a minimum grade of C in the required University writing courses, Public Speaking course, American History course, core mathematics courses, and the approved literature course.
- Secondary Education students only: Obtain a minimum grade of C for all courses in the area of concentration and submit satisfactory recommendations by the school that represents the applicant’s field of concentration.

The Director of Field Placements reviews applications for student teaching based on the above factors. Students are accepted and placed if they have met the above criteria. If students do not meet the above criteria, remedial activities may be required or the student may be excluded from completing the required student teaching course in their field.

Intern Student Teaching

For teachers currently employed in schools, the requirement for student teaching may be completed in the teacher’s own classroom, as long as the teacher’s assignment is appropriate for the certificate sought.

Additional School of Education Graduation Requirements

In addition to fulfilling the Holy Family University BA degree requirements for graduation, Education students also must meet the following requirements:

- Passing score on the PDE-430 or the Comprehensive Exam
- Completion of the required course of study for the program

Post-Baccalaureate Teacher Certification

Students who already possess a bachelor’s degree in an area other than Education and enroll in the University solely for the purpose of obtaining certification may do so provided that the applicant:

- Has met the requirements for admission into the professional educator program.
- Has submitted for evaluation official transcripts from all institutions previously attended.
- Agrees to undertake continuous registration for coursework and fieldwork until the requirements for the approved program have been met. Students must take a minimum of four courses at the University before student teaching.
- Completion of the approved program, not an accumulation of credit hours, is required for certification purposes.
Certification Options

Secondary Education
To receive Pennsylvania Secondary Education teacher certification, students must complete the teacher education requirements listed below. Secondary Education majors must meet with both their content area adviser and their education adviser when selecting their schedules.

Areas of Certification are: Art (K-12), Biology (7-12), English (7-12), Mathematics (7-12) and Social Studies (7-12).

General Teacher Education Requirements
Field experience may be required.
PSYC 206 Child and Adolescent Development 3
EDSP 203 Foundations in Inclusive Education for All Learners 3
EDSP 303 Collaboration and Assessment 3
EDSP 304 Collaboration and Best Practices for All Learners 3
EDUC 205 Teaching Reading in the Content Area 3
EDUN 201 Educational Psychology 3
EDUN 303 Meeting the Needs of English language Learners 3
EDUN 315 Practicum I (Field Experience/Mentorship) 1
EDUN 316 Practicum II (Field Experience/Mentorship) 1
EDUN 320 Classroom Management 3
EDUN 331* General Methods and Technology 3
EDUN 332* Education Methods and Curriculum in the Content Area 3
EDUN 412 Student Teaching: Secondary Education 6

*Not required for Art Education majors

Certification Area Specific Degree Requirements

Art Education (K-12 Certification)
Total required credits: 134 - 135
Core Curriculum: BA Requirements 45

Studio Arts Requirements
ARTS 213 Art History I 3
ARTS 214 Art History II 3
ARTS 217 Sculpture I 3
ARTS 223 Two-Dimensional Design 3
ARTS 224 Three-Dimensional Design 3
ARTS 225 Drawing and Composition 3
ARTS 226 Drawing from the Model 3
ARTS 310 Elementary Arts Education 3
ARTS 311 Art in the Secondary School 3
ARTS 319 Painting I 3
ARTS 321 Ceramics 3
ARTS 323 Printmaking 3
ARTS 325 Seminar in Art History 3
ARTS 327 Advanced Studio III 3
ARTS 427 Research Seminar 3
ARTS 428 Research Seminar 3
Art Elective Second Level Studio Course 3

* Art electives must include ARTS 323: Printmaking; ARTS 321: Ceramics; and a second level studio course.

Related Requirements
ENGL Approved Literature Course 3
MATH 110 Quantitative Literacy 3-4
MATH 111 Mathematical Foundations 3-4
PHIL 303 Philosophy of Art 3

Other Requirements for Art Education
• Senior exhibition
• Successful completion of an Art History comprehensive examination
• Portfolio review
Biology (7-12 certification)
Core Curriculum: BA Requirements

45

Biology Requirements
BIOL 120, 121*  Biological Principles I, II  4, 4
BIOL 207, 208  Anatomy and Physiology I, II (with lab)  4, 4
BIOL 211/L  Cell Biology  4
BIOL 304  Principles of Genetics  3
BIOL 325  Seminar: Scientific Literature  2
BIOL 324  Inorganic, Organic and Cultural Evolution  3
BIOL 332  Ecology  3
BIOL 412/L  Molecular Genetics  4

Biology Elective at the 300/400 level  3

Related Requirements
CHEM 120, 121  Chemistry Principles I, II (with lab)  4, 4
ENGL  Approved Literature Course  3
GSCI 110  The Science of Physics (with lab)  3
MATH 210  Calculus for Biological Sciences  4
or
MATH 211*  Calculus I  4
MATH 130  Elementary Statistics  3

At least 9 credits in 200/300-level Biology coursework must be completed at Holy Family to meet degree requirements.

* May be taken as part of the core requirements

Other Requirements for Biology with Certification in Secondary Education
Successful completion of a written and oral comprehensive exam

English (7-12 certification)
Core Curriculum: BA Requirements

45

English Requirements
ENGL 201*, 202  World Literature I, II  3, 3
ENGL 203, 204  American Literature I, II  3, 3
ENGL 205, 206  British Literature I, II  3, 3
ENGL 207  Introduction to Literary Study  3
ENGL 309  Creative Writing  3
ENGL 400  The English Language  3
ENGL 410  Advanced Writing Workshop  3
ENGL 425  Senior Seminar: Literature  3

English electives**  9

* May be taken as part of the core requirements
** One literature course from each level: 200, 300, 400

Related Requirements
COMM 115  Communication and Culture  3
MATH 110  Quantitative Literacy  3-4
*higher level Mathematics substitution may be possible
MATH 111  Mathematical Foundations  3-4
*higher level Mathematics substitution may be possible

Other Requirements for English with Certification in Secondary Education
Successful completion of the comprehensive examination in English
Mathematics (7-12 certification)
Core Curriculum: BA Requirements

Mathematics Requirements
MATH 210* Calculus for Biological Sciences 4
or
MATH 211*, 212, 213 Calculus I, II, III 4, 4, 4
MATH 220 Linear Algebra with Applications 4
MATH 250 Discrete Mathematics 3
MATH 303 Modern Geometry 3
MATH 308 Probability 3
MATH 316 Modern Algebra I 3
MATH 327 Junior Seminar: History of Mathematics 3
MATH 403 Advanced Calculus 3
MATH 435 Senior Problem Solving Seminar 3
Plus, one course from MATH 221 or the 300 or 400 level MATH offerings

Related Requirements
CMIS 107 Structured Programming 3
ENGL Approved Literature Course 3
PHIL 202 Logic 3
PHYS 201 General Physics I (with lab) 4

* At least one course must be a non-western history course.

Other Requirements for Mathematics with Certification in Secondary Education
• Successful completion of written and oral components of comprehensive examination.

Related Requirements
ENGL Approved Literature Course 3
MATH 110 Quantitative Literacy 3-4
MATH 111 Mathematical Foundations 3-4

*higher level Mathematics substitution may be possible

History/Social Studies (Social Studies 7-12 Certification)
Core Curriculum: BA Requirements 45

History/Social Studies Requirements
ECON 203 or 204 Economic Theory-Micro or Economic Theory-Macro 3
GEOG 205 Principles of Geography 3
HIST 108 Global History to 500 C.E. 3
HIST 109 Global History 500 to 1700 C.E. 3
HIST 203 American History to 1820 3
HIST 204 American History 1820-1920 3
HIST 205 U.S. History since 1920 3
HIST 208 Global History 1700-Present 3
HIST 315 History of Pennsylvania 3
HIST 351 History Seminar I 3
HIST 405 Contemporary Society 3
HIST 451 History Seminar II 3
History electives* 9
POLS 204 American National Government 3
POLS 210 Introduction to International Relations 3
or
HIST 428 Cooperative Education I 3
HIST 429 Cooperative Education II 3
SOCO 212 Race, Class, Gender: Diversity and Equality 3

* At least one course must be a non-western history course.

Related Requirements
ENGL Approved Literature Course 3
MATH 110 Quantitative Literacy 3-4
MATH 111 Mathematical Foundations 3-4

*higher level Mathematics substitution may be possible

Other Requirements for History/Social Studies with Certification in Social Studies Secondary Education
• Successful completion of the comprehensive examination in History/Social Studies
### Pre K-4 Requirements

**Core Curriculum:** BA requirements 45

### Concentration Requirements

*Field experience may be required.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDEC 115</td>
<td>Foundations of Education</td>
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<tr>
<td>EDEC 201</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 202</td>
<td>Child Development and Learning</td>
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<td>EDEC 203</td>
<td>Early Language and Literacy</td>
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<tr>
<td>EDEC 205</td>
<td>Theory and</td>
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<td>EDEC 206</td>
<td>Engaging Learners through the Arts</td>
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<tr>
<td>EDEC 301</td>
<td>Literacy Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 302</td>
<td>Science and the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 303</td>
<td>Mathematics and the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 304</td>
<td>Social Studies and the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 310</td>
<td>Language Arts Theory and Instruction</td>
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<td>EDEC 311</td>
<td>Theory and Practicum</td>
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<td>EDEC 312</td>
<td>Theory and Practicum</td>
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<td>EDEC 401</td>
<td>Student Teaching Pre K-4</td>
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<td>EDSP 308</td>
<td>Positive Management Strategies in Special Education</td>
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<tr>
<td>EDSP 408</td>
<td>Family and Consultative Models</td>
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### Related Education Requirements

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUN 303</td>
<td>Meeting the Needs of English Language Learners</td>
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<tr>
<td>EDSP 203</td>
<td>Inclusive Education for All Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 303</td>
<td>Collaboration and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDSP 304</td>
<td>Collaboration and Best Practices</td>
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### Related Requirements

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<th>Course Title</th>
<th>Credits</th>
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</thead>
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<tr>
<td>MATH 110</td>
<td>Quantitative Literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Mathematical Foundations</td>
<td>3-4</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>World Literature I</td>
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</table>

### Free Electives

Elective courses (credits) 9

### Other Requirements

- Successful completion of the School of Education comprehensive examination

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### Pre K-4/Special Education Requirements

**Total Required Credits: 122**

**Core Curriculum:** BA requirements 45

### Concentration Requirements

*Field experience may be required.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 115</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 201</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 202</td>
<td>Child Development and Learning</td>
<td>3</td>
</tr>
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<td>EDEC 203</td>
<td>Early Language and Literacy</td>
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</tr>
<tr>
<td>EDEC 205</td>
<td>Theory and Practice in Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 206</td>
<td>Engaging Learners through the Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDEC 301</td>
<td>Literacy Assessment and Instruction</td>
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</tr>
<tr>
<td>EDEC 302</td>
<td>Science and the Young Child</td>
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<td>EDEC 303</td>
<td>Mathematics and the Young Child</td>
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<tr>
<td>EDEC 304</td>
<td>Social Studies and the Young Child</td>
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<td>EDEC 310</td>
<td>Language Arts Theory and Instruction</td>
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<td>EDEC 311</td>
<td>Theory and Practicum I</td>
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<tr>
<td>EDEC 312</td>
<td>Theory and Practicum II</td>
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<tr>
<td>EDSP 203</td>
<td>Foundations in Inclusive Education for All Learners</td>
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</tr>
<tr>
<td>EDSP 303</td>
<td>Collaboration and Assessment Practices</td>
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<td>EDSP 304</td>
<td>Collaboration and Best Practice Designs</td>
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<td>EDSP 308</td>
<td>Positive Management Strategies in Special Education</td>
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<tr>
<td>EDSP 405</td>
<td>Enhancing Communication and Literacy through Technology</td>
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<tr>
<td>EDSP 406</td>
<td>Student Teaching SPED/Pre K-4</td>
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<td>EDSP 407</td>
<td>Assessment and Instructional Design in Special Education</td>
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<tr>
<td>EDSP 408</td>
<td>Family and Consultative Models</td>
<td>3</td>
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<tr>
<td>EDSP 409</td>
<td>Including Students with Significant Support Needs</td>
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### Related Education Requirements

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUN 303</td>
<td>Meeting the Needs of English Language Learners</td>
<td>3</td>
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### Related Requirements

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MATH 110</td>
<td>Quantitative Literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Mathematical Foundations</td>
<td>3-4</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>World Literature I (included in Core curriculum)</td>
<td>3</td>
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</tbody>
</table>

### Other Requirements

- Successful completion of the School of Education comprehensive examination
Minor in Education (6 courses/18 credits)
The minor in Education is designed to provide students who are not seeking teacher certification the opportunity to explore the field of education through the study of educational theory and practice. The Education minor is comprised of foundational courses that introduce students to fundamental issues and variables relevant to a wide variety of educational environments. The minor provides students with opportunities to pursue their professional aspirations, explore areas of personal interest, prepare for graduate study in education-related fields, and prepare for the roles of informed parents and citizens. The Education minor does not lead to teacher certification. The minor consists of 18 credits, including three required courses (9 credits) and three elective courses (9 credits). Minimum grade of C in each course is required. No more than 6 transfer credits will be accepted for the minor.

Required Courses (9 credits)
*EDEC 115 Foundations of Education 3
*EDSP 203 Foundations in Inclusive Education for All Learners 3
*EDUN 201 Educational Psychology 3

or

*EDEC 205 Theory and Practice in Educational Psychology 3

Elective Courses 9

Select three courses from the following list in consultation with an advisor:
EDEC 201 Introduction to Early Childhood Education 3
*EDEC 202 Child Development & Learning 3
EDEC 203 Early Language & Literacy 3
EDEC 206 Engaging Learners through the Arts 3
EDUC 205 Teaching Reading in the Content Areas 3

* Requires embedded field work or observations for which clearances are required. A child abuse or criminal record may prevent you from participating in field work or observations. Please contact the School of Education Certification Officer and Field Placement Assistant for specific clearance requirements.

Note: Courses cannot be used to fulfill both major and minor requirements.
School of Nursing and Allied Health Professions

Mission
To educate students within the University environment, at the graduate and undergraduate levels, to assume a professional role in the delivery of high quality care in nursing, radiologic science, and health promotion and wellness, and to cultivate a sense of responsibility to be actively involved in service to the human family.

Contact Information
Cynthia A. Russell, PhD, RN, FAAN, PCC, NBC-HWC, School Dean
Margaret Harkins, DNP, MBE, GNP-BC, RN-BC, Associate Dean
Shana Narita, MS, RT (R), Radiologic Science Program Director
Mary Wombwell, EdD, RN, CNE, Coordinator for RN-BSN Track
Jinsy Mathew, MSN, RN, Coordinator for Second Degree BSN Program Fast Track
Mary Wombwell, EdD, RN, CNE, Advisor Health Promotion and Wellness

Undergraduate Degree Programs

Bachelor of Science degree programs includes:
• Nursing (Traditional BSN)
• Nursing (2nd Degree BSN Track)
• Nursing (RN – BSN Track) Accelerated
• Radiologic Science (BSRS)

Concentration in:
• General
• Computed Tomography
• Magnetic Resonance
• Vascular Interventional
• Post-primary non-degree certificate tracks include:
  • Computed Tomography (CT)
  • Magnetic Resonance (MR)
  • Vascular Interventional (VI)
  • Health Promotion and Wellness (BS HPWE)

Associate of Science degree program includes:
• Radiologic Science (ASRS)

Courses
• Nursing, Health Promotion and Wellness, and Radiologic Science

Graduate Degree program includes:
• Doctorate of Nursing Practice (DNP)
• Master of Science in Nursing (MSN)
  • 30 credit MSN
  • Post-Master’s Certificates (12 credits)
    • Nursing Education
    • Nursing Administration

Information about Holy Family University’s Graduate Programs in Nursing are available on the web at www.holyfamily.edu.
Undergraduate Degree Program in Nursing

BSN Program Goals
• To provide a nursing curriculum that is designed to meet global health care needs
• To prepare students to practice as a professional nurse generalist
• To educate students to provide high quality nursing care to diverse populations
• To provide a foundation for graduate study.

Progression for Students Admitted
To be eligible to enter 200-level Nursing courses students must:
• Achieve an overall grade point average of 3.0.
• Complete all prerequisite courses with a minimum grade of C in Math and Science and a GPA of 2.75.

To be eligible to enter 300-level Nursing courses students must:
• Complete all required clearances by the end of NURS 204 (Refer to BSN Student Handbook accessed at www.holyfamily.edu)
• Have a clear FBI background check and clear drug screen
• Complete all prerequisite courses with a minimum grade of C in Math and Science and a GPA of 2.75.
• Student may repeat only one concentration-related science course (BIOL 206, BIOL 207, BIOL 208)
• Complete a minimum of 60 semester credit hours
• Achieve a 90% proficiency on the 200-level med-math competency test.
• To progress in the BSN program, students must achieve a minimum grade of C in all nursing courses.
• The 300 level courses must be completed before taking the 400 level courses.
• Students must progress by taking all required nursing courses each semester, as outlined on the sequence sheet.
• Students may repeat only one nursing course.
• Students may not withdraw from a course that is being repeated because of previous withdrawal or failure.
• In courses containing theory and clinical experiences or lab, all components of the course must be passed simultaneously. A failing or unsatisfactory grade in any component of the course constitutes a failure for the course. A student who fails the clinical component of any course is automatically dismissed from the nursing program.
• Students are required to complete the program in five calendar years from the time they take the first 300 level clinical nursing courses. Students who drop out of the program for a semester need to be reviewed by the Dean. Qualified candidates may be readmitted to continue on a space available basis.
• Students must demonstrate a minimum score of 90% on med-math competency tests.
• Students who withdraw from the program for a full calendar year or more must follow University policy for readmission to the University and re-apply to the nursing program.
• Students are responsible for reading and adhering to all policies and procedures outlined in the BSN Student Handbook.

Admission, Progression, and Graduation Policies

Admission
To be accepted as a nursing major, those students tested before 2016 must have a minimum SAT score of 950 combined Critical Reading and Math. Students with SAT scores between 860 and 940 can be accepted as a pre-nursing major. Minimum score of 25 in the New SAT Reading Test and 440 in the New SAT Math Section Test. Total combined score of at least 940 on the EBRW Section Test and the Math Section Test. ACT: Minimum 18 Composite Score, Minimum 17 Math Score, Minimum 19 English/Reading Average Score.

For nursing and pre-nursing majors, academic performance will be reviewed at the end of the third semester. Approval for a change of concentration to nursing requires:
• Overall Holy Family GPA of at least a 3.0 or higher
• No more than one Science, Math, or English course failure
• Successful completion of core science course (a grade of “C” or higher)
• Successful completion of concentration-related science courses (BIOL 207, and BIOL 208 with a grade of “C” or higher)
• Successful completion of core mathematics course (a grade of “C” or higher)
• Science and Mathematics GPA 2.75 or above (courses included in this GPA are BIOL 207, BIOL 208, core science course, and a core math course.

Transfer students must have a minimum cumulative GPA of 3.0 for admission and a science and math GPA of 2.75 (courses include BIOL 207, BIOL 208, core science, core math).
Graduation from Program
To graduate from the Nursing program, a student must:
• Achieve a 90% on the level medication math competency tests.
• Pass a comprehensive examination (BSN Handbook Volume VIIIIB, Policy 8A.15.4.2)

Program Dismissal
Dismissal from the Nursing program occurs when the student:
• Fails the clinical component of a nursing course.
• Withdraws from or fails two nursing courses.
• Fails any required course for the second time.
• Fails any required level medication math competency exams a third time.
• Withdraws from a nursing course being repeated due to past failure or withdrawal.
• Fails to demonstrate safe clinical practice.
• Fails to meet policies for clinical compliance and health regulation.
• Does not have a clear state criminal background, child abuse background, or FBI background check.
• Does not have a clear drug screen.

Licensure and Clinical Policies
Qualification for Licensure
Graduates of the BSN Nursing program are eligible for licensure in all states in the United States. Satisfactory performance in the National Council Licensure Examination for Registered Nurses (NCLEX-RN), as prescribed by the respective state, results in the designation of registered nurse (RN). A registered nurse is entitled to licensure by endorsement in other states.

Clinical Policies
• Entrance into a clinical course is contingent upon the number of clinical spaces for students and the availability of appropriate clinical sites and clinical faculty.
• Students may not request a specific clinical placement.
• Students are responsible for their own transportation to any clinical site.
• Students must wear the required clinical uniform purchased from the bookstore and must adhere to the clinical uniform policy.
• Students who do not demonstrate safe clinical practice are subject to immediate dismissal from the program. Safe clinical practice is defined by:
  • Course objectives
  • Professional behavior and safety criteria for nursing students
  • Clinical conduct and compliance policies
  • ANA scope and standards of practice
  • Nursing’s Social Policy Statement
  • Code of Ethics for Nurses
  • The Professional Nurse Practice Act of the Commonwealth of Pennsylvania
• Usual clinical days are Monday through Friday
• Saturday and Sunday clinical days may be utilized as needed
• Clinical hours vary by course and program and may be scheduled for 6, 8 or 12 hours
• The hours are based on the clinical agency and faculty availability and can occur any time between the hours of 7:00 a.m. and 11:00 p.m.
• Students should not enroll in evening classes on clinical days unless the specific time for their clinical experience can be guaranteed to take place between the hours of 7:00 a.m. and 3:00 p.m.

Clinical Compliance and Health Regulations
Students in the BSN program have a responsibility to maintain high standards of health practice since they have direct contact with individuals who suffer a variety of illnesses. Clinical compliance policies and health regulations required of students in the clinical setting are determined, in part, by the agencies that students visit and the State Board of Nursing and cannot be waived or changed.
In order to participate in Holy Family University School of Nursing's clinical experiences, the clearances below are required by health care centers affiliated with our university. These compliances are mandatory and MUST be completed as follows:

- Traditional Track students taking clinical courses in the Fall semester, deadline is July 1st.
- Traditional Track students taking clinical courses in the Spring semester, deadline is December 1st.
- New Fast Track students (with a May start date) who will be taking clinical courses in the Summer II semester, the deadline is the 3rd Monday of May.
- All other Fast Track students who are taking Summer I and Summer II clinicals will have a deadline of April 1st.
- Fast Track students required to take clinicals in the Fall semester, deadline is July 1st.
- Fast Track students required to take clinicals in the Spring semester, deadline is December 1st.

Failure to submit the appropriate compliance documentation into American Data Bank (ADB) (all documents must be visible in the appropriate location) to the compliance officer by the above dates will result in the student being administratively withdrawn from the clinical course. No compliance is allowed to expire prior to a clinical rotation being complete. Students will not be placed on a clinical roster unless they are able to prove that they are in compliance for the entire semester they will be at the clinical agency.

**BSN Requirements**

**Core Curriculum: BSN requirements (credits)**

- Including the successful completion of the following courses with a minimum grade of C:
  - Writing - ENGL 101 and ENGL 102 or ENGL 103 and ENGL 104
  - Quantification – Core Math requirement
  - Natural Science – BIOL 120 or core lab science course
  - Speech - ENGL 115
  - Psychology - PSYC 110 or PSYC 208
  - Sociology - SOCO 101
  - Psychology - PSYC 208

**Concentration-Related**

Successful completion of the following courses with a minimum grade of C:

**Level 200 Courses**

- MATH 130 Elementary Statistics 3
- BIOL 206/206L Microbiology 4
- BIOL 207/207L Anatomy & Physiology I 4
- BIOL 208/208L Anatomy & Physiology II 4

**Level 300 Courses**

- NURS 341 Medical-Surgical Nursing I 7
- NURS 343 Applied Pharmacology for Nursing Care 2
- NURS 345 Nursing and Older Adult Health Promotion 2
- NURS 347 Transition to Clinical Nursing 1
- NURS 349 Psychiatric-Mental Health Nursing 3
- NURS 351 Medical-Surgical Nursing II 7
- NURS 353 Applied Pharmacology for Nursing Care II 2
- NURS 355 Research in Nursing Practice 3

**Level 400 Courses**

- NURS 431 Nursing Care of the Childbearing Family 4
- NURS 433 Nursing Care of Children 4
- NURS 435 Transition to Professional Role I 1
- NURS 442 Aggregate-Based Nursing Care 5
- NURS 444 Leadership 5
- NURS 446 Transition to Professional Role II 1
- NURS 461 Medical-Surgical Nursing II 5
**RN-BSN Track**

The focus of the RN-BSN Track is to broaden the RN’s knowledge, enhance leadership and management skills, and recognize that registered nurses have diversity in clinical and educational experiences. The nursing curriculum focuses on the development of management and leadership skills, culture-sensitive health care, individual and family assessment skills, and research in the nursing practice. Graduates of the RN-BSN program are prepared to progress to advanced practice programs at the graduate level, e.g., MSN or BSN-DNP programs.

Courses are held in an eight-week blended format.

Up to a maximum of 75 credits may be accepted from a 2 year institution and/or 90 credits from a 4 year institution. A minimum of 39 of the 123 credits required for the degree must be taken at Holy Family University. All policies and procedures are listed in the BSN Student Handbook (Volume VIII of the University Policy Manual).

**RN-BSN Requirements**  
(Offered Through the Division of Extended Learning Only)

| Core Curriculum: BSN requirements (credits) | 45 |
| RN Nursing License | 51 |

**Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 352</td>
<td>Family Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 354</td>
<td>Research in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 358</td>
<td>Global Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 450</td>
<td>Contemporary Issues in Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>NUR 452</td>
<td>Leadership in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 404</td>
<td>Nursing Quality and Patient Safety</td>
<td>3</td>
</tr>
<tr>
<td>NUR 442</td>
<td>Aggregate-Based Nursing Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR 444</td>
<td>Clinical Competence Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Transfer of Nursing Credits Policy for RNs**

Holy Family University and the School of Nursing and Allied Health Professions recognize and respect the diverse educational background of registered nurses. Nursing credits may be transferred from prior college or RN license or validated through individual evaluations.

Registered nurses who have graduated within the past seven years from an accredited Associate Degree nursing program or a hospital based nursing program are eligible for the direct transfer of 51 nursing credits upon individual evaluation of professional practice and matriculation at Holy Family University.

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**Other Requirements**

All students in the pre-licensure BSN tracks are required to complete all ATI assignments as outlined in the course syllabi across all five semesters of study in the major.

Comprehensive Examination - The comprehensive examination represents a significant measure of knowledge integration acquired while completing coursework in the pre-licensure BSN program. The comprehensive examination is scheduled during the student’s last semester. Students who are unable to successfully complete the comprehensive examination at the scheduled times are not able to complete program requirements by the expected graduation date (Volume VII-A Policy 8.18)
Second Degree BSN Fast Track
The first Baccalaureate degree has to have been earned from an accredited College or University.
• Students must have an overall minimum GPA of 3.0 and a minimum GPA 2.75 in Math and Sciences in order to be considered for admission to the Second Baccalaureate Degree BSN Program.
• Students must progress in the nursing courses as listed on the sequence sheet.
• Students must be enrolled full-time.
• Each session is 8 weeks.

All non-nursing prerequisites must be completed prior to admission to the Second Degree BSN Fast Track
The following coursework must be completed with a minimum grade of C or better prior to admission to the program:
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 206/L Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 207/L Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 208/L Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 206 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>MATH 130 Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

No more than one grade of “C” is permitted in the above courses.
No more than one repeat in any of the above courses due to grade of “C” or less.

Completion of nursing courses and clinical rotations takes 3-1/2 semesters or 14 months.

Course Sequence for Second Degree BSN Fast Track – Required Courses

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session I</td>
<td>202 (Intro to Prof Nsg)</td>
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</tr>
<tr>
<td></td>
<td>204 (Foundations + Lab)</td>
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</tr>
<tr>
<td></td>
<td>347 (Transition to Clinical Practice)</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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<tr>
<td>Session II</td>
<td>341 (Med/Sug I + Clinical)</td>
<td>7</td>
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<tr>
<td></td>
<td>343 (Pharm I)</td>
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<tr>
<td>Session III</td>
<td>351 (Med/Sug II + Clinical)</td>
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<tr>
<td></td>
<td>353 (Pharm II)</td>
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<tr>
<td>Session IV</td>
<td>431 (OB _ Clinical)</td>
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<tr>
<td></td>
<td>433 (Peds + Clinical)</td>
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<tr>
<td>Session V</td>
<td>349 (Psych)</td>
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</tr>
<tr>
<td></td>
<td>442 (Community Health + Clinical)</td>
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<tr>
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<td><strong>Total</strong></td>
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</tr>
<tr>
<td>Session VI</td>
<td>345 (Gero)</td>
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<tr>
<td></td>
<td>461 (Med/Sug III + Clinical)</td>
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<tr>
<td></td>
<td>435 (Transition to Professional Role I/Capstone)</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td>Session VII</td>
<td>444 (Leadership + Clinical)</td>
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</tr>
<tr>
<td></td>
<td>355 (Research)</td>
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<tr>
<td></td>
<td>446 (Transition to Professional Role II/Capstone)</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

Other Requirements
All students in the pre-licensure BSN tracks are required to complete all ATI assignments as outlined in the course syllabi across all semesters of study in the major.

Comprehensive Examination – The comprehensive examination represents a significant measure of knowledge integration acquired while completing coursework in the pre-licensure BSN program. The comprehensive examination is scheduled during the student’s last semester. Students who are unable to successfully complete the comprehensive examination at the scheduled times are not able to complete program requirements by the expected graduation date (Volume VII-A Policy 8.18)
Degree Program in Radiologic Science
Holy Family offers an Associate of Science in Radiologic Science (ASRS) and non-degree certificate tracks in Computed tomography (CT), Magnetic Resonance (MR), and Vascular Interventional (VI) are also available.

ASRS Program (Associate Degree Program)
Goals
• Develop knowledge and skills necessary for competent clinical practice.
• Develop effective communication skills required for competent clinical practice.
• Apply problem solving and critical thinking skills.
• Engage in behaviors that promote professional development and growth.

The Program
The ASRS curriculum sequence is completed in twenty (20) months and is available only on a full-time basis. The curriculum is designed to prepare the student for entry-level practice in diagnostic radiography. The curriculum includes liberal arts courses to fulfill University core requirements, professional concentration and concentration-related courses.

Admission
The ASRS Program admits students once per year to begin in the Fall semester. After an application has been reviewed by the Admissions Office and found to meet the University’s admission and Radiologic Science prerequisite requirements, application materials are forwarded to the Radiologic Science Program Office. The Program Director reviews the application. If the application satisfies prerequisite admission requirements, the applicant is offered a personal interview with the ASRS Program Admissions Committee. The Admissions Committee consists of the Radiologic Science Program Director, Clinical Coordinator and faculty. Candidates are notified regarding acceptance decisions after qualified applicants have been interviewed.

Pre-Radiologic Science Track:
The Pre-Radiologic Science curriculum track provides a developmental/bridge curriculum for students to enter the Associate of Science in Radiologic Science (ASRS) degree program. The Admissions Committee may accept students directly into the pre-radiologic science track, or a first-time-freshman accepted into the ASRS program may elect to defer acceptance to the ASRS program for the pre-radiologic science track.
• This track provides ASRS candidates an alternate admission pathway to enter the degree program.
• Minimum ASRS admission requirements must be satisfied. Matriculation into the ASRS degree program is then granted upon successful completion of 24 university-directed credits completed in two successive semesters (Fall/Spring), achieving a minimum GPA of 2.5*.
• Eight courses are included in this track; four completed per semester. The track enables students to maintain full-time enrollment.
• Courses fulfill core requirements in both the ASRS, and, BS degree programs.

* If a student's cumulative GPA falls below 2.5 at the completion of the Fall semester, the student will have one (1) additional semester to obtain a cumulative GPA of 2.5. Students who do not achieve a cumulative GPA of 2.5 at the completion of the Spring semester forfeit admission to the ASRS Program.

Prerequisite high school-level (or post-secondary equivalent) course requirements for the ASRS Program require a minimum grade of C or (70%) and include:
• Algebra I
• Algebra II
• Geometry
• Biology
• Chemistry
• Physics (recommended but not required)
• Minimum SAT scores of 400 – Critical Reading and 450 – Mathematical reasoning (pre-2016); 22 (420) – Critical Reading and 24.5 (490) – Mathematical Reasoning (2016 and after).
• Minimum post-secondary GPA of 2.5 is required for admission consideration

1. Applicants must comply with the Program’s Functional Abilities and Activities Standards. (Refer to the University Policy Manual Vol. VIII-C (ASRS Student Handbook).
2. Applicants must attend an ASRS Program Information Session, scheduled bimonthly throughout the academic year. The bimonthly information session schedule can be found on the ASRS website.
3. An approved medical terminology course must be successfully completed prior to starting the program.
4. Clinical eligibility requirements must be successfully completed prior to beginning the Program (Refer to the University Policy Manual Vol. VIII-C Radiologic Science Student Handbook found on ASRS website.)
Clinical Education
Radiologic Science students begin clinical education courses in the Fall semester of the first year. Students must provide evidence of social security verification, national criminal background check, national sex offender search, PA, child abuse clearance and drug screening with negative results. Good health, up-to-date immunizations, CPR certification for health care providers and clinical site orientation are required prior to clinical placement. Students must maintain personal medical insurance throughout the program. Neither the University nor clinical agencies are responsible for payment of care rendered to students in case of illness or injury occurring in the clinical area (Policy Manual Volume VIII-C). Students gain experience in all routine radiographic procedures at either a Joint Commission or DNV-Det Norske Veritas accredited clinical agencies. The number of clinical days per week varies by clinical course. Students can expect to spend six hours per day in each clinical assignment. A minimum of one two-week evening (11:00 a.m.-6:00 p.m.) or early morning (7:15 am – 1:15 pm) clinical assignment per semester may be scheduled at some clinical agencies. Clinical education is competency-based. Supervised practice in laboratory simulations, and critical observation in the clinical environment by approved clinical preceptors, prepares the student to be evaluated and graded on the delivery of patient care and completion of radiographic procedures. Successful completion of clinical courses demands developing the precise skills required of the professional in practice (Policy Manual Volume VIII-C). An early release option from clinical education assignments is not supported.

