



**Holy Family University**  
**Graduate Studies**  
**2007-2008**

# Holy Family University

## Northeast Philadelphia Campus

Office of Graduate Admissions  
9801 Frankford Avenue  
Philadelphia, PA 19114-2009

## Newtown, Bucks County

Office of Graduate Admissions  
One Campus Drive  
Newtown, PA 18940-1761

## Woodhaven, Bucks County

1311 Bristol Pike  
Bensalem, PA 19020-6415

## General Telephone and Fax Numbers

Northeast Philadelphia Campus	215-637-7700	F ax 215-637-3826
Newtown, Bucks County	215-504-2000	Fax 215-504-2050
Woodhaven, Bucks County	215-827-0567	Fax 215-633-0558
Financial Aid	215-637-5538	Fax 215-599-1694
Library	215-637-5828	Fax 215-632-8067

## School Closing Numbers

Northeast Philadelphia Campus	Day classes, 124 Saturday and Evening classes, 2124
Newtown, Bucks County	Day classes, 784 Saturday and Evening classes, 2784
Woodhaven, Bucks County	Day classes, 144 Saturday and Evening classes, 2029

*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.*

# A Message from the President

Dear Graduate Student,

Welcome to your respective graduate program at Holy Family University. The prior knowledge and skills you will bring to your time of study at Holy Family University will serve you well as you develop professional knowledge and expertise.

Our University spirit recognizes the individual as a precious member of the campus community; your professors as well as the entire University community will strive to nurture you both intellectually and spiritually, enabling you to participate successfully in all aspects of life in the 21st Century. You will pursue your studies in an atmosphere that recognizes and assumes the responsibility to affirm the dignity of the human person and the oneness of the human family. This education is grounded in the values of the Judeo-Christian tradition and reflects the charisma of the Sisters of the Holy Family of Nazareth.

Your graduate experience at Holy Family University will enhance the service you will be encouraged to give, increase your knowledge in your field, sharpen the leadership skills you will be asked to demonstrate, and strengthen the care you will be motivated to show for others. These achievements will assist you in making a positive impact on the world in bringing hope to a world so much in need.

Our faculty are committed to research, to teaching, and to serving and seek to develop your ever-increasing awareness of corresponding responsibilities to self, to others and to the greater good. Our goal is to provide a cooperative, supportive, and professional learning environment that challenges and encourages each graduate student to see learning as a lifelong process of discovery and service.

Wishing you all the best during your professional journey.

Sincerely yours,

Sister Francesca Onley, CSFN, PhD

President

# 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)

The University offers degree and non-degree programs that incorporate a core curriculum based on the liberal arts. Recognizing that education is a life-long process, the University serves the educational needs of traditional and non-traditional students.

## **Goals of the Graduate Programs**

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

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

The University offers graduate degrees and certification programs that prepare professionals in education, counseling psychology, nursing, human resources management, information systems management, international business management (pending PDE approval), and business administration (accelerated) in an intellectually challenging milieu.

# Holy Family University Academic Calendar 2007-2008

## Fall Semester

Classes Begin .....	August 29
Labor Day (University closed) .....	September 1-3
Last Day to Add Classes .....	September 5
Saturday Classes Begin .....	September 8
Monday Evening Classes Begin .....	September 10
Last Day to Drop Classes.....	September 12
Last Day to Add/Drop Saturday Classes .....	September 15
Last Day to Add/Drop Monday Classes .....	September 17
Last Day to File a Petition to Graduate (Graduate students - December Completion) .....	October 1
Fall Holiday .....	October 12
Mid-Term Examinations.....	October 15-20
Faculty Development Day .....	October 24
Last Day to File a Petition to Graduate (Undergraduates - Spring Completion) .....	October 30
Last Day to Withdraw from Classes.....	November 19
Thanksgiving Holiday (No classes) .....	November 21-25
Christmas Rose (No classes) .....	December 11
Semester Examinations .....	December 12-18

## Spring Semester

Classes Begin .....	January 14
Last Day to Add Classes .....	January 21
Last Day to Drop Classes .....	January 28
Mid-Term Examinations .....	February 26-March 2
Last Day to File a Petition to Graduate (Graduate students - Spring Completion) .....	March 1
Spring Break .....	March 17-24
Last Day to Withdraw from Classes.....	April 4
Easter Break.....	April 5-9
Semester Examinations .....	April 29-May 5
Last Day to File a Petition to Graduate (Undergraduates - Summer/Fall Completion) .....	April 30
Last Day to File a Petition to Graduate (Graduate students - June Completion).....	May 1
Commencement - Spring Ceremony .....	May 23

## Summer Sessions

Summer Sessions I/III - Classes Begin .....	May 19
Memorial Day (University Closed) .....	May 26
Last Day to Add/Drop Summer I and III Classes.....	May 28
Summer Session I Ends .....	June 26
Summer Session II Begins .....	June 30
Last Day to File a Petition to Graduate (Graduate students - August Completion) .....	July 1
Independence Day (University Closed).....	July 4
Last Day to Add/Drop Summer Session II .....	July 7
Summer Session II/III Ends .....	August 7

*Note: Dates subject to change. Please consult the website calendar ([www.holyfamily.edu](http://www.holyfamily.edu))*

## **Accreditation and Membership**

Holy Family is accredited by the Middle States Association of Colleges and Schools, the Commission on Collegiate Nursing Education, and the Joint Review Committee of Education in Radiologic Technology. Graduate programs, as well as teacher certification programs at the graduate and undergraduate levels, are approved by the Commonwealth of Pennsylvania, Department of Education. Holy Family has also been approved by the Pennsylvania State Board of Nurse Examiners, the Veterans Administration, and New York State Regents, and is a member of the American Association for Colleges for Teacher Education (AACTE) and the American Association of Colleges of Nursing (AACN).

## **Nondiscrimination Policy**

Holy Family University does not discriminate on the basis of race, color, religion, gender, national origin, or handicap in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

# Correspondence

All mail correspondence should be addressed to:

Holy Family University

9801 Frankford Avenue

Philadelphia, PA 19114-2009

## Address specific inquiries as follows:

*General Policies*

President

*Academic Affairs*

Vice President for Academic Affairs

*Graduate Study Policies, Transfer Policies*

Vice President for Academic Affairs

*Student Services, Housing, Use of University Facilities*

Vice President for Student Services

*Business Matters, Technical Staff*

Vice President for Financial Affairs and Administration

*Information Technology*

Vice President for Information Technology

*Disabilities Services for Students*

Director of Counseling Center and Disabilities Services

*Tuition and Fees*

Assistant Controller

*Human Resources*

Assistant Vice President for Human Resources

*Graduate Admission Policies*

Director of Graduate Admissions

*Cooperative Education/Internships*

Director of Cooperative Education

*Financial Aid*

Financial Aid Director

*Catalogs, Transcripts, and Student Records*

Associate Vice President for Academic Services and Registrar

*Gifts and Bequests*

Vice President for Institutional Advancement

*Bookstore*

Bookstore Manager



*Careers and Placement*

Director of Careers Center

*Alumni Activities*

Director of Alumni and Parent Giving

*Mail*

Mail Services Coordinator

*Holy Family University, Newtown Site*

Executive Director of the Newtown Site

*Holy Family University, Woodhaven Site (Accelerated Programs of Study)*

Associate Vice President for the Division of Extended Learning

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# History, Facilities, and Services

## History: Past and Present of Holy Family University

Holy Family University is a fully 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 Universities and Schools was extended to Holy Family seven years after its founding in 1961, a status that was renewed in 1971, 1981, 1991, and 2001. 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.

Today, the University provides liberal arts and professional programs for more than 2,100 undergraduate students through day, evening, and summer sessions. The graduate programs in business administration (accelerated), criminal justice, education, counseling psychology, nursing, human resources management, and information systems management serve more than 1,100 professional and pre-professional men and women.

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

## Graduate Studies: Mission and Governance

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

The Vice President for Academic Affairs oversees the review and evaluation of policies and procedures as they relate to graduate education in general, the coordination of graduate curricula, the review and evaluation of pertinent academic regulations, and the exploration and development of graduate education opportunities. The Graduate Council, whose membership includes the Associate Vice Presidents, school Deans, Directors and Coordinators of academic programs within each school, and relevant academic services personnel, serves in an advisory capacity to the Vice President in this role.

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

## Northeast 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.

## Northeast Philadelphia Campus Facilities

**Alpha House**, the Early Childhood Center, is situated on Grant Avenue, east of Frankford Avenue. Alpha House is available to all as an outside observation site for early childhood students as well as a resource and laboratory for all education majors. The nursery school and kindergarten is accredited by the National Association for the Education of Young Children and is staffed by certified teachers.

**Aquinas Hall**, located in the center of the Northeast campus, is a building housing the School of Business faculty offices, a classroom, and a conference room.

**Bookstore** – The bookstore is located on the first floor of the Campus Center at the Northeast Philadelphia Campus and on the first floor of the Newtown site.

In addition to used and new textbooks required and/or recommended by instructors for class, a selection of trade books in related academic disciplines is available for sale as well as a full line of school supplies, University-imprinted clothing and gifts, and numerous other items. Books can be special ordered at any time. The bookstore honors Visa, MasterCard, Discover, and American Express credit cards. Stationery, other supplies and gifts are also sold. During the first two weeks of each semester and for the beginning of each summer session, the store has extended hours of operation. Please call 215-827-0219 for further information.

**Campus Center** houses the chapel, classrooms, a full-service cafeteria, a 1,000-seat gymnasium, including an indoor running track, a state-of-the-art fitness center, an infirmary, a University store, lounges, conference rooms, and the Student Activities Office and administrative offices. The building now serves as the hub of campus activity.

**Computer Laboratories**, located in Rooms 204, 206, and 411 of Holy Family Hall, in room 307 of the Nurse Education Building, and at four locations in the Education and Technology Center, provide electronic resources for students. Open laboratory hours are available.

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

**Education & Technology Center**, opened in August 2005, is a 62,000-square-foot facility that contains eight general classrooms, four computer labs with 25 personal computers in each, and five classrooms specially designed to model primary and secondary classroom instruction for the University's education students. These model classrooms feature adaptive technology that allows students with certain disabilities, such as vision or hearing impairment, to be integrated fully into a regular classroom—providing Holy Family's Education graduates with valuable experience using adaptive technology in a classroom environment. Additionally, the facility contains a 200-seat auditorium, three conference rooms, a teacher resource room, a café, student and faculty lounges, and faculty and administrative offices for the School of Education. It also contains classroom, studio and gallery space for the University's art program.

**Garden Residence**, located on the edge of campus, is the newest addition to on-campus living. The Garden Residence is designed for upperclassmen who would like some independence in apartment-style living and can accommodate approximately 45 students.

**Holy Family Hall** is the main academic building. It contains classrooms, science, computer and language laboratories, a major lecture hall, a communication suite, student facilities, and administrative and faculty offices.

**Marian Hall**, located on the southeast corner of Grant and Frankford Avenues (4500 Grant Avenue), houses the Institutional Advancement Division, including

the Offices of Alumni and Parent Giving, Development, Public Relations and Marketing, and Graphic Arts and Publications.

**Nurse Education Building** is a four-story classroom and office facility; it includes a computer laboratory, a nursing practice laboratory and simulation technology center.