Program Progression
Continued enrollment requires students to achieve a minimum:
- Grade of C in all radiologic science courses
- Concentration GPA of 2.5*
- Cumulative GPA of 2.5*
* (See University Policy Manual Volume VIII-C for additional details.)

Graduation from Program
Graduation requirements needed to fulfill the ASRS degree include:
- Earn a minimum grade of C in all radiologic science courses
- Complete all ARRT competency examination requirements
- Satisfy concentration and cumulative 2.5 GPA requirement and
- Pass the comprehensive examination (See Policy Manual Volume VIII-C).

Program Readmission
Readmission to the ASRS Programs depends upon didactic and clinical space availability. Readmission is only permitted for a student who voluntarily withdraws in good academic standing. A student seeking readmission must submit a written request to the Program Director and be able to complete the program within 32 months from the time she/he initially began the program. Readmission after 12 months will require reapplication and requires the student to repeat previously completed radiologic science courses (Policy Manual Vol. VIII-C).

Transfer Policy
The ASRS Program does not admit students transferring from other radiologic science programs.

RT to ASRS Policy
The ASRS degree is awarded to a Radiologic Technologist certified by the American Registry of Radiologic Technologists (ARRT) in Radiography (or equivalent) and in compliance with continuing education (CE) requirements as follows:
1. The University awards 49-semester hour credits for course content mastered through successful completion of an accredited radiography curriculum and attainment of ARRT certification.
2. The University accepts ARRT certification in Radiography as validation of entry-level knowledge.
3. The university will award up to 6 credits for ARRT certification in CT, MR or VI as validation of meeting clinical education requirements for Computed Tomography, Magnetic Resonance, or Vascular Interventional tracks.

The following requirements will apply to all RT to ASRS students:
1. Academic credit awarded for ARRT certification (in Radiography) will be posted to the student’s transcript at the time of matriculation.
2. The student must submit a current copy of her/his ARRT certification card indicating compliance with (CE) requirements.
3. All RT to ASRS students must complete a minimum of 28 Holy Family University credits and fulfill all ASRS degree requirements, including core and concentration-related credits.
4. Continued progression requires cumulative and concentration GPAs of 2.5*.

* (See University Policy Manual Volume VIII-C for additional details.)

Transfer credit will be evaluated upon admission to the University. Transfer equivalents are approved by the Dean, School of Arts and Science, the Dean, School of Nursing and Allied Health Professions, and the Radiologic Science Program Director as appropriate.
ASRS Program (Associate Degree Program)

Requirements
Core Curriculum: ASRS Requirements (credits) 21
ENGL 101, 102, 115 9
Theological Literacy 3
Mathematics 3
Natural Science (GSCI 104 plus, 105*, 106* or 107*) 6

* Students may select one course from any core area of study (student’s choice) to replace the second Natural Science course.

Concentration
RADS 102 Patient Care in Radiologic Science 2
RADS 104/104L Radiographic Imaging I 3
RADS 106/106L Radiographic Procedures I 3
RADS 108/108L Radiographic Procedures II 3
RADS 114/114L Radiographic Procedures III 3
RADS 120 Clinical Education I 2
RADS 122 Clinical Education II 2
RADS 200 Clinical Education III 3
RADS 204/204L Radiographic Imaging II 3
RADS 205 Sophomore Seminar 3
RADS 206 Advanced Imaging I 3
RADS 207 Introduction to Computed Tomography 1
RADS 215 Imaging Physics I: X-ray Physics 3
RADS 216 Image Evaluation: Radiographs 3
RADS 217 Radiographic Pathology 3
RADS 218 Radiation Health Physics 3
RADS 222 Clinical Education IV 3
RADS 232 Clinical Education V 3

Concentration-Related
BIOL 207/207L Anatomy/Physiology I 4
BIOL 208/208L Anatomy/Physiology II 4

Total credits for the ASRS degree 78

Other Requirements
Successful completion of a comprehensive examination.

BSRS (Bachelor Degree Program)
Available to current ASRS degree students only – Not accepting new students

Goals
• Provide a curriculum for post-primary practice in radiologic science,
• Develop critical thinking and problem-solving skills necessary for independent and supervisory functions in radiologic science, and
• Develop student behaviors that promote continual professional development and growth.

The Program
The BSRS program is available on a full-time or part-time basis. The curriculum offers flexible scheduling to accommodate working radiologic science professionals seeking to further their education. The 121 credit undergraduate degree programs build upon entry-level foundations, creating a bridge to advanced clinical practice and/or leadership roles in Radiologic Science.

Transfer Credit Evaluation
The University awards 49 semester hour credits for course content mastered through successful completion of an accredited radiography curriculum and attainment of ARRT certification. The University accepts ARRT certification in radiography as validation of entry-level knowledge. Transcripts for radiation therapy and nuclear medicine candidates will be evaluated on an individual basis. Transfer credit of core course credit is evaluated by the Academic Advising Center and approved by the Dean, School of Arts and Sciences and Radiologic Science Program Director.

Requirements
1. Current certification by American Registry of Radiologic Technologists and compliance with (CE) credit.
2. Satisfy Holy Family ASRS curriculum to include the following courses: (2) core Writing, (2) core Natural Science (or (1) core Natural Science and (1) core elective), (1) core Speech, (1) core Mathematics, (1) core Theological Literacy, and BIOL 207, 207L, BIOL 208, 208L (29 credits).
3. Satisfy remaining 24 core curriculum credits.
4. Completion of specific BSRS concentration (and related) credits. Credit will be awarded for the two (2) clinical courses in each track or RADS electives in the General Track for BSRS students with documentation of academic preparation through ARRT certification in Radiography (R) and formal continuing professional education completed to achieve the ARRT post-primary certification in CT, MR or VI.
Continuation in Program
Continued enrollment in the program requires students to achieve a minimum:
• Grade of C in all radiologic science courses
• Concentration GPA of 2.5*
• Cumulative GPA of 2.5*

* See University Policy Manual Volume VIII-C for additional details.

Core Curriculum
BSRS Core Requirements (credits) 45
ENGL 101, 102, 115 9
Theological Literacy 6
Mathematics (Core quantitative course determined by placement) 3
Natural Science (GSCI 104 plus, GSCI 105*, GSCI 106*, or GSCI 107*) 6
Social Consciousness 6
Global Perspectives (six from foreign language) 12
Critical Thinking 3

* Students may select one course from any core area of study (student’s choice) to replace the second Natural Science course.

General BSRS
Concentration
ASRS Concentration & Concentration related courses 52
RADS Electives (2) 6
RADS 404 Quality Management 3
RADS 405 Advanced Radiation Health Physics 3
RADS 450 Contemporary Issues in Radiologic Technology 3

Concentration-related (9)
SOCO 310 Medical Sociology 3
RELS 405 Life and Death: Christian Decision-Making 3
or
PHIL 205 Bioethics 3
MATH 130 Elementary Statistics 3
or
PSYC 311 Statistics for Social and Behavioral Sciences 3
Total credits for the BSRS degree 121

Computed Tomography (CT) BSRS
ASRS Concentration & Concentration related courses 52
RADS 401 Sectional Anatomy in Medical Imaging 3
RADS 402 Procedures and Principles of Computed Tomography 3
RADS 405 Advanced Radiation Health Physics 3
RADS 412 Physics Applications in Computed Tomography 3
RADS 415 Medical Imaging Pathology 3
RADS 424 Clinical Education in Computed Tomography I (CT) 3
RADS 434 Clinical Education in Computed Tomography II 3
RADS 450 Contemporary Issues in Radiologic Science 3
Total Credits for the BSRS degree MR track 121

Magnetic Resonance (MR) BSRS
ASRS Concentration & Concentration related courses 52
RADS 401 Sectional Anatomy in Medical Imaging 3
RADS 407 Magnetic Resonance Imaging Procedures 3
RADS 414 Magnetic Resonance Imaging Pathology 3
RADS 415 Medical Imaging Pathology 3
RADS 417 Magnetic Resonance Safety & Applications 3
RADS 427 Clinical Education in Magnetic Resonance Imaging 3
RADS 437 Clinical Education in Magnetic Resonance (MR) II 3
RADS 450 Contemporary Issues in Radiologic Technology 3
Total Credits for the BSRS degree MR track 121
Post-primary Certificate Tracks

The Post-Primary Certificate program tracks (i.e., non-degree) offers didactic and clinical courses in the areas of Computed Tomography (CT), Magnetic Resonance (MR), and Vascular Interventional (VI). These tracks are available part-time. Course schedules accommodate working radiologic science professionals. All tracks include didactic and clinical education courses. All Post-Primary Certificate program didactic and clinical courses can be applied to a BS degree.

Requirements

- Current certification by the American Registry of Radiologic Technologists (ARRT).
- In compliance with ARRT continuing education requirement.

Computed Tomography (CT)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RADS 401</td>
<td>Sectional Anatomy in Medical Imaging</td>
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<tr>
<td>RADS 402</td>
<td>Procedures and Principles of Computed Tomography</td>
<td>3</td>
</tr>
<tr>
<td>RADS 412</td>
<td>Physics Applications in Computed Tomography</td>
<td>3</td>
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<td>RADS 424</td>
<td>Clinical Education in Computed Tomography (CT) I</td>
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<tr>
<td>RADS 434</td>
<td>Clinical Education in Computed Tomography (CT) II</td>
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Magnetic Resonance (MR)

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<td>MR Imaging Procedures</td>
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<td>RADS 414</td>
<td>MR Imaging Physics</td>
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<td>RADS 417</td>
<td>MR Safety and Applications</td>
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</tr>
<tr>
<td>RADS 427</td>
<td>Clinical Education in Magnetic Resonance (MR) I</td>
<td>3</td>
</tr>
<tr>
<td>RADS 437</td>
<td>Clinical Education in Magnetic Resonance (MR) II</td>
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Vascular Interventional (VI)

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<th>Course Title</th>
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<tr>
<td>RADS 408</td>
<td>Vascular Interventional Equipment and Instrumentation</td>
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<tr>
<td>RADS 409</td>
<td>Vascular Interventional Imaging Procedures</td>
<td>3</td>
</tr>
<tr>
<td>RADS 418</td>
<td>Vascular Interventional Patient Management</td>
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</tr>
<tr>
<td>RADS 429</td>
<td>Clinical Education in Vascular Interventional I</td>
<td>3</td>
</tr>
<tr>
<td>RADS 439</td>
<td>Clinical Education in Vascular Interventional II</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Requirements

- All Radiologic Science courses require a minimum grade of C.
- To continue progression cumulative and concentration GPAs of 2.5 must be maintained.
- Pass a comprehensive examination or comprehensive examination project.
Degree Program in Health Promotion and Wellness

The Health Promotion and Wellness (HPWE) program prepares students to assume roles as wellness and health promotion professionals in private business, community organizations, and healthcare agencies. The innovative curriculum that stresses key health concerns identified by Healthy People 2020 focuses on strategies to promote healthy behaviors and lifestyles with an emphasis on living well. Foundation courses such as anatomy, physiology, nutrition, and human development serve as building blocks for courses in the major where students plan, implement, and evaluate programs to promote healthy behaviors and wellness. This program includes a two-semester internship coordinated by our Experiential Learning program with an off-campus industry leader in promoting healthy lifestyles and wellness.

Program Goals
• Understand core concepts related to health promotion and wellness across the lifespan.
• Identify factors that foster a healthy lifestyle and those associated with health risk and disease.
• Assess needs and challenges related to building healthy behaviors across diverse populations.
• Plan, implement, and evaluate programs to promote healthy behaviors and wellness.
• Exhibit professional and academic skills needed for graduate study or entry-level positions in the field.

Requirements
• Core Curriculum: BS Requirements (credits) 45
• Credits for Degree 123

Concentration
HPWE 101 Introduction to Health Promotion and Wellness 3
HPWE 200 Health Promotion through the Lifespan 3
HPWE 202 Strategies of Stress Management and Wellness 3
HPWE 206 Nutrition 3
HPWE 320 Teaching Strategies for Health Promotion and Wellness 3
HPWE 325 Coaching Principles for Health Promotion and Wellness 3
HPWE 355 Research for Evidenced Based Practice 3
HPWE 360 Health Policy: Global and National Perspectives 3
HPWE 410 Health Promotion and Wellness Program Planning 3
HPWE 444 Internship I 3
HPWE 445 Internship II 3
HPWE 450 Seminar: Contemporary Issues 3

Also required:
BIOL 120 Biological Principles 4
BIOL 207 Anatomy & Physiology I 4
BIOL 208 Anatomy & Physiology II 4
PSYC 110 Intro to Psychology 3
PSYC 208 Lifespan Development 3
PSYC 212 Psychology of Health and Illness 3
MATH 130 Elementary Statistics 3

or
PSYC 311 Statistics for Social and Behavioral Sciences 3

Restricted Electives (Minimum 12 credits):
BIOL 333 Kinesiology and Biomechanics 3
COMM 210 Health Communication 3
COMM 245 Branding 3
COMM 250 Social Media Strategy 3
MNMK 312 Principles of Marketing 3
MNMK 355 Entrepreneurship and the New Economy 3
NURS 202 Introduction to Professional Nursing 2
NURS 204 Foundations of Nursing Practice 5
PSYC 211 Scientific Writing for the Social and Behavioral Sciences 3
PSYC 333 Learning 3
SOCO 305 Aging in America 3

Note: These RADS courses carry course restrictions
RADS 401 Sectional Anatomy in Medical Imaging 3
RADS 402 Procedures and Principles in Computed Tomography 3
RADS 412 Physics Applications in Computed Tomography 3
RADS 407 MR Imaging Procedures 3
RADS 414 MR Imaging Physics 3
RADS 417 MR Safety and Applications 3
RADS 408 Vascular Interventional Equipment and Instrumentation 3
RADS 409 Vascular Interventional Equipment and Procedures 3
RADS 418 Vascular Interventional Patient Management 3

Other Requirements
Successful completion of a comprehensive exam in Health Promotion and Wellness.
### Designators Used to Identify Courses:

<table>
<thead>
<tr>
<th>Designator</th>
<th>Course</th>
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<tbody>
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<td>ACCT</td>
<td>Accounting</td>
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<td>Anthropology</td>
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<td>BUSA</td>
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<td>BUSI</td>
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<td>BUIN</td>
<td>Business Intelligence</td>
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<td>CHEM</td>
<td>Chemistry</td>
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<td>CMIS</td>
<td>Computer Management Information Systems</td>
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<td>COMM</td>
<td>Communications</td>
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<td>CRJU</td>
<td>Criminal Justice</td>
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<td>EDEC</td>
<td>Early Childhood Education</td>
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<td>EASC</td>
<td>Earth Science</td>
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<td>ENGL</td>
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<td>FEXP</td>
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<td>FINC</td>
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<td>FSPS</td>
<td>Fire Science and Public Safety Administration</td>
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<td>SPMM</td>
<td>Sport Marketing-Management</td>
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### Designators Used to Identify Extended Learning Courses:

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<td>Human Resources Administration</td>
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<td>HUM</td>
<td>Humanities</td>
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<td>Mathematics</td>
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<td>Philosophy</td>
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<tr>
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<td>Political Science</td>
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<td>Psychology</td>
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<td>REL</td>
<td>Religion</td>
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<tr>
<td>SOC</td>
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</table>
ACCT 205 Principles of Financial Accounting (3 credits)
Theory and practice of financial accounting, includes fundamentals of the accounting process, analysis of transactions, and the preparation of financial statements. Enhances student's ability to handle all aspects of accounting, inventory control, depreciation, accounts receivable, and control of cash. Students utilize electronic working papers to solve problems.

ACCT 206 Principles of Managerial Accounting (3 credits)
Prerequisite: ACCT 205
Focus on managerial accounting for organizations in terms of planning, control and decision making. Explores corporate financing cost concepts and behavior, budgeting, analytical performance and ration analysis. Students will utilize electronic working papers to solve problems.

ACCT 307 Intermediate Accounting I (3 credits)
Prerequisite: ACCT 206
This course covers accounting topics designed for Accounting Majors. This includes the study of financial and accounting standards, conceptual framework, advanced presentation, an in-depth study of inventory, receivables, property and intangible assets, and other current accounting issues.

ACCT 308 Intermediate Accounting II (3 credits)
Prerequisite: ACCT 307
Course topics go beyond the scope of Intermediate Accounting I, including accounting and financial statement presentation for long-term liabilities, stockholder's equity, dilutive securities and earnings per share, investments in securities, revenue recognition, accounting for income taxes, pensions and leases, the statement of cash flows and the meaning of financial disclosures.

ACCT 309 Intermediate Accounting III (3 credits)
Prerequisite: ACCT 308
Intermediate III is the last of the Intermediate Accounting course series concluding the intensive study begun in Intermediate I and II of the U.S. Accounting Standards known as GAAP. This course continues a more in-depth study of; accounting and reporting for income taxes, pensions and post-retirement, leases, errors and corrections, statement of cash flows, full disclosure, and additionally studies the comparison between U.S. GAAP and IFRS.

ACCT 315 Cost Accounting (3 credits)
Prerequisite: ACCT 206
This course is designed to familiarize students with the theory and application of cost. The subjects covered include; data management, value chain analysis, cost behavior, cost volume profit techniques, manufacturing costing, transfer pricing, unit cost and other cost associated topics.

ACCT 330 Financial Statement Analysis (3 credits)
Prerequisite: ACCT 206
See FINC 330
The course focuses on the analysis and use of financial statements. Areas of concentration include: financial responsibility and ethics, comparative analysis, risk and profitability analysis, use of ratios, cash flow analysis, quality of earnings, asset valuation, corporate valuation, forecasting of cash flows, and strategic financial analysis.

ACCT 335 Accounting Systems (3 credits)
Prerequisite: ACCT 307
This course is segmented into three sections. Section 1 is a general overview of Accounting Information Systems as it applies to data storage, capture, cloud computing, and data security. Section 2 examines the relationship and role designation between the accountant and systems analysis for system development. Section 3 employs the use of computerized accounting software.

ACCT 404 Auditing (3 credits)
Prerequisite: ACCT 308
This course studies the development and the use of generally accepted auditing concepts and theory employed in the verification of financial statements, evaluation of internal controls, statistical sampling, and the procedural testing used by the auditor. Additionally, ethical considerations and applications will be an important part of this course.

ACCT 413 Introduction to Taxation (3 credits)
Prerequisite: ACCT 206
This course is an introduction to the federal income tax code as it relates to individuals and business entities. The course covers income, deductions and losses comprising of taxable income, property transactions and the determination of tax liability. Application of the tax law is practiced with basic research, tax planning and tax return preparation.

ACCT 414 Advanced Taxation (3 credits)
Prerequisite: ACCT 413
An advanced study of tax law with emphasis on the formation and operations of business entities and an introduction to tax issues relating to gifts, estates, trusts, and state taxes. Includes tax research case analysis for corporations, property transactions and other selected topics.
ACCOUNTING – ACCELERATED/EXTENDED LEARNING COURSES

ACC 205 Principles of Accounting I: Financial (3 credits)
This course will provide an introduction to the world of accounting by illustrating the use of financial statements as the primary means of communicating financial information to both managers and investors.

ACC 206 Principles of Accounting II: Managerial (3 credits)
This course will examine the world of managerial accounting by illustrating the use of budgets, cost and variance analysis used by a company’s managers in decision-making. Special emphasis will be paid to studying the manufacturing sector of our economy.

ACC 307 Intermediate Accounting I (3 credits)
Prerequisite: ACC 205, ACC 206
This course is an in-depth study of financial accounting topics with a focus on theory and problems.

ACC 308 Intermediate Accounting II (3 credits)
Prerequisite: ACC 205, ACC 206, ACC 307
This course covers recent developments in accounting, valuation and reporting practices. Emphasis is placed on assets, liabilities, shareholder’s equity income determination and preparation and analysis of financial statements.

ACC 310 Cost Accounting (3 credits)
Prerequisite: ACC 206
This course examines methods used in the planning and control functions. Particular focus is placed on job cost and process cost systems, cost behavior, budgeting and the analysis of cost, volume and profit.

ACC 311 Financial Reporting and Analysis III (3 credits)
Prerequisite: ACC 205, ACC 206, ACC 307
This course will emphasize proper accounting treatment and reporting of investments, income taxes, pension and post-retirement benefits and leases. Also, the statement of cash flows, accounting changes and error analysis, and full disclosure of financial reporting are covered.

ACC 404 Auditing (3 credits)
Prerequisite: ACC 311
This course considers appropriate audit standards with an emphasis placed on concepts of ethics and responsibility as well as internal controls and procedural tests.

ACC 410 Advanced Accounting (3 credits)
Prerequisite: ACC 311
This course examines accounting issues related to business combinations, consolidations, foreign branches and subsidiaries as well as non-profit organizations.
ARTS 221 Introduction to Art Therapy (3 credits)
An introduction to the field of Art Therapy with a focus on the historical and philosophical bases of the field. Seminars, lectures, and study of artistic production in a therapeutic milieu.

ARTS 223 Two-Dimensional Design (3 credits)
See COMM 223
Consideration of design, elements, and principles of organization through creative problems in line, color, and form. Study of the functions of design and use of images in visual communication.

ARTS 224 Three-Dimensional Design (3 credits)
An investigation of the elements of spatial design and the definition, organization and manipulation of three-dimensional space. Projects explore the inter-relationship of materials, concepts and techniques in the exploration of structural and volumetric form.

ARTS 225 Drawing and Composition (3 credits)
Drawing considered as the organization of the visual elements of line, space, shape, value, and texture on paper. Variety of media including pencil, charcoal, pen and ink, and pastel. Work from still life, models, and landscape. Individual creative solutions to drawing problems encouraged.

ARTS 226 Drawing from the Model (3 credits)
Concentrates on rendering the human figure with emphasis on composition, anatomical correctness, and individual observation. The exploration of diverse drawing materials and of personal expression is encouraged.

ARTS 230 Elements of Typography (3 credits)
Elements of Typography is an introduction to typography as a fundamental language to graphic communication. No previous knowledge of typography is presumed. This course will address the use of different typefaces and type layouts to communicate visually desired effects.

ARTS 310 Elementary Art Education (3 credits)
Offered Fall Semester
Elementary Art Education provides students with theoretical and practical foundations in teaching art in the elementary classroom. Art activities and productions are important for the direct learning about art and as a tool that can be integrated with other subjects in the elementary school setting.

ARTS 311 Art in the Secondary School (3 credits)
Offered Fall Semester
This course equips the student with teaching strategies in developing appropriate curriculum and activity materials, developing assessment techniques, developing classroom management techniques and professional classroom methods. The course will deal with teaching and understanding techniques for Disciplined Based Art Education (DBAE).
ARTS 315 Graphic Design (3 credits)
Students will develop skills in working with text and image as they create solutions to design assignments. Students will work at both the drawing table and at the computer.

ARTS 316 Digital Photography (3 credits)
See COMM 321
This skills course provides a conceptual foundation and hands-on experience in digital photography. Overview of historic and artistic approaches, along with instruction in image acquisitions, composition, image processing, and presentation. Students complete photographic assignments and present portfolios.

ARTS 317 Digital Illustration (3 credits)
(Formerly computer Illustration)
Prerequisite: ARTS 223
See COMM 317
Offered Spring semester
Using the computer as a drawing and painting tool, this course explores the world of digital illustration. Students will complete a series of projects based on visual design problems using computer software programs.

ARTS 318 Graphic Design II (3 credits)
Graphic Design II focuses on developing of production studio techniques for graphic designer, including the preparation of art for reproduction using the computer as a graphic design problem solving tool, combining text image and digital design.

ARTS 319, 320 Painting I, II (3 credits each)
Study and practice of basic techniques and materials of oil or acrylic painting. Work in representational and non-representational concepts from the figure, still life, and invented forms. Attention directed to the concepts and stylistic innovations of contemporary painting.

ARTS 321, 322 Ceramics I, II (3 credits each)

ARTS 323, 324 Printmaking I, II (3 credits each)
Offered Fall semester
Introduction to processes of transferring drawings into prints. Investigation of color, texture, papers, and tools as they relate to the production of prints. Woodcuts, linoleum, and silk screen techniques. Textile printing considered.

ARTS 325, 326 Seminars in Art History (3 credits each)
Offered Spring semester
In-depth study of a particular movement or era in the history of art.

ARTS 327 Advanced Studio Art III (3 credits)
Prerequisite: Successful completion of the second level of one specific studio art course of the student’s choosing. ARTS 211, ARTS 218, ARTS 318, ARTS 320, ARTS 322, or ARTS 324.
In-depth study of the student's area of specialization. Formulation of individual goals related to the possibilities inherent within a given medium. Emphasis on the development of mature skills and individual point of view. Must have successfully completed two levels of one specific studio art course of the student’s choosing.

ARTS 330 Digital Photography II (3 credits)
Prerequisite: ARTS 316/COMM 321
Digital Photography II will explore the potential of digital photographic imagery and will develop advanced image editing skills. The course will explore the use of photography as an artistic medium.

ARTS 350, 351 Cooperative Education (3 credits each)
Internship at a business that provides students with hands-on experience in commercial art under the supervision of an art teacher and the coordinator of the program.

ARTS 427 Research Seminar (3 credits)
Prerequisite: For Art majors: ARTS 327
Offered as needed
Open to Humanities majors without prerequisites
Individualized study and research techniques related to the student’s area of interest culminating in a paper as well as a written proposal for an independent project.

ARTS 428 Independent Project (3 credits)
Prerequisite: ARTS 427
Offered as needed
Production and completion of a creative project in the student’s area of specialization.

ARTS 499 Special Topics (3 credits each)
Series of courses, each focuses on one specific area related to either art history or studio content. Courses vary in content.

Art – Accelerated/Extended Learning Courses

ART 212 Web Design (3 credits)
A project oriented class where students design, create and maintain a website. At the successful completion of the course students will have samples to show prospective employers to demonstrate the quality of their work.
Biology Courses

BIOL 115 Introduction to Neuroscience (3 credits)
This course will cover the fundamentals of neuroscience. Core concepts in nerve cell structure, synapses, communication between cells, as well as the structure and function of the central nervous system are discussed, including the somatosensory and motor systems. The biological basis of neurodegenerative diseases, addiction, and mental illness are evaluated. Satisfies the core STC non lab requirement.

BIOL 120, 120L; 121, 121L Biological Principles I, II (4, 4) (4 credits each)
Satisfies core requirement KNS with Lab
BIOL 120 offered Fall semester
BIOL 121 offered Spring semester
BIOL 120, 120L: Three hours of lecture and one two-hour lab.
BIOL 121, 121L: Three hours of lecture and one 3-hour lab.
Fundamental principles and laws governing biological systems. Structure, origin, and function of the cell serving as basis for study of multicellular organisms and populations.

BIOL 206, 206L Microbiology (4 credits each)
Prerequisite: At least 3 credits of 100-level Science: BIOL 120/120L or GSCI 104 or GSCI 107
Does not fulfill concentration requirement in Biology/Biochemistry
Three hours of lecture and one 2-hour lab.
Survey of the microbial world with emphasis on microbes of medical importance, pathogenesis of disease, and immunology. Application of techniques for culturing, studying, and identification of bacteria and related microbial forms in lab.

BIOL 207, 207L; 208, 208L Anatomy and Physiology I, II (4 credits each)
Prerequisite for BIOL 207, 207L: BIOL 120/120L or GSCI 104 or 107.
Prerequisite for BIOL 208, 208L: BIOL 207, 207L
Three hours of lecture and one 2-hour lab.
Mammalian morphology and physiology at the cellular and systemic level with emphasis on the human body. Lab includes gross anatomy of a representative vertebrate and use of classical physiological techniques.

BIOL 209 Cell Biology (3 credits)
Prerequisites: BIOL 120 and 121 or equivalent
Offered Fall semester
Three hours of lecture.
Detailed study of the morphology and physiology of cells. Special emphasis on the relationship between molecular structure and cell function.

BIOL 210, 210L Introduction to Scientific Techniques (3 credits)
Prerequisites: BIOL 120 and 121
Offered Spring semester
Two hours of lecture and one 3-hour lab.
Introduction to biological and biochemical techniques that form the basis of research practice. Explores the theoretical basis and practical applications of culture techniques, potentiometric measurement, microscopy, centrifugation, spectroscopy, and electrophoresis.

BIOL 211 Cell Biology (4 credits)
Three hours of lecture and one 3-hour lab
Detailed examination of the structural and functional components of the cell, presented in terms of the molecular building blocks for each cellular component. Major concepts include protein structure and function, DNA and chromosomes, membrane transport, generation of cellular energy, cell signaling and the cytoskeleton.

BIOL 220 Marine Biology (3)
Two hours lecture/two hours lab
This course examines the ecosystems of the world’s oceans, highlighting the abiotic and biotic factors that contribute to the distribution of marine organisms. Emphasis will be placed on scientific literacy through awareness and understanding of the fundamental concepts about the history, function, and use of the ocean.

BIOL 300 Advanced Microbiology (4 credits)
Prerequisite: BIOL 121; CHEM 121
This course will provide the opportunity to study microorganisms in the context of the medical world. This course will introduce the wide field of microbiology and the relationship with the human morbidity and mortality. Several areas of immunology, particularly as it relates to infection, will also be addressed.

BIOL 304 Principles of Genetics (3 credits)
Prerequisite: BIOL 209 or BIOL 211
Offered Fall semester
Basic principles of heredity and genetic analysis in prokaryotes, eukaryotes, and viruses. Includes topics in classical genetics, genetic analysis of chromosome structure, gene expression, population genetics, and basic biochemical principles of heredity.

BIOL 307 Medical Terminology (1 credit)
Prerequisite: BIOL 207
This course will provide an introduction to medical terminology including, the structure of medical words, pronunciation, spelling and definition of medical terms. Students will learn to communicate in a professional manner using proper medical terminology pertaining to body systems.
BIOL 312 Cell-Cell Interaction (3 credits)
Prerequisite: BIOL 209
Three hours of lecture.
Detailed study of the mechanisms and implications of intercellular interaction and communication in multicellular organisms. Emphasis on the role of the cell surface in signaling, the physiology and biochemistry of hormonal and neuronal signaling, and the nature and importance of intercellular communication in developing organisms.

BIOL 313 Basic Elements of Pharmacology and Toxicology (3 credits)
Prerequisite: CHEM 208
This course offers an overview of the general mechanisms underlying the effects of drugs and chemicals on biological systems in the human body. The principles of drug actions, neuro, cardio, renal, and hepatic pharmacology and toxicology, drug-receptor interactions, drug metabolism, and structure activity relationships will be examined.

BIOL 320 Molecular and cellular Mechanisms of Disease (3 credits)
Prerequisite: BIOL 211 or equivalent
This course will provide a comprehensive examination of the cellular events and alternations in molecular pathways that occur in various human diseases. It will focus on genetically inherited diseases, metabolic diseases, immunological disorders and inflammation, infectious diseases, cardiovascular diseases, carcinogenesis, and neurological diseases. Current therapeutic approaches will be discussed.

BIOL 324 Inorganic, Organic, and Cultural Evolution (3 credits)
Prerequisite: BIOL 121
Recommended prerequisite: BIOL 304
Study of evolutionary processes. Traces the evolution of the universe as well as organic evolution, culminating with the evolution of man both at the biological and cultural level. Particular emphasis on the history of scientific thought.

BIOL 325 Seminar: Scientific Literature (2 credits)
Prerequisite: completion of all 200 level required coursework in major or permission of school
Offered Fall semester
Two hours of lecture.
Introduction to the general principles of scientific research and to the literature that documents its development. Includes basic research methodology, training in the use and interpretation of information-dissemination sources, including machine-readable bibliographic databases, and the analysis of selected primary research papers.

BIOL 326 Seminar: Inorganic, Organic, and Cultural Evolution (2 credits)
Offered Spring semester
Two hours of lecture.
Study of evolutionary processes. Traces the evolution of the universe, as well as organic evolution, culminating with the evolution of man, both at the biological and cultural levels. Particular emphasis on the history of scientific thought.

BIOL 330 General Immunology (3 credits)
Prerequisite: BIOL 209 or BIOL 211
Offered Spring semester, odd years
Three hours of lecture.
A comprehensive examination of the evolution, structure, and function of the immune system. Emphasis on immunogenetics and histology, humoral, and cell-mediated response mechanisms, and regulatory interactions. Selected examples of the beneficial and pathological consequences of the immune response considered.

BIOL 331 Botany, the Biosphere, and Ecosystems (3 credits)
Prerequisite: BIOL 121 or equivalent
Offered Fall semester, even years
Three hours of lecture.

BIOL 333 Kinesiology and Biomechanics (3 credits)
Prerequisite: BIOL 207 and PHYS 201 or equivalent
This course examines human motion from an anatomical and mechanical perspective. Principles of skeletal muscle contractions in relationship to joints and motion are explored. The laws of physics governing motion, force, and equilibrium are applied to the anatomical and mechanical mechanisms that regulate musculoskeletal systems during various physical activities.

BIOL 335 Animal Behavior (3 credits)
This course will examine the remarkable diversity of animal behaviors and the underlying evolutionary and ecological mechanisms. This course will address both the proximate and ultimate causes of animal behavior from perspectives in biology, genetics, and neuroscience.

BIOL 340 Introduction to Clinical Practice (3 credits)
Prerequisite: BIOL 208
This course offers an overview of basic mechanisms used to diagnose medical diseases. It will focus on patient experiences and general medical practices. The class will be introduced to the foundations of clinical diagnostic methods, develop an understanding of clinical data, and learn the limitations of using clinical data.
BIOL 350 Forensic Sciences (4 credits)
Prerequisite: CHEM 207
This course focuses in the analysis of physical, chemical, and biological evidence that are commonly used in criminalistics. The theoretical principles underlying the instruments involved in forensic analysis are thoroughly explored. The course includes the discussion of cases including violent crimes, burglary, rape, arson; questioned documents, environmental and industrial crimes.

BIOL 407 Molecular Genetics (3 credits)
Prerequisite: BIOL 304
Offered Spring semester
Three hours of lecture.
Examination of the biochemical basis for heredity. Emphasis on conceptual and experimental approaches that have been influential in shaping current views of the structure and function of the gene. Topics include the molecular aspects of nucleic acid replication, transcription, translation, regulation of gene expression, recombination, DNA repair, and RNA processing.

BIOL 408, 408L Cell and Molecular Techniques (3 credits)
Prerequisites: BIOL 210, 210L. Pre or corequisite: BIOL 407
Offered Spring semester, even years
Two hours of lecture and one 3-hour lab.
Explores the theoretical background for techniques commonly employed in cell and molecular research. Practical experience in cell culture, cellular immunology, cell fractionation, genetic analysis, and recombinant DNA techniques.

BIOL 411 Microtechniques (4 credits)
Prerequisites: BIOL 207, 207L, 208, and 208L
Offered Fall semester, odd years
Two hours of lecture and two 2-hour labs.
Study of the correlation between structure and function of the various plant and animal tissues, organ systems, and individual cells within these systems. Theory and practice of histotechnology, standard and specialized techniques in microscopic tissue preparation and study.

BIOL 412 Molecular Genetics (4 credits)
Prerequisites: BIOL 304
Three hours of lecture and 3-hour lab.
Examination of the biochemical basis for heredity. Emphasis on conceptual and experimental approaches that have been influential in shaping current views of the structure and function of the gene. Topics include the molecular aspects of nucleic acid replication, transcription, translation, regulation of gene expression, recombination, DNA repair and RNA processing.

BIOL 415, 416 Modern Concepts in Biochemistry I, II (3 credits each)
Prerequisites for BIOL 415: CHEM 207 and 208
Prerequisite for BIOL 416: BIOL 415
See CHEM 415, 416
Principal concepts of the chemistry of cellular constituents. Structure and function of carbohydrates, lipids, amino acids, proteins, and nucleic acids. Special emphasis on regulation of intermediary metabolism.

BIOL 417 Modern Concepts in Biochemistry I (4 credits)
Prerequisites: CHEM 207 and CHEM 208
Three hours of lecture and one 3-hour lab.
Principal concepts of the chemistry of cellular constituents as it relates to the structure and function of carbohydrates, lipid, amino acids, proteins, nucleic acids, membranes mechanisms. Lab: Survey of intermediary metabolism with special emphasis on the regulation of metabolic processes.

BIOL 418 Modern Concepts in Biochemistry II (4 credits each)
Prerequisites: CHEM 207, CHEM 208, BIOL 417
Principal concepts of the chemistry of cellular constituents as it relates to the structure and function of carbohydrates, lipid, amino acids, proteins, nucleic acids, membranes, and transport mechanisms. Lab: Survey of intermediary metabolism with special emphasis on the regulation of metabolic processes.

BIOL 427, 428 Research/Internship (2 - 4 credits each)
Prerequisite: CHEM 208, BIO 207 or BIOL 211. Pre or corequisite: BIOL 325
Research under direction of a faculty advisor or as an intern in an off-campus research institution under supervision. May include preliminary literature survey, experimentation, and frequent discussions with advisor or supervisor. Final written report and poster presentation required.

Biology – Accelerated/Extended Learning Courses

BIO 104 Biology and the Natural World (3 credits)
This course provides an introduction to Biology for the non-science major, focusing on the common connections of all living things in Biology and Biochemistry, structure and function of cells, and genetics. The process of scientific discovery serves as a backdrop for the inquiry-based lab experiences.

BIO 105 Living in the Environment (3 credits)
Three hours of lecture, no lab.
This course provides the non-science major with the basic knowledge of the principles of ecology. The topics include populations, communities, and species interactions. Pollution of both the air and water are related to effects on human health, on food production and on the biosphere.
Business Intelligence Courses

BUIN 101 Introduction to Business Intelligence (3 credits)
This course focuses on the application of spreadsheets and presentation software for the processing, manipulation, and reporting of business information.

BUIN 201 Statistical Computing and Visualization (3 credits)
Prerequisite: CMIS 107, MATH 130
This course is a survey of popular statistical languages and their use in the processing and visualization of data. The exploration of a Geographical Information System (GIS) is also included.

BUIN 307 Systems Analysis and Design (3 credits)
Study of the systems development life cycle approach of solving corporate problems with a primary focus on the entire cycle from work requests to implementation of data management procedures and maintenance of the system. Use of analysis and graphing software provides hands-on experience.

BUIN 308 Database Management (3 credits)
Examination of data structures, file organizations, and logical design of large scale database systems using relational and object-orientated models. Includes a hands-on database design experience.

BUIN 309 Advanced Database Management (3 credits)
Prerequisite: BUIN 308
This course is a continuation of BUIN 308 with an emphasis on advanced SOL and the design, creation and the use of data warehouse through on-line analytic processing. This course also covers non-traditional data models.

BUIN 402 Data Mining (3 credits)
Prerequisite: BUIN 308
This course is an exploration of the use of multivariate statistics and machine learning to mine patterns of interest from data.

BUIN 405 Parallel Processing (3 credits)
Prerequisite: CMIS 107
This course is an introduction to programming on multiple processors, with the examination of the architectures, frameworks, and libraries for that purpose. The use of quantum computing will also be covered.

BUIN 439 Senior Seminar in Business intelligence (3 credits)
Analysis of topics in the field of business intelligence, with an emphasis on ethics, data quality, and analysis of very large data sets. Research papers pertinent to the subject will be reviewed and a final report of the analysis of a data set will be required.

Business Administration Courses

BUA 100 Introduction to Business (3 credits)
This course provides an overview of the foundation of American business. The interrelationships between business and government, management and employees, and the organization and society are examined. Topics include economic systems, factors of production and key business functions of Management, Marketing, Finance, Accounting, and Information Systems.

BUA 103 Business Math (3 credits)
Prerequisite: BUSA 100 or BUSA 101

BUA 302 Financial Management for the Consumer (3 credits)
How to get the most for your money through the use of business techniques considering both quality and cost. How to pay the least through the wise use of consumer credit. Particular emphasis on the clarification of one’s individual goals and the design of a financial plan to achieve them.

BUA 303 Money and Banking (Monetary Theory) (3 credits)
Prerequisite: ECON 103 or ECON 204. May be offered only in alternate years. See ECON 303
Study of the monetary and financial systems of the U.S. economy with emphasis on recent developments in monetary theory and the importance of the American financial system in international economics.

BUA 320 Business Law (3 credits)
Introduction to the nature and background of the American legal system; emphasis on contracts, property, forms of business organizations, sales, agent/principal law, torts, and white-collar crime.

BUA 350, 351 Cooperative Education (3 credits)
Prerequisites: Junior status, appropriate business coursework
Offers the student the opportunity to put classroom theory into practice in paid or unpaid study-related positions under guidance and supervision of cooperating employers with approval of School of Business Administration faculty and Director of Cooperative Education.

BUA 402 Labor and Employment Law (3 credits)
Study of the regulation of business by the government, applying the various laws that affect labor and employment relations, including: National Labor Relations Act, Title VII of the Civil Rights Act, Occupational Safety and Health (OSHA), Fair Labor Standards Act, and other recent pieces of legislation applied to cases.
BUS 209 Business Law (3 credits)
This course is an examination of legal issues impacting corporations.

BUS 210 Statistics (3 credits)
This course examines general statistical theory applied to business and organizational management. Descriptive statistics, probability, sampling processes, hypothesis testing and survey development are included.

BUS 499 Special Topics (3 credits)
An array of courses offered on topics of current and relevant interest.

International Business Courses

BUSI 353 International Business Practice and Culture (3 credits)
The cost of the study tour will be in addition to the course tuition.
This course covers the business practices and culture of foreign trading partners through class meetings and study tour. The international study tour includes visits to international businesses, international organizations, government entities, historical sites, and cultural events.

BUSI 403 International Management (3 credits)
The course provides an understanding of international operations and institutions and their managerial and environmental problems. Analyzes the structure, functions and decision-making of international organizations integrated with issues of sovereignty, culture, treaties, politics and finance. Case emphasis, lectures and team projects will cover methods, opportunities, and challenges in world trade.

BUSI 404 International Business Law (3 credits)
An examination of the principles, foundations and institutions of international law regulating financial, commercial, maritime and trade transactions across frontiers. It includes the World Trade Organization, most-favored nation status, fair trade practices, international conflict of laws, problems of international trade and investment, and the overall legal structure of international economic relations.

BUSI 416 International Business (3 credits)
An introduction to the study of business in the international setting, including the opportunities and problems of marketing and management. Questions of culture, trade barriers, international payments, and other factors of the international environment are considered in light of current events.
BUSI 432 International Marketing (3 credits)
Prerequisite: BUSI 416
Managers must seek to develop the empathy, knowledge, sensitivity, and skills required to successfully operate a dynamic global marketplace. This course will enable you to apply previously learned concepts to a global environment. The global marketer must appreciate how culture, environment, government regulation, and economic systems affect a firm’s competitive advantage and strategic positioning.

BUSI 439 Seminar in International Business (3 credits)
This course focuses on the influence of culture and other factors on international business. It also provides students with the opportunity to research a current international business entity.

Chemistry Courses

CHEM 120, 120L; 121, 121L Chemistry Principles I, II (4 credits each)
Corequisite for CHEM 120, 102L: MATH 150
Prerequisite for CHEM 121, 121L: CHEM 120, 120L and MATH 150
Three hours of lecture and one 3-hour lab.
Fundamental concepts of inorganic chemistry for Chemistry, Biology, and Medical Technology concentrators. Includes: atomic structure, chemical bonding, stoichiometry, chemical equilibria, electrochemistry, thermodynamics, and acid-base theory. Lab includes basic chemistry techniques and experiments illustrating fundamental concepts.

CHEM 203, 203L Analytical Chemistry (4 credits)
Prerequisite: CHEM 121 or equivalent
Three hours of lecture, one 3 hour lab.
Principles, theories, and techniques of gravimetric and titrimetric methods of analysis. Other methods considered.

CHEM 207, 207L; 208, 208L Organic Chemistry I, II (4 credits each)
Prerequisite for CHEM 207, 207L: CHEM 120, 120L, 121, 121L
Prerequisite for CHEM 208, 208L: CHEM 207, 207L
Three hours of lecture and one 3 hour lab.
Fundamental principles including the relationship between the structure and reactivity of organic compounds. Basic lab techniques investigate selected organic reactions.

CHEM 301, 301L; 302, 302L Physical Chemistry I, II (4 credits each)
Prerequisites for CHEM 301, 301L: MATH 212 and CHEM 121 or equivalents.
PHYS 202 recommended
Prerequisites for CHEM 302, 302L: CHEM 301, 301L
Three hours of lecture, one 3 hour lab.
Study of the states and structure of matter, thermodynamics, electrochemistry, statistical mechanics, kinetics, and quantum mechanics.

CHEM 305 Organic Structure Analysis (4 credits)
Prerequisites: CHEM 208, 208L or equivalent
Four hours of lecture.
Study of some physical methods of organic structure determination, including nuclear magnetic resonance, infrared, ultraviolet-visible, and mass spectrometry.

CHEM 307 Advanced Inorganic Chemistry (4 credits)
Prerequisite: CHEM 121
Four hours of lecture.
Selected topics in inorganic chemistry including chemical bonding, molecular structure, coordination chemistry, acid-base theories, solid state chemistry, descriptive chemistry, and organometallic compounds.

CHEM 320 Forensic Analytical Chemistry (4 credits)
Prerequisite: CHEM 207
Three hours of lecture with one 3-hour lab.
Introduces the students to the principles, theories and techniques focusing in quantitative determinations using gravimetric and volumetric analysis with applications in forensic sciences. Other methods include electro analytical chemistry, various spectroscopic methods, serological molecular, microscopic, and separation techniques.

CHEM 325 Junior Seminar: Chemical Literature (2 credits)
Prerequisite: completion of all 200 level required coursework in major or School Dean or designee.
Two hours of lecture.
Introduction to the general principles of scientific research and to the literature that documents its development. Includes basic research methodology, review of available chemical sources, including machine-readable bibliographic databases, and the analysis of selected primary research papers.

CHEM 350 Forensic Sciences (4 credits)
Prerequisite: CHEM 207
This course focuses in the analysis of physical, chemical, and biological evidence that are commonly used in criminalistics. The theoretical principles underlying the instruments involved in forensic analysis are thoroughly explored. The course includes the discussion of cases including violent crimes, burglary, rape, arson; questioned documents, environmental and industrial crimes.

CHEM 401, 401L Instrumental Analysis (4 credits)
Prerequisite: CHEM 203
Three hours of lecture and one 3 hour lab.
Instrumentation used in a chemical laboratory, including gas chromatography, mass spectrometry, UV, Vis, IR spectroscopy, NMR, etc. Selected instruments used in the laboratory.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 206</td>
<td>Producing Innovative Media</td>
<td>3 credits</td>
<td>Prerequisite: COMM 205. This course is a continuation of COMM 205. It is a hands-on production seminar that also consists of lectures, workshops, screenings and group production, and editing time.</td>
</tr>
<tr>
<td>COMM 210</td>
<td>Health Communication</td>
<td>3 credits</td>
<td>This course will provide students a framework for promoting health awareness, knowledge, and health related activities in a community or population group.</td>
</tr>
<tr>
<td>COMM 218</td>
<td>Digital Design</td>
<td>3 credits</td>
<td>(Formerly Desktop Publishing) Lab fee required. This course introduces students to the art of publication layout and design using desktop publishing software and computer technology. Special attention is given to design principles, typography, layout and production techniques.</td>
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<tr>
<td>COMM 219</td>
<td>Persuasion and Propaganda in Media</td>
<td>3 credits</td>
<td>This course covers the nature and process of persuasion and propaganda. It helps students analyze, evaluate, and use ethical persuasion in various settings.</td>
</tr>
<tr>
<td>COMM 223</td>
<td>Two-Dimensional Design</td>
<td>3 credits</td>
<td>See ARTS 223 Lab fee required. Consideration of design, elements, and principles of organization through creative problems in line, color, and form. Study of the functions of design and use of images in visual communication.</td>
</tr>
<tr>
<td>COMM 230</td>
<td>Journalism I</td>
<td>3 credits</td>
<td>This introductory course provides students with practical skills in news gathering, news values, and writing for print and on-line outlets. Students are required to conduct interviews, cover meetings, and report on events both on and off campus. Various types of reporting are included. The course includes legal and ethical discussions.</td>
</tr>
<tr>
<td>COMM 235</td>
<td>Public Relations I</td>
<td>3 credits</td>
<td>Study of the components of public relations: communications, publicity, marketing, community relations, media use. Preparation for a public relations career.</td>
</tr>
<tr>
<td>COMM 240</td>
<td>Television and Society</td>
<td>3 credits</td>
<td>This course studies television from various vantages: economic, structural, institutional, and cultural. We examine the symbiotic relationship between culture and television.</td>
</tr>
<tr>
<td>COMM 243</td>
<td>Introduction to Film: Theory and Practice</td>
<td>3 credits</td>
<td>In this course, students gain an understanding of film theory and production skills, as well as learn the significance of film as a cultural influence.</td>
</tr>
</tbody>
</table>

**Communications Courses**

**COMM 115 Communication and Culture (3 credits)**
(Formerly COMM 220)
Students study the history, functions, and structure of media industries including production distribution, and exhibition of mass mediated messages.

**COMM 205 Innovative Media (3 credits)**
Course provides an introduction to the elements of how to plan, produce, record, and edit audio and video segments for podcasting, radio production, and video broadcast. This is a collaborative production course that relies on students' creativity, self-effort, and cooperation. We will produce content for commercial and entertainment purposes. Additionally, this course will cover how existing and emerging media can be created and incorporated into Social Media channels.
COMM 245 Branding (3 credits)
This course engenders comprehension of branding, distributing and identity message throughout a variety of media. Students will evaluate the efficacy of diverse branding campaigns.

COMM 247 American Popular Culture (3 credits)
This course focuses on the production, consumption, and reception of popular culture. The cultural studies theoretical framework emphasizes race, gender, and class issues.

COMM 250 Social Media Strategy (3 credits)
Students will examine the principles behind social media and gain practical experience in the application of a variety of tools for professional purposes.

COMM 256 Law and Ethics in Media (3 credits)
See PHIL 256
Offered Spring semester
This course deals with issues of fairness and propriety in the various media. It examines the need for truthfulness and impartiality in reporting. It studies law articles and legal cases, writings of media critics, and writings of philosophers.

COMM 312 Principles of Marketing (3 credits)
Analysis of marketing as a “total system” of business action. Topics include identification of the target market to management of the marketing mix: product, price, promotion, and distribution. Consumer motivation, marketing research, and advertising techniques are also considered.

COMM 317 Digital Illustration (3 credits)
Offered Spring semester
See ARTS 317
Lab fee required
Using the computer as a drawing and painting tool, this course explores the world of digital illustration. Students will complete a series of projects based on visual design problems using computer software programs.

COMM 321 Digital Photography (3 credits)
See ARTS 321
This skills course provides a conceptual foundation and hands-on experience in Digital Photography. Overview of historic and artistic approaches, along with instruction in image acquisition, composition, image processing, and presentation. Students complete photographic assignments and present portfolios.

COMM 322-334 Special Topics in Communications (3 credits)
Offered as needed with permission of the School Dean or designee
Designed to offer an extensive study opportunity in an area of specialization not covered in great depth by existing courses. Special topics may be taken as elective courses where applicable.

COMM 325 Mobile Media (3 credits)
This course explores the digital media experience. We evaluate digital media’s social, economic, political, and cultural impacts on society and ourselves.

COMM 330 Digital Photography II (3 credits)
Prerequisite: ARTS 316/COMM 321
Digital Photography II will explore the potential of digital photographic imagery and will develop advanced image editing skills. The course will explore the use of photography as an artistic medium.

COMM 335 Event Planning and Promotion (3 credits)
The Public Relations course takes the student to the next level, building on skills and techniques learned in the introductory course. Students prepare speeches, annual reports, and press releases, and learn to communicate with internal and external publics. Course provides study of case problems in the field. Emphasis is on writing.

COMM 340 Research Methods (3 credits)
This course introduces quantitative and qualitative research methods. Students learn the basics of research design and data collections.

COMM 405 Integrated Marketing Communications (3 credits)
Prerequisite or corequisite: COMM 312
See MNMK 405
Theory and practice relating the purchase and use of marketing communication tools including advertising as part of integrated marketing mix. Emphasis on practical applications in message development and campaign management. This course also considers the various media in terms of effectiveness and cost.

COMM 410 Social Media Analytics (3 credits)
Prerequisite: COMM 250
Students will apply best practices in social media strategy in hands-on creation of their own social media brand. Via analytical tools and metrics, they will evaluate brand performance, branding consistency, and mission adherence. They will also develop and refine creative messaging skills.

COMM 421 Documentary Video II (3 credits)
Offered Spring semester
Lab fee required
Video II is a continuation and enhancement of the skills first mastered in Video I (COMM 320). Students produce technically and aesthetically proficient short documentary videos inclusive of concept, script development, camera work, directing, and editing.

COMM 432 Multi-Media Storytelling (3 credits)
In this capstone course, students integrate research and writing. The final project includes elements of social media, video, photography, audio, or other forms of media.
COM 450 Internship I (3 credits)
(Formerly Cooperative Education)
Prerequisite: Senior status
Directed work experience at a media-related organization. Site work, regular meetings with faculty supervisor, keeping of a journal, and submission of a final paper which relates work experience to course work in Communications, comprises the co-op experience.

COMM 451 Internship II (3 credits)
(Formerly Cooperative Education)
Prerequisite: COMM 450
Second semester of Cooperative Education.

Communications – Accelerated/Extended Learning Courses

COM 115 Communications and Culture (3 credits)
Students study the history, functions, and structure of media industries including production, distribution, and exhibition of mass mediated messages.

COM 202 Communication Theory (3 credits)
This course surveys the current body of Communications Theory literature. Students examine theories and frameworks applied in the study of mass media and human communication.

COM 205 Innovative Media (3 credits)
Course provides an introduction to the elements of how to plan, produce, record, and edit Audio and video segments for podcasting, radio production, and video broadcast. This is a collaborative production course that relies on student’s creativity, self-effort, and cooperation. We will produce content for commercial and entertainment purposes. Additionally, this course will cover how existing and emerging media can be created and incorporated into Social Media channels.

COM 206 Producing Innovative Media (3 credits)
Prerequisite: COM 205
This course is a continuation of COMM 205: Innovative Media. It is a hands-on production seminar that also consists of lectures, workshops, screenings, and group production, and editing time.

COM 210 Health Communication (3 credits)
This course will provide students a framework for promoting health awareness, knowledge and health-related activities in a community or a population group.

COM 218 Digital Design (3 credits)
This course introduces the student to the art of publication layout and design using desktop publishing software and computer technology. Special attention is given to design principles, typography, layout and production techniques.

COM 219 Persuasion and Propaganda (3 credits)
This course covers the nature and process of persuasion and propaganda. It helps the students analyze, evaluate, and use ethical persuasion in various settings.

COM 235 Public Relations (3 credits)
Study of the components of public relations: communications, publicity, marketing, community relations, media use. Preparation for a public relations career.

COM 240 Television and Society (3 credits)
This course studies television from various vantages: economic, structural, institutional, and cultural. We examine the symbiotic relationship between culture and television.

COM 243 Introduction to Film: Theory and Practice (3 credits)
In this course, students gain an understanding of film theory and production skills, as well as learn the significance of film as a cultural influence.

COM 245 Branding (3 credits)
This course engenders comprehension of branding, distributing and identity message throughout a variety of media. Students will evaluate the efficacy of diverse branding campaigns.

COM 247 American Popular Culture (3 credits)
This course focuses on the production, consumption, and reception of popular culture. The cultural studies theoretical framework emphasizes race, gender, and class issues.

COM 250 Social Media Strategy (3 credits)
Students will examine the principles behind social media and gain practical experience in the application of a variety of tools for professional purposes.

COM 256 Law and Ethics in Media (3 credits)
This course deals with issues of fairness and propriety in the various media. It examines the need for truthfulness and impartiality in reporting. It studies law articles and legal cases, writings of media critics, and writings of philosophers.

COM 312 Principles of Marketing (3 credits)
Analysis of marketing as a “total system” of business action. Topics include identification of the target market to management if the marketing mix: product, price, promotion, and distribution. Consumer motivation, marketing research, and advertising techniques are also considered.

COM 317 Digital Illustration (3 credits)
Lab fee required
Using a computer as a drawing and painting tool, this course explores the world of digital illustration. Students will complete a series of projects based on visual design problems using computer software programs.
COM 321 Digital Photography (3 credits)
This skills course provides a conceptual foundation and hands-on experience in Digital Photography. Overview of historical and artistic approaches, along with instruction in image acquisition, composition, image processing, and presentation. Students complete photographic assignments and present portfolios.

COM 325 Mobile Media (3 credits)
This course explores the digital media experience. We evaluate digital media's social, economic, political, and cultural impacts on society and ourselves.

COM 335 Event Planning and Promotion (3 credits)
Prerequisite: COM 235
The Public Relations course takes the student to the next level, building on skills and techniques learned in the introductory course. Students prepare speeches, annual reports, and press releases, and learn to communicate with internal and external publics. Course provides study of case problems in the field. Emphasis is on writing.

COM 340 Research Methods (3 credits)
This course introduces quantitative and qualitative methods. Students learn the basics of research design and data collections.

COM 341 Media and Culture (3 credits)
This course is an introduction to media and contemporary cultural landscape, especially as related to intersection of social and economic forces.

COM 405 Integrated Marketing Communication (3 credits)
Prerequisite: COM 312
Theory and practice relating the purchase and use of marketing communications tools including advertising as part of the integrated marketing mix. Emphasis on practical applications in message development and campaign management. This course also considers the various media in terms of effectiveness and cost.

COM 410 Social Media Analytics (3 credits)
Prerequisite: COM 250
Students will apply best practices in social media strategy in hands-on creation of their own social media brand. Via analytic tools and metrics, they will evaluate brand performances, branding consistency, and mission adherence. They will also develop and refine creative messaging skills.

COM 432 Multi-Media Story-telling (3 credits)
In this capstone course, students integrate research and writing. The final project included elements of social media, video, photography, audio, or other forms of media.

COM 440 Research in Mass Communication (3 credits)
This course is a comprehensive examination of research in mass communication with an emphasis on survey questionnaires, coding and processing survey results.

COM 450 Internship 1A (1.5 credits)
Prerequisite: Senior status
Directed work experience at a media-related organization. Site work, regular meetings with faculty supervisor, keeping of a journal, and submission of a final paper which relates work experience to coursework in Communications, comprises the co-op experience.

COM 451 Internship 1B (1.5 credits)
Prerequisite: Senior status
Directed work experience at a media-related organization. Site work, regular meetings with faculty supervisor, keeping of a journal, final paper comprises the internship experience.

COM 452 Internship IIA (1.5 credits)
Prerequisite: COM 450 and COM 451
Continuation of internship.

COM 453 Internship IIB (1.5 credits)
Prerequisite: COM 450 and COM 451
Continuation of internship.

Computer Information Systems Courses

CMIS 103 Computer Applications (3 credits)
A comprehensive study of word processing, spreadsheets, databases, and presentation software focusing on advanced features.

CMIS 107 Introductory Programming (3 credits)
Course is an introduction to programming and its three elementary structures: sequence, selection and iteration. Arrays and functions are also covered. Some data structures will be explored, as well as the complexity of a few elementary algorithms.

CMIS 108 Intermediate Programming (3 credits)
Prerequisite: CMIS 107 or permission of the School Dean or designee.
A course in Visual Basic featuring business applications. This course will expose the student to the graphical user interface aspects of computer programming. May be taken by majors as a CMIS elective.

CMIS 205 Advanced Programming (3 credits)
Prerequisite: CMIS 107
An introduction to object-oriented programming and data structures. Parallel computing and functional programming will also be covered.
CMIS 210 Web Design and E-Commerce (3 credits)
Prerequisite: CMIS 107
A project-oriented class where students design, create, and maintain a website that uses active server pages integrated with data bases. At the successful completion of the course students will have samples to show prospective employers to demonstrate the quality of their work.

CMIS 211 Internet Programming (3 credits)
Prerequisite: CMIS 107
A project-oriented class where students design, create, and maintain a dynamic website that uses both client-side and server-side computing.

CMIS 220 Management Information Systems (3 credits)
This course provides the student with a broad view of ways in which computers and information are used in the business world. The course focuses on the use of business information systems hardware and software. A computer simulation of a business information system will be required.

CMIS 231 Introduction to Object-Oriented Programming (3 credits)
Prerequisite: CMIS 107
The study of bottom-up programming using object-oriented techniques, creation of classes and objects.

CMIS 232 Object-Oriented Programming II (3 credits)
Prerequisite: CMIS 231
A continuation of CMIS 231. Study of virtual functions, files, and streams, templates, and exceptions, with emphasis on the creation of derived classes from the standard template libraries.

CMIS 233 Health Care Info Systems (3 credits)
This course serves as an introduction to the application of information technology in health care organizations. Legal and ethical considerations of health care information technology are explored. Students are required to assess, develop and evaluate the effectiveness of information systems in health care practice.

CMIS 234 Human-Computer Interaction (3 credits)
Prerequisite: CMIS 211
An introduction to computer interface design with the focus on how humans relate to mobile technology. The course will implement best practice design features through the development of webpages and apps for mobile design.

CMIS 303 Networking (3 credits)
Course covers the Internet Layer Model, wireless and mobile networks, security and network management.

CMIS 305 Survey of Programming Languages (3 credits)
Prerequisite: CMIS 107
A comparative study of popular programming languages. Topics include I/O techniques, user input, and data files.

CMIS 307 Systems Analysis and Design (3 credits)
Study of the systems development life cycle approach to solving corporate problems, with a primary focus on the entire cycle from work request to implementation of data-management procedures and maintenance of the system. Use of analysis and graphing software provides hands-on experience.

CMIS 308 Database Management (3 credits)
Examination of data structures, file organization, and logical design of large-scale database systems using relational and object-oriented models. Includes a hands-on database design experience.

CMIS 321 Information Technology Hardware and Software (3 credits)
Prerequisite: CMIS 220
This course provides the hardware/software technology background to enable systems development personnel to understand trade-offs in computer architecture for effective use in a business environment. System architecture for single user, central, and networked computing systems; single and multi-user operating systems.

CMIS 331 Graphical User Interface Programming (3 credits)
Prerequisite: CMIS 232
This course is designed to teach graphical user interface (GUI) programming using languages such as Visual Basic and C# for Windows. Topics will include the Object Windows Library, adding menus to a program, user input, and dialog boxes.

CMIS 335 Digital Forensics (3 credits)
This course provides an introduction to digital forensics. It is intended for undergraduate students that have some understanding of networks, software, and database management, but not necessarily any background in digital forensics. Course content will include digital forensics fundamentals, computer forensics investigations, analysis and validation, use of forensics tools, and legal and ethical issues related to cybercrime.

CMIS 412 Operating Systems (3 credits)
Prerequisite: One programming course
This Course provides a study of computer operating environments and systems, including basic input/output formats and disk structure. Detailed discussion of popular operating systems such as Linux will be covered.
CMIS 417 Project Management and Practice (3 credits)
This course covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. Project management software is utilized and a final project will provide hands-on experience.

CMIS 418 Cyber Security (3 credits)
This course gives a comprehensive understanding of the issues of data integrity and security found in the corporate workplace. Topics to be discussed will include viruses, firewalls, and the protection of networked systems.

CMIS 420 Advanced Digital Forensics (3 credits)
In depth digital forensics techniques, computer forensics topics including cryptography and real-time data preservation, analysis and validation, use of advanced forensics tools, legal and ethical issues related to forensics, and security management techniques required for resiliency in today's digital workplace.

CMIS 427 Senior Seminar Digital Forensics (3 credits)
Prerequisite: CMIS 335
Capstone course in Digital Forensics. Through the use of case studies and research papers, students will engage in the integrative process of discovery and introspection, thereby achieving competence in all aspects of their Digital Forensics education.

CMIS 439 Senior Seminar (3 credits)
Analysis of topics and issues in the computer field, with emphasis on computer use in business decision-making. Discussions, papers, case studies, and research project.

Criminal Justice Courses

CRJU 101 Introduction to the Criminal Justice System (3 credits)
Examination of the processing of criminal defendants from the point of entry into the criminal justice system to departure. Study of the functions and structure of agencies of the criminal justice system (police, courts, correctional facilities) and how they operate as a system.

CRJU 200 Introduction to Criminology (3 credits)
In-depth study of the various explanatory theories of crime and delinquency. Critical evaluation of philosophical, sociological, psychological, and legal perspectives with a focus on the qualitative assessment of theory and its impact on public policy.

CRJU 202 Comparative Criminal Justice Systems (3 credits)
Provides students with a cross-cultural view of the central themes and issues of comparative research on criminal justice, particularly the structure and ideology of other countries’ criminal justice systems, in an attempt to understand how diverse legal and procedural responses to crime can be.