**St. Joseph Hall**, located at the center of campus, offers double-occupancy rooms, plus three rooms, with adjoining private baths, accessible to people with disabilities. Extensively renovated in 2005, the four-story residence hall houses both male and female undergraduate students separated by floor.

**Undergraduate Admissions Center**, located on the southwest corner of Grant and Frankford avenues, houses the Undergraduate Admissions Counselors and support staff.

**University Library** currently houses more than 110,000 items, including more than 2,500 DVDs and videos selected to support the learning, teaching, and informational needs of the University community. The Library receives over 900 print and online journals and other periodicals, including more than 100 journals in the field of education. The Library also offers access on and off campus to over 20 full text journal databases, including Academic Search Premier, WilsonWeb Omnifile, CINAHL, and PsycARTICLES. In addition, the Library has SEPChE-books, a portal to hundreds of electronic books available from home or campus via netLibrary. The Library's on-line catalog, the Family Cat, identifies which books and audiovisual materials the Library has on any topic, as well as which journal titles the library receives. The Family Cat, along with the on-line research databases, is available via the Library website at [www.holyfamily.edu/library/](http://www.holyfamily.edu/library/). Other information found here includes hours, policies, handouts, and forms.

The Northeast Philadelphia Campus Library works in tandem with the Newtown Learning Resource Center (LRC) to make sure all students have the resources they need. Materials at either location may be borrowed by any student and may be returned to either library. Holy Family's Woodhaven site has no library within its space; students at Woodhaven are encouraged to use the Library on the nearby Northeast Philadelphia Campus.

The Northeast Philadelphia Campus Library and Newtown LRC collaborate with faculty to make sure that needed resources are available for students to develop research skills. Reference librarians teach classes each semester to work with designated students about online searching and library resources. The Library and LRC staff members are also available to assist students individually as requested.

Additional resources are available through interlibrary loan from local, state, and out-of-state libraries, for a small fee. The Library is a member of the Tri-State College Library Cooperative (TCLC), the Consortium for Health Information (CHI), and the Online Computer Library Center (OCLC). Many local

university libraries can be used directly by Holy Family students with a letter of introduction from the University librarian; SEPCHE libraries require only a current Holy Family ID. Inquire at the Library or LRC for details.

Both the Library and LRC have a Curriculum Library containing elementary and secondary school textbooks, curriculum guides, instruction kits, and hundreds of children's books, both fiction and nonfiction. Titles in the Curriculum Library are listed in the Family Cat.

The Library has a special English as a Second Language (ESL) collection for those who teach non-native speakers of English. This collection is available for checkout by area teachers as well as by the Holy Family community. ESL materials may be sent to the Newtown Campus for students or faculty using the LRC.

Also available in the Library and LRC are copy machines, newspapers, reference materials, study carrels, and group study areas. The Library has a collection of popular light reading as well as popular movies on DVD, and an audiovisual preview room upstairs for those wishing to view DVDs or videos in-house. Materials placed on reserve by faculty can be found at the Circulation Desk of the Library or LRC.

The University Archives is located in the Library. Inactive files of the administrative offices, departments, committees, campus clubs and associations, and the private papers of the University community are deposited here. The use of these materials is limited to administrative offices for research and to others with permission from appropriate University officers. Arrangements must be made in advance for use of materials; as a rule, these items may not be borrowed. Copies of materials may be made at the expense of the researcher.

## **Holy Family University, Newtown, Bucks County**

In 1995, a second location with a building suitable for classrooms and offices was purchased by the University. It is located on a 155-acre tract in Newtown, Bucks County, 18 miles north of the Northeast Philadelphia (NEP) Campus. Full use of the Newtown facility was inaugurated in the Fall 1995 semester.

During the Fall 1995 semester, an opportunity arose for the University to provide leadership in the community for economic growth in the Bucks County area.

The University closed sale on a portion of the Newtown facility to Lockheed Martin Corporation in April 1996 and retained a 79-acre parcel for development of a "new" Newtown facility, a 44,000 square-foot academic/administrative facility housing an Administrative Service area, 12 classrooms and laboratories, the Center for the Graduate Program in Counseling Psychology, the Learning Resource Center, a chapel, the Student Services Office, and faculty offices. The continued corporate presence in Newtown of Lockheed Martin, a leader in advanced technology, presents many opportunities for collaboration with the University.

## Newtown, Bucks County, Facilities

**Center for Academic Enhancement**, Room 135, provides academic support to improve the analytical, critical, grammatical, and organizational skills of students in writing, editing, and revising essays, reviews, and research papers through professional services, individual assistance, essay analysis, and research direction.

**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.

**Language Laboratory**, Room 230, is a portable laboratory available for students of foreign languages to use during classes as well as for individual learning.

**Learning Resource Center (LRC)**, Room 122, is an extension of the Northeast Philadelphia Campus Library. The LRC serves the research and information needs of students and faculty through on-line research databases, periodicals, books and audiovisual materials, a curriculum library, and a children's literature collection. The LRC's resources are supplemented by intercampus and interlibrary loan services. Staff members offer individualized research instruction as well as formal, in-class orientation sessions at the start of each semester.

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

**Multi-Media Room**, Room 138, provides large-screen video projection; a multimedia personal computer; a document workstation; TV, VCR, and professional audio playback; and recording and amplification equipment. Room 138 is also equipped with videoconferencing equipment to provide for interactive conferences or classes between the Northeast Philadelphia Campus and the Newtown Campus as well as with videoconferencing sites worldwide.

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

**Nursing Laboratory** and **Science Laboratory**, Rooms 242 and 237, are equipped to serve both as lecture rooms and laboratories.



## Holy Family University, Woodhaven, Bucks County

The Woodhaven site opened in Fall, 2003 and is home to the University's Division of Extended Learning. Offering accelerated degree programs for the adult learner, Holy Family University's Woodhaven facility consists of a 27,000 square-foot building situated on 4.76 acres. Both the northbound and southbound ramps of I-95's Woodhaven Road exit lead to this facility.

The Woodhaven site houses classrooms, faculty offices, and administrative offices. Because it also contains a conference room, a large meeting/seminar room, a computer laboratory, and a lounge, Holy Family University's Woodhaven facility can accommodate large-group sessions, meetings, and executive retreats.

### Woodhaven, 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 is also available.

**Seminar Rooms** provide large-screen video projection, cable, VCR, and amplification equipment.

### University Services

**Bookstore** - The bookstore is located on the first floor of the Campus Center at the Northeast Philadelphia Campus and on the first floor of the Newtown site. In addition to used and new textbooks required and/or recommended by instructors for class, a selection of trade books in related academic disciplines is available for sale as well as a full line of school supplies, University-imprinted clothing and gifts, and numerous other items. Books can be special ordered at any time. The bookstore honors Visa, MasterCard, Discover, and American Express credit cards. Stationery, other supplies and gifts are also sold. During the first two weeks of each semester and for the beginning of each summer session, the store has extended hours of operation. Please call 215-827-0219 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 University Chaplain in the Campus Center, Room 214, during regular office hours or by appointment.

**Careers Center** - The Careers Center provides services to those students seeking information about job opportunities and career direction. Located in the Campus Center, the Careers Center has job listings, directory information, and job-search resources. Workshops on job-search techniques, resume writing, and interviewing, as well as individual job counseling sessions, are open to undergraduate and graduate students. The Center is open during regular office

hours and at other times by appointment and is located in Rooms 216 and 218, Campus Center. The Careers Center's phone number is 215-637-7700, ext. 3223.

**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.

**Counseling Center and Disabilities Services** - Counseling Center services are provided to ensure that the students' time at Holy Family will be both academically and personally rewarding. Services include individual and group personal and career testing and counseling, relaxation training and stress management, computer-assisted counseling, crisis intervention, support groups, and referral assistance. The Center is open Monday through Friday on the Northeast Philadelphia Campus and by appointment at the Newtown, Bucks County facility. Students may make appointments or drop in during scheduled Center hours. Normally, there are no fees for counseling during regularly scheduled hours; there are minimal fees for some testing.

Holy Family University encourages all members of the University community—faculty, students, staff, and administration—to be sensitive to and supportive of the needs of students with disabilities. Holy Family University provides reasonable accommodations to otherwise qualified students with a documented disability (physical, psychological, learning, etc.) in accordance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. An office to facilitate accommodations and academic adjustments for students with documented disabilities is located in Room 222 of the Campus Center on the Northeast Philadelphia Campus. Students with disabilities (physical, learning, psychological, etc.) who intend to seek accommodations should contact this office for assistance. Information regarding documentation requirements, policies, and procedures for receiving accommodations also are available through this office. To make an appointment at either the Northeast Philadelphia or Newtown Campus, students should contact the Director of the Counseling Center and Disabilities Services at 215-637-7700, ext. 3232.

**Health Services** - A registered nurse is available daily at the Northeast Philadelphia Campus in the University Health Services Office, Campus Center, Room G7, to provide first aid, health screenings, counseling, referrals, and health insurance information. The University nurse may be contacted during the day at 267-341-3262.

**Parking and Identification** - Students must register their cars, obtain a parking permit, and an official student identification card during their first semester at Holy Family. Parking permits and student IDs may be obtained in Room 105 of the Campus Center on the Northeast Campus or at the reception desk in the Newtown and the Woodhaven sites. ID cards are necessary for building access, the use of the library, LRC, and sports facilities, and they must be visible while students are on campus. There is no charge for the initial card; however, the cost for replacing a lost ID is \$10, which is payable at the time of photographing. A \$10 late fee is also charged for IDs taken three weeks after the start of classes.

**Safety and Security** - The University offers 24-hour security coverage. Security may be reached through using the emergency telephones located on the parking lots and in each building or by dialing 215-637-6596.

# Financial Information

## Tuition and Fees for the 2007-2008 School Year

Tuition per credit hour .....	\$525
Tuition per credit hour for clinical and practicum nursing graduate courses .....	\$575
General fee per semester .....	\$85
Application fee .....	\$25
Graduation fee .....	\$90
Auditing fee per credit .....	\$262.50
Malpractice fee where applicable.....	\$10-\$40
Late fee .....	\$25

*The University reserves the right to revise fees and expenses without notice by action of the Board of Trustees.*

## Payment of Tuition and Fees

Tuition and fees are payable at the beginning of each semester. Payment can be made by cash, check, or by MasterCard, Discover, Visa, or American Express credit cards. The Business Office will bill students who register early. The bill will note the date payment is due. For students registering during the two weeks before classes begin, payment is due at the time of registration.

## Deferred Payment Plan

To assist students in budgeting tuition payments for the semester, Holy Family University provides a deferred payment plan. This is available to all traditional full-time and part-time students if they meet the financial requirements; it is subject to the terms and conditions of the plan.

Participation in the Deferred Payment Plan through Higher Education Services (HES) requires a non-refundable application fee of \$35 and 50% of the tuition and fees due. Students must enroll in this plan each semester.

Please contact Higher Education Services at (800) 422-0010 for further information.