CRJU 205 Organized Crime (3 credits)
An introduction to traditional and non-traditional organized crime in the U.S. including a historical analysis and examination of the type of individuals and organizations involved in this type of crime, as well as its structural aspects.

CRJU 206 White-Collar Crime (3 credits)
Provides an introduction to white-collar crime and examines the various types of white-collar crimes that exist in society with an emphasis on causes, frequency, control, and social impact.

CRJU 210 Law Enforcement (3 credits)
Prerequisite: CRJU 101 or equivalent
Focuses on the system of processing criminal offenders. Study of the agencies involved, and the historical and philosophical background of criminal law enforcement.

CRJU 212 Police and Community Relations (3 credits)
Prerequisite: CRJU 210
Understanding and resolving the problems and issues confronting police-community relations. Focus on the practical side of this vital service and definition of the “why” and “how to” of such decisive responsibilities as coping with crisis areas, civil disobedience, press relations, training, and social dilemmas.

CRJU 217 Organized and White-Collar Crime (3 credits)
An introduction to organized and organizational crimes, focusing on corporate, occupational, governmental, and white-collar crimes while addressing the regulation and prosecution of these crimes, as well as the role that the state and federal judicial systems play in responding to them.

CRJU 219 Victimology (3 credits)
See SOCO 219
An examination of the legal, procedural, sociological, psychological, and economic effects experienced by crime victims. Students will critically assess victim-blaming arguments, such as victim provocation, precipitation, and facilitation, as well as the criminal justice system's procedures, treatment, and resources for crime victims.

CRJU 222 Women in the Criminal Justice System (3 credits)
Prerequisite: CRJU 101
An examination of the historic and contemporary treatment of women involved in the criminal justice system as offenders, victims, and agents of social control. Specific topics may include criminological theories of women's crime, women's victimization in sexual offenses and domestic violence, and women's experiences in policing, corrections, and the courts.

CRJU 299 Special Topics (3 credits)
Permission of the School Dean or designee is required.
Courses on special topics or current issues not yet established as regular offerings. Content varies and several in the series may be taken for elective credit.
CRJU 300 Corrections (3 credits)
Prerequisite: CRJU 101
Study of development and characteristics of the prison system and alternatives to confinement. Analysis of the social and psychological issues concerning detention, punitive philosophy, and rehabilitative treatment. Stress major objectives of the correctional process, including the “community” concept.

CRJU 308 Juveniles and the Law (3 credits)
Prerequisite: CRJU 101
Introduction to juvenile delinquency, theoretical perspectives on causes of juvenile crime, treatment programs and their effectiveness, juvenile gangs, trends in juvenile crime, juvenile status offenses, and efforts to prevent juvenile crime.

CRJU 310 Introduction to Criminal Investigation (3 credits)
Prerequisite: CRJU 210
Study of sources of information for crime solving- and investigative techniques; review of scientific methods of obtaining and analyzing physical evidence.

CRJU 317 Criminal Law (3 credits)
Prerequisite: CRJU 101
Study of state and federal criminal laws, their foundations and development, and the punishment attached to them. Understanding of the complexities of criminal law as it pertains to the present time.

CRJU 318 The Court System and Court Procedure (3 credits)
Prerequisite: CRJU 101
Overall view of court processes, emphasizing the role of the courts in the criminal justice system. Study of the history and structure of the courts, procedures in court, and issues in the courts today.

CRJU 330 Junior Seminar in the Social Sciences (3 credits)
Prerequisite: nine credits in CRJU
See SOCO 330
Discussion of issues and controversies within the criminal justice system. Students make an in depth study and presentation of a controversial issue in criminal justice and the law.

CRJU 350, 351 Internship 2-4 credits (minimum 4 credits total required)
Prerequisites: Junior status and permission of School Dean or designee
Students must contact faculty internship instructor prior to registration.
Internships are part of the academic program for students majoring in criminal justice and are designed to provide professional experiences which blend theoretical and practical learning.

CRJU 360 Internship for Criminal Justice (3 credits)
Prerequisite: Junior Status and permission of School Dean or designee
Internship is part of the academic program for students majoring in Criminal Justice and are designed to provide professional experiences which blend theoretical and practical learning.

CRJU 403 Probation and Parole (3 credits)
Prerequisite: CRJU 101
Explores the history, structure, and function of probation and parole. Discussion of pre-release programs, community adjustment, supervised liberty, and responses to the therapeutic process. Emphasis on the form and processes of community corrections.

CRJU 405 Introduction to Criminalistics (3 credits)
This course provides an introduction to the field of forensic science through the exploration of its applications to criminal investigations and clear explanations of the techniques, abilities, and limitations of the modern crime laboratory.

CRJU 407 Ethics in Criminal Justice (3 credits)
This course introduces ethical theories and explores ethical dilemmas facing criminal justice practitioners and practical solutions for these. This course examines the practice of discretion in various positions within the criminal justice system and the ethical decision making associated with these occupations.

CRJU 421 Criminal Profiling (3 credits)
Prerequisites: PSYC 345 or SOCO 208
This course will cover the intersection of psychology and neuroscience. The course will focus on the biological basis of attention, memory, emotion, language, cognitive control, social cognition, neuroscience and the law, and methodology used in this field. Disease/disorders of the brain will also be discussed, including treatment and prevention.

CRJU 423 Advanced Research in Criminal Justice (3 credits)
Prerequisites: SOCO 311 and SOCO 323
A comparative analysis of the methodologies employed in studying contemporary criminal justice issues, with an emphasis on research design, ethics, sampling, validity, and reliability. Intended to expose students to a selection of works that illustrate the relative drawbacks and advantages of utilizing certain research strategies to answer particular policy-related questions.

CRJU 430 Senior Seminar in Social Sciences (3 credits)
Prerequisite: Senior status
See SOCO 430
Capstone course in the social sciences designed for SOCO and CRJU majors. Focus is on integrating, analyzing, and critiquing material from scholarly and authoritative academic sources in the majors through a topical seminar paper/presentation.
ECON 310  Economics of Sport  (3 credits)  
Prerequisites: ECON 203 or ECON 204  
See SPMM 310  
The application of economic analysis to the organization, behavior, and outcomes in the world of sport. Sport data are used to test and develop economic hypotheses, which may address broader issues such as income distribution, the theory of the firm, the nature of team production processes, industry structure, and various other topics.

ECON 421  International Economics  (3 credits)  
Prerequisite: ECON 203 and 204. May be offered only in alternate years  
Basic concepts and analytical tools of international economics. Introduction to the theory of international exchange. Evolution of the international monetary system and the role of international institutions. Study of relations between developed and developing countries.

Economics Accelerated/Extended Learning Courses

ECO 202  Economic Principles I: Microeconomics  (3 credits)  
Prerequisite: Understanding of high school mathematics  
This course studies the use and allocation of limited productive resources, value, price and income distribution. Implications of economic efficiencies and welfare are covered.

ECON 203  Economic Principles II: Macroeconomics  (3 credits)  
This course examines the theory of macroeconomics and explains the money, goods, services, and labor markets. National income and evaluation mechanisms are discussed and the effects of governmental fiscal and monetary policies are studied.

Education Courses

EDEC 115  Foundations of Education  (3 credits)  
Foundations of Education provides students who are considering a career in education with introductory information about education in the 21st century. Students will explore education from the perspective of its place within a diverse society, taking into consideration historical and philosophical developments that impact on one’s view of teaching. Through interactive classroom experiences, students will gain an understanding of the role of the teacher in today’s classroom. Themes of study include: teacher as advocate and understanding of individual differences; foundation of education; ethical and legal issues; the establishment of collaboration for effective practice; accountability; the use of technology in the classroom to enhance teaching and learning professionalism.

EDEC 201  Introduction to Early Childhood Education  (3 credits)  
Course develops basic knowledge, skills, and attitudes in students preparing to teach children in Pre K -4. Students develop their understanding of the field of early childhood education, the work that practitioners do with young children, and the theories that serve as the base for that work including historical, social, and cultural perspectives.
EDEC 202 Child Development and Learning (3 credits)
*Field experience required*

This course covers the development of children from conception through 9 years across all developmental domains (physical growth and motor skills, cognition and language and social and emotional development). It will include an in-depth exploration of theories of child development and issues of major importance in the field of child development and learning. Content from research, personal experiences, and observations will be covered. The varied influences on development and learning of the whole child will be considered and content from research, observations and life experiences will be addressed.

EDEC 203 Early Language and Literacy (3 credits)

Early Language and Literacy is a theory based course in which students are exposed to in-depth study of prevalent schools of thought in the field of literacy instruction. Emphasis is placed on an understanding of theory in order to evaluate and implement major techniques in literacy instruction such as the Language Experience Approach (LEA) and guided reading.

EDEC 204 Language Arts Theory and Instruction (3 credits)

This course will address the language arts and the development of standards based lesson plans and unit plans. Trade books of many genres will be incorporated in lesson planning as will additional forms of texts such as e-books and Internet materials.

EDEC 205 Theory and Practice in Educational Psychology (3 credits)
*Field experience required*

The goal of this course is to provide a foundation on which to build knowledge of learners, learning, and teaching, in an effort to understand and improve the teaching and learning process. The course encompasses theories and principles related to learning and motivation, child development, individual and group differences as well as assessment, and more specifically how such topics relate to teaching. Instructional activities focus on principles of effective teaching and learning based upon current research. It is designed as an introductory level course that provides a basic understanding of teaching and learning and provides the groundwork for further educational coursework.

EDEC 206 Engaging Learners through the Arts (3 credits)
*Field experience required*

This course expands students’ understanding of basic techniques and methods for planning, teaching, and assessing learning experiences for children in PreK through grade four. The course has two major goals. The first is to familiarize pre-service teachers with the interplay between effective lesson planning, establishment of a classroom environment, and successful execution of a lesson. The second goal is to explore the role of creativity and the arts in learning. The assignments combine these goals through the development and implementation of arts-based lessons in a field setting. The course further develops students’ understanding of the teaching profession through the reflection on one’s practice and engagement with families.

EDEC 207 Field Experience Required

Prerequisites: formal admission to the School of Education

This course is designed to provide students with practical experience in the field of early childhood education. Students will work in various settings such as preschools, kindergartens, and daycares to gain hands-on experience in teaching and learning. Course content includes observation and analysis of teaching practices, development of lesson plans, and assessment of student learning. Students will also reflect on their own growth as educators and the impact of their work on children.

EDEC 301 Literacy Assessment and Instruction (3 credits)
*Prerequisite: Formal admission to the School of Education*

Literacy Assessment and Instruction addresses the application of literacy instructional techniques acquired in previous coursework as well as the mastery of assessment theory in practice. Formal, informal, and portfolio assessment are addressed in order to prepare pre-service teachers to assess the needs of their students and plan effective instruction. Methods and materials are examined and selected that are congruent with the findings of that assessment. Developmentally appropriate based instructional strategies are integrat-ed throughout the course.

EDEC 302 Science and the Young Child (3 credits)
*Prerequisites: Formal admission to the School of Education*


EDEC 303 Mathematics and the Young Child (3 credits)
*Prerequisites: Formal admission to the School of Education*

Course based on the principles of developmentally appropriate practice to provide a theoretical and research-based foundation. Using the National Council of Teachers of Mathematics (NCTM) Standards and the PDE Program Specific Guidelines for students in Pre K-4, course is structured around key concepts in the areas of number and operations; algebra; geometry; measurement, etc.

EDEC 304 Social Studies and the Young Child (3 credits)
*Prerequisites: Formal admission to the School of Education*

Field Experience Required

Course provides a theoretical research-based foundation for those preparing to teach social studies to young children. Using the National Council for Social Studies Standards and the PDE Program Specific Guidelines for Pre K-4, course is structured around key concepts in civics, government, geography, environment, history, economics, anthropology, and archeology.

EDEC 305 Theory and Practicum I – Grades Pre K-1 (3 credits)
*Prerequisites: Formal admission to the School of Education*

Observation and analysis activities integrated with campus coursework and assignments designed to help students make connections between fieldwork and University course content in: EDSP 303: Collaboration and Assessment, EDEC 303 Mathematics and the Young Child, and EDEC 301: Literacy Instruction for Young Learners (2). Students learn teaching and learning skills in a Pre K-4 classroom.
EDEC 306 Theory and Practicum II – Grades 2-4 (3 credits)
Prerequisites: Formal admission to the School of Education
Observation and analysis integrated with campus coursework and assignments and designed to help students make connections between fieldwork and University course content in: EDSP 304: Collaboration and Best Practice; EDEC 302: Science and the Young Child; EDEC 304: Social Studies and the Young Child; and EDUN 303: Meeting the Needs of ELL.

EDEC 310 Language Arts Theory and Instruction (3 credits)
This course will address the language arts and the development of standards based lesson plans and unit plans. Trade books of many genres will be incorporated in lesson planning as will additional forms of texts such as e-books and Internet materials.

EDEC 311 Theory and Practicum I (1 credit)
Prerequisites: Formal admission to the School of Education
In this course students experience field experiences at selected school sites and in grade levels 2-4. Observation and analysis activities are integrated with campus coursework and assignments. Clinical experience through selected tutorial and assisting activities and through initial teaching, assessing, and managing responsibilities is obtained. Focus is placed on planning, management and assessment.

EDEC 312 Theory and Practicum II (1 credit)
Prerequisites: Formal admission to the School of Education
In this course students experience field experiences at selected sites and in grade levels PK-1. Observation and analysis activities are integrated with campus coursework and assignments. Clinical experience through selected tutorial and assisting activities and through initial teaching, assessing, and managing responsibilities is obtained. Focus is placed on planning, management and assessment.

EDEC 401 Student Teaching (12 credits)
Prerequisites: EDEC 101 and EDEC 102
Provides students with the opportunity to integrate and apply theoretical constructs of the teaching learning experience. Students apply PDE’s Program Specific Guidelines for Pre K-4 in the planning, implementation, modification, and assessment of curriculum for young children. Develops skills in communicating with and working with families and school personnel in support of children’s learning. On campus meetings will discuss the nature of the professional experience and job related issues.

EDEC 403 Family and Community Relations (3 credits)
Prerequisites: Formal admission to the School of Education
Since families are a crucial ingredient in the teaching and learning experience for young children, course is designed to develop students’ understanding of the role of the teacher in bridging the gap between home and school. In addition, students identify resources within the community that support children and families.

EDEC 404 Internship in Special Topics (4 credits)
Prerequisites: Formal admission to the School of Education
Field experience may be needed to thoroughly investigate topics of interests. Encourages reflection about early childhood principles and practices. Students identify a classroom teaching skill with which they grapple as the best way to engage young children with learning. Students develop and implement a professional development plan, select a topic of interest to him/her, analyze the issue and create an action plan to address the issue.

EDEC 425 Summative Field Experience for PreK-4 (12 credits)
Prerequisites: Formal admission to the School of Education
This course provides replacement credits for students who are unable to complete the student teaching experience successfully. The course is available only to students who are unable to complete student teaching, on the recommendation of the Director of Field Placement and with the approval of the Dean of the School of Education.

EDML 107 Introduction to Middle Level Schools: Philosophy, Organization and Community (3 credits)
Provides students who are considering a career in education (grades 4-8) with introductory information about education in the 21st century. Explores middle level education from the perspective of its place within a diverse society, taking into consideration historical and philosophical developments that impact on one’s view of teaching as well as the organization of school systems. Interactive classroom experiences required.

EDML 301 Reading and Writing in the Content Area (3 credits)
Prerequisites: Formal admission to the School of Education
Designed to help pre-service teachers understand “literacy” and its application to teaching in the content area. Attention paid to the basic concepts of literacy as class participants discover and create strategies to understand and to assist student learners improve reading, writing, and thinking skills in the content areas.

EDML 302 Reading and Writing Assessment (3 credits)
Prerequisites: Formal admission to the School of Education
Emphasizes the application of techniques acquired as well as the mastery of assessment theory in practice. Formal, informal, and portfolio assessment covered to assist pre-service teachers in constructive evaluation. Methods and materials examined and selected that are congruent with the findings of their assessment. Case studies and current experiences integrated throughout the course.

EDML 303 Reading and Writing Using Children’s Literature (3 credits)
Prerequisites: Formal admission to the School of Education
Provides the before, during, and after (BDA) strategies needed to use with middle school (grades 4-8) and adolescent students in order to become better readers and writers. Motivation, engagement, and the desire to read is the thrust of the course. Students exposed to a variety of the most current titles.
EDML 425 Summative Field Experience for EDML (9 credits)
Prerequisites: Formal admission to the School of Education
This course provides replacement credits for students who are unable to complete the student teaching experience successfully. The course is available only to students who are unable to complete student teaching, on the recommendation of the Director of Field Placement and with the approval of the Dean of the School of Education.

EDSP 203 Foundations in Inclusive Education for All Learners (3 credits)
Field hours required.
Course provides students with introductory information about special education and its role in facilitating education for students with disabilities. Topics include history, litigation, legislation, typical development, specific characteristics of atypical development, and identification of exceptionalities as identified by IDEA. Issues such as inclusion, funding, diversity and labeling also discussed.

EDSP 303 Collaboration and Assessment Practices to Meet the Needs of All Learners (3 credits)
Prerequisite: Formal admission to the School of Education - EDSP 203
Course introduces students to the collaborative process of identifying and assessing students in the general education classroom who may have the need for more intensive or individualized instruction. Focus on Cognitive and Behavioral Development/Assessment, the components of the process of developing an IEP, and forms of formal and informal evaluation.

EDSP 304 Collaboration and Best Practice Designs to Meet the Needs of All Learners (3 credits)
Prerequisites: Formal admission to the School of Education - EDSP 203 and EDSP 303
Course focuses on the use of the collaborative process and Collaborative Models of delivering effective instruction moving from Universal Design for Learning as a primary design and organizational mechanism to approaches like Differentiated Instruction and Positive Behavior Supports as operational approaches. Course provides opportunities to practice Progress Monitoring and Response to Intervention.

EDSP 305 Assessment in Special Education: Theory and Practice (3 credits)
Prerequisites: Formal admission to the School of Education
Focus on assessment in special education for students with mild to moderate disabilities. Major focus is on the provision of an in-depth and practical look at the concept of Least Restrictive Environment as it relates to the continuum of services required in The Individuals with Disabilities Education Act (IDEA).

EDSP 307 Assessment and Instructional Design in Special Education (3 credits)
Prerequisites: Formal admission to the School of Education
Students will focus on the development of Specially Designed Instruction (SDI) as well as intensive interventions in all areas with an emphasis in literacy skills. Levels of support and instructional strategies will also be examined relative to specific areas of disability. The use of relevant technologies to support assessment and instruction including data collection, planning and assessment of skills will be integrated into all facets of this course. This course expands on the concepts developed in the AADL Effective Instruction course while targeting specific areas of mild to moderate learning problems.

EDSP 308 Positive Management Strategies in Special Education (3 credits)
Prerequisites: Formal admission to the School of Education
Course enables the student to apply theoretical concepts to a classroom setting. Focus is on positive, proactive classroom management strategies in the programming and management of students from grades Pre K-8 who exhibit behavioral difficulties. Some topics covered: comprehensive behavior management, proactive management strategies, classroom design, and program design.

EDSP 405 Enhancing Communication and Literacy through Technology (3 credits)
Prerequisites: Formal admission to the School of Education
Course introduces students to the definitions of and connections between communicational and literacy for students in grades Pre K-8 who experience disabilities. Introduction to computer and assistive technologies and alternative and adaptive communication (AAC) and their roles in supporting students in increasing their communication and literacy capacities.

EDSP 406 Student Teaching SPED/Pre K-4 (12 credits)
Prerequisites: Formal admission to the School of Education
Provides the opportunity to integrate and apply theoretical constructs of the teaching and learning process as well as child development theory and information regarding exceptionalities. A collaborative experience with the student teacher receiving support from the cooperating teacher and a college supervisor. Requires attendance at periodic seminar classes on campus.
EDSP 407 Assessment and Instructional Design in Special Education (3 credits)
Prerequisites: Formal admission to the School of Education, EDSP 203, EDSP 303, EDSP 304
Specially designed instruction and intensive interventions in all academic areas with an emphasis in literacy. Levels of support and instructional strategies are examined relative to specific areas of disability. The use of relevant technologies to support assessment and instruction is integrated. Targets specific areas of mild to moderate learning problems.

EDSP 408 Family and Consultative Models (3 credits)
Prerequisites: Formal admission to the School of Education
Course provides students with conceptual foundation and practical skills to work in collaborative models of education with an emphasis on collaboration with families and the communication model. Based on the underlying skills of problem solving and effective communication students review the pragmatics of establishing collaborative relationships with both colleagues and parents.

EDSP 409 Including Students with Significant Support Needs (3 credits)
Prerequisites: Formal admission to the School of Education
This course will provide students with introductory information about special education and its role in facilitating education for students with disabilities in grades K-8. Topics will include history, litigation, legislation, typical development, specific characteristics of atypical development, and identification of exceptionalities as identified by IDEA. Issues such as inclusion, funding, diversity and labeling will also be discussed.

EDSP 425 Summative Field Experience for EDSP/PreK-4 (12 credits)
Prerequisites: Formal admission to the School of Education
This course provides replacement credits for students who are unable to complete the student teaching experience successfully. The course is available only to students who are unable to complete student teaching, on the recommendation of the Director of Field Placement and with the approval of the Dean of the School of Education.

EDUC 205 Teaching Reading in the Content Areas (3 credits)
Course designed to help pre-service teachers understand the reading process and its application to teaching in the content areas. A theoretical base formulated from which congruent classroom instruction emerges. A variety of instructional techniques and strategies to provide a strong repertoire for creating effective instruction for all children.

EDUN 201 Educational Psychology (3 credits)
Prerequisite: PSYC 206
Field hours required.
Provides the foundation on which to build knowledge of learners, learning and teaching, to understand and to improve the teaching and learning process. Encompasses theories and principles related to learning and motivation, child and adolescent development, individual and group differences and assessment, and how such topics relate to teaching.

EDUN 303 Meeting the Needs of English Language Learners (3 credits)
Prerequisite: Formal admission to the School of Education – Field experience required
Enables classroom teachers to provide effective instruction for English Language Learners so that they develop English Language Proficiency and achieve the Pennsylvania Academic Standards. Course will enable teachers to accommodate English Language Learners and adapt instruction for them in an inclusive setting. Language studies as a system.

EDUN 315 Practicum I (Field Experience/Mentorship) (1 credit)
Prerequisite: Formal admission to the School of Education
Supervised field experiences at selected school sites and varied grade levels; observation and analysis activities integrated with campus coursework and assignments; clinical experience through selected tutorial and assisting activities and through initial teaching and managing responsibilities.
Telescoped Practicum: Telescoped Practicum may be approved (a minimum of ten consecutive days) under certain conditions. Telescoped Practicum is an exception, not an option, for full-time students. Contact the Field Placement Office for additional information.

EDUN 316 Practicum II (Field Experience/Mentorship) (1 credit)
Prerequisite: Formal admission to the School of Education
Continuation of supervised field experiences at selected school sites and varied grade levels; observation and analysis activities integrated with campus coursework and assignments; clinical experience through selected tutorial and assisting activities and through initial teaching and managing responsibilities.
Telescoped Practicum: Telescoped Practicum may be approved (a minimum of ten consecutive days) under certain conditions. Telescoped Practicum is an exception, not an option, for full-time students. Contact the Field Placement Office for additional information.

EDUN 320 Classroom Management (3 credits)
Prerequisite: Formal admission to the School of Education
Assists pre-service teachers in the examination of models for effective classroom management based on theoretical approaches. Field practicum experience provides students with practical experiences and approaches for dealing with classroom organization and management. Emphasis placed on students’ analysis of classroom management issues. Develops an awareness of instructional activities with library/internet research-based assignments.

EDUN 331 General Methods and Technology (3 credits)
Prerequisite: Formal admission to the School of Education
Designed to prepare prospective teachers in the art and science of teaching. Course focuses on planning, lesson design, classroom management, motivation, learning styles, teaching/thinking models, teaching techniques, differentiated instructions, and evaluation. Use of technology as a learning/presentation tool is an integral part of activities and assignments. Students develop and present a website and a technology-based lesson.
ENGL 102 Writing II (3 credits)
Prerequisite: ENGL 101
Satisfies core requirement FRBL
A course in writing that continues the development of reading and writing skills initiated in Writing I. Emphasis is on research technique. Instruction in the development of the research paper, from topic selection to the final draft and oral presentation to the class.

ENGL 103 Honors Writing I (3 credits)
Prerequisite: Placement by writing rubric
Satisfies core requirement FRBL
Intended for the advanced writer. Emphasis on refining critical writing and thinking skills through a variety of challenging texts.

ENGL 104 Honors Writing II (3 credits)
Prerequisite: ENGL 103
Satisfies core requirement FRBL
Intended for the advanced writer. Further emphasis on academic writing with focus on research methods including evaluation and syntheses of primary and secondary sources and MLA citation method.

ENGL 115 Public Speaking (3 credits)
Satisfies core requirement FRBL
This course develops the communication skills necessary for effective oral communication in both academic and professional settings. Emphasis is placed upon building self-confidence, organizing messages, and making presentations, oral and written self-and peer-critiquing; individual attention as needed.

ENGL 201 World Literature I (3 credits)
Satisfies core requirement HQ
Offered in the Fall semester
Study of representative works from the ancient world through the Renaissance.

ENGL 202 World Literature II (3 credits)
Satisfies core requirement HQ
Offered in the Spring semester
Study of representative works from Neo-Classicism through the Modern Age.

ENGL 203 American Literature I (3 credits)
Offered in the Fall semester
Study of American literary development from the Colonial Period through the 18th Century, and to the Romantic Age, represented in the writings of major authors.

ENGL 204 American Literature II (3 credits)
Offered in the Spring semester
Study of American literary development from Whitman and Dickinson through Local Color, Realism and Naturalism, to the Modern Age, represented in the writings of major authors.
ENGL 205 British Literature I (3 credits)
Offered in the Fall semester
Study of British literature from Beowulf through the 18th century, represented in the writings of major authors.

ENGL 206 British Literature II (3 credits)
Offered in Spring semester
Study of British literature from the Romantic period through the 20th century, represented in the writings of major authors.

ENGL 207 Introduction to Literary Study (3 credits)
A foundational course for English majors, focusing on research in English, literary terminology, basic literary theory, and the historical, social, and philosophical movements applicable to literature. Critical thinking skills in literature are emphasized.

ENGL 208 Grammar in Context (3 credits)
Prerequisite: ENGL 101 and ENGL 102
In this course, students will review key elements of grammar and rhetoric used by both professional and amateur writers. In addition to reading and discussing works of language scholars, students will participate in a variety of activities designed to improve their own writing and critical analysis skills.

ENGL 216 Professional and Technical Writing (3 credits)
This course is designed to help students develop and refine the written and oral communication skills necessary to communicate effectively in a business environment through the planning, composing, and evaluating of written communication, report writing, and oral presentations. Additional focus will be placed on interpersonal skills, mechanics of writing, team participation skills, and professionalism.

ENGL 241-299 Readings in Literature (3 credits)
Exploration of a theme, major author, genre, movement, etc. Courses vary in content from year-to-year.

ENGL 242 The Short Story (3 credits)
Exploration of the short story as an art form and as a reflection of the human condition. Consideration given to short fiction from different periods and diverse cultures.

ENGL 245 Modern American Novel (3 credits)
Examination of modern novels that reveal through their form and content the moral, ethical, and spiritual conflicts inherent in the American experience.

ENGL 247 Irish Literature (3 credits)
Study of modern Irish works, their relation to Ireland’s literary and historical past, and their portrayal of Irish character and culture.

ENGL 248 Modern Drama (3 credits)
Examination of representative plays of the modern era through print and film. Emphasis on movements and counter-movements in the drama from the late 19th century to the present.

ENGL 257 Coming of Age in Fiction (3 credits)
Exploration of the maturation theme in fiction. Emphasis on the handling of this theme in classic and realistic modern novels, as well as in horror and fantasy fiction.

ENGL 259 Medicine in American Literature (3 credits)
The course will study through fiction and essays the interaction of changing perceptions of the nature of health, of the healer, and of doctor-patient relations as reflected in the forms and values of modern literature.

ENGL 265 Contemporary Fiction (3 credits)
Exploration of form and content in postmodern fiction. Consideration given to questions of gender and culture, as well as to the psychological, sociological, political, and spiritual content of assigned novels.

ENGL 266 Love in Modern Fiction (3 credits)
Investigation of the theme of love and its aberrations in modern fiction. Emphasis on the differing ways authors express their visions of this abstract and complex concept through both the form and content of their works.

ENGL 301 Early British Literature (3 credits)
Exploration of Old and Middle English Literature from its beginnings to 1500. Emphasis on Beowulf, Chaucer and medieval drama. Consideration of social, cultural, and religious background of the period and the heroic and chivalric codes.

ENGL 302 Shakespeare (3 credits)
Examination of Shakespeare as poet and playwright. Concentrated reading of selected plays and previewing of selected films against the background of the Elizabethan age.

ENGL 305 Seventeenth-Century Literature (3 credits)

ENGL 306 Eighteenth-Century Literature (3 credits)
Investigation of literary productions in the Age of Reason from the beginnings of Neoclassicism through Pre-Romanticism with emphasis on the philosophic mindset and satiric spirit. Consideration of the rise of the novel and its growing popularity as a literary genre.
ENGL 401 The Romantic Period (3 credits)
Prerequisite: ENGL 102 or its equivalent
Offered in the Fall semester
Intensive examination of the writing process and the dynamics of composing. Focuses on the interrelated aspects of writer, subject, reader, and form as these aspects pertain to nonfiction writing. Instruction in packaging and submitting manuscripts and selecting markets for potential publication.

ENGL 402 The Victorian Period (3 credits)
The spirit of the age explored through representative British writers of prose, poetry, and fiction from 1832 to 1901. Consideration of the connections between Victorian concerns and modern problems.

ENGL 403 Twentieth-Century Poetry and Drama (3 credits)
Selected poetry and drama of the 20th century. Study of representative American, British, and Irish writers.

ENGL 404 Twentieth-Century Novel (3 credits)
Study of early to mid-20th century British and/or American novelists, their literary techniques and visions of reality.

ENGL 410 Advanced Writing Workshop (3 credits)
Prerequisite: ENGL 102 or its equivalent
Offered in the Fall semester
Intensive examination of the writing process and the dynamics of composing. Focuses on the interrelated aspects of writer, subject, reader, and form as these aspects pertain to nonfiction writing. Instruction in packaging and submitting manuscripts and selecting markets for potential publication. Workshop setting fostering a supportive community of writers intent on skill development.

ENGL 425 Senior Seminar: Literature (3 credits)
Intensive investigation of an author. Emphasis on literary analysis and criticism. May be interdisciplinary. Qualified students from other concentrations invited.

English – Accelerated/Extended Learning Courses

ENG 101 Writing I (3 credits)
This course is designed to improve one's written communication skills. The process of expressing oneself in writing is emphasized. Students learn to edit, revise, and write for different audiences. Note: If not transferred, ENG 101 must be completed within first 6 sessions.

ENG 102 Writing II (3 credits)
This course examines the practical uses of writing—composing formal essays, persuasive writing, and research papers. Note: If not transferred, ENG 102 must be completed within first 6 sessions.
ENG 115 Public Speaking (3 credits)
This course develops the communication skills necessary for effective oral communication in both academic and professional settings. Emphasis is placed upon building self-confidence, organizing messages, and making presentations, oral and written self-and peer-critiquing/individual attention as needed.

ENG 201 World Literature (3 credits)
This course explores contemporary non-Western and post-colonial literature, including short stories, poems, essays, and memoirs. Critical reading and writing skills are developed through in-class discussions, presentations, and several written response and analytical papers.

ENG 216 Professional and Technical Writing (3 credits)
This course is designed to help students develop and refine the written and oral communication skills necessary to communicate effectively in a business environment through the planning, composing, and evaluating of written communication, report writing, and oral presentations. Additional focus will be placed on interpersonal skills, mechanics of writing, team participation skills, and professionalism.

ENG 221 Interpersonal Communication (3 credits)
This course is designed to introduce the student to a myriad of communication situations, primarily in the business environment. Areas include organizational communication, small group communication, the interview process, negotiation, and leadership skills. Students participate via class presentations, group discussions and in-class exercises.

ENG 240 American Business in American Literature (3 credits)
This course explores how various American writers viewed American business over the centuries with a focus on how and why those views changed and what might have been occurring in America that would have impacted on the writers’ opinions of American Business.

ENG 242 Short Story (3 credits)
This course introduces students to the short story. Students explore a variety of perspectives, themes and styles while developing critical reading and response skills. Several written response and/or analytical papers are required.

First Year College Success

FEXP 100 First Year College Success (1 credit)
FEXP 100 is a graduation requirement for students entering the University as first-time, full-time freshmen.
An interdisciplinary course which seeks to acquaint students with the academic culture, values, and expectations of Holy Family University. Students will meet with assigned mentors and engage in co-curricular and extra-curricular activities that will help them to develop the personal, academic, and social skills needed for current and future success.

Finance Courses

FINC 301 Financial Management (3 credits)
Corequisite: ACCT 205
Development of the student’s logic and methodology in identifying factors in corporate financial decision-making situations and in analyzing those factors to reach supportable conclusions compatible with the objectives of the firm. Focus of the course is on forms of business organization, financial statement and cash flow analysis, risk assessment, capital budgeting, the time value of money, and bond and stock valuation.

FINC 302 Financial Management II (3 credits)
Prerequisite: FINC 301
A concentration of the methodology established in FINC 301. Emphasis is on working capital management, capital structure and leverage, dividend policy, hybrid financing, forecasting, and short-term and long-term credit.

FINC 303 Investments (3 credits)
Prerequisite: FINC 301
The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and risks. Implications of taxes on investment decisions also are considered.

FINC 305 Mergers and Acquisitions (3 credits)
Co-requisite: ACCT 205
This course will familiarize students with major concepts and applications in corporate restructuring. Special attention is given to analyzing developments of the last decade including valuation models and innovative financing techniques. Students will study and analyze the results of the more publicized mergers and corporate restructuring of the last decade.

FINC 330 Financial Statement Analysis (3 credits)
Prerequisite: ACCT 205
See ACCT 330
The course focuses on the analysis and use of financial statements. Areas of concentration include financial responsibility and ethics, comparative analysis between firms, risk and profitability analysis, use of ratios, cash flow analysis, quality of earnings, asset valuation, corporate valuation, forecasting of cash flows, and strategic financial analysis.

FINC 401 Options and Futures Markets (3 credits)
Prerequisite: FINC 301
An introduction to futures and options trading. The course traces the evolution of the current commodities and futures marketplace; covers technical and fundamental market analysis; practical approaches to trading, such as spreads and arbitrage; reviews the important legal and regulatory aspects of commodity contracts and trading.
FINC 403  Asset Management (3 credits)
Prerequisite: FINC 301
By using a case and problem-solving orientation, selected topics will be examined. Emphasis is on the evaluation of corporate investment projects. Topics include the analysis of risk and return, cash flows of projects, capital budgeting techniques, leasing, and cost of capital.

FINC 415  International Finance (3 credits)
Co-requisite: ECON 204
Capital movements, gold flows, foreign exchange elasticities, country risk management, evaluation of foreign investment opportunities, restrictive exchange and trade practices, international monetary organizations, and problems engendered by conflicting internal economic policies.

FINC 420  Investment Analysis and Portfolio Management (3 credits)
Prerequisite: FINC 303
Application of the concepts and techniques of investment analysis and portfolio theory. Topics include analysis and forecasts of business conditions, market interest rates, international opportunities, and corporate profits. Emphasis is placed on the valuation of securities, stock selection, investment timing, and management of risk.

FINC 425  Risk Management (3 credits)
Introduction to analysis and management of risk using tools and techniques for loss control, risk retention, and risk transfer. Concepts of risk are considered from both a business and personal perspective. Potential losses facing business are reviewed, as well as the general risk management process and alternative risk management tools.

FINC 430  Treasury Management (3 credits)
Treasury management covering the areas of cash management; credit analysis, collections; short-term borrowing; banking relationships; money market instruments; interest rate and exchange risk; forecasting cash-flows; and ethics and corporate governance. The class meets the educational requirements for students preparing to take the Certified Treasury Professional (CTP) examination.

FINC 435  Advanced Financial Management (3 credits)
Prerequisite: FINC 301
This course is designed as a continuance of FINC 301: Financial Management for students who will be involved in corporate finance. An in-depth study is made in the pay-out policies, working capital management, derivatives, mergers, international finance, and as intrinsic study of capital budgeting beyond the level taught in FINC 301. The course will benefit students who plan a career in corporate and public accounting and finance.

FINC 439  Senior Seminar in Finance (3 credits)
Analysis of topics and issues in finance through discussion of current domestic and international issues, reading, case analysis, and research. Course is limited to Senior majors in finance who have received advisor’s permission to enroll. The course will include a project.

Finance – Accelerated/Extended Learning Courses

FIN 405  Personal Finance (3 credits)
Identify and evaluate financial choices, as well as understand the consequences of personal financial decision-making. Students will develop a strong foundation for current and future personal financial activity through the creation of goals and the development of personal financial plan. External factors, economic variables, and the long-term implications of decision-making will be measured and explored through research and the use of case studies.

French Courses

FREN 101, 102  Introductory French I, II (3 credits each)
Prerequisite for FREN 102: FREN 101 or permission of the School Dean or designee
Satisfies core requirement GP
One hour per week required in language laboratory.
Fundamental proficiency in listening comprehension, speaking, reading, and writing. Intended for beginners.

FREN 103, 104  Intermediate French I, II (3 credits each)
Prerequisite for FREN 104: FREN 103 or permission of the School Dean or designee
Satisfies core requirement GP
One hour per week required in language laboratory.
Progressively increased proficiency in listening comprehension, speaking, reading, and writing. Intended as a continuation of previous study.

FREN 201, 202  Grammar and Conversation I, II (3 credits each)
Prerequisites: FREN 103, 104, or permission of the School Dean or designee
Satisfies core requirement GP
Emphasis on syntax and style to achieve mastery in both oral and written expression. Intensive conversational and writing exercises.

Fire Science and Public Safety Administration Courses

FSPS 325  Seminar: Emergency Services Administration (3 credits)
Focuses on administrative support services needed to maintain fire suppression and emergency medical services delivery systems. Includes recent legal and managerial issues pertaining to contract negotiations, funding, recruitment, hiring, discipline, employee benefits, promotions, testing, apparatus and equipment procurement, and the evaluation of fire suppression and EMS delivery systems.

FSPS 331  Public Risk Analysis (3 credits)
This course examines the public safety liabilities of various facilities such as high-rise buildings, malls, refineries, convention centers, retail centers, chemical plants and manufacturing plants. Students will identify hazard occupancies within communities and evaluate the risk posed to the public in terms of the frequency and severity of fire.
General Science Courses

GSCI 104  Biology and the Natural World  (3 credits)
Satisfies core lab requirement KNS
This course provides an introduction to Biology for the non-science major, focusing on the
common connections of all living things in Biochemistry, structure and function of cells,
and genetics. The process of scientific discovery serves as a backdrop for the inquiry-
based lab experiences.

GSCI 105  Living in the Environment  (3 credits)
Satisfies core non lab requirement KNS
Three hours of lecture, no lab.
This course provides the non-science major with the basic knowledge of the principles of
ecology. The topics include populations, communities, and species interactions. Pollution
of both the air and water are related to effects on human health, on food production, and
on the biosphere.

GSCI 106  Chemistry and the Environment  (3 credits)
Satisfies core non lab requirement KNS
This non-science major course addresses basic chemical principles in the context of
environmental issues. Students explore topics including air pollution, ozone depletion, and
global warming. Topics enhance the students' understanding of the chemical aspects of
each issue as well as the interconnection with social, political, and economic realities.

GSCI 107  Fundamental Concepts in Biology and Chemistry  (3 credits)
Satisfies core non lab requirement KNS
Three hours of lecture, no lab.
Biology for the non-science major but RECOMMENDED for Nursing and Allied Health.
This course emphasizes the commonalities of all living things in their biochemistry, cellular
structure and function, genetics, and gene expression.

GSCI 108  The Environment of Planet Earth  (3 credits)
Satisfies core non lab requirement KNS
Earth Science for non-science majors. This course focuses on the dynamic nature of the
interactions of the physical factors of the earth and space; physical geology, historical
geology, oceanography, meteorology, and astronomy. Emphasis will be placed upon the
environment of the earth, and human responsibility of stewardship.

GSCI 110  The Science of Physics  (3 credits)
This is a course in basic Physics for the non-science student. Some of the topics dis-
cussed are: the metric system, density, motion both linear and non-linear, energy and
energy transductions, temperature and heat, light, and specific heat. The laboratory expe-
rience reinforces lecture concepts and is algebra based.

General Education Courses

GNED 400  Interdisciplinary Core Capstone  (3 credits)
Prerequisite: Senior Status
This course will provide students the opportunity to integrate fully the breadth of knowl-
edge housed within the General Education Curriculum, via a unique and interdisciplinary
experience.

General Education – Accelerated/Extended Learning Courses

GND 400  Interdisciplinary Core Capstone  (3 credits)
Prerequisite: Senior Status
This course will provide students the opportunity to integrate fully the breadth of knowl-
edge housed within the General Education Curriculum, via a unique and interdisciplinary
experience.

Geography Courses

GEOG 205  Principles of Geography  (3 credits)
Introduction to the nature of geography, the problems it investigates, and the methods it
uses. Discusses the physical, cultural, economic, regional, and political factors affecting
humans and their lives.
Health Promotion and Wellness Courses

HPWE 101  Introduction to Health Promotion and Wellness  (3 credits)
This course introduces foundational concepts in health promotion and disease prevention. There is a focus on strategies for promoting health and wellness, risk reduction, factors that contribute to injury, behavioral and environmental factors associated with this field, and the intersection of this field with economics, public policy, and culture.

HPWE 200  Health Promotion Through the Lifespan  (3 credits)
Prerequisites: PSYC 208
The principles of health promotion, risk reduction, and health education are explored. Leading health indicators for healthy people serve as the basis for assessing current health risks and behavior across the lifespan. Strategies to reduce selected health risk behaviors are developed across the lifespan. Strategies to reduce selected health risk behaviors are developed and evaluated through current science, evidence, and public health concerns.

HPWE 202  Strategies of Stress Management  (3 credits)
This course provides theoretical and scientific foundations for understanding stress and its impact on individuals, workplace, and society. The application of strategies for stress management is explored using multiple approaches.

HPWE 206  Nutrition  (3 credits)
Prerequisites: BIOL 120 or GSCI 104; BIOL 207.
See NURS 206
This course emphasizes healthy people. Initiatives for health promotion and health restoration are studied. Students develop knowledge and critical thinking skills necessary to provide nutrition education, care for individuals and families from various cultures, and identify community resources for nutritional care.

HPWE 320  Teaching Strategies for Health Promotion and Wellness  (3 credits)
Prerequisites: HPWE 101
This course introduces foundational concepts for teaching methods and strategies used as related to health and wellness. The course is focused on understanding factors associated with learning, learning and teaching theories are explored; planning and evaluation of the learning outcomes and teaching activities are discussed.

HPWE 325  Coaching Principles for Health Promotion and Wellness  (3 credits)
Prerequisites: Junior Standing; HPWE 101, HPWE 200, HPWE 202
This course introduces foundational concepts and principles for coaching. Strategies to promote healthy lifestyle change are examined as students engage in practical application of coaching behavior.

HPWE 355  Research for EBP  (3 credits)
Prerequisites: Junior Standing; HPWE 101, MATH 130 or PSYC 311
The course focuses on student’s understanding of the research process and appraising the research evidence in order to read, interpret, and evaluate research findings for application to practice.

HPWE 360  Health Policy: Global and National Perspectives  (3 credits)
Prerequisites: Junior Standing; HPWE 101, HPWE 200, HPWE 202
Evaluating current trends/topics related to health challenges that influence global and U.S. health policies. Themes may include: Major challenges confronting global human development; evolving health challenges caused by (non)communicable disease; solutions for improving global health equity; detecting/responding to emerging health threats; and funding global health initiatives.

HPWE 410  Health Promotion and Wellness Program Planning  (3 credits)
Prerequisites: Senior Standing; 300 level courses in major
This course will provide students with the information and resources that will enable them to develop skills in program planning for health promotion. Needs assessment, goal and objective formulation, instructional methods, implementation and evaluation of program planning will be included.

HPWE 444  Internship I  (3 credits)
Prerequisites: Junior Standing
An internship designed to provide professional experiences that blend theoretical learning and practical skills. Students must contact their internship instructor prior to registration.

HPWE 445  Internship II  (3 credits)
Prerequisites: Junior Standing
An internship designed to provide professional experiences that blend theoretical learning and practical skills. Students must contact their internship instructor prior to registration.

HPWE 450  Seminar: Contemporary Issues  (3 credits)
Prerequisites: Senior Standing; 300 level courses in major
This course will integrate previous coursework through exploration of the current and important issues in the field of health promotion and wellness. Selected readings provide basis for student-led presentations and discussion.

History Courses

HIST 108  Global History to 500 C.E.  (3 credits)
Satisfies core requirement GP
Global History to 500 C.E. is an examination of the development of civilizations through the impact of migrations and the development of global trade in Asia, Africa, the Near East, and Europe from the Paleolithic Period to 500 C.E.
HIST 109  Global History 500-1700  (3 credits)
Satisfies core requirement GP
This course is a historical examination of the interconnection of Africa, Asia, the Middle East, and Europe during the Middle Ages, the High Middle Ages, and the Early Modern Period. Focus is on the economic, political, social, and epistemological foundations of modern institutions and thought.

HIST 203  American History to 1820  (3 credits)
Satisfies core requirement NE
Analysis of American History from the development of pre-contact Native American cultures through the period of European exploration and first contact, the colonial era, the American Revolution, and the Early Republic.

HIST 204  American History 1820 to 1920  (3 credits)
Satisfies core requirement NE
Analysis of American History from the growth of sectionalism, the Civil War, and Reconstruction through the period of industrialization and overseas expansion as the United States moved toward great-power status.

HIST 205  American History Since 1920  (3 credits)
Satisfies core requirement NE
Analysis of American History examining the rise of the United States to superpower status. Topics to be studied include American foreign policy, economic development, the creation of the welfare state, civil rights and women's rights, and American political trends.

HIST 208  Global History 1700-Present  (3 credits)
Satisfies core requirement GP
Offered in Spring semester
An examination of global dynamics of the modern period including the Enlightenment and its philosophical successors, colonization, industrialization, nationalism, and global warfare. Decolonization, the emergence of the third world, and globalization will also be a focus of the course.

HIST 263  Honors American Studies  (3 credits)
Permission of the School Dean or designee required.
See ENGL 263
Through the content and methods of several academic disciplines—history, literature, art, and the social sciences—the concept of “covenant” is used to discover and analyze basic patterns and values in American culture. Foundation course for Minor in American Studies.

HIST 304  Jeffersonian and Jacksonian Democracy  (3 credits)
Offered in Fall semester, odd numbered years
This course examines the economic, social, and political decisions that both forged a new nation and laid the groundwork for its possible destruction as a result of the Civil War.

HIST 312  American Immigration History  (3 credits)
Offered in Summer, even numbered years
This course addresses a defining aspect of American history, immigration. This course will survey the forces that have brought migrants to America, their experiences in America, and the reactions of native-born citizens to the new inhabitants.

HIST 313  Women in America  (3 credits)
Offered in Spring semester, odd numbered years
A survey of women's history in America, from pre-contact through the present. This course will encourage students to consider how women have shaped and been shaped by American history, to examine changing definitions of womanhood, and to explore the diversity of women's experiences.

HIST 315  History of Pennsylvania  (3 credits)
Required for History/Social Studies/PreK-4/Middle Level majors
Offered in Fall semester of Even numbered years
This course examines the development of Pennsylvania from a multi-ethnic Native American and European colonial settlement to the industrialized, urbanized, and heterogeneous state that exists today. The course will give attention to Pennsylvania's religious, political, economic, and social development.

HIST 316  American Foreign Policy  (3 credits)
Offered in Fall semester
Through its position on the UN Security Council, its role in NATO, its economic power, and its cultural influence, the U.S. has had a dominant role in world affairs. This course will consider how the U.S. has risen to this dominant position by examining the political, military, economic, and cultural facets of American foreign policy.

HIST 317  Revolutionary America  (3 credits)
Offered in Spring semester, odd numbered years
Students in this course will use primary and secondary sources to investigate the causes and consequences of the American Revolution, including the political and economic foundations of the United States, and the disparate impact the revolution had on Americans of different ethnicities, classes, sexes, regions, and political loyalties.

HIST 318  Atlantic Worlds  (3 credits)
Offered in Fall semester, even numbered years
Considers how the interaction among European, American, and African peoples has impacted the history and development of each of these groups; to study the foundations of American political, economic, and cultural history, and examine how these foundations laid in the 15th through 17th centuries have influenced subsequent United States history.

HIST 340  The American Civil War  (3 credits)
Considers political, social, economic, and military matters, character and dynamics of antebellum northern and southern societies, and causes and conduct of the Civil War.
HIST 351 History Seminar I (3 credits)
See HIST 451
A course devoted to research on a historical topic. Historical methodology to be determined by topic, period, or movement.

HIST 402 Social Movements in History (3 credits)
Analysis of selected topics in either European or American social movements: communitarianism, religious revivalism, feminism, anarchism, socialism, and radicalism.

HIST 405 Contemporary Society (3 credits)
Offered in Spring semester
A study of how scientific and technological advances have created an interdependent, post-industrial world in which the undermining of traditional values has led to increasing pressures in all areas of life.

HIST 423, 424 Independent Study (3 credits each)
Permission of the School Dean or designee is required one semester in advance of taking the course.
An independent study of a special topic is open to Junior or Senior concentrators with a GPA of 3.5 or above.

HIST 428, 429 Cooperative Education Option I, II (3 credits each)
Prerequisites: Junior or Senior status and permission of the School Dean or designee.
Internship that offers students options to explore career opportunities in city, state, or federal government, as well as historical associations.

HIST 451 History Seminar II (3 credits)
See HIST 351
A course devoted to research on a historical topic. Historical methodology to be determined by topic, period, or movement.

HIST 499 Special Topics (3 credits)
Course treats one special historical topic, period, problem, or interpretation. Content material and focus differ each time; several in the series may be taken for credit.

History – Accelerated/Extended Learning Courses

HIS 220 Race and Ethnicity in the United States (3 credits)
This course examines, from a historical prospective, the factors of race and ethnicity in the United States to determine relevance, effect on one’s place in society, and evolution.

HIS 232 The American Presidency (3 credits)
This course examines the history of the American Presidency from George Washington to George W. Bush. In particular, students analyze why some presidents have been more successful than others throughout the course of American history. By implementing perspectives from both the individual and the historical era, this course exposes students to the broader trends in American history.

HIS 233 Pennsylvania Business History (3 credits)
This course examines the process of industrialization in Pennsylvania. Emphasis is placed on the nineteenth-century and upon key industries such as textiles, iron, coal, oil, steel, and the railroads. Students explore ways in which business played an important role in the national economy. Other methods of historical analysis are discussed, including race, gender, ethnicity, technology, labor, religion, and the environment.

HIS 236 Irish History (3 credits)
This cross-cultural course examines the history of Ireland from Celtic migration to the economic recovery during the 1990s. Students analyze the importance of how Irish history has influenced American and Philadelphia history. Perspectives of historical analysis include race, ethnicity, gender, technology, labor, religion, emigration, and the environment.

HIS 250 History of China (3 credits)
This course examines the political, social and economic development of modern China over the past 400 years.

HIS 252 History of the Middle East (3 credits)
This course is a survey of the political, social, economic, military and cultural development of the lands now known as Egypt, Saudi Arabia, Israel, Palestine, Jordan, Lebanon, Syria, Turkey, Iran and Iraq.

Human Resources Administration – Accelerated/Extended Learning Courses

HRA 320 Elements of Supervision (3 credits)
This course analyzes the employer, employee relationship. The roles of evaluator, mentor, educator and manager are defined. Processes of employee evaluation and effective feedback are covered.

HRA 321 Managing and Resolving Conflict (3 credits)
This course offers a process-based approach to issues involving conflict in the workplace. Individual and group conflicts, hostile audiences, methods of conveying “bad news,” and recognition of problems relating to the disgruntled employee are covered.

HRA 322 Principles of Negotiation and Collective Bargaining (3 credits)
This course takes a case-based approach to forming an agreement in accord with sound negotiation theory and practice. Understanding diverse viewpoints and elements of compromise are stressed. Issues relating to a unionized environment are highlighted.
Management – Accelerated/Extended Learning Courses

MGT 207 Principles of Management (3 credits)
This course offers an overview of the administration task and foundations of leadership and management. Planning, organizing, staffing, developing, reviewing, evaluating and budgeting are discussed. Significant case reviews are included.

MGT 300 Behavioral Theory of Organizations (3 credits)
This course analyzes organizational function according to these popular theories. Special emphasis is placed on single and double-loop learning, the concept of the learning organization, and the role of individuals in coping with and promoting change.

MGT 303 Gender and Cultural Issues in the Workplace (3 credits)
This course examines issues arising from gender or cultural differences brought about by stereotypes or misconceptions. Emphasis is placed upon value of cultural diversity and global development in a business enterprise. The class has a case based approach.

MGT 304 Issues in Human Resources (3 credits)
This course examines human resources (HR) functions and responsibilities. The relationship and role of the HR department within organizations are covered, taking into account relevant regulations, policies and procedures. Special emphasis is paid to the development of effective employment handbooks, etc.

Mathematics Courses

MATH 106 Introduction to College Mathematics (3 credits)
This course does not satisfy the core Math requirement.
Enrollment by placement testing only.
This course is not open to students who have successfully completed MATH 107 or higher. Minimum grade required to successfully complete this course is a C.
This course is designed to develop skills in the basic concepts of arithmetic in a lecture/laboratory setting.
MATH 107 Introduction to College Algebra (3 credits)
This course does not satisfy the core Math requirement.
Enrollment by placement testing only.
This course is not open to students who have successfully completed MATH 121 or higher. Minimum grade required to successfully complete this course is a C.
This course is designed specifically for those students who need to develop a proficiency in algebraic skills that are essential for subsequent Math courses. Topics include: operations with signed numbers, solving equations and inequalities, the arithmetic of polynomials, factoring polynomials, rational functions, graphing exponents, and radicals.

MATH 110 Quantitative Literacy (3 credits)
This course is designed to enable students to make personal, professional, consumer and civic decisions by interpreting, analyzing, and communicating quantitative information encountered in everyday life.

MATH 111 Mathematical Foundations (3 credits)
Through lecture and discussion, students will explore foundational concepts of mathematics including: number systems and operations, algebraic equations and inequalities, geometry and measurement, and probability and statistics. Emphasis will be placed in problem solving and real life applications.

MATH 112 Contemporary Mathematics (3 credits)
Satisfies core requirement (MATH)
Introduces the student to numerous mathematical topics and their applications in the modern world. The main emphasis is on developing quantitative reasoning, that is, an ability to read and write mathematics, as well as on developing an appreciation for the role of mathematics in contemporary society. Topics include: graph theory, mathematical modeling, consumer mathematics, descriptive statistics, geometry, and symmetry.

MATH 120 Calculus for Biological Sciences (4 credits)
Prerequisite: MATH 150 or equivalent
Calculus for the Biological Sciences will focus on the application of calculus to biological systems. The development of essential concepts of calculus will be motivated by biological examples. Modeling activities from a biological perspective will be emphasized. Relevant applications will include physiology, pharmacology, cell biology, and population biology.

MATH 121 Discrete Mathematical Structures (3 credits)
Prerequisite: MATH 211
An introduction to methods of analytical, abstract, and critical thinking; deductive reasoning; and logical and mathematical tools used in information sciences. Topics include logic, sets, functions and relations, elementary probability and combinatorics, matrix algebra, groups and semi-groups, graphs and trees. Does not fulfill the elective requirement for MATH majors.

MATH 122 Mathematics for Education Majors (3 credits)
Prerequisite: Two years of high school algebra
This course does not satisfy the core math requirement.
Through lecture, discussion, and collaborative projects, students will explore some of the basic areas of mathematics including sets, logic, probability, statistics, and mathematical systems. Emphasis will be placed on problem-solving throughout the course and real world examples will be used insofar as possible.

MATH 130 Elementary Statistics (3 credits)
Prerequisite: Two years of high school algebra
This course does not satisfy the core math requirement.
Introduction to collection, presentation, and analysis of statistical data. Includes descriptive and inferential statistics. Emphasizes applications of statistical techniques, rather than mathematical derivations.

MATH 131 Calculus I (4 credits)
Prerequisite: High school Precalculus, or MATH 150
Satisfies Core Requirement (MATH)
An introduction to limits and their properties, differentiation, applications of differentiation, indefinite integration, the Fundamental Theorem of Calculus, numerical integration and applications of integration.

MATH 132 Calculus II (4 credits)
Prerequisite: MATH 212
Further applications of integration, transcendental functions, methods of integration, indeterminate forms and L'Hopital's Rule, improper integrals, and infinite series.

MATH 150 College Algebra and Trigonometry (3 credits)
Prerequisite: Two years of high school algebra
Satisfies Core Requirement (MATH)
Fractional equations, roots, algebraic equations and inequalities, polynomial functions, exponential and logarithmic functions, applications, introduction to trigonometric functions, applications of trigonometric functions.

MATH 210 Calculus for Biological Sciences (4 credits)
Prerequisite: MATH 150 or equivalent
Calculus for the Biological Sciences will focus on the application of calculus to biological systems. The development of essential concepts of calculus will be motivated by biological examples. Modeling activities from a biological perspective will be emphasized. Relevant applications will include physiology, pharmacology, cell biology, and population biology.

MATH 211 Calculus I (4 credits)
Prerequisite: MATH 150 or equivalent
Satisfies Core Requirement (MATH)
An introduction to limits and their properties, differentiation, applications of differentiation, indefinite integration, the Fundamental Theorem of Calculus, numerical integration and applications of integration.

MATH 212 Calculus II (4 credits)
Prerequisite: MATH 211
Further applications of integration, transcendental functions, methods of integration, indeterminate forms and L'Hopital's Rule, improper integrals, and infinite series.

MATH 213 Calculus III (4 credits)
Prerequisite: MATH 212
Plane curves, parametric equations and polar coordinates, vectors and vector-valued functions, partial differentiation with applications, multiple integration with applications, and vector analysis.

MATH 214 Linear Algebra with Applications (4 credits)
Prerequisite: MATH 211
Offered in the Spring of even-numbered years
An introduction to the concepts and applications of linear algebra with emphasis on employing graphing calculators and MAPLE as analytical tools. Topics include matrices and systems of equations, determinants, vector spaces, linear transformations, orthogonality, eigenvalues and eigenvectors, numerical linear algebra.
MATH 221 Ordinary Differential Equations (4 credits)
Prerequisite: MATH 212 and MATH 220
Offered in the Spring of odd-numbered years
An introduction to the methods of solution of differential equations. Analytical, numerical, and graphical solutions will be studied. Emphasis will be on mathematical models using ODE's, with applications for a variety of fields of interest. Topics include first and second order linear ODE's, non-linear ODE's, the phase plane. Fulfills the MATH elective requirement for Mathematics and Mathematics Secondary Education.

MATH 250 Discrete Mathematics (3 credits)
Prerequisite: MATH 211
An introduction to topics encountered in advanced mathematics courses with emphasis on mathematical notation, reasoning, and methods of proof. Topics include logic, methods of proof, set theory, relations, functions, Boolean algebra, basic combinatorics, and elementary graph theory.

MATH 221 Ordinary Differential Equations (4 credits)
Prerequisite: MATH 212 and MATH 220
Offered in the Spring of odd-numbered years
An introduction to the methods of solution of differential equations. Analytical, numerical, and graphical solutions will be studied. Emphasis will be on mathematical models using ODE's, with applications for a variety of fields of interest. Topics include first and second order linear ODE's, non-linear ODE's, the phase plane. Fulfills the MATH elective requirement for Mathematics and Mathematics Secondary Education.

MATH 316 Modern Algebra I (3 credits)
Prerequisite: MATH 250
Offered in Fall of even-numbered years
An introduction to the theory of groups, rings, and fields. Understanding and writing mathematical proofs will be emphasized. Topics include groups and subgroups, permutation groups, cyclic groups, homomorphisms and isomorphisms, factor groups, rings, fields and integral domains.

MATH 317 Modern Algebra II (3 credits)
Prerequisite: MATH 316
Offered in the Spring of odd-numbered years
A study of advanced topics in the field of abstract algebra. The main goal of this course will be to prove the insolvability of the quintic. Topics include rings of polynomials, factor rings, ideals, unique factorization, domains, extension fields, geometric constructions, splitting fields, and Galois theory.

MATH 327 History of Mathematics (3 credits)
Prerequisites: MATH 211 and permission of the instructor
Offered in the Spring of odd-numbered years
In-depth study of the historical development of mathematics. Course open to majors and minors.

MATH 401 Statistics (3 credits)
Prerequisite: MATH 308
Offered in the Fall of even-numbered years
Sampling distributions, point estimates, confidence intervals, hypothesis testing, nonparametric methods, contingency tables, and goodness-of-fit.

MATH 403 Advanced Calculus (3 credits)
Prerequisite: MATH 213
Offered in the Spring of even-numbered years
Topological concepts underlying the calculus, properties of continuous functions, infinite series and uniform convergence, theory of integration, and general transformations.

MATH 404 Introduction to Complex Variables (3 credits)
Prerequisite: MATH 213
Offered in the Fall of even-numbered years
Theory of functions of a complex variable, analytic functions, Cauchy-Riemann equations conditions and integration, Cauchy's theorem and formulae, Taylor and Laurent expansions.
MATH 110 Quantitative Literacy (3 credits)
This course is designed to enable students to make personal, professional, consumer and civic decisions by interpreting, analyzing, and communicating quantitative information encountered in everyday life.

MATH 111 Mathematical Foundations (3 credits)
Through lecture and discussion, students will explore foundational concepts of mathematics including: number systems and operations, algebraic equations and inequalities, geometry and measurement, and probability and statistics. Emphasis will be placed in problem solving and real life applications.

Medical Technology Courses

MEDT 413 Clinical Hematology/Coagulation (6 credits)
Composition and function of blood, diseases related to blood disorders, and the role of platelets and coagulation. Manual and automated techniques of diagnostic tests for abnormalities.

MEDT 414 Clinical Immunohematology (4 credits)
Blood antigens, antibodies, cross-matching, hemolytic diseases, and related diagnostic tests. In-depth study of blood donor service and its many facets such as transfusions, medico-legal aspects, etc.

MEDT 416 Clinical Chemistry (8 credits)
Enzymology; endocrinology; Biochemistry of lipids, carbohydrates, and proteins; metabolism of nitrogenous end products; physiology and metabolism of fluids and electrolytes; and toxicology as related to the body and diseases. Technical procedures include calorimetry, spectrophotometry, electrophoresis, automation, chromatography, and quality control.

MEDT 417 Clinical Microbiology (8 credits)
Identification and clinical pathology of bacteria, fungi, viruses, and parasites. Techniques to isolate, stain, culture, and determine antimicrobial susceptibility. Instrumentation; quality control.

MEDT 418 Clinical Immunology/Serology (3 credits)
Immune response, immunoglobulins, autoimmunity and complement, and related tests and diseases. Survey and demonstration of serological diagnostic tests.

MEDT 420 Clinical Seminar (3 credits)
Emphasis on clinical coordination conferences. Includes other topics that are unique to the individual hospital program.
Management-Marketing Courses

MNMK 305 Principles of Management (3 credits)
Introduction to business organizations, how they work, and how they can be made to work more effectively. Emphasis on the managerial process of planning, organizing, leading and control of modern business firms, with particular attention to individual motivation, communication, human relations skills, and social responsibility.

MNMK 306 Industrial and Organizational Psychology (3 credits)
See PSYC 215
Use of psychological principles to deal with work problems; demonstration via case studies. Consideration of employee selection and training, behavior modification in industry, leadership styles, and motivational techniques.

MNMK 312 Principles of Marketing (3 credits)
Analysis of marketing as a “total system” of business action. Topics include identification of the target market and management of the marketing mix: product, price, promotion, and distribution. Consumer motivation, marketing research, and advertising techniques are also considered.

MNMK 315 Operations Management (3 credits)
Managerial activities and techniques associated with planning, controlling, and organizing the operations and the operating resources of an enterprise, including topics such as forecasting, facility location, break-even analysis, project planning and scheduling, inventory management, capacity planning, standards, and quality control.

MNMK 316 Digital Marketing (3 credits)
Prerequisites: MNMK 312
This course arms students with a comprehensive understanding of the field of Digital Marketing from both a strategic and tactical perspective.

MNMK 317 Business Project Management (3 credits)
This course covers the factors necessary for successful management of system development or enhancement projects, management projects and marketing projects. Both technical and behavioral aspects of project management are discussed. Project management software is utilized and a final project will provide hands-on experience.

MNMK 335 Management and Leadership (3 credits)
Prerequisite: BUSA 100
This course prepares the student for personal and organizational success through the study of the theory and practice of management, organizational design, and leadership.

MNMK 355 Entrepreneurship and the New Economy (3 credits)
This course defines entrepreneurship as a way of thinking and problem solving. In the startup process it includes opportunity identification, required resources, financial statement, valuation and investment justification, and development of a business plan appropriate for presentation to funding services.

MNMK 403 Human Resource Management (3 credits)
Analysis of individual, group, and organizational patterns and behavior. Emphasis on the human aspect of management through the incorporation of job analysis, interpersonal skills, development of people, evaluation criteria, motivation, goal management, the social environment, governmental regulations, and unions.