## Withdraw and Return of Funds Policy

1. Students who are **not** recipients of Financial Aid and withdraw from some or all of their courses, and students who **are** Financial Aid recipients who withdraw from some courses (but not all) are eligible for a tuition refund based on the following schedule:

Withdrawal from Summer Session 3, Fall and Spring semesters during:	
the first two weeks	100%
after two weeks	0%

Withdrawal from summer sessions 1 or 2 during:

the first week	100%
after first week	0%

For the above refund policy, only tuition and the portion of the residential living charge associated with board costs is refundable. Fees are not refundable with the exception of the laboratory/course fee, which is totally refunded if the student withdraws prior to the first scheduled class.

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

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

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

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

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

- Unearned aid is returned as follows:

**The school returns the lesser of:**

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

**The student returns:**

- Any unearned aid not covered by the school.
- When the school and/or the student must return unearned aid, it must be returned to the appropriate program(s) as follows:
  1. Unsubsidized Stafford Loan
  2. Subsidized Stafford Loan
  3. Federal Perkins Loan
  4. Federal PLUS Loan

*\* Federal financial aid includes the Federal Pell Grant, Federal ACG Grant, Federal National Smart Grant, Federal Supplemental Opportunity Grant (SEOG), Federal Perkins Loan, Federal Stafford Loan (subsidized and unsubsidized) and 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.*

5. Federal Pell Grant
6. Federal ACG Grants
7. Federal National Smart Grants
8. Federal SEOG
9. Other Title IV grant programs

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.

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.

### **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**

**Federal Stafford Loans** - To be eligible for a Federal Stafford Loan, students must be enrolled half-time (at least six graduate credits), be accepted in a degree or certificate program, and be a U.S. citizen or national or permanent resident of the United States. Also, students must be making satisfactory academic progress to be considered for a Federal Stafford Loan.

Students may borrow up to \$20,500 per academic year between the Federal Subsidized and Federal Unsubsidized Stafford Loans, with a maximum of \$8,500 from the Federal Subsidized Stafford Loan, depending on financial need and costs. The principal payments are deferred, and the government pays the interest charges while the borrower attends school on a half-time basis (at least six graduate credits). Federal Unsubsidized Stafford Loans are not based on financial need and accrue interest while the borrower is attending school. The principal payments are deferred, but the student either pays the interest to the lender or allows it to accrue through capitalization. For both types of loans, beginning July 1, 2006, the interest rate is fixed at 6.8%. Repayment for both the unsubsidized and subsidized loan typically begins six months from the date the student ceases to be enrolled half-time (at least six graduate credits).

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

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

**Application Procedures** - To apply for a Federal Stafford Loan, students should visit Holy Family's website, [www.holyfamily.edu](http://www.holyfamily.edu), click on "Administration," then "Financial Aid," then "Forms." Students need to complete the Free Application for Federal Student Aid (FAFSA), as well as the Federal Stafford Loan Master Promissory Note (MPN), which both have links on the "forms" page. Also, students need to download, print, and complete the Supplemental Data Form and submit it to Holy Family's Financial Aid Office. After all forms are submitted, students may be asked (by Holy Family University, the federal processor, or state loan agencies) to supply additional information. It is important to respond to all requests promptly to avoid delays in processing financial aid.

**Financial Aid Procedures** - Students must reapply for their loan by completing the FAFSA and Supplemental Data Form each academic year. Students who borrow Federal Stafford Loans are required to have entrance loan counseling prior to borrowing and exit loan counseling prior to graduation. Students also must notify the Financial Aid Office if there are any changes in their enrollment status, housing status, or address. Federal regulations require students who receive outside scholarships and/or tuition reimbursement to inform the Financial Aid Office of the name and amount of scholarship or tuition reimbursement.

Students who borrow a Federal Stafford Loan must maintain satisfactory academic progress for financial aid.

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

Federal regulations require that an institution establish, publish, and apply reasonable standards for measuring whether a student, who is otherwise eligible for aid, is maintaining satisfactory academic progress in their course of study. For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Holy Family University funded scholarships, assistantships, grants, discounts, work, and loans.

### **Quantitative Standards**

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

## **Qualitative Standards**

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

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

Under normal circumstances, a full-time and an accelerated degree candidate would complete the program within three years. Therefore, no full-time or accelerated degree candidate will be eligible for financial assistance for more than three years. Students enrolling half-time would normally complete the program within five years. Therefore, no half-time degree candidate will be eligible for financial assistance for more than five years.

## **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 not count toward credits completed for satisfactory academic progress since the credits were already counted toward the standards the first time the course was completed.

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

Students who fail to meet these requirements will be notified by the Financial Aid Office when information on academic progress is available at the end of the academic year (typically May) and when their financial aid file for the following year is complete. Students who fail to meet these requirements will not be considered for financial aid until all standards have been achieved. Under no circumstances will financial aid be awarded retroactively to the semester(s) in which the standards 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, if the requirements are met, the student will be considered for financial aid for the next semester. 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 request a waiver of the requirements due to extenuating circumstances. A letter should be written to the Director of Financial Aid indicating why the requirements were not met. 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.



# Admissions, Grading, and Academic Policies and Procedures

## Admissions Requirements

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

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

Each program has its own specific additional requirements. Please consult the program of interest to review any additional admission requirements which may apply.

## Procedures for Admission to Graduate Studies

The student must submit the following satisfactory information to the Director of Graduate Admissions at least six weeks before the semester begins:

- A completed application form including a word-processed personal statement of 250 to 500 words concerning the student's interests and reason for requesting admission (The personal statement should contain information pertinent to the specific program to which application is being made)
- Official transcripts from any and all previously attended colleges and universities
- Two letters of recommendation from individuals familiar with the student's academic achievement and potential for graduate work
- The application fee.

All documents received as part of the admission procedure become the property of Holy Family University. Documents will not be duplicated, returned to the applicant, or forwarded to any other college, university, individual, or agency.

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

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

Fall semester - July 1

Spring semester - November 1

Summer semester - April 1

## Acceptance for Admission

When records requested in the previous section are received, the Director of Graduate Admissions will notify each applicant in writing of the admission decision. Upon admission, registration may be scheduled for the next term according to the published dates for new students. Prospective students should apply early. Completion of the application process may require two to six weeks.

The following are cases of special or limited admissions:

**Provisional Status Students** – have not submitted all records required for admission but have presented evidence of graduate school capabilities; such students may enroll for one semester only while all records are being collected.

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

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

**Non-Degree Students** – are college graduates not enrolled in a degree program and may register as a non-degree graduate student. Non-degree students must complete the application for admission, pay the application fee, and submit two official transcripts from any and all institutions of higher education attended. The Director of Graduate Admissions approves these students for admission with special status. The student may enroll for any graduate course for which he or she has the necessary prerequisite coursework. Academic programs may restrict enrollment in selected courses or give scheduling preferences to the degree-seeking students.

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

## Admissions Requirements for International Applicants

In addition to the application requirements for all students as noted, international applicants are required to meet the following additional requirements:

International applicants who have completed a baccalaureate degree at a college or university outside the United States are required to produce minimum scores of 550 or a score of 213 on the new computer-based form of the Test of English as a Foreign Language (TOEFL). Additionally, international students are required to provide evidence of immunization against measles, mumps, and rubella as well as evidence of the ability to provide medical insurance coverage during their proposed stay in the United States. Such applicants are further required to submit all application materials, including transcripts, diplomas, certificates, etc., translated into English. Such applicants must arrange with World Education Services to have a document-by-document review of their educational credentials, which includes a course-by-course evaluation. World Education Services must confirm that the applicant's undergraduate experience is the equivalent of four years of undergraduate study at an accredited United States college or university, culminating in the bachelor's degree. Finally, international students are required to certify that sufficient funds to support their academic and personal living expenses are available during their stay in the United States.

### **Transfer of Credit**

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

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

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

### **Registration**

Students register for courses on published dates (See the University's website, [www.holyfamily.edu](http://www.holyfamily.edu)). Those who register early will be billed and will pay tuition according to the billing dates specified each semester by the Business Office.

Students who register near the starting date for classes will be expected to pay tuition at the time of registration. Classes are closed when maximums are reached. Additional sections of courses may/may not be made available during a given semester at the discretion of the school Dean.

## **Advising**

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

## **School Terms**

The regular academic year is composed of two semesters, 15 weeks each. The Fall semester, including final examinations, ends before Christmas. The Spring semester usually concludes during the second week in May. The annual calendar contains the exact dates on which semesters begin and end. Two Summer Sessions of six weeks each are offered each year. Alternative schedules/ telescoped graduate course offerings have specific guidelines and requirements. Please consult a faculty advisor for further information on these types of courses.

## **Course Number System**

Graduate courses are numbered in the 500s and 600s to reflect academic progression in the graduate program curriculum. Faculty advisors answer questions concerning course sequences as they relate to each program.

## **Credit for Courses**

Three semester hours of credit are granted for completion of most graduate courses. For completion of one class hour (50-minute period) per week for a 15-week session, one credit is given. Credits for each semester are indicated after the course description.

## **Course Load**

For financial aid purposes, a full-time course load is a minimum of nine graduate credit hours per semester. A half-time course load is ordinarily six credits per semester. Students should contact the Financial Aid Office for Summer session requirements.

## **Course Schedules**

Current information is available on the Registrar's section of the University's website. Schedules announcing course offerings and class meeting times are published three times a year for the Fall, Spring, and Summer Sessions. These schedules facilitate course selection and provide information on registration dates, tuition, and fees.

## **Course Cancellations**

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

## **Drop/Add Adjustments**

These registration adjustments may be made only with the approval of the Registrar and must be completed in writing on forms provided through the Registrar's Office. Students are personally responsible to initiate and complete drop/add adjustments. Drop/add adjustments will not be made after the date specified. Once enrolled in a course, those students who never attend will be administratively withdrawn from the course. Enrollment adjustments may affect academic progress toward degree completion and/or financial aid status. It is the student's responsibility to investigate the impact of registration adjustments on his or her continued academic progress and available funding.

## **Late Drop (Withdrawal) from a Course**

After the published drop/add period ends, students may still change their enrollment in a course through the process of late drop (withdrawal). If necessary, a student may process a late drop (withdrawal) for a course up to one month before the beginning of the final examination period (Fall and Spring semesters) or one week before the end of Summer sessions. Forms for processing a late drop (withdrawal) from a course are available through the Registrar's Office. Students are personally responsible to initiate and complete late drop adjustments. Students' transcripts will show a W for all courses for which a late-drop is processed.

Only in cases of documented illness or for other serious cause will the administration allow a change in enrollment without penalty after the late drop deadline published in the course brochure for a given semester. Appeals to the policy or deadline are to be made in writing and submitted with supporting documentation of cause to the Registrar. Such exceptions will be reviewed on an individual basis by the Registrar and forwarded to the Office of the Vice President for Academic Affairs for final resolution.

## **Attendance**

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

# Grading

## Grading Policy

- A (4 points) Superior performance
- B+ (3.5 points)
- B (3 points) Satisfactory performance
- C+ (2.5 points) Competence below that expected for graduate work
- C (2 points) Unacceptable toward completion of degree or certification requirements. Course must be repeated.
- F (0 points) Failure to demonstrate competence in the course (credit can be earned only by repeating the course; requires special permission from the instructor and the Program Coordinator)
- I Work not completed within semester, with approval to complete later (see related policy under Incomplete Grades)
- W Authorized withdrawal from course
- M Missing grade not submitted by instructor
- AUD Audit; carries no grade

Grades represent student achievement as evaluated by the instructor. All students are expected to maintain a GPA of B (3.0) to remain in good academic standing. A student may graduate from a program with one grade of C+. (Exception: a grade of B or higher is required in student teaching, internships, practica, and clinicals in order to complete graduation requirements.) A second grade of less than B earned in any course must be repeated the next time the course is offered. If a third grade less than a B is earned in any course, the student will be dismissed from the program.