MNMK 405 Integrated Marketing Communications (3 credits)
Prerequisite: MNMK 312
See COMM 405
Theory and practice relating the purchase and use of all marketing communication tools, including advertising, as part of the integrated marketing mix. Emphasis is on practical applications in message development and campaign management. This course also considers the various media in terms of effectiveness and cost.

MNMK 406 Consumer Behavior (3 credits)
Prerequisite: MNMK 312
Consumer behavior considers the mental, emotional, and physical activities that people engage in when selecting, purchasing, and using products and services to satisfy needs and desires. This course offers an opportunity to observe consumers’ behavior and provides insight into purchasing behavior.

MNMK 407 Principles of Marketing Research (3 credits)
Prerequisites: BUSA 104 or MATH 130; MNMK 312
Comprehensive and practical discussion of the design, execution, and analysis of research for marketing decision-making. Examination of decision theory and analysis in the design and conduct of marketing research; use of computer programs in the analysis and interpretation of marketing research.

MNMK 410 Organizational Behavior (3 credits)
Prerequisites: MNMK 305 or BUSA 100
See SPMM 410
In-depth coverage of the history and theory of organizations, goal setting, motivation, leadership, and decision-making. Contemporary topics include power, networking, mentoring, and future models of organization.

MNMK 413 Quantitative Methods for Decision-Making (3 credits)
Prerequisites: BUSA 103 or BUSA 104
Decision-making in business environments with emphasis on quantitative techniques and optimization models such as linear programming, decision trees, expected monetary values, probability concepts, statistical estimation, and computer solutions.
MKT 321 International Marketing (3 credits)
This course examines foreign trade, world marketing environment and world market techniques and patterns. International marketing management; trade regulation, customs compliance and international commerce regulating marketing practices are included.

MKT 322 Principles and Techniques of Advertising (3 credits)
This course focuses on advertising and sales promotion management, with an emphasis on media strategy, advertising campaigns, legal implications, budgeting and consumer response and behavior.

MKT 323 Public Relations (3 credits)
This course examines the role of public relations as a managerial function within organizations and as an influence in this era of global communication. Central to the course is the study of research methods, theory, ethics, and laws. Case studies encourage students to apply PR problem-solving strategies, tactics, and techniques.

Military Science Courses

MLSC 101 Introduction to Military Science I (1 Credit)
This course introduces the roles and mission of the Army, Army customs and traditions, and the personal challenges and competencies that are critical for effective leadership. You will learn how the personal development of life skills such as goal setting, time management, physical fitness and stress management relate to leadership, officership and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. While this class is available for open enrollment, students that have formally contracted into the ROTC program must maintain a minimum aggregate GPA of 2.0. Contracted Cadets failing to maintain a minimum aggregate GPA of 2.0 in all Military Science courses are subject to adverse action or dismissal from the program. Contracted Cadets who do not earn at least a C grade in a Military Science course must gain approval from the instructor to register for additional Military Science courses. Students registering for courses for which they have previously received academic credit are advised that repeat courses will not result in additional academic credit. NOTE: Students must participate in one weekend exercise. Leadership lab (MLSC 403) is required for Army ROTC students.

Repeatability: This course may not be repeated for additional credits.

Management-Marketing – Accelerated/Extended Learning Courses

MKT 209 Marketing Theory and Practice (3 credits)
This course is a practical exploration of the dynamic field of marketing. Students learn about developing marketing strategy, customer satisfaction and loyalty, e-commerce, and segmentation. Students create a marketing plan, tying theory together with hands-on application of actual marketing practice.

MKT 302 Consumer Behavior (3 credits)
This course examines the analysis of consumer buying patterns, sales strategies, target marketing and the analysis of research results for rapid response to data. Emphasis is placed on implications of consumer use of the Internet and e-commerce as a buying medium.

MKT 320 Managing Sales (3 credits)
This course examines management of the sales force. Topics include selling policies and organizational structure, training, compensation, territory assignment and trend analyses. Participant-driven case development provides culminating course focus.
Nursing Courses

NUFT 202  Introduction to Professional Nursing  (2 credits)
Corequisites: NUFT 204 and NUFT 347
This course introduces the student to the Holy Family University BSN Program curriculum and the profession of nursing. It is designed to provide the student with opportunities to develop critical thinking skills through the use of the nursing process. Professional values, standards, and guidelines are examined as a basis for discussion of the current and emerging roles of the professional nurse.

NUFT 204 Foundations of Nursing Practice  (5 credits)
Corequisites: NUFT 202 and NUFT 347
This course is designed to introduce students to fundamental concepts in nursing care. The nursing process is used as the framework for clinical reasoning. Emphasis is placed on developing basic skills needed to assess, plan, implement, and evaluate selected nursing interventions and technologies. Students gain competency through practice in a supportive and supervised environment in a nursing laboratory.

NUFT 234 Nursing Pathways to Progress  (3 credits)
Prerequisite: Withdrawal from or receiving a failing grade in a nursing course.
The Pathway to Progress will result in student achievement of nursing course and curricular objectives in which there is a known deficiency using a structured individualized plan of study. Students will participate in the Pathway to Progress the semester after withdrawal from a nursing course or after receiving a failing grade in a nursing course. Students will be permitted to continue to progress in the program after successful completion of the Pathway to Progress pending course space availability.

NUFT 341 Medical-Surgical Nursing I  (7 credits)
Prerequisites: NUFT 202, 204, 200, 347
Corequisite: NUFT 343
This course provides the student with an immersion into professional nursing. Health assessment and illness prevention is presented through a concept-based framework. Students are introduced to the nursing care of individuals experiencing selected health alterations with concurrent clinical experiences.

NUFT 343 Applied Pharmacology for Nursing Care I  (2 credits)
Prerequisites: NUFT 202, 204, 200, 347
Corequisites: NUFT 341
Pharmaceutical aspects of nursing care are introduced and applied across the lifespan to individuals and families experiencing selected health alterations. Pharmacologic actions and responses associated with major drug classifications, nursing assessment, and patient/family education are emphasized.
NUFT 345 Nursing and Older Adult Health Promotion (2 credits)
Prerequisites: NUFT 202, 204, 341, 343, 351, 353, 341, 343, 442
Corequisites: NUFT 435, NUFT 461

The physiological, psychosocial, cultural, spiritual, and environmental changes experienced by older individuals and their families are examined. Theories of aging, as well as healthy aging, restorative care, and supportive interventions to promote and maintain wellness in older adults are explored. Emphasis is placed on the roles of the nurse as coordinator of care for older adults and their families. The special advocacy issues of older clients and their families are also addressed.

NUFT 347 Transition to Clinical Nursing (1 credit)
Corequisites: NUFT 202, 204

This course provides for the integration of concepts and theories into nursing practice. The discussion and presentation of case studies will facilitate synthesis of level content and previous learning. Students will be actively working in groups throughout the semester. The course will facilitate beginning 300 level nursing students' successful transition into clinical nursing courses.

NUFT 349 Psychiatric-Mental Health Nursing (3 credits)
Prerequisite: NUFT 202, 204, 341, 343, 351, 353, 431, 433
Corequisites: NUFT 442

This course introduces students to psychiatric-mental health nursing and focuses on health restoration and maintenance of patients across the lifespan. Concepts of critical thinking, evidence-based practice, communication/collaboration, professional leadership, healthcare policy, cultural humility, professional values, and information technology are presented within the context of the nurse as a member of a profession, provider of care, and leader/manager of health care.

NUFT 351 Medical-Surgical Nursing II (7 credits)
Prerequisites: NUFT 202, 204, 341, 343, 347
Corequisites: NUFT 353

This course provides the student with a continued immersion into professional nursing. Health assessment, illness prevention, health restoration, and palliation are presented through a concept-based framework. The nursing care of individuals experiencing selected health alterations is continued with concurrent clinical experiences.

NUFT 353 Applied Pharmacology for Nursing Care II (2 credits)
Prerequisites: NUFT 202, 204, 341, 343, 347
Corequisites: NUFT 351

Advanced pharmacotherapeutic aspects of nursing care are explored and applied across the life span to individuals and families experiencing selected health alterations. Pharmacologic actions and responses associated with major drug classifications, nursing assessment, and patient/family education are emphasized.

NUFT 355 Research for Evidence-Based Nursing Practice (3 credits)
Prerequisites: NUFT 202, 204, 341, 343, 345, 347, 349, 351, 353, 431, 433, 442, 461, 435
Corequisites: NUFT 444, NUFT 446

Using critical thinking skills, students develop an understanding of the research process so that they are able to read, interpret, and begin to evaluate research findings for application to nursing practice.

NUFT 431 Nursing Care of the Childbearing Family (4 credits)
Prerequisites: NUFT 202, 204, 341, 343, 347, 351, 353
Corequisites: NUFT 433

Emphasis is placed on using a family-centered approach to examine the physiological and psychosocial aspects of childbearing. Low and high-risk pregnancies and the impact on the family are explored. Concurrent clinical experiences provide opportunities to apply evidence-based nursing care to address the health promotion, maintenance, and restoration needs of the childbearing family.

NUFT 433 Nursing Care of Children (4 credits)
Prerequisites: NUFT 202, 204, 341, 343, 347, 351, 353
Corequisites: NUFT 431

Promotion, maintenance and restoration of health in infancy and childhood is examined using evidence-based nursing practice. Environmental influences on the child's physical, social and psychological health are explored. Legal, ethical and cultural influences on healthcare in childhood are considered. Multidisciplinary relationships, with the family at the center of care, are discussed in the context of holistic, humanistic and altruistic nursing practice. Concurrent clinical experiences provide opportunities to apply critical thinking.

NUFT 435 Transition to Professional Role I (1 credit)
Prerequisites: NUFT 202, 204, 341, 343, 347, 351, 353, 431, 433, 442
Corequisites: NUFT 461, NUFT 345

This course provides the student with a review of the integration of nursing concepts. Students participate in an interactive application through the utilization of exam questions and essential concept review.

NUFT 442 Aggregate Based Nursing Care (5 credits)
Prerequisites: NUFT 202, 204, 341, 343, 347, 351, 353
Corequisite: NUFT 349

The components of nursing and aggregate based care in the community setting are emphasized. Focus is placed on health promotion and disease prevention. Health policy, environmental health risks, and global health are explored. Concurrent clinical experiences facilitate application of course content.
NUFT 444 Leadership (5 credits)
Prerequisites: NUFT 202, 204, 341, 343, 345, 347, 349, 351, 353, 431, 433, 442, 461, 435
Corequisite: NUFT 355, 446
This course provides students with the opportunity to apply leadership principles and evaluate various roles of the professional nurse. Students analyze patient safety initiatives that support safe and effective care based on current evidence-based practices. Students critically appraise current issues and trends in nursing and health care and their effects on patient outcomes and the economy of health care.

NUFT 446 Transition to Professional Role II (1 credit)
Prerequisites: NUFT 202, 204, 341, 343, 345, 347, 351, 353, 431, 433, 442, 461, 435
Corequisite: NUFT 355, 444
This course provides the student with a review of the integration of nursing concepts. Students participate in an interactive application through the utilization of exam questions and essential concept review.

NUFT 461 Medical-Surgical Nursing III (5 credits)
Prerequisites: NUFT 202, 204, 341, 343, 347, 349, 351, 353, 431, 433, 442
Corequisite: NUFT 345, 435
This course provides an opportunity for the student to care for complex patient in a variety of acute care settings. Nursing care will address health assessment, illness prevention, and health restoration to promote optimal functioning for patients with multiple health care problems. Patients with multiple organ dysfunctions are cared for across the lifespan.

NURS 202 Introduction to Professional Nursing (2 credits)
Prerequisites: GSCI 107 or core lab course, Writing I, Writing II, Mathematics core course, BIOL 207, BIOL 208
Corequisites: NURS 204, NURS 206, BIOL 206, PSYC 208
This course introduces the student to the Holy Family University BSN Program curriculum and the profession of nursing. It is designed to provide the student with opportunities to develop critical thinking skills through the use of the nursing process. Professional values, standards, and guidelines are examined as a basis for discussion of the current and emerging roles of the professional nurse.

NURS 204 Foundations of Nursing Practice (5 credits)
Prerequisites: GSCI 107 or core lab course, Writing I, Writing II, Mathematics core course, BIOL 207, BIOL 208
Corequisites: NURS 202, NURS 206, BIOL 206, PSYC 208
This course is designed to introduce students to fundamental concepts in nursing care. The nursing process is used as the framework for clinical reasoning. Emphasis is placed on developing basic skills needed to assess, plan, implement, and evaluate selected nursing interventions and technologies. Students gain competency through practice in a supportive and supervised environment in a nursing laboratory.

NURS 206 Nutrition (3 credits)
Prerequisite: GSCI 107 or core lab course, Writing I, Writing II, Mathematics core course, BIOL 207, BIOL 208
Corequisites: NURS 202, NURS 204, BIOL 206, PSYC 208
This course emphasizes Healthy People. Initiatives for health promotion and health restoration are studied. Students develop the knowledge and critical thinking skills necessary to provide nutrition education, care for individuals and families from various cultures, and identify community resources for nutritional care.

NURS 234 Nursing Pathways to Progress (3 credits)
Prerequisite: Withdrawal from or receiving a failing grade in a nursing course.
The Pathway to Progress will result in student achievement of nursing course and curricular objectives in which there is a known deficiency using a structured individualized plan of study. Students will participate in the Pathway to Progress the semester after withdrawal from a nursing course or after receiving a failing grade in a nursing course. Students will be permitted to continue to progress in the program after successful completion of the Pathway to Progress pending course space availability.

NURS 341 Medical-Surgical Nursing I (7 credits)
Prerequisite: BIOL 206, PSYC 208, 200 level NURS courses
Corequisites: NURS 343, NURS 345, NURS 347, MATH 130
This course provides the student with an immersion into professional nursing. Health assessment and illness prevention is presented through a concept-based framework. Students are introduced to the nursing care of individuals experiencing selected health alterations with concurrent clinical experiences.

NURS 343 Applied Pharmacology for Nursing Care I (2 credits)
Prerequisites: BIOL 206, PSYC 208, 200 level NURS courses
Corequisites: NURS 341, NURS 345, NURS 347, MATH 130
Pharmacotherapeutic aspects of nursing care are introduced and applied across the lifespan to individuals and families experiencing selected health alterations. Pharmacologic actions and responses associated with major drug classifications, nursing assessment, and patient/family education are emphasized.

NURS 345 Nursing and Older Adult Health Promotion (2 credits)
Prerequisites: BIOL 206, PSYC 208, 200 level NURS courses
Corequisites: NURS 341, NURS 343, NURS 347, MATH 130
The physiological, psychosocial, cultural, spiritual, and environmental changes experienced by older individuals and their families are examined. Theories of aging, as well as healthy aging, restorative care, and supportive interventions to promote and maintain wellness in older adults are explored. Emphasis is placed on the roles of the nurse as coordinator of care for older adults and their families. The special advocacy issues of older clients and their families are also addressed.
NURS 347 Transition to Clinical Nursing (1 credit)
Prerequisites: BIOL 206, PSYC 208, 200 level NURS courses
Corequisites: NURS 341, NURS 343, NURS 345, MATH 130
This course provides for the integration of concepts and theories into nursing practice. The discussion and presentation of case studies will facilitate synthesis of level content and previous learning. Students will be actively working in groups throughout the semester. The course will facilitate beginning 300 level nursing students’ successful transition into clinical nursing courses.

NURS 349 Psychiatric-Mental Health Nursing (3 credits)
Prerequisite: NURS 341, NURS 343, NURS 345, NURS 347, MATH 130
Corequisites: NURS 351, NURS 353, NURS 354
This course introduces students to psychiatric-mental health nursing and focuses on health restoration and maintenance of patients across the lifespan. Concepts of critical thinking, evidence-based practice, communication/collaboration, professional leadership, healthcare policy, cultural humility, professional values, and information technology are presented within the context of the nurse as a member of a profession, provider of care, and leader/manager of health care.

NURS 351 Medical-Surgical Nursing II (7 credits)
Prerequisites: NURS 341, NURS 343, NURS 345, NURS 347, MATH 130
Corequisites: NURS 349, NURS 353, NURS 354
This course provides the student with a continued immersion into professional nursing. Health assessment, illness prevention, health restoration, and palliation are presented through a concept-based framework. The nursing care of individuals experiencing selected health alterations is continued with concurrent clinical experiences.

NURS 353 Applied Pharmacology for Nursing Care II (2 credits)
Prerequisites: NURS 341, NURS 343, NURS 345, NURS 347, MATH 130
Corequisites: NURS 349, NURS 353, NURS 354
Advanced pharmacotherapeutic aspects of nursing care are explored and applied across the life span to individuals and families experiencing selected health alterations. Pharmacologic actions and responses associated with major drug classifications, nursing assessment, and patient/family education are emphasized.

NURS 355 Research for Evidence-Based Nursing Practice (3 credits)
Three classroom hours per week.
Using critical thinking skills, students develop an understanding of the research process so that they are able to read, interpret, and begin to evaluate research findings for application to nursing practice.

NURS 390 Essential Elements of Perioperative Nursing Practice (4 credits)
This introductory course to perioperative nursing practice is designed to facilitate articulation for the nursing graduate or experienced RN to a professional operating room nurse through classroom and preceptored clinical experiences. The course focuses on developing perioperative nursing skills. Peer support and continuous feedback will be provided throughout the experience.

NURS 410 Independent Study (1-6 credits)
Various topics as needed or assigned.

NURS 431 Nursing Care of the Childbearing Family (4 credits)
Prerequisites: NURS 349, NURS 351, NURS 353
Corequisites: NURS 433, NURS 435, NURS 461
Emphasis is placed on using a family-centered approach to examine the physiological and psychosocial aspects of childbearing. Low and high-risk pregnancies and the impact on the family are explored. Concurrent clinical experiences provide opportunities to apply evidence-based nursing care to address the health promotion, maintenance, and restoration needs of the childbearing family.

NURS 433 Nursing Care of Children (4 credits)
Prerequisites: NURS 349, NURS 351, NURS 353
Corequisites: NURS 431, NURS 435, NURS 461
Promotion, maintenance and restoration of health in infancy and childhood is examined using evidence-based nursing practice. Environmental influences on the child’s physical, social and psychological health are explored. Legal, ethical and cultural influences on healthcare in childhood are considered. Multidisciplinary relationships, with the family at the center of care, are discussed in the context of holistic, humanistic and altruistic nursing practice. Concurrent clinical experiences provide opportunities to apply critical thinking.

NURS 435 Transition to Professional Role I (1 credit)
Prerequisites: NURS 349, NURS 351, NURS 353
Corequisites: NURS 431, NURS 433, NURS 461
This course provides the student with a review of the integration of nursing concepts. Students participate in an interactive application through the utilization of exam questions and essential concept review.

NURS 442 Aggregate Based Nursing Care (5 credits)
Prerequisites: NURS 341, NURS 343, NURS 345, NURS 461
Corequisites: NURS 444, NURS 446
The components of nursing and aggregate based care in the community setting are emphasized. Focus is placed on health promotion and disease prevention. Health policy, environmental health risks, and global health are explored. Concurrent clinical experiences facilitate application of course content.

NURS 444 Leadership (5 credits)
Prerequisites: NURS 341, NURS 343, NURS 345, NURS 461
Corequisites: NURS 442, NURS 446
This course provides students with the opportunity to apply leadership principles and evaluate various roles of the professional nurse. Students analyze patient safety initiatives that support safe and effective care based on current evidence-based practices. Students critically appraise current issues and trends in nursing and health care and their effects on patient outcomes and the economy of health care.
NURS 446 Transition to Professional Role II (1 credit)
Prerequisites: NURS 431, NURS 433, NURS 435, NURS 461
Corequisites: NURS 442, NURS 444
This course provides the student with a review of the integration of nursing concepts. Students participate in an interactive application through the utilization of exam questions and essential concept review.

NURS 461 Medical-Surgical Nursing III (5 credits)
Prerequisites: NURS 349, NURS 351, NURS 353
Corequisites: NURS 431, NURS 433, NURS 435
This course provides an opportunity for the student to care for complex patient in a variety of acute care settings. Nursing care will address health assessment, illness prevention, and health restoration to promote optimal functioning for patients with multiple health care problems. Patients with multiple organ dysfunctions are cared for across the lifespan.

Nursing – Accelerated/Extended Learning Courses

NUR 352 Family Assessment (3 credits)
This course refines family assessment and data collection skills. A multidimensional approach to understanding family health and adaptation to acute or chronic illness across the lifespan is presented. Field experiences provide an opportunity to utilize assessment strategies and develop a comprehensive, family-oriented database. Current family health issues are examined.

NUR 354 Research in Nursing Practice (3 credits)
Prerequisite: BUS 210 Statistics
This course encourages students to use critical thinking skills to understand the research process, so that they are able to read, interpret, and begin to evaluate research findings for application to nursing practice.

NUR 358 Global Health (3 credits)
This course provides an overview of health and healthcare from a global perspective. The United Nations’ Millennium Goals and the World Health Organization’s Global Health Agenda serve as frameworks for exploring global health issues. The course focuses on enhancing knowledge and understanding of international and national health concerns and proposed solutions. Emphasis is placed on developing students’ cultural competency skills and expanding perspectives of one’s personal and professional roles in promoting global health.

NUR 404 Nursing Quality and Patient Safety (3 credits)
Students will obtain the knowledge and skill to operationalize, critically appraise, improve, and communicate the quality and safety of nursing care. Through classroom instruction and a practicum experience, students will integrate evidence-based practice, data analysis, professional development, leadership, accountability, and communication into a framework that defines and facilitates the improvement of the quality and safety of nursing care.

NUR 442 Aggregate Based Nursing Care (3 credits)
Prerequisites: Completion of Nursing and Core Requirements
The components of nursing and aggregate based care in the community setting are emphasized. Focus is placed on health promotion and disease prevention. Health policy, environmental health risks, and global health are explored. Concurrent clinical experiences facilitate application of course content.

NUR 444 Clinical Competence Practicum (3 credits)
Completion of Nursing and Core Requirements
This course integrates learning experiences and evidence of clinical competence. Special emphasis is placed on implementation of change in response to an identification of needs/problems in selected populations. The major assignment is an evidence-based project that grows out of the learner’s interest in a specific population, professional nursing roles and selected settings.

NUR 450 Contemporary Issues in Health Care Delivery (3 credits)
This course offers an overview of the health care system, including studying the delivery system in a historical context, and comparing the U.S. model with those of other countries. Legal, ethical, financial, and quality of care issues peculiar to the system, as well as implications for the profession, are examined. Political, economic, and social influences on health policy and reform efforts are explored.

NUR 452 Leadership in Nursing Practice (3 credits)
This course presents the concepts of leadership, management, professionalism, and the interaction among these elements. Seminar format is used to expand student knowledge of nurse decision-making and change theory. Enhanced personal and organizational awareness, motivation, and communication within working relationships are explored to guide the student toward ethical, effective, and meaningful leadership.
Philosophy Courses

PHIL 101 Introduction to Philosophy (3 credits)
Satisfies core requirement HQ
Introductory exploration of several important philosophical problems, such as the existence of God, free will and determinism, the mind/body problem, and the nature of moral responsibility.

PHIL 103 Honors Introduction to Philosophy (3 credits)
Prerequisite: Permission of the School Dean or designee
Satisfies core requirement HQ
Introduction of a variety of philosophical problems by careful attention to original texts.

PHIL 201 Philosophy of Human Nature (3 credits)
Satisfies core requirement HQ
Offered odd-numbered years, Fall or Spring
Investigation into the principles characterizing human nature and human destiny from historical and contemporary perspectives. Study of issues such as the relationship between human beings and other animals; the nature of soul and mind and brain; the relation between thought and action; the character of laws of human behavior and their implications for freedom of will.

PHIL 202 Logic (3 credits)
Satisfies core requirement HQ
Offered Fall and Spring semesters
Rules and principles of informal logic, and formalized systems of deductive logic, including syllogisms, truth-functions, and quantificational logic. Introduction to symbolic logic and formal methods of proof.

PHIL 205 Bioethics (3 credits)
Analysis of ethical principles in their relationship to medicine, nursing, and scientific research. The problems of the rights of patients. The rights and duties of physicians and nurses. Specific problems such as euthanasia, artificial insemination, and dying.

PHIL 207 Philosophy of Religion (3 credits)
Satisfies core requirement but does not satisfy religious studies requirement
Offered every year, Fall or Spring
Analysis of the concept of religion and the idea of Theism. Exploration of fundamental questions raised in the Judeo-Christian tradition, such as God’s existence, nature and character; justification of religious belief; the problem of evil; the relation between religion and morality; miracles; and the problem of immortality.

PHIL 208 Business Ethics (3 credits)
Examination of selected major ethical problems specific to the American business world. Considers theoretical issues relating business activities to various concepts of human good in the light of actual case studies.

PHIL 256 Law and Ethics in Media (3 credits)
See COMM 256
Offered Spring semester
This course deals with issues of fairness and propriety in the various media. It examines the need for truthfulness and impartiality in reporting. It studies law articles and legal cases, writings of media critics, and writings of philosophers.

PHIL 301 Ethics (3 credits)
Satisfies core HQ
Offered every year, Fall or Spring
Critical examination of the problems and concepts of moral philosophy in classical and contemporary contexts. Detailed analysis of ethical theories such as utilitarianism, deontology, communitarianism, and virtue theory.

PHIL 303 Philosophy of Art (3 credits)
Offered every year, Fall or Spring
Analysis of aesthetic work, experience, person, and act. Study of topics such as the analysis of beauty, aesthetic judgment, representation and expression, art and moral responsibility, art and religious expression, the creative activity, the relation between art and theory, and the task of aesthetic criticism.

PHIL 305 World Views (3 credits)
Investigation of various interpretations of reality. Discussions of topics such as scientific realism, evidential truth and scientific methodology, theoretical physics, cosmology, science and religion, and their metaphysical assumptions.

PHIL 307 Social Ethics (3 credits)
Offered every year, Fall or Spring
Analysis of contemporary social issues such as world hunger, gender equality, pornography and censorship, and affirmative action. Emphasizes critical reading of diverse views on the central ethical questions raised by such issues.

PHIL 325 Junior Seminar (3 credits)
Prerequisite: Six credit hours in Philosophy
See PHIL 425
Intensive study of the work of a major philosopher, a particular philosophical problem, method, or period. Recommended for Humanities majors.

PHIL 425 Senior Seminar (3 credits)
Prerequisite: Six credit hours in Philosophy
See PHIL 325
Intensive study of the work of a major philosopher, a particular philosophical problem, method or period. Recommended for Humanities majors.
PHIL 426 Independent Study (3 credits)
Permission of the School Dean or designee is required.

PHIL 435 Philosophy of Evil (3 credits)
A systematic examination of the concept of evil: its etymology and analysis, mythological and historical development, and philosophical psychology.

PHIL 433 Philosophy of Justice (3 credits)
An examination of classic and contemporary defenses and critiques of the major discussions of the conceptions of justice.

PHIL 499 Special Topics (3 credits)
Examines a particular treatise of a philosopher, a specific idea, or a specific philosophical issue. Since the topic changes each time it is offered, students may take several courses in this sequence.

Philosophy – Accelerated/Extended Learning Courses

PHL 101 Introduction to Philosophy (3 credits)
This course challenges and supports participants to develop the basic skills employed in philosophical thinking. Major philosophical questions to be addressed include: human nature, the nature of reality and being, the existence of God, sources of knowledge, and the foundations of ethics and morality.

PHL 202 Logic (3 credits)
Rules and principles of informal logic and formalized systems of deductive logic, including syllogisms, truth functions and quantificational logic. Introduction to symbolic logic and formal methods of proof.

PHL 205 Bioethics (3 credits)
Analysis of ethical principles in their relationship to medicine, nursing, and scientific research. The problems of the rights of patients. The rights and duties of physicians and nurses. Specific problems such as euthanasia, artificial insemination, and dying.

PHL 304 Contemporary Moral Philosophy (3 credits)
This course challenges students to develop the conceptual and reasoning skills necessary for addressing the moral issues confronted in everyday life and enable them to make better decisions. A final paper involves presenting and defending a moral issue.

Physics Courses

PHYS 102 The Science of Physics (3 credits)
A comprehensive introduction to physics for non-majors. Examines the historical development and significance of major concepts and theories of classical and modern physics and their role in everyday life.

PHYS 201, 201L General Physics I (4 credits)
Prerequisite: one semester of calculus.
Three hours of lecture and one 2-hour lab.
Basic physical properties and applications. Vectors, force, rectilinear motion, rotational motion, motion in a plane, momentum, gravitational fields, work, energy, periodic motion, elasticity, heat, kinetic theory, nature of waves and sound.

PHYS 202, 202L General Physics II (4 credits)
Prerequisites: PHYS 201, 201L
Three hours of lecture and one 2-hour lab.
Electrostatics, electric fields, potential, capacitance, D.C. circuits, magnetic fields, magnetic forces, induced EMF, nature and physical properties of light, geometrical optics, basic atomic and nuclear physics.

Political Science Courses

POLS 204 American National Government (3 credits)
Offered in the Spring semester
Structure and operation of the American system of government on local, state, and national levels with reference to the contemporary political scene.

POLS 206 The Presidency (3 credits)
Analysis of the nature and role of the American presidency and its effectiveness, including presidential power, the constitutional basis of the presidency, the role of the executive office and the White House staff, and the relationship of personality traits to the exercise of presidential power.

POLS 210 Introduction to International Relations (3 credits)
Satisfies core requirement NE
Offered in Fall semester
This course offers an introduction to the nation-state system; the development and organization of nation-states, blocs and international organizations and the factors, both external and internal, that affect stability and change in the system.

POLS 211 Scientific Writing for the Social and Behavioral Sciences (3 credits)
Prerequisite: PSYC 110 and ENGL 102
See PSYC 211 and SOCO 211
Provides a solid foundation for writing in APA style, communicating research findings, and improving upon basic writing skills. Students will write documents used to communicate information from scientific literature in the social and behavioral sciences and will learn to write in a variety of formats (e.g., abstracts, poster presentations, journal-style manuscripts).

POLS 308 American Political Parties (3 credits)
A view of the political issues and controversies of the United States as revealed in the major and minor political parties that have arisen during the history of the country. This course also examines voting behavior and elections.
POL 311 Statistics for Social and Behavioral Sciences (3 credits)
See PSYC 311 and SOCO 311
Introduction to the statistical analysis of behavioral and social data, including descriptive and inferential statistics. Designed to provide students with the applications of statistical concepts rather than an emphasis on their mathematical derivations.

POL 315 Political Thought (3 credits)
Readings and discussions of political writings including Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Hobbes, Locke, Rousseau, Bentham, Mill, Hume, Burke, Marx, and Keynes.

POL 316 Constitutional Law (3 credits)
Offered in the Fall semester
Survey of American constitutional law and its application to the judicial, legislative, and executive branches of government. Recent developments in such areas as federalism, freedom of religion, freedom of speech, privacy, and the death penalty will be discussed.

POL 319 Women, Law and Politics in the United States (3 credits)
Examines the broad range of policy areas that affect women and how the cultural, legal, and political changes have created a need for public policy with respect to women’s rights in the United States. Analyzes political participation, women’s voting behavior, sex discrimination, and Supreme Court case law on women’s issues.

POL 321 Comparative Political Systems (3 credits)
Offered in the Spring semester, odd numbered years
Description and analysis of different national political systems, including parliamentary and presidential democracies, authoritarian governments, and developing nations.

POL 323 Quantitative Research Methods (3 credits)
Prerequisite: PSYC 311 or SOCO 311
See PSYC 323 and SOCO 323
Introduction to quantitative research methods such as experimentation, survey, interview, and secondary data analysis. Consideration of design, measurement, and sampling issues, emphasizing detailed planning prior to data collection and analysis. Students will learn how to collect data which are then analyzed using statistics.

POL 324 Qualitative Research Methods (3 credits)
See PSYC 324 and SOCO 324
Introduction to qualitative research methods such as narrative analysis, phenomenological investigation, grounded theory, case study, and ethnography. Consideration of the richness of qualitative data, and insights and generalizations that can be made through such data. Students will collect and analyze data using statistics and other methods.

POL 335 Issues in Contemporary American Foreign Policy (3 credits)
This course examines the processes that have created U.S. foreign policy since World War II. It analyzes the relative influences exercised on U.S. foreign policy by the executive and legislative branches of government, and by other external constraints, including special interest groups and the United Nations.

POL 350 Internship (3 credits)
Designed to provide professional experiences that blend theoretical and practical learning. Students must contact internship instructor prior to registration.

POL 365 International Law and Organization (3 credits)
Offered even numbered years in the Spring semester
Examines the principles, foundations, and institutions of international law regulating diplomatic, financial, commercial, maritime, and cultural transactions among nations, including the emerging focus on human rights, as well as the restraints on the use of force in international relations.

POL 430 Senior Seminar (3 credits)
This senior capstone course provides political science majors an in-depth study of the public policy-making and evaluation processes. The course is designed to provide the organizational context in which public policy is made including the processes of public policy formulation, implementation, evaluation, and modification.