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

Failure to complete course requirements at the end of a given semester may result in the assignment of a grade of I (Incomplete) at the discretion of the instructor. Grades of Incomplete must be removed; that is, all work must be completed within 90 days of the end of the final examination period. If the student does not complete the course requirements by the specified deadline date, an automatic failure will be recorded in the Registrar's Office. In unusual circumstances, extensions to the deadline dates may be granted at the discretion of the faculty member, who will convey that determination in writing to the school Dean and the Registrar.

## Grade Reports and Transcripts

Final grades are issued to the student by mail at the end of each semester.

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. 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. Unofficial copies can be issued directly to the student.

The Registrar's Office requires at least 48 hours' notice to process a transcript. When requesting a transcript during peak activity periods—two weeks before a semester or summer session begins and two weeks after a semester or summer session ends—please 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. They may not be recopied.

## Degree Requirements

The responsibility for meeting the requirements for the degree rests with the student. The basic requirements for graduation are:

The completion of all requirements specified in the particular program

- A cumulative GPA of 3.0 or better and no more than one course with a grade of C+ (see specific course exceptions requiring a grade of B or higher)
- Fulfillment of all University responsibilities: payment of bills, including graduation fees, return of equipment and/or library materials, and so forth
- Filing of the Formal Petition to Graduate in the Office of the Academic Services Advisor (Holy Family Hall Room 102) no later than October 1 for a December graduation date, March 1 for a May graduation date, May 1 for a June graduation date, July 1 for an August graduation date. The Petition to Graduate may be obtained from the Office of Academic Affairs (HFH 217), the Office of the Academic Services Advisor (HFH 102), or downloaded from the Graduate School website.

Graduate students are expected to submit petitions on time. Petitions received after deadline dates will not be considered for the filing graduation date. Therefore, students who submit petitions late will not complete degree requirements until the next regularly posted completion date. Diplomas are only provided at the May commencement.

## **Enrollment and Fulfillment of Degree Requirements**

Graduate students must complete the program of study within seven calendar years from the date of acceptance into a program of graduate studies. Students admitted to a degree program are expected to enroll continuously until the program is complete.

Continuous enrollment is defined as completing a minimum of six credits per academic year, including Summer sessions, at Holy Family University. Failure to maintain continuous enrollment may affect progress toward degree completion because of course availability. The timeline of seven years for degree completion will not be extended for students who fail to maintain continuous enrollment in courses as defined by the University. Students who fail to enroll in courses for a period of two years or longer will be required to apply for readmission to graduate studies. Students readmitted in this way will be bound by program requirements in effect at the time of readmission. Not all coursework previously completed in a given program may be applicable to degree completion under new/revised program requirements in effect at the time of readmission.

## **Withdrawal from a Graduate Program**

To withdraw from a graduate program, the student must:

- Resolve all financial indebtedness to the University and
- Submit in writing the Withdrawal From University Form, indicating the intent to withdraw from the program. Forms are available in the Registrar's Office.

The date of the filing of the withdrawal letter at the Office of the Registrar is considered to be the date of withdrawal in all cases.

## **Academic Standing and Retention**

Academic standing for each student will be reviewed by the Vice President for Academic Affairs and the respective schools after each grading period. Students whose grade point average falls below 3.0 will be placed on academic probation. If a student is placed on academic probation, he or she must meet the program Director or Academic Advisor in the school of study to develop an academic plan. Failure to develop such a plan will jeopardize continuance in the program. Students who continue on probation after two successive semesters will be dismissed from the University.

## **Degree Completion and Commencement**

The degree completion date is determined by the filing deadline for the Petition to Graduate. Once the petition has been filed, an exit audit will be conducted by the Academic Services Advisor. The student and the Dean in the school of study will be notified of the results of this audit and the student's eligibility to graduate.



To participate in the commencement ceremony and receive a diploma, students must have filed the required Petition to Graduate by the appropriate Winter or Spring deadline and fulfilled all academic and financial obligations. Students are not required to attend Commencement exercises but are encouraged to do so.

## **Timeline for Degree Completion**

Graduate students must complete the program of study within seven calendar years from the date of acceptance into a program of graduate studies. Students who fail to complete the program of study within the prescribed seven-year period must file a petition for extension with the school Dean. Recommendations concerning requests for a program extension and those conditions governing it will be made by the school Dean to the Vice President for Academic Affairs after consultation with the student and relevant personnel within the school of study. The Vice President for Academic Affairs approves all requests for program extensions and communicates the final decision to the student. In all cases, it will be necessary to repeat coursework that falls outside the seven-year limit for degree completion.

## **Dismissal**

Students are expected to abide by the regulations set forth by Holy Family University and the written policies and procedures of their respective programs. The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other members of the University community. Directors of programs also reserve the right to dismiss a student if it is determined that a student's conduct is unprofessional or is not consistent with the Code of Ethics of his or her intended profession. Consult specific program handbooks for further information.

# **Academic Policies**

## **Graduate Council**

The Graduate Council serves in an advisory capacity to the Vice President for Academic Affairs on matters concerning graduate education. Academic matters that the Council addresses include procedures related to student admissions, academic progress, retention, the teaching-learning environment, academic advising, scheduling, assessment, and planning.

## **Responsibilities of Students**

While help is available in the respective school and the program offices for planning, the student has the ultimate responsibility for academic planning. Students should read the Graduate Catalog and other material published and

distributed by the academic schools. In doing so, the student can best be assured of completing the program in the desired time.

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. Knowledge and observance of all regulations and policies of Holy Family University are the responsibility of the student. Students are expected to consult University and school publications (e.g., catalogs, handbooks, course brochures) 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 graduate students must obtain an ID card. A valid ID card is required for use of the Library, computer facilities, and building access. Students are expected to have their IDs with them at all times.
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 University reserves the right to establish reasonable standards of student conduct on campus or off campus when the interest of the University may be involved.

The following information has been extracted from the *Student Handbook* to draw the attention of students to the policies and procedures related to the Student Code of Conduct.

### Violations

**Major Violations** - Those actions committed on campus that carry a serious penalty of suspension or expulsion from the University, disciplinary probation, and/or financial restitution:

1. Plagiarism or academic cheating.

2. Forgery or alteration of the University identification cards or records.
3. Deliberate destruction of or damage to or misuse or abuse of public or private property.
4. Assault and/or battery upon another person or the threat thereof, including harassment and threats.
5. Theft of public or private property.
6. Lewd or indecent conduct.
7. Possession, use, or sale of illegal drugs or drug paraphernalia.
8. Use, possession, or sale of firearms, explosives, and other dangerous weapons.
9. Unlawful obstruction or occupation of passageways, public areas, buildings, or offices.
10. Unauthorized entrance.
11. Violations of state or federal law classified as felonies; or misdemeanors.
12. Use or possession of alcoholic beverages and/or drunk or disorderly behavior.
13. Discriminatory acts or harassment committed against anyone in the University community on the grounds of race, color, religion, national origin, or gender.
14. Violations of ethical or professional codes of conduct applicable in the respective areas of concentration.

**Minor Violations** - Those actions committed on campus that carry as penalties an official warning or probation not to exceed one year.

Financial restitution may be adjudicated by University officials. Three official warnings constitute a minor violation. A minor violation committed during probation may constitute a major violation with appropriate penalties:

1. Failure to identify oneself or misrepresentation of one's identification when requested by a member of the University faculty, administration, or staff.
2. Violation of campus safety regulations, including motor vehicle and fire drill regulations.

**Procedures:**

- Charges must be filed in writing within seven days to the appropriate University official. The school Dean and Vice President for Academic Affairs must be notified for academic violations (plagiarism, cheating, or classroom offenses). All other violations must be filed with the school Dean and Vice President for Student Services
- Written notice of the charge alleging a violation of the code will be issued to the accused individual by the school Dean (academic violations as described above) or appropriate administrator from Student Services (all other violations) within one calendar week of receipt of the charge

- The school Dean/Administrator will meet with all concerned parties to attempt to resolve the issue. A decision on the charge will be rendered within 14 days after the written notice was issued
- If a satisfactory resolution cannot be reached, any one of the parties involved may request a hearing before an impartial committee composed of an administrator, faculty, and students. A ruling will be made by the committee, and all appropriate individuals will be notified in writing of this decision
- Under extraordinary circumstances, written appeals to the committee ruling may be made within 14 calendar days to the respective Vice President for a final review and resolution of the issue. The decision of the Vice President will be issued in writing to all parties involved.

#### **Enforcement:**

- The ultimate responsibility for enforcement of the Code of Conduct rests with the University President and Board of Trustees
- The University President may delegate enforcement of the Code of Conduct to appropriate University administrative officials and staff members
- Chief responsibility for implementations of the Code of Conduct and responsibility for official University disciplinary files rest with the appropriate Vice President
- Day-to-day enforcement responsibility rests with all members of the University.

### **Emergency Procedures for Behavioral Incidents**

Student behavior that violates University policy is ordinarily resolved through the University's grievance procedure. However, when a student's behavior is perceived by the University to be an immediate risk or substantial threat to the student or to others, the Director of Public Safety will be notified and implement security measures as necessary.

### **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 Office of the Director of Public Safety.

Holy Family University offers 24-hour security coverage. Security may be reached through use of emergency telephones located in each academic building and on the parking lot, or by dialing 215-637-6596.

### **Academic Integrity**

Holy Family University, true to its motto *Teneor Votis*, (I am bound by my responsibilities), educates men and women both intellectually and morally to assume their responsibilities toward God, themselves, and society. The University

expects from its students the highest standards of honor and integrity in meeting their academic responsibilities.

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

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

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

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

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

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

## **Code of Ethical/Professional Standards and Conduct**

Graduate programs at Holy Family University prepare students to take positions of responsibility and leadership within their communities and professions. Many departments and programs require supervised off-campus clinical experience in which students are expected to conduct themselves as professionals-in-training. Students are expected to abide by the standards and codes that govern their professions, as well as to demonstrate the meaning and value of ethical conduct, personal honesty, and professional integrity. Behavior in violation of ethical or professional standards of the field and/or Holy Family University constitutes grounds for immediate dismissal from the program. Students should consult relevant program handbooks for further information.

## **Academic Disputes/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 a grievance can be resolved. Justifiable cause for 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 or an arbitrary action or imposition of sanctions without regard for due process. If a student questions a decision made by a faculty member, the first level for appealing the decision is to ask the faculty member to review the decision based on any additional information offered in writing by the student. If the issue is not resolved to the satisfaction of all parties, then a written appeal should be sent to the program administrator/department chair.

If the program administrator/department chair is unable to resolve the issue, then either party may send a written letter of complaint to the school Dean for review and action.

If the school Dean is unable to resolve the issue, a written letter of complaint may be sent to the Vice President for Academic Affairs for review and action.

The final appeal is to the Vice President for Academic Affairs. Any academic dispute or grade challenge must be presented by the conclusion of the next semester and resolved within one year. Any dispute or challenge older than one year will not be considered.