POL 499 Special Topics (3 credits)
A series of courses devoted to 1 or more political themes, topics, or issues. Content material and focus vary each time; several in the series may be taken for credit.

Political Science – Accelerated/Extended Learning Courses

POL 210 International to International Relations (3 credits)
This course provides an introduction to international relations. Specifically, students analyze political theories, historical events, national economies, and world geography. Particular emphasis is placed on the impact of American business development in relation to the nation’s foreign policy.

Psychology Courses

PSYC 102 Psychology as a Natural Science (3 credits)
An introduction to psychology from a physiological/experimental perspective. Examines human and animal behavior, providing psychology majors with a solid foundation in the biological determinants of behavior. Discusses research design, measurement, and sampling; foundations of neuroscience; sensation and perception; states of consciousness; learning and memory; emotion and motivation; and the higher cognitive processes of thinking and reasoning.

PSYC 110 Introduction to Psychology (3 credits)
An introduction to the study of human behavior. Explores the origins of psychology as well as the major subfields within the domain, including: the history of psychology, research methods, biological psychology, social psychology, stress and coping, psychological disorders, treatment of psychological disorders, learning, emotion, motivation, and human development.
PSYC 206 Child and Adolescent Development (3 credits)
May not be combined with PSYC 208
The study of human growth and development from conception through childhood and adolescence within the biological, cognitive, and psychosocial domains. Emphasis on contemporary theories and research.

PSYC 207 Adult Development and Aging (3 credits)
May not be combined with PSYC 208
See SOCO 207
Offered in Spring semester only
Multidisciplinary exploration of the biological, psychological, and social domains of the lives of adults. Includes theoretical perspectives on changes in adult experience beginning in the second decade.

PSYC 208 Lifespan Development for Non-Majors (3 credits)
May not be combined with either PSYC 206 or PSYC 207
Not recommended for psychology majors
Multidisciplinary study of human growth from conception until death within the biosocial, social, cognitive, and psychosocial domains. Emphasis on contemporary theories and research.

PSYC 210 Gender Issues (3 credits)
See SOCO 210
Offered in Fall semester only
Analysis through reading and discussion of the physiological, social, emotional, and cultural correlates of gender. Expectation for gender-typed behavior is contrasted with the realities of men’s and women’s lives.

PSYC 211 Scientific Writing for the Social and Behavioral Sciences (3 credits)
Prerequisite: PSYC 101 or PSYC 110 and ENGL 102
See POLS 211 and SOCO 211
Provides a solid foundation for writing in APA style, communicating research findings, and improving upon basic writing skills. Students will write documents used to communicate information from scientific literature in the social and behavioral sciences and will learn to write in a variety of formats (e.g., abstracts, poster presentations, journal-style manuscripts).

PSYC 212 Psychology of Health and Illness (3 credits)
Explores the relationship between psychological factors and the development of illnesses, the role that these factors play in maintaining a healthy lifestyle and preventing disease, and how psychologists can assist in the management of chronic and terminal illnesses.

PSYC 215 Industrial and Organizational Psychology (3 credits)
See MNMK 306
Demonstration via case studies of the use of psychological principles to deal with work problems. Consideration of employee selection and training, behavior modification in industry, leadership styles, and motivational techniques.

PSYC 220 Addictions-A Lifespan Perspective (3 credits)
See SOCO 220
An overview of central issues in various dependencies including chemical, eating, and gambling. Addresses conceptual and definitional issues as well as different perspectives on diagnosis, intervention, treatment, and prevention. Exploration of psychosocial, structural, and cultural aspects of addictions.

PSYC 275 The Sociology and Psychology of Sport (3 credits)
See SOCO 275 and SPMM 275
Offered in Fall semester only
Emphasizes the societal context of sport as a social institution, as well as the psychological aspects of involvement in the world of sports. Discusses the relationship between societal values, culture, and the behavior of men and women participating in sports.

PSYC 305 Physiological Psychology (3 credits)
Prerequisite: PSYC 102 or PSYC 110 or BIOL 120
Introduction to the statistical analysis of behavioral and social data, including descriptive and inferential statistics. Designed to provide students with the applications of statistical concepts rather than an emphasis on their mathematical derivations.

PSYC 311 Statistics for Social and Behavioral Sciences (3 credits)
See POLS 311 and SOCO 311
Prerequisite: PSYC 101 or PSYC 110
This course explores the evolution of modern psychological thought and methodology, from early theoretical paradigms to more contemporary perspectives. Major contributors to the field are highlighted, as is the influence of cultural and political forces on psychological theory and practice.

PSYC 318 Globalization (3 credits)
Prerequisite: PSYC 110 or PSOC 110
See SOCO 318
This course examines contemporary global issues from various perspectives within the social sciences. Specifically, this course will attempt to broaden the student’s worldview and expand knowledge of global issues by emphasizing the sociological, psychological, geographical, political, and economic influences on globalization.
PSYC 322 Research Methods (3 credits)  
Prerequisite: PSYC 311  
See SOCO 322  
Introduction to qualitative and quantitative research methods such as experimentation, survey, interview, secondary data analysis, and observation. Consideration of design, measurement, and sampling issues, emphasizing detailed planning prior to data collection and analysis. Students will learn how to collect data, which are then analyzed using statistics.

PSYC 324 Qualitative Research Methods (3 credits)  
See POLS 324 and SOCO 324  
Introduction to qualitative research methods such as narrative analysis, phenomenological investigation, grounded theory, case study, and ethnography. Consideration of the richness of qualitative data, and insights and generalizations that can be made through such data. Students will collect and analyze data using statistics and other methods.

PSYC 331 Sensation and Perception (3 credits)  
Prerequisite: PSYC 102 or PSYC 110 or BIOL 120  
Offered in Fall semester only  
Discussion of structure, function, and interpretative properties of the senses. Emphasis on vision and hearing.

PSYC 332 Cognitive Processes (3 credits)  
Prerequisite: PSYC 102 or PSYC 110 or BIOL 120  
Offered in Spring semester only  
Discussion of higher mental functions such as memory, thinking, language, and problem-solving through examination of contemporary research in the field.

PSYC 333 Behavior Modification (3 credits)  
Prerequisite: PSYC 101 or PSYC 110  
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.

PSYC 341 Family Violence (3 credits)  
See SOCO 341  
A family systems perspective on physical, sexual, and emotional abuse of and by family members. Studies spousal, parental, child, sibling, and elder abuse and neglect as they exist in American society. Highlights common elements in all types of abuse as well as treatment and prevention.

PSYC 342 Loss and Grief (3 credits)  
See SOCO 342  
Examination of the dynamics of loss and mourning, societal attitudes about death, and the stress of grief and mourning. Explores cultural variations in dealing with loss and death.

PSYC 343 Social Psychology (3 credits)  
Prerequisite: PSYC 101 or PSYC 110  
Study of the individual within the social context. Addresses the reciprocal influences between everyday social situations and the individual. Special topics include: aggression, relationships, person perception, conformity and obedience, prejudice, and group processes.

PSYC 344 Group Dynamics (3 credits)  
Study of the dynamics of group life and the variables that affect it from a theoretical and experiential perspective. Active participation by students is encouraged.

PSYC 345 Abnormal Psychology (3 credits)  
Prerequisite: PSYC 101 or PSYC 110  
Study of abnormal behavior in individuals; theoretical formulations of psychopathology; classification, etiology, and treatment of the major classes of abnormal behavior including schizophrenia, depression, anxiety disorders, substance abuse, psychosomatic problems, and organic syndromes.

PSYC 346 Theories of Personality (3 credits)  
Prerequisites: PSYC 101 or PSYC 110  
Survey of major personality theorists, attempting to critique, integrate, and apply their major constructs and research findings.

PSYC 350 Internship I (3 credits)  
Prerequisites: Junior status and permission of the School Dean or designee  
Designed to provide professional experiences that blend theoretical and practical learning. Students must contact psychology internship instructor prior to registration.

PSYC 351 Internship II (3 credits)  
Prerequisites: PSYC 350  
This course is a continuation of the internship experience. Students must contact psychology internship instructor prior to registration.

PSYC 352 Junior Seminar in Psychology (3 credits)  
Prerequisites: Junior status  
Provides psychology majors with resources in career planning toward specific post-graduation goals of either seeking psychology-related employment or applying for graduate school. The course is designed to facilitate preparation for senior year in college, an internship placement at psychology-related site (if applicable), and establishment of a successful work identity and goals.

PSYC 354 Introduction to Autism Spectrum Disorders (3 credits)  
This course will focus on providing students with a background in Autism Spectrum Disorders. Topics in the course include applied behavior analysis, sensory and auditory integration and social skills training, with an emphasis on the history and etiology of autism, educational opportunities, etiology and cultural attitudes.
PSYC 355 Behavioral Applications of Autism Spectrum Disorders (3 credits)
This course will focus on the theoretical understanding of Applied Behavior Analysis (ABA) and practical applications of methods in this field for individuals with exceptionalities, particularly autism spectrum disorders. Students will apply methods in ABA to identify and measure behavior and develop behavioral intervention plans for individuals and groups.

PSYC 356 Introduction to Clinical Applications (3 credits)
The introductory study of interpersonal, clinical, and interviewing skills as applied to the helping professions, such as psychology and counseling. Emphasis is on empirically-based practical skills.

PSYC 357 Developmental Psychopathology (3 credits)
Study of psychopathology in children and adolescents. Emphasis on diagnostic criteria, etiology, and treatment of psychological disorders, including Intellectual Developmental, Autism Spectrum, Attention Deficit/Hyperactivity, Conduct, Trauma and Stressor-related, Anxiety, Mood, Eating, and Substance-related disorders.

PSYC 421 Criminal Profiling (3 credits)
Prerequisite: PSYC 345 or SOCO 208
This course will cover the intersection of psychology and neuroscience. The course will focus on the biological basis of attention, memory, emotion, language, cognitive control, social cognition, neuroscience and the law, and methodology used in this field. Diseases/disorders of the brain will also be discussed, including treatment and prevention.

PSYC 425 Tests & Measurements (3 credits)
Prerequisite: PSYC 101 or PSYC 110
Introduction to psychological and educational testing, both individual and group. Exploration of theoretical foundations and current trends. Critical evaluation of test materials and data interpretation emphasized.

PSYC 431 Seminar: Contemporary Issues in Psychology (3 credits)
Prerequisite: Senior status or permission of the School Dean or designee
Integration of previous coursework through exploration of current issues in the field. Selected readings provide basis for student-led presentations and discussion.

PSYC 433 Advanced Research in Psychology (3 credits)
Prerequisite: PSYC 323
See SOCO 433
Focuses on the methods commonly used in psychology with emphasis on experimental design. Empirical research project culminating in a paper presentation.

PSYC 450 Research Practicum I (3 credits)
Prerequisite: Permission of School Dean or Designee
Students will participate in independent research activity in collaboration with a full-time psychology faculty mentor.

PSYC 451 Research Practicum II (3 credits)
Prerequisite: Permission of School Dean or Designee
Students will participate in independent research activity in collaboration with a full-time psychology faculty mentor.

PSYC 499 Special Topics (3 credits)
Prerequisite: PSYC 110
Exploration of a topic of current and specialized interest. Content varies and several in series may be taken for credit.

Psychology – Accelerated/Extended Learning Courses

PSY 101 General Psychology (3 credits)
An introduction to the study of human behavior from a social perspective. Explores the origins of psychology as well as the major subfields within the domain, including: human development, personality theory, health psychology, abnormal behavior, treatment of psychological disorders, learning, and social psychology.

PSY 110 Introduction to Psychology (3 credits)
An introduction to the study of human behavior. Explores the origins of psychology as well as the major subfields with the domain including: the history of psychology, research methodology, biological psychology, social psychology, stress and coping, psychological disorders, treatment of psychological disorders, learning, emotion, motivation, and human development.

PSY 206 Child and Adolescent Development (3 credits)
The study of human growth and development from conception through childhood and adolescence within the biological, cognitive, and psychosocial domains. Emphasis on contemporary theories and research.

PSY 207 Adult Development and Aging (3 credits)
Multidisciplinary exploration of the biological, psychological, and social domains of the lives of adults. Includes theoretical perspectives on changes in adult experience beginning with the second decade.

PSY 208 Lifespan Development for Non-Majors (3 credits)
Multidisciplinary study of human growth from conception until death within the biosocial, social, cognitive, and psychosocial domains. Emphasis on contemporary theories and research.

PSY 210 Gender Issues (3 credits)
Analysis through reading and discussion of the physiological, social, emotional, and cultural correlates to gender. Expectation for gender-types behavior is contrasted with the realities of men’s and women’s lives.
PSY 211 Scientific Writing for the Social and Behavioral Sciences (3 credits)
Prerequisites: PSY 110 and ENG 102
Provides a solid foundation for writing in the APA style, communicating research findings, and improving upon basic writing skills. Students will write documents used to communicate information from scientific literature in the social and behavioral sciences and will learn to write in a variety of formats (e.g. abstracts, poster presentations, journal-style manuscripts).

PSY 212 Psychology of Health and Illness (3 credits)
Explores the relationship between psychological factors and the development of illnesses, the role that these factors play in maintaining a healthy lifestyle and preventing disease, and how psychologists can assist in the management of chronic and terminal illnesses.

PSY 215 Industrial and Organizational Psychology (3 credits)
Demonstrates via case studies the use of psychological principles to deal with work problems. Consideration of employee selection and training, behavior modification in industry, leadership styles, and motivational techniques.

PSY 220 Addictions- A Lifespan Perspective (3 credits)
An overview of central issues in various dependencies including chemical, eating, and gambling. Addresses conceptual and definitional issues as well as different perspectives on diagnosis, intervention, treatment, and prevention. Exploration of the psychosocial, structural, and cultural aspects of addiction.

PSY 305 Physiological Psychology (3 credits)
Prerequisite: PSY 110
Explores the neurological and physiological foundations of behavior with an emphasis in functional neuroanatomy, genetics, and the physiological bases of sensation, perception, emotion, motivation, learning, and higher mental functions.

PSY 311 Statistics for Social and Behavioral Sciences (3 credits)
Prerequisite: PSY 110
Introduction to the statistical analysis of behavioral and social data, including descriptive and inferential statistics. Designed to provide students with the applications of statistical concepts rather than an emphasis on their mathematical derivations.

PSY 312 History and Systems of Psychology (3 credits)
Prerequisite: PSY 110
This course explores the evolution of modern psychological thought and methodology, from early theoretical paradigms to more contemporary perspectives. Major contributions to the field are highlighted, as is the influence of cultural and political forces on psychological theory and practice.

PSY 318 Globalization (3 credits)
This course examines contemporary global issues from various perspectives within the social sciences. Specifically, this course will attempt to broaden the student’s worldview and expand knowledge of global issues by emphasizing the sociological, psychological, geographical, political, and economic influences on globalization.

PSY 322 Research Methods in Social Sciences (3 credits)
Prerequisite: PSY 311
Introduction to quantitative and qualitative research methods such as experimentation, survey, interview, secondary data analysis, and observation. Consideration of design, measurement, and sampling issues, emphasizing detailed planning prior to data collection and analysis. Students will learn how to collect data which are then analyzed using statistics.

PSY 331 Sensation and Perception (3 credits)
Prerequisite: PSY 110
Discussion of structure, function, and interpretative properties of the senses. Emphasis on vision and hearing.

PSY 332 Cognitive Processes (3 credits)
Prerequisite: PSY 110
Discussion of higher mental functions such as memory, thinking, language, and problem-solving through examination of contemporary research in the field.

PSY 333 Behavior Modification (3 credits)
Prerequisite: PSY 110
Introduction to the principles of learning through discussion of early and contemporary learning theory. Application of principles in educational and therapeutic settings are also examined.

PSY 342 Loss and Grief (3 credits)
Examination of the dynamics of loss and mourning, societal attitudes about death, and the stress of grief and mourning. Explores cultural variations in dealing with loss and death.

PSY 343 Social Psychology (3 credits)
Prerequisite: PSY 110
Study of the individual within the social context. Addresses the reciprocal influences between everyday social situations and the individual. Special topics include: aggression, relationships, person perception, conformity and obedience, prejudice, and group processes.

PSY 345 Abnormal Psychology (3 credits)
Prerequisite: PSY 110
Study of abnormal behavior in individuals, theoretical formulations of psychopathology; classification, etiology, and treatment of the major classes of abnormal behavior including schizophrenia, depression, anxiety disorders, substance abuse, psychosomatic problems, and organic syndromes.

PSY 346 Theories of Personality (3 credits)
Prerequisite: PSY 110
Survey of major personality theorists, attempting to critique, integrate, and apply their major constructs and research findings.
PSY 350 Internship 1A (1.5 credits)
Prerequisite: Junior status and permission of School Dean or designee
Designed to provide professional experience that blend theoretical and practical learning. Students must contact psychology internship instructor prior to registration.

PSY 351 Internship 1B (1.5 credits)
Prerequisite: PSY 350
This course is a continuation of the internship experience. Students must contact psychology internship instructor prior to registration.

PSY 352 Junior Seminar in Psychology (3 credits)
Prerequisite: Junior Status
Provides psychology majors with the resources in career planning toward specific post-graduation goals of either seeking psychology-related employment or applying for graduate school. The course is designed to facilitate preparation for senior year in college, as internship placement at psychology-related site (if applicable), and establishment of a successful work identity and goals.

PSY 425 Psychological Assessment (3 credits)
Prerequisite: PSY 311
Introduction to psychological and educational testing, both individual and group. Exploration of theoretical foundations and current trends. Critical evaluation of test materials and data interpretation emphasized.

PSY 431 Seminar: Contemporary Issues in Psychology (3 credits)
Prerequisite: Senior Status or permission of the School Dean or Designee
Integration of previous coursework through exploration of current issues in the field. Select readings provide the basis for student-led presentation and discussion.

Radiologic Science Courses

RADS 102 Patient Care in Radiologic Science (2 credits)
Prerequisite: Admission to Program; Corequisite: RADS 104/104L, RADS 106/106L, RADS 120
Basic concepts of patient care, including the physical and psychological needs of the patient and family, routine and emergency patient care procedures, and infection control procedures. The role of the radiographer in patient education will be identified.

RADS 104, 104L Radiographic Imaging I (3 credits)
Prerequisite: Admission to Program; Corequisites: RADS 102, RADS 106/106L, RADS 120
Online learning activities supplement two hours lecture, two hours laboratory.
Introduction to principles of radiographic exposure including density, contrast, recorded detail, distortional factors and conditions influencing choice of exposure technique including accessory equipment.

RADS 106, 106L Radiographic Procedures I (3 credits)
Prerequisite: Admission to program; Corequisites: RADS 102, RADS 104/104L, RADS 120
Online learning activities supplement two hours lecture, two hours laboratory.
Provides an introduction to anatomy, terminology and procedural considerations related to Radiograph. Essential and nonessential radiographic projections used for imaging selected body parts presented. Simulation laboratory performance evaluation required.

RADS 108, 108L Radiographic Procedures II (3 credits)
Prerequisite: RADS 120; Corequisites: RADS 122, RADS 204/204L, RADS 215
Online learning activities supplement two hours lecture, two hours laboratory.
Continuation of Radiographic Procedures I, discussion expands to contrast media, fluoroscopic imaging and adjunct equipment in Radiologic examinations. Essential and nonessential radiographic projections are presented. Simulation laboratory performance evaluation required.

RADS 114, 114L Radiographic Procedures III (3 credits)
Prerequisite: RADS 122; Corequisite: RADS 200
Twenty-four hours per week.
Rotation to a new clinical site affords opportunities for students to perfect competency skills demonstrated previously and develop additional competency skills completing new procedures. Concurrent classroom and laboratory instruction including cranium and facial bones, trauma and mobile radiography.
RADS 204, 204L Radiographic Imaging II (3 credits)
Prerequisite: RADS 120; Corequisites: RADS 108/108L, RADS 215
Course evaluates fundamental components of film/screen, PS Panel FPD imaging systems and explores methodologies for development of exposure technique guides. Includes laboratory and supplemental online learning activities.

RADS 205 Sophomore Seminar (3 credits)
Prerequisite: RADS 222; Corequisites: RADS 216, RADS 217, and RADS 232
A comprehensive seminar requiring students to synthesize and apply knowledge encompassing the entire ASRT Radiography Curriculum content. Three hours of seminar includes student case studies.

RADS 206 Advanced Imaging I (3 credits)
Prerequisite: RADS 200; Corequisites: RADS 207, RADS 218, and RADS 222
Current topics in diagnostic imaging including interventional and invasive procedures, mammography, digital image, and picture archiving computer systems are described to include methodology, acquisition utility, operation, value, and cost-benefit.

RADS 207 Introduction to Computed Tomography (1 credit)
Prerequisites: RADS 200. Corequisites: RADS 206, RADS 218, RADS 222.
The course is designed to introduce the student to computed tomography (CT) principles and practice. The course includes basic physics, instrumentation, exposure technique and protocols, positioning, oral and IV contrast, sectional anatomy, as well as safety considerations.

RADS 215 Imaging Physics I: X-Ray Physics (3 credits)
Prerequisite: RADS 120; Corequisites: RADS 108/108L, RADS 204/204L, and RADS 122
Physical principles underlying radiologic technology are introduced with special attention to specific equipment required to generate x-radiation. The nature and behavior of x-radiation and its interaction with matter is analyzed. Online learning component supplements lecture.

RADS 216 Image Evaluation: Radiographs (3 credits)
Prerequisite: RADS 222; Corequisites: RADS 205, RADS 217, and RADS 232
Theory and practice for the identification and correction of radiographic image error. Students are introduced to critical image evaluation techniques, applying image assessment and error identification and elimination. Three hours of seminar to include student prepared image evaluation presentations.

RADS 217 Radiographic Pathology (3 credits)
Prerequisite: RADS 222; Corequisites: RADS 205, RADS 216, and RADS 232
Radiographically significant disease processes affecting the skeleton, genitourinary, gastrointestinal, respiratory, and cardiovascular systems are introduced. Emphasis placed on traumatic injury to the skeletal system. Gross changes from normal radiographic appearance and effects of disease processes on technical considerations are emphasized.

RADS 218 Radiation Health Physics (3 credits)
Prerequisite: RADS 200; Corequisites: RADS 206, RADS 207, and RADS 222
Evaluation of NCR regulations regarding radiation safety, shielding requirements, radiation monitoring and related topics. Physical principles underlying effects of ionizing radiation on organisms, including documented effects in humans. Emphasis equally on radiation interactions at molecular, cellular and organic levels.

RADS 222 Clinical Education IV (3 credits)
Prerequisite: RADS 200; Corequisites: RADS 206, RADS 207, RADS 218
Twenty-four hours per week.
Rotation to a new clinical site again affords opportunities for students to perfect skills in which competence has been demonstrated and develops additional skills completing new competency procedures, focusing on fulfilling competency requirements necessary to satisfy graduation requirements.

RADS 232 Clinical Education V (3 credits)
Prerequisites: RADS 222; Corequisites: RADS 205, RADS 216, and RADS 217
Students continue perfecting skills and finish competency requirements necessary to satisfy graduation requirements. Elective rotations in CT, MR, vascular-interventional, ultrasound, nuclear medicine, and radiation therapy are available after completing all graduation competency requirements.

RADS 401 Sectional Anatomy in Medical Imaging (3 credits)
Prerequisite: BSRS program admission and (ARRT) certification.
Sectional Anatomy prepares the certified practitioner to recognize and identify in anatomical layers normal and abnormal gross anatomy as demonstrated in computed tomography and magnetic resonance imaging.

RADS 402 Procedures and Principles of Computed Tomography (3 credits)
Prerequisite: BSRS program admission and (ARRT) certification.
Procedures and Principles of Computed Tomography provides the certified practitioner with foundations of computed tomography (CT) imaging. CT images are critiqued for appropriate protocol, image quality, anatomy and pathology.

RADS 403 Concepts of Breast Imaging (3 credits)
Prerequisite: BSRS program admission and (ARRT) certification.
Course offered only online.
Concepts of Breast Imaging provides the certified practitioner with theoretical and procedural concepts of breast imaging and required protocols to follow when producing diagnostic mammograms.

RADS 404 Quality Management/MQSA (3 credits)
Prerequisite: BSRS program admission and (ARRT) certification.
Quality Management/MQSA evaluates radiographic systems to ensure consistency in the production of diagnostic radiographic images. Includes comprehensive theory and assessment of quality management principles and MQSA guidelines.
RADS 405  Advanced Radiation Health Physics  (3 credits)
Prerequisite: BSRS program admission and ARRT certification.
Course offered only online.
Advanced radiation health physics presents topics including human cellular biology; molecu-
lar and cellular radiobiology, including early and late effects, cellular survival curves,
and factors affecting cellular radio sensitivity; establishing risk estimates; and regulations
pertaining to current radiation protection practices.

RADS 406 Mammography Imaging Principles (3 credits)
Prerequisite: BSRS program admission and ARR T certification.
Course offered only online.
Mammography imaging principles provides a detailed overview of the history, equipment
and radiographic principles used in mammography. Course examines FDA & MQSA
requirements for mammography equipment and Quality Assurance requirements. Phys-
ics and application of Digital Mammography including detectors, image processing, image
display and CAD.

RADS 407 MR Imaging Procedures (3 credits)
Prerequisite: BSRS program admission and (ARR T) certification.
MR Imaging Procedures explores the use of magnetic resonance to image body systems.
Imaging instruction includes the gastrointestinal, central nervous, cardiovascular, musculo-
skeletal, genitourinary, and respiratory systems.

RADS 408 VI Equipment & Instrumentation (3 credits)
Prerequisite: BSRS program admission, (ARR T) certification, Malpractice insurance fee.
Course is designed to provide an overview of radiographic and ancillary equipment and
materials necessary to perform diagnostic and therapeutic interventional procedures.

RADS 409 VI Imaging Procedures (3 credits)
Prerequisite: BSRS program admission, (ARR T) certification, Malpractice Insurance fee
Course is designed to present a systematic approach to the techniques and procedures
radiologic science practitioners’ use in the performance use in the performance of selective
vascular and nonvascular interventional procedures.

RADS 410 Physics Applications in Computed Tomography (3 credits)
Prerequisite: BSRS program admission and (ARR T) certification.
Physics Applications in Computed Tomography provide certified practitioners with an intro-
duction to the instrumentation protocols for computed tomography (CT). Physics concepts
unique to CT equipment operations, applications and quality control are explored.

RADS 411 Mammography QA Regulatory Issues (3 credits)
Prerequisite: BSRS program admission and (ARR T) certification.
Course offered only online.
Mammography QA regulatory issues explore the implementation of the Mammography
Quality Standards Act (MQSA) of 1992, including the Mammography Quality Standards

RADS 412 Physics Applications in Computed Tomography provide certified practitioners with an intro-
duction to the instrumentation protocols for computed tomography (CT). Physics concepts
unique to CT equipment operations, applications and quality control are explored.

RADS 413 MR Imaging Procedures (3 credits)
Prerequisite: BSRS program admission and (ARR T) certification.
MR Imaging Procedures explores the use of magnetic resonance to image body systems.
Imaging instruction includes the gastrointestinal, central nervous, cardiovascular, musculo-
skeletal, genitourinary, and respiratory systems.

RADS 414 MR Imaging Pathology (3 credits)
Prerequisite: BSRS program admission and (ARR T) certification.
MR Physics covers the physical principles and physical properties of MR and nuclear
magnetic resonance (NMR).

RADS 415 Medical Imaging Pathology (3 credits)
Prerequisite: BSRS program admission and (ARR T) certification.
The course evaluates disease processes of skeletal, renal, digestive, respiratory, vascular
and central nervous systems, as visualized on radiographs, CT and MR including contrast.
Radiographic imaging techniques to demonstrate disease processes is assessed. Clinical
case studies used to analyze patient physiological changes to organ systems.

RADS 416 Clinical Education in Mammography I (3 credits)
Prerequisite: BSRS program admission, (ARR T) certification, Malpractice Insurance fee;
Corequisites: RADS 403 and RADS 406.
Sixteen hours per week.
Clinical Education in Mammography I provides the practitioner with clinical experience to
receive required skills to perform quality breast imaging in an accredited facility under the
direct supervision of a certified mammographer.

RADS 417 MR Safety & Applications (3 credits)
Prerequisite: BSRS program admission and (ARR T) certification.
MR Safety & Applications covers the screening, safety and applications protocols required
in the use of magnetic resonance imaging in the performance of diagnostic and
therapeutic interventions.

RADS 418 VI Patient Management (3 credits)
Prerequisite: BSRS program admission, (ARR T) certification, Malpractice fee.
Course is designed to provide strategies for patient assessment and management prior to,
during and following completion of interventional examinations. Theories and applications
of patient physiologic monitoring and recording during (VI) procedures are explored.

RADS 419 Medical Imaging Pathology (3 credits)
Prerequisite: BSRS program admission and (ARR T) certification.
The course evaluates disease processes of skeletal, renal, digestive, respiratory, vascular
and central nervous systems, as visualized on radiographs, CT and MR including contrast.
Radiographic imaging techniques to demonstrate disease processes is assessed. Clinical
case studies used to analyze patient physiological changes to organ systems.

RADS 420 Clinical Education in Computed Tomography I (CT) (3 credits)
Prerequisite: BSRS program admission, (ARR T) certification, Malpractice Insurance fee;
Corequisites: RADS-401, RADS-402.
Sixteen hours per week.
Clinical Education in Computed Tomography I (CT) integrates comprehensive patient care
standards in computed tomography practice. Practitioners acquire CT skills and complete
ARRT Experience Requirements in an accredited facility under direct supervision of a
certified CT technologist.

RADS 421 Clinical Education in Cardiovascular and Interventional Radiology
(1-6 credits)
Prerequisite: BSRS program admission, (ARR T) certification, Malpractice Insurance fee.
Hours per week vary by credit.
Clinical Education in Vascular-Interventional Radiology provides practitioners an opportu-
nity to acquire skills required skills to perform quality Vascular-Interventional examinations
under direct supervision of a certified Vascular-Interventional (VI) technologist.
RADS 427 Clinical Education in Magnetic Resonance Imaging I (3 credits)
Prerequisite: BSRS program admission, (ARRT) certification, Malpractice Insurance fee.  
Sixteen hours per week.  
Clinical Education in Magnetic Resonance Imaging provides practitioners an opportunity to acquire skills required to perform quality Magnetic Resonance examinations under direct supervision of a certified Magnetic Resonance (MR) technologist.

RADS 428 Clinical Education in Quality Management (1-6 credits)
Prerequisites: BSRS program admission, (ARRT) certification, Malpractice Insurance fee.  
Hours per week vary by credit.  
Clinical Education in Quality Management provides practitioners an opportunity to acquire skills required to perform quality control testing, problem solving skills and participate in activities documenting departmental compliance with accreditation or other standards under direct supervision of a certified Quality Management technologist.

RADS 429 Clinical Ed in (VI) I (3 credits)
Prerequisites: BSRS program admission, (ARRT) certification, Malpractice Insurance fee.  
Co-requisites: RADS 408; RADS 409; RADS 418  
Vascular Interventional (VI) I is a post-primary imaging modality that provides the technologist a tool for imaging vascular systems with detail and definition to identify normal and abnormal pathology.

RADS 434 Clinical Education in Computed Tomography II (3 credits)
Prerequisite: BSRS program admission, (ARRT) certification, Malpractice Insurance fee,  
RADS 401, RADS 402 and RADS 424; Corequisites: RADS 412  
Sixteen hours per week.  
Clinical Education in Computed Tomography II (CT) integrates advanced-level comprehensive patient standards of care in specialized computed tomography imaging procedures. Practitioners acquire CT skills in an accredited facility under direct supervision of a certified CT technologist.

RADS 436 Clinical Education in Mammography II (3 credits)
Prerequisite: BSRS program admission, (ARRT) certification, Malpractice Insurance fee,  
RADS 403, RADS 406 and RADS 416.  
Sixteen hours per week.  
Advanced clinical experience in mammography provides practitioners experience in advanced-level mammography practice in an accredited facility under supervision of a certified mammographer (M). Clinical education integrates comprehensive mammography patient care standards.

RADS 437 Clinical Education in Magnetic Resonance (MR) II (3 credits)
Prerequisite: BSRS program admission, (ARRT) certification; RADS 427  
Co-requisite: RADS 437  
Sixteen hours per week.  
Magnetic Resonance II (MR) is a post-primary imaging modality that provides the technologist a tool for imaging soft tissue anatomy and body organs with detail and definition not available using other imaging modalities.

RADS 439 Clinical Ed in (VI) II (3 credits)
Prerequisites: BSRS program admission, (ARRT) certification, Malpractice Insurance fee,  
RADS 429.  
Vascular Interventional (VI) II is a post-primary imaging modality that provides the technologist an expanded tool for imaging vascular systems with detail and definition to identify normal and abnormal pathology with a focus on patient management and contrast administration.