## **Holy Family University Sexual Harassment Policy**

Holy Family University is committed to providing its employees, faculty, and students with an environment free from explicit and implicit coercive sexual behavior used to control, influence, or affect the well being of any member of the University community. No member of the administration, faculty, or staff of the University, no student, vendor, or private contractor, male or female, regardless of campus location, shall threaten or insinuate, explicitly or implicitly, that an employee's submission to or rejection of sexual advances will in any way influence any personnel decision regarding that employee's employment, wages, advancement, assigned duties, or any other condition of employment or career development.

Further, no member of the administration, faculty, or staff of the University, no student, vendor or private contractor, male or female, regardless of campus location, shall threaten or insinuate, explicitly or implicitly, that a student's submission to or rejection of sexual advances will in any way influence grades, academic standing, matriculation, or any other condition of enrollment or participation in activities at Holy Family University.

Sexual harassment of any individual is inappropriate, unacceptable, and grounds for disciplinary action up to and including termination of employment or

expulsion and may also lead to personal legal and financial liability. Allowing sexually harassing conduct may be deemed to be the creation of a hostile environment and will result in appropriate disciplinary action as well.

**Definition:** Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964 for employees and Title IX of the 1972 Education Amendments for students. Whether it occurs in individual relationships in the workplace or in the classroom, such behavior is unacceptable and violates University policy.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature when:

- Submission to or rejection of such conduct by an individual is used as a basis for making academic or personnel decisions affecting an individual
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic standing, employment, or participation in any University activity
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance in the classroom or on the job or creating an intimidating, hostile, abusive, or offensive University environment.

**Reporting Procedures:** Anyone who believes that he or she has been the victim of sexual harassment has the right to initiate a complaint, and those accused of sexual harassment have the right to defend themselves. Efforts will be made to maintain the confidentiality of both the accuser and the accused and to resolve the dispute in a timely manner while respecting rights to due process, including the right of the accused to be informed of the identity of the accuser at the earliest appropriate point in the process.

Any employee, faculty member, or student who believes that he or she has been or is being sexually harassed should report the incident immediately to any member of the University's investigative team: Assistant Vice President of Human Resources, Vice President for Student Services, Vice President for Academic Affairs, or Executive Director of Newtown. The investigative team will assign a team based on the nature of the claimant and the respondent. Employees, faculty, and students are encouraged to use this procedure to report sexual harassment claims so that Holy Family University will be aware of the situation and may make a timely, confidential investigation and take appropriate corrective action.

This sexual harassment reporting procedure should be used to report claims of sexual discrimination and/or harassment involving agents and supervisory employees of Holy Family University, fellow employees, and non-employees (such as individuals employed by service and supply companies) made by students, faculty members, and any other persons dealt with in the workplace or classroom.

Retaliatory conduct against any individual who has filed a complaint of harassment, who has reported witnessing harassment, who has participated in the

harassment complaint process, or who has been the subject of an investigation will not be tolerated and will be grounds for discipline up to and including termination of employment. Complainants and witnesses also will be disciplined for filing false complaints or providing false testimony during an investigation.

All aspects of the individual's complaints and the investigation will be kept confidential to the extent possible. Individuals who are not satisfied with the outcome of the investigation may choose to file a complaint using the appropriate problem-solving procedure.

## **Family Education Rights and Privacy**

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 the request. procedures for making such requests are available in the various offices where these records are maintained:

**Academic Undergraduate** — Main office in the school of study

**Academic Graduate** — Office of the Vice President for Academic Affairs

**Judicial Report** — Office of the Vice President for Student Services

**Grade Reports** — Registrar, Holy Family Hall

**Financial Accounts** — Business Office, Holy Family Hall

**Student Aid\*** — Financial Aid, Holy Family Hall

**Recommendations/Evaluations\*\*** — Director, Careers Center, Campus Center

The student has the right to challenge the contents 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 education 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.

The University may disclose certain personally identifiable information, designated as directory information, concerning a student's attendance.

The following categories of information have been designated as directory information: the student's name, address, e-mail 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, date of attendance, enrollment status, 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 Vice President for Student



Services in writing within 30 days after commencement 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.

A more complete description of the guidelines prepared for compliance with the act is available in various offices of the University at all times and at the Registration Desk during regular registration each semester.

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

*\*\*Evaluations of Nursing students are retained in the School of Nursing Office.*

## **Equal Opportunity/Non-Discrimination Policy**

Holy Family University is committed to providing all qualified applicants and employees equal employment opportunities, not only because it is the law but also because of our belief that adherence is morally correct. Holy Family University does not discriminate on the basis of sex, race, religion, color, age (as defined in the relevant statutes), Vietnam Veteran status, national origin, or disability in terms of employment opportunities and other terms and conditions of employment.

Any breach of the University's Equal Employment Opportunity Policy regarding non-discrimination shall be grounds for disciplinary action up to and including employment termination.

The Assistant Vice President for Human Resources should be contacted with any questions about the University's equal opportunity practices.

# Academic Programs and Course Descriptions

## Counseling Psychology

Regina Hobough, PhD, *Dean, School of Arts and Sciences*

George M. Colton, EdD, *Program Director*

### Goals of the Program in Counseling Psychology

In order to prepare professional practitioners for community, private, school, or higher education settings, the Counseling Psychology program will:

- Provide students with an understanding of human behavior throughout the life span
- Expose students to the increasing diversity of our society and help students develop sensitivity to the differences inherent in different cultural, ethnic, and social groups
- Train students in specific counseling and consultation skills
- Facilitate the development of group counseling skills
- Expose students to the current practice in the field of career and lifestyle counseling
- Give students an understanding of the basic individual, family, and group assessment and evaluation techniques
- Provide students with a solid grounding in research methods and program evaluation techniques
- Help students develop an understanding of the legal and ethical issues facing counselors
- Educate students about the role of the counselor in school, private, higher education, and community settings
- Help students develop an expertise as counselors working in the community, with families, and with students in school and higher education settings.

### Specific Admission Requirements

In addition to the general admission requirements listed in Chapter 3, applicants must meet the following requirements for admission to the Master of Science in Counseling Psychology program:

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

Applicants will be considered based on their academic ability, expression of interests and goals, life experiences, and personal interview. Admissions to the Counseling Psychology program are rolling, with the majority of admissions occurring in the Fall semester and with a limited number of admissions occurring in the Spring. Notification of acceptance into the program is usually completed within two weeks of the personal interview.

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

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

### **Undergraduate Prerequisite Requirements\***

An undergraduate course in general psychology is required prior to admission to the program. In addition, the following two undergraduate prerequisite courses are required prior to enrollment in selected courses in the Counseling Psychology program:

- Statistics
- Research Methods or Experimental Psychology

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

Additional Prerequisite Course Requirements for School Counseling Certification Students:

- Six credits of undergraduate English (three credits of composition and three credits of literature)
- Six credits of undergraduate mathematics.

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

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

### **Academic Program Description**

In order to provide students with the opportunity to develop the skills required to practice as professional counselors with expertise in the areas of community, private, school, or higher education settings, the program uses a scientist-practitioner training approach. Through involvement with program

coursework students become active and involved learners. Students engage in both in-class and out-of-class cooperative, collaborative, and experiential learning that through interaction, exposure, immersion, and problem-solving enables students to integrate class material into their current knowledge and experiential base. The skill labs, practicum, and internship courses provide students with the professional experiences to synthesize course material with real-life counseling experiences to develop the skills appropriate for beginning practitioners.

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

- Generalist counseling
- Counseling in the community
- Family and marital counseling
- Counseling in student affairs in higher education
- School counseling elementary
- School counseling secondary
- School counseling dual

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

The Master of Science program in Counseling Psychology is built around two central core curricula that are designed to help students develop general counseling skills that can be applied in a variety of contexts. The concentration curricula help students develop those specific counseling skills required for proficiency in the student's area of interest. Because of their generic nature, these core curricula provide an excellent preparation vehicle for students wishing to pursue doctoral studies.

The Counseling Psychology program, concentrated at the University's Newtown, Bucks County location, is designed for part-time students who attend classes scheduled in the evening or on Saturdays.

#### **Eligibility For Licensure As A Licensed Professional Counselor (LPC)**

The Master of Science program in Counseling Psychology offers several concentrations of study that fulfill the educational requirements for licensure as a:

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

These concentrations fulfill the general and course-specific requirements required for students to take the National Counselor Exam (NCE). Successful completion of the NCE allows the student to apply for the LPC license. These concentrations are:

- Counseling in the community
- Family and marital counseling
- School counseling elementary – certification and LPC
- School counseling secondary – certification and LPC
- School counseling dual – certification and LPC
- Counseling in student affairs in higher education.

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

The Master of Science program in Counseling Psychology continues to offer non-LPC concentrations in the following areas: Generalist, School Counseling Elementary – certification only, School Counseling Secondary – certification only, and School Counseling dual – certification only.

### **Advisement**

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

Upon admission to the program, each student is assigned a faculty advisor. This faculty advisor will have expertise in the student's area of concentration. The faculty advisor is the student's resource person in dealing with the program and the University. Students are encouraged to meet with their faculty advisor on a regular basis. Students must meet with their faculty advisor for course selection, approval of practicum and internship sites, comprehensives, and other administrative issues. Scheduling an appointment with the respective advisor is easy. Appointments may be made in person or by calling 215-504-2000, extension 4032. Faculty office hours are posted at the faculty office.

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

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

## **The Central Core Curricula**

The Master of Science program in Counseling Psychology offers two central core curricula that are the basis for all concentrations. One core curriculum is specific to the unique needs of the generalist concentration, and the other core curriculum applies to all other program concentrations. Both of these core curricula enable students to develop educational and counseling skills that can be applied in a variety of contexts. Because of their generic nature, these core curricula provide an excellent preparation vehicle for those students wishing to pursue doctoral studies.

### **Generalist Core Curriculum (33 Credits)**

- COUN 501 Introduction to Substance Abuse
- COUN 503 Introduction to Counseling & Guidance Theories
- COUN 504 Introduction to Counseling Skills, Laboratory Level I
- COUN 505 Group Counseling
- COUN 506 Human Development
- COUN 507 Multicultural Issues
- COUN 520 Research Methods
- COUN 530 Assessment: Theory & Practice: A Life Span Approach
- COUN 531 Legal & Ethical Issues
- COUN 533 Advanced Counseling & Guidance Theories: Counseling Children & Families
- COUN 534 Advanced Counseling Skills, Laboratory Level II: Working with Children and Families

### **Central Core Curriculum For All Other Concentrations (28 Credits)**

- COUN 501 Introduction to Substance Abuse
- COUN 502 Career and Vocational Counseling
- COUN 503 Introduction to Counseling & Guidance Theories
- COUN 504 Introduction to Counseling Skills, Laboratory Level I
- COUN 506 Human Development
- COUN 507 Multicultural Issues
- COUN 509 Counseling Practicum
- COUN 520 Research Methods
- COUN 530 Assessment: Theory and Practice – A Life Span Approach
- COUN 532 Assessment of Social and Emotional Problems

## **Concentration Area Requirements**

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

## **Generalist**

The generalist concentration does not meet the educational requirements for licensure as an LPC. This concentration is designed for students interested in getting a generalist preparation in counseling. The concentration exposes students

in a general way to individual, group, and family counseling in the community setting. The total degree credits required for this concentration is 48. This concentration requires a 400-hour internship.

#### **Required Courses For Specialty Area (15 Credits)**

- COUN 521 Survey of Community Counseling Agencies  
**or**
- COUN 522 Case Management
- COUN 532 Assessment of Social and Emotional Issues
- COUN 560 Internship in Counseling Psychology I:  
Counseling in the Community
- COUN 561 Internship in Counseling Psychology II: Counseling in the  
Community
- COUN 562 Professional Seminar: Culminating Experience

*This is a non-license concentration.*

#### **Counseling in the Community**

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

#### **Required Courses For Specialty Area (21 Credits)**

- COUN 515 Professional Orientation and Ethics for Community  
Counselors  
**or**
- COUN 531 Legal and Ethical Issues in Counseling
- COUN 505 Group Counseling
- COUN 521 Survey of Community Counseling Agencies  
**or**
- COUN 522 Case Management
- COUN 540 Psychopathology & Diagnosis Using the DSM
- COUN 560 Internship in Counseling Psychology I – Counseling in the  
Community Concentration
- COUN 561 Internship in Counseling Psychology II–Counseling in the  
Community Concentration
- COUN 562 Professional Seminar: Culminating Experience

**Electives (11 Credits)**

*This is a license-eligible concentration.*

## Family and Marital Counseling

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

### Required Courses For Specialty Area (21 Credits)

COUN 516 Professional Orientation and Ethics for Family and Marital Counselors

or

COUN 531 Legal and Ethical Issues in Counseling

COUN 505 Group Counseling

COUN 534 Advance Counseling Skills, Laboratory Level II: Working With Children and Families

COUN 550 Advanced Family Counseling: Systems Approaches

CNFM 560 Internship in Counseling Psychology I – Family and Marital Concentration

CNFM 561 Internship in Counseling Psychology II – Family and Marital Concentration

COUN 562 Professional Seminar: Culminating Experience

Electives (11 Credits)

*This is a license-eligible concentration.*

## Counseling in Student Affairs in Higher Education

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



### **Required Courses For Specialty Area (21 Credits)**

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

**or**

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

COUN 505 Group Counseling (3 credits)

COUN 539 The College/University Student (3 credits)

COUN 549 Issues and Best Practices in Higher Education (3 credits)

CNSA 560 Internship in Counseling Psychology I – Student Affairs Concentration (3 credits)

CNSA 561 Internship in Counseling Psychology II – Student Affairs Concentration (3 credits)

COUN 562 Professional Seminar: Culminating Experience (3 credits)

Electives (11 Credits)

### **School Counseling Elementary – Certification Only**

The School Counseling Elementary – certification only concentration is a Pennsylvania Department of Education-approved certification program in elementary school counseling. This is a certificate-only program, and students completing this concentration will not have fulfilled the educational requirements to sit for the NCE upon graduation. Students can complete an additional 9 credits of post graduate studies to be eligible to take the NCE. This concentration is for students wishing to work as school counselors in a K-6 setting. The total degree hours required for this concentration is 51. This concentration requires a 400-hour internship and a 100-hour practicum.

### **Required Courses For Specialty Area (23 Credits)**

COUN 517 Professional Orientation and Ethics for School Guidance Counselors

**or**

COUN 531 Legal and Ethical Issues in Counseling

COUN 505 Group Counseling

**or**

COUN 510 Group Counseling in School Guidance Settings

EDUC 504 Computers and Technology

**or**

EDUC 509 Computers in Elementary Schools

**or**

COUN 511 Computers & Technology in School Guidance Settings

COUN 541 Administration of School Counseling Programs

COUN 551 Advanced Counseling: Techniques for Children and Adolescents

**or**

Any advanced counseling course for School Counselors

- CNES 560 Internship in Counseling Psychology I–School Counseling: Elementary Concentration
- CNES 561 Internship in Counseling Psychology II–School Counseling: Elementary Concentration
- COUN 562 Professional Seminar: Culminating Experience

*This is a certification-only concentration.*

## School Counseling Elementary – Certification/LPC

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

### Required Courses For Specialty Area (23 Credits)

- COUN 517 Professional Orientation and Ethics for School Guidance Counselors
- or
- COUN 531 Legal and Ethical Issues in Counseling
- COUN 505 Group Counseling
- or
- COUN 510 Group Counseling in School Guidance Settings
- EDUC 504 Computers and Technology
- or
- EDUC 509 Computers in Elementary Schools
- or
- COUN 511 Computers & Technology in School Guidance Settings
- COUN 541 Administration of School Counseling Programs
- COUN 551 Advanced Counseling: Techniques for Children and Adolescents
- or
- Any advanced counseling course for School Counselors
- CNES 560 Internship in Counseling Psychology I–School Counseling: Elementary Concentration
- CNES 561 Internship in Counseling Psychology II – School Counseling: Elementary Concentration
- COUN 562 Professional Seminar: Culminating Experience

### Electives (9 Credits)

*This is a license-eligible concentration.*

## School Counseling Secondary – Certification Only

The School Counseling Secondary – certification only concentration is a Pennsylvania Department of Education-approved certification program in secondary school counseling. This is a certificate-only program, and students completing this concentration will not have fulfilled the educational requirements to sit for the NCE upon graduation. Students can complete an additional 6 credits of post graduate studies to be eligible to take the NCE. This concentration is for students wishing to work as school counselors in a 7-12 grade setting. The total degree hours required for this concentration is 54. This concentration requires a 400-hour internship and a 100-hour practicum.

### Required Courses For Specialty Area (26 Credits)

- COUN 517 Professional Orientation and Ethics for School Guidance Counselors
- or
- COUN 531 Legal and Ethical Issues in Counseling
- COUN 505 Group Counseling
- or
- COUN 510 Group Counseling for School Guidance Counselors
- EDUC 504 Computers and Technology
- or
- EDUC 509 Computers in Elementary Schools
- or
- COUN 511 Computers & Technology in School Guidance Settings
- COUN 541 Administration of School Counseling Programs
- COUN 551 Advanced Counseling: Techniques for Children and Adolescents
- or
- Any advanced counseling course for School Counselors
- CNSS 560 Internship in Counseling Psychology I – School Counseling: Secondary Concentration
- CNSS 561 Internship in Counseling Psychology II – School Counseling: Secondary Concentration
- COUN 562 Professional Seminar: Culminating Experience
- EDUC 620 Seminar in Curriculum Development

*This is a certification-only concentration.*

## School Counseling Secondary – Certification/LPC

The School Counseling Secondary – certification/LPC concentration is a Pennsylvania Department of Education-approved certification program in secondary school counseling. Students completing this concentration, in addition to being eligible for certification as school counselors, will also have fulfilled the educational requirements to take one of the NCE exams. This concentration is for

students wishing to work as school counselors in a 7-12 setting. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship and a 100-hour practicum.

### **Required Courses For Specialty Area (26 Credits)**

COUN 517 Professional Orientation and Ethics for School Guidance Counselors

or

COUN 531 Legal and Ethical Issues in Counseling

COUN 505 Group Counseling

or

COUN 510 Group Counseling for School Guidance Counselors

EDUC 504 Computers and Technology

or

EDUC 509 Computers in Elementary Schools

or

COUN 511 Computers & Technology in School Guidance Settings

COUN 541 Administration of School Counseling Programs

COUN 551 Advanced Counseling: Techniques for Children and Adolescents

or

Any advanced counseling course for School Counselors

CNSS 560 Internship in Counseling Psychology I – School Counseling: Secondary Concentration

CNSS 561 Internship in Counseling Psychology II – School Counseling: Secondary Concentration

COUN 562 Professional Seminar: Culminating Experience

EDUC 620 Seminar in Curriculum Development (3 credits)

Electives (6 Credits)

*This is a license-eligible concentration.*

### **School Counseling Dual – Certification Only**

The School Counseling Dual – certification only concentration is a Pennsylvania Department of Education approved certification program that allows students to become certified as both elementary and secondary school counselors. This is a certificate-only program, and students completing this concentration will not have fulfilled the educational requirements to sit for the NCE upon graduation. Students can complete an additional 6 credits of post graduate studies to be eligible to take the NCE. This concentration is for students wishing to work as school counselors in a K-12 setting. The total degree hours required for this concentration is 54. This concentration requires a 600-hour internship over the course of two semesters (300 hours in an elementary setting and 300 hours in a secondary setting) and a 120-hour practicum (60 hours in an elementary setting and 60 hours in a secondary setting).

### **Required Courses For Specialty Area (26 Credits)**

- COUN 517 Professional Orientation and Ethics for School Guidance Counselors
- or
- COUN 531 Legal and Ethical Issues in Counseling  
COUN 505 Group Counseling
- or
- COUN 510 Group Counseling for School Guidance Counselors  
EDUC 504 Computers and Technology
- or
- EDUC 509 Computers in Elementary Schools
- or
- COUN 511 Computers & Technology in School Guidance Settings  
COUN 541 Administration of School Counseling Programs  
COUN 551 Advanced Counseling: Techniques for Children and Adolescents
- or
- Any advanced counseling course for School Counselors
- CNDS 560 Internship in Counseling Psychology I – School Counseling: Dual Concentration
- CNDS 561 Internship in Counseling Psychology II – School Counseling: Dual Concentration
- COUN 562 Professional Seminar: Culminating Experience  
EDUC 620 Seminar in Curriculum Development

*This is a certification-concentration only.*

### **School Counseling Dual – Certification/LPC**

The School Counseling Dual – certification/LPC concentration is a Pennsylvania Department of Education approved certification program that allows students to become certified as both elementary and secondary school counselors. Students completing this concentration, in addition to being eligible for certification as school counselors, will also have fulfilled the educational requirements to sit for the NCE. This concentration is for students wishing to work as school counselors in a K-12 setting. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship over the course of two semesters (300 hours in an elementary setting and 300 hours in a secondary setting) and a 120-hour practicum (60 hours in an elementary setting and 60 hours in a secondary setting).

### **Required Courses For Specialty Area (26 Credits)**

- COUN 517 Professional Orientation and Ethics for School Guidance Counselors
- or
- COUN 531 Legal and Ethical Issues in Counseling

- COUN 505 Group Counseling  
**or**  
 COUN 510 Group Counseling for School Guidance Counselors  
 EDUC 504 Computers and Technology  
**or**  
 EDUC 509 Computers in Elementary Schools  
**or**  
 COUN 511 Computers & Technology in School Guidance Settings  
 COUN 541 Administration of School Counseling Programs  
 COUN 551 Advanced Counseling: Techniques for Children and Adolescents  
**or**  
 Any advanced counseling course for School Counselors
- CNDS 560 Internship in Counseling Psychology I – School Counseling: Dual Concentration  
 CNDS 561 Internship in Counseling Psychology II – School Counseling: Dual Concentration  
 COUN 562 Professional Seminar: Culminating Experience  
 EDUC 620 Seminar in Curriculum Development

Electives (6 Credits)

*This is a license-eligible concentration.*

## **OTHER PROGRAM REQUIREMENTS FOR THE MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY**

### **Comprehensive Examination**

The comprehensive examination gives students the opportunity to display the development, synthesis, and application of the material they have learned from being involved with the graduate program in Counseling Psychology at Holy Family University. Students will have the opportunity to display the breadth and depth of the knowledge of the discipline gained by being involved with the program.