RADS 450 Contemporary Issues in Radiologic Science (3 credits)
Prerequisite: Two 400-level RADS courses, (ARRT) certification, Faculty advisor approval.  
Contemporary Issues in Radiologic Science provides an overview of contemporary radiologic health care issues in the United States. Trends in professional radiologic science practice and health services are explored.

Religious Studies Courses

RELS 104 World Religions (3 credits)
Satisfies core requirement GJCV  
Survey of basic beliefs and practices of major contemporary religious traditions with an emphasis on comparing their perspectives on truth, ultimate reality, human destiny, and morality.

RELS 105 Introduction to the Four Gospels (3 credits)
Satisfies core requirement GJCV  
Investigation of the formation, authorship, historicity, and the main theological themes of the four canonical gospels.

RELS 106 Introduction to the Hebrew Scriptures (3 credits)
Satisfies core requirement GJCV  
Historical and theological study of the Torah, prophets, and writings. The course examines key biblical themes: God, creation, covenant, sin, justice, and worship.

RELS 107 The Gospel According to Mark (3 credits)
Introduction to “gospel” as a unique literary form, the origin of the gospels, specific characteristics of Mark’s Gospel, the teaching of Jesus, and the requirements of Christian discipleship.

RELS 108 Basics of Catholic Faith (3 credits)
Satisfies core requirement GJCV  
Examination of fundamental beliefs and practices of the Catholic Church. Provides an overview of Catholic teaching, both historical developments and contemporary viewpoints.

RELS 109 The Gospel According to Matthew (3 credits)
Study of the sources, purpose, and structure of Matthew’s Gospel. Emphasis on such themes as: the reign of God; the public life, death, and exaltation of Jesus; the Church; the New Law; Christian discipleship then and now.

RELS 112 History of Christianity I (3 credits)
Study of Christianity from its Judaic and Hellenistic sources to the Protestant and Catholic Reformations of the 16th century. Emphasis on early Christological controversies that led to the formulation of dogma. Cultural contributions and restoration of Western civilization.

RELS 113 The Sacraments (3 credits)
Study of the personal and ecclesial dimensions of the sacraments. Examines both the concept of sacrament as central to Christian life as well as the seven sacraments of the Church.

RELS 202 Methods in Religious Education (3 credits)
Planning, implementing, and evaluating sound, creative programs of religious Education in parish and school structures. Emphasis on the catechist’s role as the primary means of sharing Christian faith. Principles and techniques applicable to teaching scripture, liturgy, and morality in the contemporary church.

RELS 203 The Gospel According to John (3 credits)
Satisfies core requirement GJCV
Offered even-numbered years
Investigation of key theological themes in John’s Gospel: Jesus as revelation of the Father; the “signs” of Jesus’ death and resurrection; the spirit; human participation in God’s life; faith and love; the sacraments.

RELS 205 Prophets of Israel (3 credits)
Historical and theological study of the principal prophets of the Hebrew tradition, their religious message, and their relevance to contemporary issues of social justice and peace.

RELS 206 Women and Religion (3 credits)
Historical and theological survey of the image of women in the Judeo-Christian tradition. The biblical perspective on human liberation serves as a starting point for investigating the condition of women in religious and secular contexts.

RELS 207 Introduction to Saint Paul (3 credits)
Investigation of early Christianity as presented in the letters of Paul. Particular attention to such themes as: God’s plan of salvation, Christ as the answer to the human search for meaning, the mysteries of sin and grace, the Church’s early formation as compared with contemporary renewal.

RELS 210 Jesus the Christ (3 credits)
Satisfies core requirement GJCV
Previously RELS 103
A study of the life and message of Jesus. Students will examine the teachings of and about Jesus found in Scripture, Christian tradition, and contemporary thought.

RELS 212 History of Christianity II (3 credits)
Survey of Church history from the 16th century reformation era to the Second Vatican Council and subsequent developments. Emphasis on evangelization of the non-Western world and problems confronting the Church during modern times.

RELS 213 History of the Catholic Church in the United States (3 credits)
Growth and development of the Catholic Church in the United States from the foundation of the first permanent Catholic colony in the 17th century to the post-Vatican II era. Focus on such questions as lay-trusteeism, nativism, Education, so-called “Americanism,” national churches, Church-state relations, relations with the Holy See, various social issues, and aggiornamento.

RELS 215 Religion in America (3 credits)
Historical survey of the rich American religious heritage. Examination of the unique spirit, beliefs, and practices of the major religious denominations in the United States with focus on public Protestantism as a phenomenon of American civil religion.

RELS 301 Christian Morality (3 credits)
A study of the foundations and dynamics of Christian ethics. The course examines aspects of morality in light of Church teaching—conscience, natural law, sin, and magisterium, as well as perspectives on contemporary issues of morality.

RELS 310 Christian Marriage in the Modern World (3 credits)
A study of the covenantal nature of Christian marriage. The course reviews theological and pastoral issues related to contemporary marriage and family life from the perspective of Scripture and Church teaching.

RELS 315 The Gospel of Peace and Justice (3 credits)
Basic concepts of peace and justice from the perspective of biblical faith. History of Judeo-Christian attitudes toward war and peace and other social issues. Questions and decisions facing the Christian conscience today in the light of Christ’s Gospel and Church teaching.

RELS 325-330 Junior Seminar (3 credits)
An in-depth study of a particular topic, time period, or movement of religious significance. The course requires extensive student research and class contributions.

RELS 350, 351 Cooperative Education (3 credits)
Internship related to the student’s particular option within the department. The co-op will be arranged in cooperation with a local parish, school, or agency.
Sociology Courses

SOCO 101 Introductory Sociology (3 credits)
Satisfies core requirement NE
Broad introduction acquaints the student with basic concepts, including society, culture, socialization, stratification, minority groups, social organization, and social institutions. Focuses on the development of a sociological perspective.

SOCO 201 Social Problems (3 credits)
Survey of macro-level social problems, such as poverty, inequality, healthcare, ecological problems, crime, and mental health. Emphasizes the need to analyze issues in order to understand, treat, or change aspects of the problems.

SOCO 202 Introduction to Social Welfare and Human Services (3 credits)
A study of the social welfare institution, the bases upon which it is founded, the social work profession, and other helping professions which serve our society. Examination of the current philosophies, practices, and policies in diverse human service settings.

SOCO 203 Social Theory (3 credits)
Prerequisite: SOCO 101 or introductory-level sociology course
Survey and critical analysis of the basic concepts and theories of classical and recent sociologists, including Durkheim, Weber, Marx, Parsons, Goffman, and Freud. Reviews the intellectual and theoretical history of Sociology.

SOCO 205 Principles of Interviewing (3 credits)
Offered in Spring semester only
Teaching of interviewing skills through didactic and experiential methods. Basic perspectives presented through lecture, discussion, and interactive exercises. Useful to students in any professional area where interviewing is necessary.

SOCO 206 Marriage and the Family (3 credits)
Introductory-level course focusing on the American family system; includes comparison of family systems through history and across cultures. Uses social research findings, key sociological concepts, and social theory to examine various patterns of family behavior. Particularly examines current trends, functions, and dysfunctions of family relationships.

SOCO 207 Adult Development and Aging (3 credits)
Offered in Spring semester only
Multidisciplinary exploration of the biological, psychological, and social domain of the lives of adults. Includes theoretical perspectives on changes in adult experience beginning in late adolescence.

Religious Studies – Accelerated/Extended Learning Courses

REL 104 Religions of the World (3 credits)
This course is a survey of the central beliefs and distinctive practices of seven major faith traditions: Christianity, Judaism and Islam; Hinduism and Buddhism; Confucianism and Taoism. Participants compare and contrast these.

REL 215 Religion in America (3 credits)
This course provides a descriptive and analytical introduction to religion in the United States. It examines major religious denominations which have dominated the American scene from Colonial times. A historical approach is taken.
SOCO 208 Social Deviance (3 credits)
Exploration of processes by which societies attempt to maintain social order and limit deviant behavior. Dynamics of how societies label some behavior as deviant and respond to this definition. In-depth study of selected areas of behavior labeled and treated as deviant in our society, including violent crime, alcohol and drug addiction, sexual deviance, and suicide.

SOCO 210 Gender Issues (3 credits)
Satisfies core requirement HQ
See PSYC 210
Offered in Fall semester only
Analysis through reading and discussion of the physiological, social, emotional, and cultural correlates of gender. Expectation for gender-typed behavior is contrasted with the realities of men's and women's lives.

SOCO 211 Scientific Writing for the Social and Behavioral Sciences (3 credits)
Prerequisite: PSYC 101 or PSYC 110 and ENGL 102
See POLS 211 and PSYC 211
Provides a solid foundation for writing in APA style, communicating research findings, and improving upon basic writing skills. Students will write documents used to communicate information from scientific literature in the social and behavioral sciences and will learn to write in a variety of formats (e.g., abstracts, poster presentations, journal-style manuscripts).

SOCO 212 Race, Class and Gender: Diversity and Inequality (3 credits)
Introductory-level course about the diversity of people based on social class, racial and ethnic identity, and gender. Examines cultural diversity and multiculturalism within the context of structured inequality. Focuses on the structures and processes through which difference becomes disadvantage.

SOCO 219 Victimology (3 credits)
See CRJU 219
Examines legal, procedural, sociological, psychological, and economic effects on victims of crime. Focuses on analysis of patterns, trends, and categories of crime victims. Critical assessment of victim-blaming arguments, as well as the criminal justice system’s procedures, treatment, and resources for crime victims.

SOCO 220 Addictions: A Lifespan Perspective (3 credits)
See PSYC 220
Offered in Spring semester only
An overview of central issues in various dependencies, including chemical, eating, and gambling. Addresses conceptual and definitional issues as well as different perspectives on diagnosis, intervention, treatment, and prevention. Exploration of psychosocial, structural, and cultural aspects of addictions.

SOCO 275 The Sociology and Psychology of Sport (3 credits)
See PSYC 275 and SPMM 275
Offered in Fall semester only
Emphasizes the societal context of sport as a social institution, as well as the psychological aspects of involvement in the world of sports. Discusses the relationship between societal values, culture, and the behavior of men and women participating in sports.

SOCO 305 Aging in America (3 credits)
Introduction to social gerontology. Study of the social, psychological, and cultural approaches and problems related to aging; focuses on the meaning and experience of growing old in American culture.

SOCO 306 Sociology of the City (3 credits)
Offered in Spring semester only
Sociological approach to studying the historical development of cities as a form of social organization. Analysis of some of the major urban problems in the United States. Examination of many of the social, economic, and political issues facing a largely urbanized society today.

SOCO 310 Medical Sociology (3 credits)
Focuses on the social aspects of medicine and health/medical care from the sociological perspective. Critical examination of the paradigm of the biomedical model in medical science and the organization of delivery and financing of health care in the United States and elsewhere. Consideration of multicultural diversity in the health care system.

SOCO 311 Statistics for Social and Behavioral Sciences (3 credits)
See POLS 311 and PSYC 311
Introduction to the statistical analysis of behavioral and social data, including descriptive and inferential statistics. Designed to provide students with the applications of statistical concepts rather than an emphasis on their mathematical derivations.

SOCO 315 Sociology of Work (3 credits)
Focuses on the place of work in social life. Topics discussed include ideologies about work (the “work ethic”), labor movements and workers, rights, worker satisfaction, trends in the workplace, relationship between worker and environment, interaction of employer and employee, career development, unemployment, and retraining.

SOCO 318 Globalization (3 credits)
See PSYC 318
This course examines contemporary global issues from various perspectives within the social sciences. Specifically, this course will attempt to broaden the student’s worldview and expand knowledge of global issues by emphasizing the sociological, psychological, geographical, political, and economic influences on globalization.
SOCO 322 Research Methods (3 credits)
See PSYC 322
Introduction to qualitative and quantitative research methods such as experimentation, survey, interview, secondary data analysis, and observation. Consideration of design, measurement, and sampling issues, emphasizing detailed planning prior to data collection and analysis. Students will learn how to collect data, which are then analyzed using statistics.

SOCO 323 Quantitative Research Methods (3 credits)
Prerequisite: PSYC 311 or SOCO 311
See POLS 323 and PSYC 323
Introduction to qualitative research methods such as experiment, survey, interview, and secondary data analysis. Consideration of design, measurement, and sampling issues, emphasizing detailed planning prior to data collection and analysis. Students will learn how to collect data which are then analyzed using statistics.

SOCO 324 Qualitative Research Methods (3 credits)
Prerequisite: PSYC 311 or SOCO 311
Introduction to qualitative research methods such as narrative analysis, phenomenological investigation, grounded theory, case study, and ethnography. Consideration of the richness of qualitative data, and insights and generalizations that can be made through such data. Students will collect and analyze data using statistics and other methods.

SOCO 330 Junior Seminar in the Social Sciences (3 credits)
Prerequisites: nine credits in CRJU or SOCO
See CRJU 330
Advanced level course.
A cross-disciplinary course in the social sciences designed especially for CRJU, and SOCO concentrators. Examines the impact of social stratification and racism, sexism, and ageism on the Criminal Justice system and human services. Focuses on current social controversies and public policy debates.

SOCO 341 Family Violence (3 credits)
See PSYC 341
Offered in Fall semester only
A family systems perspective on physical, sexual, and emotional abuse of and by family members. Studies spousal, parental, child, sibling, and elder abuse and neglect as they exist in American society. Highlights common elements in all types of abuse as well as treatment and prevention.

SOCO 342 Loss and Grief (3 credits)
See PSYC 342
Offered in Spring semester only
Examination of the dynamics of loss and mourning, societal attitudes about death, and the stress of grief and mourning. Explores cultural variations in dealing with loss and death.

SOCO 343 Social Psychology (3 credits)
Prerequisite: PSYC 101 or PSYC 110
See PSYC 343
Study of the individual within the social context. Addresses the reciprocal influences between everyday social situations and the individual. Special topics include: aggression, relationships, person perception, conformity and obedience, prejudice, and group processes.

SOCO 344 Civic Engagement: Understanding Human Community Through Service Learning (3 credits)
Service-Learning focuses on reflective thinking and experiential learning to foster civic responsibility. This course will engage in public service within organizations in the Philadelphia area. Students will reflect the purposes of their service as well as its limits as a response to community needs and more general problems of social justice.

SOCO 350, 351 Internship (3 credits)
Prerequisites: Junior status and approval of the School Dean or designee
Designed to provide professional experiences that blend theoretical and practical learning. Students must contact internship instructor prior to registration.

SOCO 430 Senior Seminar in the Social Sciences (3 credits)
Prerequisite: Senior status
See CRJU 430
A capstone course in the social sciences designed for CRJU and SOCO majors. Focus is on integrating, analyzing, critiquing material from all academic and professional coursework in the majors through a topical seminar paper/presentation. Review of Education in the major to guide preparation for graduation and career.

SOCO 433 Advanced Research Methods in the Social and Behavioral Sciences (3 credits)
Prerequisite: SOCO 323
See PSYC 433
Offered Spring semester only
Focuses on the methods commonly used in sociology with emphasis on experimental design. Empirical research project culminating in a paper presentation.

SOCO 499 Special Topics (3 credits)
Courses on specialized topics or current issues not yet established as regular offerings. Includes topics such as sports and leisure, sociology of childhood, and population studies.
Spanish Courses

SPAN 101, 102 Introductory Spanish I, II (3 credits each)
Prerequisite for SPAN 102: SPAN 101 or permission of the School Dean or designee
Satisfies core requirement GP
Weekly session in language laboratory required.
Fundamental skills in listening, speaking, reading, and writing.

SPAN 103, 104 Intermediate Spanish I, II (3 credits each)
Prerequisite for SPAN 104: SPAN 103 or permission of the School Dean or designee
Satisfies core requirement GP
Weekly session in language laboratory required.
Review and improvement of listening, speaking, reading, and writing skills.

SPAN 105, 106 Spanish for Healthcare I, II (3 credits each)
Prerequisite for SPAN 106: SPAN 105 or permission of the School Dean or designee
Satisfies core requirement GP
Weekly session in language laboratory required.
Provides solid foundation in the basic skills of speaking, listening, reading, and writing for beginning students of Spanish whose goal is to enter the health field serving Spanish-speaking patients with limited English. It focuses on “real-world” language with grammar practice in context providing cross-cultural insights significant to patient care.

SPAN 201, 202 Advanced Grammar and Conversation I, II (3 credits each)
Prerequisites for SPAN 201-202: SPAN 103-104 or permission of the School Dean or designee
Satisfies core requirement GP
Review of grammatical concepts and development of oral and writing skills.

SPAN 204 Spanish-American Civilization (3 credits)
Prerequisites: SPAN 201-202 or permission of the School Dean or designee
Examination of the social, political, and artistic characteristics of Spanish-American civilization from historical and contemporary perspectives.

SPAN 302 Hispanic Influences in the United States (3 credits)
Study of Hispanics in the United States and their contributions in politics, social development, the arts, and popular culture. Taught in English.

SPAN 308 Applied Linguistics (3 credits)
Prerequisites: SPAN 201-202 or permission of the School Dean or designee
Introduction to the concepts of linguistic theory and their applications in foreign language teaching.

SPAN 309, 310 Conversation and Language Activities I, II (3 credits each)
Prerequisites: SPAN 201-202 or permission of the School Dean or designee
The courses are not sequential; SPAN 309 is not a prerequisite for SPAN 310.
Development of conversational competence and those skills necessary to communicate successfully in a range of social and professional contexts.

SPAN 311 Spanish Non-Fiction (3 credits)
Prerequisites: SPAN 201-202 or permission of the School Dean or designee
Analysis of authentic Spanish-language texts selected from films, print, and electronic media.

SPAN 315 Literary Analysis (3 credits)
Introduction to the terms, concepts, characteristics, and evolutionary highlights of the different literary genres in Spanish.

SPAN 449 Special Topics: Readings in Spanish (3 credits)
Capstone course exploring a specific topic. In-depth exploration of a theme, an author, a genre, or a significant non-literary subject. Course, but not topic, may be repeated for credit.

SPN 302 Hispanic Influences in the United States (3 credits)
Study of Hispanics in the United States and their contributions in politics, social development, the arts, and popular culture. Taught in English.

Sport Marketing-Management Courses

SPMM 220 Sales and Sales Management (3 credits)
Focuses on developing and maintaining relationships with customers and managing the sales process of finding, concerting, and keeping customers while achieving the organization’s goals. Communication techniques, career planning, selling strategies and tactics, as well as sales duties, responsibilities, and problems are included.
SPMM 280  Sports Media and Content Production  (3 credits)

Presents an overview of the roles of reporting and broadcasting with respect to sporting events. Topics include trends and philosophies of sport reporting, the working of the sports desk, the history of radio and television sports broadcasting, as well as the business of sports reporting and broadcasting. The advantages in technology as applied to sports reporting and broadcasting will also be covered.

SPMM 310  Economics of Sport  (3 credits)

*Prerequisites: ECON 203 or ECON 204*

See ECON 310

The application of economic analysis to the organization, behavior, and outcomes in the world of sport. Sport data are used to test and develop economic hypotheses, which may address broader issues such as income distribution, the theory of the firm, the nature of team productive processes, industry structure, and various other topics.

SPMM 320  Sport Marketing and Promotion  (3 credits)

*Prerequisite: MNMK 312*

Marketing concepts applied to the sport industry. Students study the historical development of sport marketing, the sport consumer and segmentation process, integration of the marketing mix, marketing principles and strategies as they relate to sport. Development of computer skills as applied to sports.

SPMM 355  Entrepreneurship and the New Economy  (3 credits)

See MNMK 355

This course defines entrepreneurship as a way of thinking and problem solving. In the startup process in includes opportunity identification, required resources, financial statement, valuation and investment justification, and development of a business plan appropriate for presentation to funding services.

SPMM 410  Organizational Behavior  (3 credits)

*Prerequisite: BUSA 100 or MNMK 305*

In-depth coverage of the history and theory of organizations, goal setting, motivational leadership, and decision-making. Contemporary topics include power networking, mentoring, and future models of organization.

SPMM 420  Legal Issues in Sport  (3 credits)

This course will focus on corporate law (formation, business disputes, formalities, importance of and how to write a business plan, etc.), civil litigation issues and institutional and personal tort liability and its implication to sports administration. Students will be taught the fundamentals of the formation, development and implementation of a business and a sports risk management program. Legal issues pertaining to equal opportunity for both female and male athletes, as well as for the handicapped, will also be examined.

SPMM 430  Sport Facility and Event Management  (3 credits)

*Prerequisite: BUSA 100*

This course introduces the student to sport facility management. Students learn how to plan special events. Students learn to critically examine alternatives such as leasing, outsourcing, technology, scheduling, print media, and television pertain to the management of facilities, such as stadiums, golf courses, resorts, swimming pools, tennis courts, and fitness clubs.

SPMM 435  Sports Administration and Leadership  (3 credits)

*Prerequisite: SPMM 310*

This course addresses the unique aspects of managing and leading in the sport industry. Starting with a foundation in management and leadership theories, applications are explored in sport entertainment, for-profit and nonprofit sport participation, sporting goods, and sport services.

SPMM 439  Senior Seminar in Sport Marketing-Management  (3 credits)

*Prerequisites: Senior Standing, SPMM 320*

This course serves as a capstone course in Sport Marketing-Management for Senior level students. The course integrates concepts from the business core and all 200, 300, and 400 level Sport Marketing-Management courses. The course is a seminar and makes use of case analysis as a learning technique.

**Theater Courses**

THEA 201  Acting  (3 credits)

Satisfies core requirement HQ

Fulfills Arts requirement


THEA 203  Theater Workshop  (3 credits)

Fulfills fine arts requirement

Performance-based course with focus on play analysis and staging techniques. Rehearsal and performance of monologues and/or scenes. Study of special topic: major playwrights’ works or modern dramatic traditions.
Executive Officers

Sister Maureen McGarrity, CSFN, PhD
President

Michael W. Markowitz, PhD
Vice President for Academic Affairs

TBD
Vice President of Student Affairs

TBD
Vice President of Finance and Administration/CFO

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Vice President of Information Technology/CIO

Margaret Swoboda Kelly, MA
Vice President of Mission

James Garvey, EdD
Vice President of Advancement

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CSFN Representative

Sister Loretta Theresa Felici, CSFN, MA
President/CEO of the CSFN Mission and Ministry (MMI)

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President

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Special Assistant to the President

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Associate Vice President of Institutional Effectiveness and Diversity

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Executive Secretary

Christine M. O’Neill, BA
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Amanda Medina Leon, BS
Assistant Director of Special Events

Julie Rempfer, MBA
Assistant Director of Alumni & Parent Relations

Enrollment Services and Student Life

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Dennis Millan, MA
Director of the Center of Academic Enhancement

Jennifer McGovern
Graduate Services Academic Advisor

Arlene Webster, BA
Executive Secretary

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Patrick Ryan

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Director of the Center of Academic Enhancement

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Administration

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Enrollment Services and Student Life

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Enrollment Services

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Executive Director of Undergraduate Admissions

Janice Hetrick, BA
Director of Financial Aid

Student Life

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Dean of Students

Michael McNulty-Bobholz, MEd
Associate Vice President of Student Life

Sandra Michael, MEd
Assistant Vice President of Athletics

Kimberly Maguire, MS
Associate Director of Residence Life

Amanda Mouser, MA
Associate Director of Student Engagement

Don Brom, MA
Director of Careers Center

Angela Cutchineal, MSHE
Director of Experiential Learning

Reverend James MacNew, OSFS, DM
Director of Campus Minister

Julia Scherpenberg, CRNP
Director of Health Services

John Watson, MS, NCC, LPC
Director of Counseling Center and Disability Services

Marianne Price, M.S.
Title IX Coordinator

Finance and Administration

TBD
Vice President of Finance and Administration/CFO

Judith Klein, BS, CPA
Assistant Vice President of Accounting and Controller

Jennifer Luling, BS
Assistant Vice President of Human Resources

Information Technology

Gene Kovalchick, MS
Vice President of Information Technology/Chief Information Officer

Terence Maguire
Director of Infrastructure and Operations

Institutional Effectiveness and Diversity

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Associate Vice President of Institutional Effectiveness and Diversity

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Lisa Belfield, EdD
Director of Institutional Assessment and Accreditation

Chad L. May, MS
Director of Institutional Research and Assessment

Mission

Margaret Swoboda Kelly, MA
Vice President of Mission

Newtown, Bucks County

Karen Galardi, EdD
Dean for Graduate and Professional Studies

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Director of Health Services

Katherine Ruppel, MLS
Assistant Director of Library Services

Sister Margaret DeSales O’Conner, CSFN, AB
Assistant to the AVP of Newtown and Institutional Planning

Faculty

School of Arts and Sciences

Rochelle A. Robbins
Dean
Professor
BS, University of Maryland
MA, PhD, State University of New York at Stony Brook

Gina MacKenzie
Associate Dean
Associate Professor
BA, St. Joseph’s University
MA, PhD, Temple University

Graduate Program Directors

Freda Ginsburg
Director, Graduate Program in Counseling Psychology
Director, Doctor of Psychology in Counseling Psychology
Associate Professor
BA, Drew University
MA, LaSalle University
MBA, University of Ottawa
PhD, Michigan State University
### Full-time Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Diane Menago</td>
<td>Director, Clinical Training in Counseling Psychology</td>
<td>Associate Professor</td>
<td>BS, Lock Haven University</td>
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<tr>
<td>Patricia Griffin</td>
<td>Director, Master of Arts in Criminal Justice Assistant Professor</td>
<td>Associate Professor</td>
<td>BS, Saint Joseph’s University</td>
</tr>
<tr>
<td>Jennifer DeCicco</td>
<td>Assistant Professor</td>
<td>BA, Rider University</td>
<td>MA, PhD, The Graduate Center CUNY</td>
</tr>
<tr>
<td>Guo-An Diao</td>
<td>Associate Professor</td>
<td>BS, University of Science &amp; Technology of China</td>
<td>MS, Institute of Mathematics, Chinese Academy of Sciences</td>
</tr>
<tr>
<td>Leticia Diaz</td>
<td>Assistant Professor</td>
<td>BA, MA, Fordham University</td>
<td>PhD, University of Illinois</td>
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<td>Jenai Grigg</td>
<td>Associate Professor</td>
<td>BA, Rosemont College</td>
<td>MS, PhD, University of Massachusetts</td>
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<tr>
<td>Arthur A. Grugan</td>
<td>Professor</td>
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<td>MA, PhD, Duquesne University</td>
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<tr>
<td>Madigan Fichter</td>
<td>Assistant Professor</td>
<td>BA, Columbia University</td>
<td>MA, PhD, New York University</td>
</tr>
<tr>
<td>Robert M. Ficociello</td>
<td>Assistant Professor</td>
<td>BS, University of Massachusetts Dartmouth</td>
<td>MFA, University of New Orleans</td>
</tr>
<tr>
<td>Dian He</td>
<td>Assistant Professor</td>
<td>BS, Zhongshan University</td>
<td>MS, Marshall University</td>
</tr>
<tr>
<td>Reverend Mark J. Hunt</td>
<td>Associate Professor</td>
<td>BA, MA, St. Charles Seminary</td>
<td>STL, STD, Pontifical University of St. Thomas Aquinas (Rome)</td>
</tr>
<tr>
<td>Mary Carroll Johansen</td>
<td>Professor</td>
<td>BA, Georgetown University</td>
<td>MA, PhD, College of William and Mary</td>
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<tr>
<td>Keith Kopka</td>
<td>Assistant Professor</td>
<td>BFA, MFA University of North Carolina, Wilmington</td>
<td>PhD, Florida State University</td>
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<tr>
<td>Daniel C. Mankowski</td>
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<tr>
<td>Stanley Mauldin</td>
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<td>Daniel E. Bassi</td>
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<td>Daniel Bramer</td>
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<td>Sister M. Angela Cresswell, CSFN</td>
<td>Assistant Professor</td>
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<td>Jaclyn Myers</td>
<td>Assistant Professor</td>
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<td>PhD, Drexel University</td>
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<tr>
<td>Melissa Rampelli</td>
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<td>MAT, Brown University</td>
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</tbody>
</table>
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(Rome)  
SOED, Pontifical Oriental Institute (Rome)

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MA, University of Pennsylvania  
EdD, Temple University

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MS, Bank Street College/Parsons School of Design  
PhD, University of Pennsylvania

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PhD, Temple University  
Huntington Library Scholar

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MS, PhD, Rutgers, The State University of New Jersey

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PhD, Bryn Mawr College

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PhD, Thomas Jefferson University

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MA, LaSalle University

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MFA, Pratt Institute
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MA, Catholic University of America

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MA, Syracuse University  
PhD, Temple University

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JD, Thomas M. Cooley Law School

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THM, Biblical Theological Seminary  
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Fulbright Fellow, Adam Mickiewicz University

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MMUS, Goldsmiths – University of London

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MSN, Fort Hays State University

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DNP, Grand Canyon University

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MSN, Holy Family University

Gina M. Reiss
Lecturer
BS, Drexel University
MEd, Holy Family University
Maps and Directions

Philadelphia Campus
Campus Facilities

Directions to Philadelphia Campus
9801 Frankford Avenue, Philadelphia, PA 19114-2009

From the East
Take the New Jersey Turnpike to Exit 6 (Pennsylvania Turnpike/I-276).
Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia).
Follow Route 1 south (stay in the inner lanes) and turn left onto Grant Avenue.
Follow Grant Avenue to Frankford Avenue and turn left.

From the West
Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia).
Follow Route 1 south (stay in the inner lanes) and turn left onto Grant Avenue.
Follow Grant Avenue to Frankford Avenue and turn left.

From the North (Northeast Extension/I-476)
Take I-476 south to Exit 20 (Mid-County).
Take the Pennsylvania Turnpike/I-276 (East) to Exit 351 (U.S. Route 1/Philadelphia).
Follow Route 1 south (stay in the inner lanes) and turn left onto Grant Avenue.
Follow Grant Avenue to Frankford Avenue and turn left.

From the North (I-95)
Take I-95 south to Exit 35 (Woodhaven Road) and follow signs for
Bristol Pike/U.S. 13 South.
Turn right at the light (Rt. 13 becomes Frankford Ave).
Proceed along Frankford Avenue, and the campus will be on the left.

From the South
Take I-95 north to Exit 32 (Academy Road).
Turn right at first light onto Frankford Avenue.
Holy Family is at Grant Avenue on the right.

SEPTA Route 66 and Route 84 buses both have stops at Frankford and Grant Avenues.

Regional Rail Line The SEPTA R7 line from Trenton, NJ, or Center City Philadelphia stops at the Torresdale Station (Grant Avenue and State Road). This is within walking distance of the university.
Directions to Holy Family University – Newtown, Bucks County
One Campus Drive, Newtown, PA 18940

From the East
Take the New Jersey Turnpike to Exit 7A (I-195).
Take I-195 west until it becomes NJ-29.
Take NJ-29 north to I-295.
Take I-295 south over the Scudder Falls Bridge to Exit 8 (Newtown/Yardley).
Turn right onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

From the West
Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia).
Follow U.S. Route 1 north.
Take the Trenton exit onto I-295 north.
Take Exit 8 (Newtown/Yardley).
Turn left onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

From the North (Northeast Extension/I-476)
Take I-476 south to Exit 20 (Mid-County).
Take the Pennsylvania Turnpike/I-276 East to Exit 351 (U.S. Route 1/Philadelphia).
Follow U.S. Route 1 north.
Take the Trenton exit onto I-295 north.
Take Exit 8 (Newtown/Yardley).
Turn left onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

From the North (I-295)
Take I-295 south to Exit 8 (Newtown/Yardley).
Turn right onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

From the South
Take I-295 north to Exit 8 (Newtown/Yardley).
Turn left onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

Directions to Bensalem
1311 Bristol Pike, Bensalem, PA 19020-6415

From the East
Take the New Jersey Turnpike to Exit 6 (Pennsylvania Turnpike/I-276).
Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia).
Follow Route 1 south to the Woodhaven Road/PA-63 exit (stay in outer lane).
Take Woodhaven Road to Bristol Pike/US-13; at the traffic light, turn right onto Bristol Pike/US-13.
At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.

From the West
Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia).
Follow Route 1 south to the Woodhaven Road/PA-63 exit.
Take Woodhaven Road to Bristol Pike/US-13; at the traffic light, turn right onto Bristol Pike/US-13.
At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.

From the North (Northeast Extension/I-476)
Take I-476 south to Exit 20 (Mid-County).
Take the Pennsylvania Turnpike/I-276 (East) to Exit 351 (U.S. Route 1/Philadelphia).
Follow Route 1 south to the Woodhaven Road/PA-63 exit.
Take Woodhaven Road to Bristol Pike/US-13; at the traffic light, turn right onto Bristol Pike/US-13.
At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.

From the North (I-95)
Take I-95 south to the Woodhaven Road exit and follow signs to Bristol Pike/US-13.
At the traffic light, turn right onto Bristol Pike/US-13.
At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.

From the South
Take I-95 north to the Woodhaven Road exit and follow signs to Bristol Pike/US-13.
At the traffic light, turn right onto Bristol Pike/US-13.
At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.