To sit for the comprehensive examination, students must have an overall cumulative grade point average of 3.0 and be near the end of their studies in the graduate program in Counseling Psychology. All students must successfully complete the comprehensive examination prior to the granting of the graduate degree.

The comprehensive examination will be in essay format and consist of four questions. Three of the four questions will be developed by program faculty. The fourth question will be developed by the student and his or her comprehensive advisor. The examination is administered for six hours on a weekend day.

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

## Internship

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

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

The University reserves the right to postpone or deny a student an internship if the student shows academic, personal, or ethical issues that would be incongruent with the role of the professional counselor. Please review the *Graduate Program in Counseling Psychology Internship Handbook* for further information. This document is available online at [www.holyfamily.edu](http://www.holyfamily.edu).

## Postgraduate Programs

The Counseling Psychology program at Holy Family University offers the following two postgraduate programs: Postgraduate Licensure Program and Postgraduate School Guidance Certification Program. All courses in the postgraduate programs are only offered at Holy Family University's Newtown site. Admissions for these postgraduate programs are rolling, with students beginning either program in the Fall, Spring, or Summer semester.

### Postgraduate Licensure Program

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

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

## Postgraduate School Guidance Certification Program

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

- Obtained a master's degree in counseling or a field closely related to the practice of professional counseling from an accredited institution of higher education
- Submitted an application form with a non-refundable application fee of \$25
- Submitted official transcripts of all graduate work
- Meet with the Program Director or designee. The purpose of this meeting is to review the applicant's educational and career history, review course requirements, and if the applicant is recommended for acceptance, to create an educational plan with him or her.

## Course Descriptions

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

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

### **COUN 502      Career Vocational Counseling (3 credits)**

This course includes information regarding theories of lifestyle and career development, sources of occupational information, and methods of career counseling and assessment. Both theory and the practical application of career counseling will be explored through lectures, class discussion, readings, writings, and projects. Prerequisites: an undergraduate course in statistics or permission of the instructor.

### **COUN 503      Introduction to Counseling and Guidance Theories (3 credits)**

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

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

This course is designed to help students become proficient in using the basic psychological counseling techniques used in the helping relationship. Through active classroom experiences, laboratory training, and exploration of field opportunities, students will develop basic counseling skills. Only open to degree students or with permission of Program Director or designee.



**COUN 505      Group Counseling (3 credits)**

Through didactic and experiential learning activities, students will explore various theoretical approaches to groups, learn and apply basic principles of group dynamics, develop ethical, legal, and professional standards relative to group leadership, learn member roles and functions in group, and relate these issues to the leader's interpersonal style and behavior. Specific applications to developmental stages (e.g., children, adolescents, elderly) will be explored. Prerequisite: COUN 504 or permission of the instructor. Only open to degree students or with permission of Program Director or designee.

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

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

**COUN 507      Counseling Multicultural and Diverse Populations (3 credits)**

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

**COUN 508      Introduction to Individual Psychology (3 credits)**

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

**COUN 509      Counseling Practicum (1 credit)**

This one-credit course offers students an entry-level, supervised, fieldwork experience that extends the entire semester. The purpose of the experience is to expose students to the practice of counseling in the agency, community, school, or higher education setting. All practicum sites must be approved, and all students are expected to complete at least 100 to 120 hours of practicum. Students are expected to conduct individual, family, couple, and/or group counseling sessions; gain a deeper understanding of the role of the counselor, the organizational structure, and operations of their practicum site; and be involved in on-site supervision, on-site staff development, and other experiences as determined by the on-site and campus supervisors. Prerequisite: faculty advisor approval. Only open to degree students or with permission of Program Director or designee.

**COUN 510      Group Counseling for School Counselors (3 credits)**

This course is an introduction to the use and process of group counseling in the elementary and secondary school setting. Through the use of didactic and experiential learning activities students will learn the essential knowledge and skills required for understanding, organizing, implementing, and working with groups within the school setting. Students will learn to be effective group leaders. Students will be exposed to the

different theoretical approaches to groups. They will come to understand the function and purpose of groups in the school setting as well as the basic principles of group dynamics and the ethical, legal, and professional issues associated with group programs in the school setting. They will also come to understand leadership and group development, member roles and functions, and their own interpersonal style of group leadership. Prerequisite: COUN 504 or permission of the instructor. Only open to degree students or with permission of Program Director or designee.

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

This course will feature authentic assessment of a variety of hands-on, technology-based projects, the knowledge of which is essential for all school counselors. The student will learn how to use technology in the guidance setting for information management and processing, program management, and communication. The counseling uses of the Internet, word processing, data bases, spreadsheets, drawing, desktop publishing, website development, and presentation software will be integral parts of this course. Prerequisite: general familiarity with and understanding of the operation of the computer, including Microsoft Windows or Apple Mac, Microsoft Word, and the use of the Internet for basic communications and research.

### **COUN 512      Understanding Violence in Schools (3 credits)**

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

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

This course is designed to introduce the student to the role and function of the student affairs professional counselor. The course will introduce the student to the origin, development, and history of student affairs and its role in higher education and to the professional identity, ethical standards, and legal codes applicable to student affairs counseling professionals. Students will also be introduced to operational activities of student affairs' major functional areas. Upon completion of the course, students will be able to articulate the history, philosophy, roles, organizational structure, ethics, standards, and credentialing as they apply to the student affairs professional counselor in higher education. Students will be able to demonstrate proficiency in applying in decision-making situations the ethical standards of the American Counseling Association (ACA), the American College Counseling Association (ACCA), and the American College Personnel Association (ACPA) as well as applicable state and federal laws and regulations.

### **COUN 515      Professional Orientation and Ethics for Community Counselors (3 credits)**

This course is designed to introduce the student to the role and function of the professional counselor working in the community setting. The course will introduce the student to the professional identity, ethical standards, and the legal codes of counseling

practice. Factors relevant to the helping professions, and current trends and emergent issues in the counseling field will also be discussed. Upon completion of the course, students will know the historical and philosophical influences, roles, organizational structure, ethics, standards, and credentialing as they apply to professional counselors working in a community setting. Students will be able to apply in decision-making situations the ethical standards of the American Psychological Association (APA), American Counseling Association (ACA), and the Pennsylvania Mental Health law as it impacts on the practice of counseling.

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

This course is designed to introduce the student to the role and function of the family and marital counselor. The course is a survey of professional identity, ethical standards, and the legal codes of practice as they apply to family and marital counselors. Factors relevant to family and marital counseling, as well as the current trends and emergent issues in the family and marital counseling field will also be discussed. Upon completion of the course, students will know the historical and philosophical influences, roles, ethics, standards, and credentialing as they apply to family and marital counselors. Students will be able to apply in decision-making situations the ethical standards of the American Psychological Association (APA), American Counseling Association (ACA), International Association of Marriage and Family Counselors (IAMFC), public policy and the Pennsylvania Mental Health law as it impacts on the practice of counseling families and couples.

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

This course is designed to introduce the student to the role and function of the school counselor. The course will introduce the student to the professional identity, ethical standards, and legal codes applicable to school counselors working in an elementary and/or secondary school counseling setting. Upon completion of the course, students will know the history, roles, organizational structure, ethics, standards, and credentialing as they apply to the school counseling setting. Students will be able to apply in decision-making situations the ethical standards of the American Counseling Association (ACA), the American School Counseling Association (ASCA), as well as the Pennsylvania Code of Professional Practice and Conduct for Educators.

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

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

**COUN 521 Survey of Community Counseling Agencies (3 credits)**

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

**COUN 522 Case Management (3 credits)**

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

**COUN 523 Seminar in Close Relationships (3 credits)**

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

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

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

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

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

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

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

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

Five counseling theories commonly used with families and children are studied in depth: psychodynamic, humanistic, behavioral, cognitive, and family systems theories. The focus will be to develop a theoretical understanding of case conceptualization and therapeutic intervention utilizing the five commonly used theories. Through lectures, class

discussions, readings, films, case studies, and role-play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling. Prerequisites: COUN 503 and COUN 504. Only open to degree students or with permission of the Program Director or designee.

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

Enables students to practice case conceptualization and interventions utilizing the psychodynamic, humanistic, behavioral, cognitive, and family systems model of therapy. Students will sharpen their therapeutic skills through role plays and hands-on experience. Students will be encouraged to examine the various theories and to integrate them into their own style of counseling with children and families. Prerequisite: COUN 550 or COUN 533. Only open to degree students or with permission of the Program Director or designee.

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

This course is designed to provide the student with knowledge of and hands-on applications of counseling techniques commonly used in cognitive and behavioral psychotherapy. Students will gain knowledge of how these techniques are derived from the theories of cognitive and behavioral psychology. They will learn how to use these techniques appropriately in a counseling setting. They will experiment with various techniques in mock practice, plan treatment, and evaluate the effectiveness of that intervention. Finally, they will be able to choose techniques appropriate for a given client and support that choice with a knowledge of cognitive and behavioral theory. Prerequisites for this course are COUN 503 and COUN 504.

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

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

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

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

**COUN 541      Administration of School Counseling Programs (3 credits)**

This course is an introduction to the theory and practice of school counseling programs. Students will develop an understanding of the history of school counseling programs and will be given the tools to design, implement, and evaluate a comprehensive counseling program. Prerequisite: COUN 509.

**COUN 549 Issues and Best Practices in Higher Education (3 credits)**

This course is designed to provide the student a working knowledge of the current issues and trends in contemporary higher education. Students will examine, investigate, assess, and analyze these current issues, trends, and problems. Students will examine and demonstrate an ability to apply the various intervention models and theories developed in response to these changes, and students will formulate their own intervention programs for these issues, trends, and problems. Students will also be exposed to the best practices in higher education created to address these issues, trends, and problems. Prerequisites: COUN 514 and COUN 539.

**COUN 550 Advanced Family Therapy: Systems Approaches (3 credits)**

Provides an in-depth knowledge and experience with the theories and techniques of family therapy. Seminal ideas such as the double blind and mystification will be explored. The ideas of historically important theories, as well as those of modern practitioners, will be introduced. Application of techniques will be emphasized through role play and case studies. Prerequisites: COUN 503 and COUN 504. Only open to degree students or with permission of the Program Director or designee.

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

Provides the experienced student with advanced skills in working with children and adolescents in a variety of settings. In addition to generic approaches such as client-centered and behavioral therapies, techniques specifically developed for children such as role play and peer group therapy will be explored. Students will also develop the skills for consultation to others working with children. Prerequisites: COUN 503 and COUN 504. Only open to degree students or with permission of the Program Director or designee.

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

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

**COUN 553 Facilitating Parent Education Groups (3 Credits)**

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

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

This course affords the student the opportunity to engage in advanced studies with internationally recognized leaders and experts in the field of Adlerian Psychology. The course curriculum is based on offerings at the annual two week international Rudolf Dreikurs Summer Institute sponsored by the International Committee of Adlerian

Summer Schools and Institutes (ICASSI). Participants and presenters attending the conference come from over twenty different countries.

**COUN 560/561/563 Internship in Counseling Psychology I, II and III  
(3 credits each – Counseling in the Community  
Concentration)**

This internship is an intensive work experience that is similar to a regular job in the counseling field. It is designed to provide an opportunity for students to synthesize and apply what has been learned in their coursework in an actual job setting. Through mentoring by supervisors on site and on campus, students will develop their professional identity as well as their knowledge and skills. See the *Internship Handbook* for specific criteria. Only open to degree students and only with permission of the Program Director or designee.

**COUN 562 Professional Seminar: Culminating Experience (3 credits)**

This course is the culminating experience in the masters in Counseling Psychology program. Students will integrate learning and experience from throughout their training and produce an integrative paper on a topic of current interest in the field. Only open to degree students or with permission of the Program Director or designee.

**CNDS 560/ 561/563 Internship in Counseling Psychology I, II, and III  
(3 credits each – School Counseling: Dual)**

This internship is an intensive work experience in a secondary and elementary school setting under the supervision of a certified school counselor. The work experience is similar to a regular job as a school counselor. It is designed to provide an opportunity for the student to synthesize and apply what has been learned in coursework in an actual school counseling setting. Through mentoring by supervisors on site and on campus, students will develop their professional identities, as well as their knowledge and skills. See the *Internship Handbook* for specific criteria. Only open to degree students and only with permission of the Program Director or designee.

**CNES 560/561/563 Internship in Counseling Psychology I, II, and III  
(3 credits each – School Counseling: Elementary)**

The internship is an intensive work experience in an elementary school setting under the supervision of a certified school counselor. The work experience is similar to a regular job as a school counselor. It is designed to provide an opportunity for the student to synthesize and apply what has been learned in coursework in an actual school counseling setting. Through mentoring by supervisors on site and on campus, students will develop their professional identities, as well as their knowledge and skills. See the *Internship Handbook* for specific criteria. Only open to degree students and only with permission of the Program Director or designee.

**CNFM 560/561/563 Internship in Counseling Psychology I, II and III (3  
credits each – Family and Marital Concentration)**

This internship is an intensive work experience that is similar to a regular job in the counseling field. It is designed to provide an opportunity for the student to synthesize and apply what has been learned in their coursework in an actual job setting. Through mentoring by supervisors on site and on campus, students will develop their professional identity as well as their knowledge and skills. See the *Internship Handbook* for specific criteria. Only open to degree students and only with permission of the Program Director or designee.

**CNSA 560/561/563 Internship in Counseling Psychology I, II, and III –  
Counseling in Student Affairs in Higher Education  
(3 credits each)**

This internship is an intensive work experience that is similar to an actual job in a higher education setting. The internship is designed to provide an opportunity for students to integrate, synthesize, and apply what has been learned through their experiences with the graduate program in Counseling Psychology in an actual higher education setting. Through mentoring by supervisors on site and on campus, students will continue to develop their professional identity and leadership skills, as well as their counseling knowledge and skills. See the *Internship Handbook* for specific criteria. Only open to degree students and only with permission of the Program Director or designee.

**CNSS 560/561/563 Internship in Counseling Psychology I, II, and III  
(3 credits each – School Counseling: Secondary)**

This internship is an intensive work experience in a secondary school setting under the supervision of a certified school counselor. The work experience is similar to a regular job as a school counselor. It is designed to provide an opportunity for the student to synthesize and apply what has been learned in coursework in an actual school counseling setting. Through mentoring by supervisors on site and on campus, students will develop their professional identities, as well as their knowledge and skills. See the *Internship Handbook* for specific criteria. Only open to degree students and only with permission of the Program Director or designee.



# Criminal Justice

Regina Hobaugh, PhD, Dean, *School of Arts and Sciences*

Leanne Owen, PhD, *Program Director*

## Goals of the Program in Criminal Justice

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

- Provide students with an understanding of the philosophical, political, and ideological basis for the criminalization of certain behaviors and the enforcement of those behaviors as unlawful;
- Expose students to the increasing diversity of American society and help them develop a sensitivity to the differences inherent in different cultural, ethnic, and social groups;
- Educate students about various perspectives and approaches to explaining and understanding criminal and deviant behaviors and prompt them to critique various explanatory theories as to their scientific merit and socio-cultural origins;
- Encourage students to consider current challenges and predicaments inherent in the various components of the American criminal justice system and stimulate their critical thinking skills in generating possible resolutions to these conflicts;
- Orient students to the ethical dilemmas that may be confronted by criminal justice practitioners and heighten their awareness of the different forms corruption and abuses of power may take;
- Provide students with a cross-cultural perspective on criminality and criminal justice by teaching them about law and social control in different societies and at different points in American history;
- Provoke students' thinking and reasoning about the roles that age, sex, race, and class may have on an individual's likelihood to engage in behaviors that will be constructed as deviant or criminal, and the differential treatment that individuals may receive from the criminal justice system as a result of demographic dissimilarities;
- Afford students the opportunity to sharpen their writing, research, and communication skills by requiring them to conduct and present an independent scholarly research project which will integrate theory and practice;
- Strengthen students' technological capabilities by offering some courses through an advanced online delivery system; and
- Enhance students' research capabilities by demonstrating the various qualitative and quantitative research methods that may be utilized in criminological endeavors.

## Admission Requirements

The admissions requirements for the Master of Arts in Criminal Justice are consistent with those outlined in Chapter 3.

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

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

## Academic Program Description

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

## Curriculum Structure

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

### Required Courses (15 Credits)

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

The program's Culminating Experience is intended to serve as an alternative to the more traditional thesis option and provide an opportunity for students to integrate the material they have learned and the knowledge that they have gained,

both theoretically and experientially, in a scholarly and creative manner. Students will be expected to present their Culminating Experience to the Holy Family University community (or alternatively at a professional conference or Annual Meeting as deemed appropriate by the Program Director) through oral presentations that demonstrate strong research and communication skills, as well as an ability to answer questions on their topic knowledgeably and skillfully.

## **Electives (15 credits)**

### **Course Descriptions**

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

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

#### **CJMA 502 Criminological Theory (3 credits)**

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

#### **CJMA 503 Research Methods in Criminal Justice (3 credits)**

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

#### **CJMA 510 Juvenile Delinquency (3 credits)**

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

#### **CJMA 515 History of Crime and Crime Control (3 credits)**

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

#### **CJMA 520 Ethics in Criminal Justice (3 credits)**

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

#### **CJMA 521 Terrorism and Counterterrorism (3 credits)**

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

**CJMA 522 Juvenile Justice (3 credits)**

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

**CJMA 523 Race and Crime (3 credits)**

Examines the controversies between race and crime in America, now and in the past, and discusses competing definitions of race, crime, and violence. Students will investigate the legacy of slavery and the impact of restrictive immigration laws in deconstructing such differential correctional practices as sentencing disparities and disproportionate minority confinement. Offered Summer.

**CJMA 525 Correctional Management (3 credits)**

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

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

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

**CJMA 532 Police Administration (3 credits)**

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

**CJMA 535 Public Policy and Criminal Justice (3 credits)**

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

**CJMA 540 Serial and Mass Murder (3 credits)**

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

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

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

**CJMA 550      Philosophy of Law (3 credits)**

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

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

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

# Education

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

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

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

## Goals of the Graduate Education Programs

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

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

## Specific Admission Requirements

In addition to the general admission requirements listed in Chapter 3, applicants must meet the following requirements for admission to the programs in the School of Education.

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

Applicants seeking initial certification must present the following documentation:

- Passing scores in the following *Praxis Pre-Professional Skills Tests*:
  - PPST: Reading (10710 or 5710)
  - PPST: Writing (20720 or 5720)
  - PPST: Mathematics (10730 or 5730)
- Evidence of successful completion of specified coursework at the undergraduate or graduate level including:
  - Six credits of college level mathematics
  - Three credits each of college level English Composition and American or English Literature

**Provisional or Probationary Students**—Applicants admitted to a graduate program at the University on provisional or probationary status who have not completed the above initial certification requirements will not be permitted to

register for more than 12 credits. Further registration will be blocked until the student demonstrates that all specific certification requirements have been successfully met. Applications for admission to the School of Education upon successful completion of all initial certification requirements are available in the Education Technology Center (ETC) Room 445.

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

### **Specific Program Admission Requirements**

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

### **Student Services/Advising**

**The School of Education Office**—Students should schedule an appointment with an advisor prior to each registration. Day and evening appointments are available at both the Northeast Philadelphia Campus and the Newtown facility. For program information or materials or to make an advising appointment, students may visit the School of Education Office in Northeast Philadelphia in ETC 445, or call 215-637-7700, ext. 3246. The office is open from 8:30 am to 8 pm Monday through Thursday and from 8:30 am to 4 pm on Friday.

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

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

apply. Applications are generally available in the fall semester for the annual spring induction. For specific questions about the honor society, contact the faculty member coordinating student services within the Education division.

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

## **Title II Quartile Report**

Holy Family University announces its examination pass rates as part of the Title II requirements enacted to the Higher Education Act in 1998. As reported in March, 2006, Holy Family University surpassed the statewide pass rate in many categories.

In addressing the pass rates for basic skills, Leonard G. Soroka, DEd, Dean of the School of Education, noted that within the first two years of the program, Holy Family University accepts students from a variety of academic backgrounds. “The emphasis should be on the quality of the teacher we graduate,” Soroka said. “Our goal is to put highly-skilled teachers in the classroom so that they can be successful as well as their students.”

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

## **Specific Degree-Completion Requirements**

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



## Master of Education Degree

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

### Core Requirements (9 credits)

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

### Professional Requirements (9 credits)

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

### Professional Electives (12 credits)

#### Four Electives Required

*Note: Other electives are available – see Graduate Catalog or Course Selection Guide for more information.*

- EDUC 504\* Computers and Technology
- EDUC 516 (ESL) Teaching Reading and Writing to English as a Second Language Students
- EDUC 525 Seminar in Teaching High-Risk Learners
- EDUC 527 The Process and Pedagogy of Communication
- EDUC 531 Classroom Management
- EDUC 538 Multicultural Issues
- SPED 561 Introduction to Special Education
- EDUC 571 Foundations of Early Childhood Education
- EDUC 576 Children's Literature and Storytelling

*\*EDUC 507, 508, or 509 are other computer courses that may be of interest.*

### Culminating Experience (6 credits)

- EDUC 610 Contemporary Educational Theory (Prerequisite: 24-30 credits)
- EDUC 620 Seminar in Curriculum Development (Prerequisite: 24-30 credits)

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

## **Master of Education Degree with Pennsylvania Certification, Level I in Elementary Education K-6**

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

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

### **Courses required for Pennsylvania State Certification\***

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

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

### **Core Requirements (15 credits)**

- F EDUC 501 Foundations of American Education  
(Prerequisite for EDUC 506)
- EDUC 503 Psychology of Learning and Instruction (Prerequisite for EDUC 506)
- EDUC 504\* Computers and Technology
- F EDUC 506 Curriculum and Instruction: Management of the Learning Environment (Prerequisite for all pedagogical studies course work)
- F SPED 561 Introduction to Special Education  
(Prerequisite: EDUC 501 or 503)

*\*EDUC 507, 508 or 509 are other computer courses that satisfy this core requirement.*

### **Pedagogical Studies (16 credits)**

- \*\*EDUC 511 Teaching Science and Health in the Elementary School  
(Prerequisite: EDUC 501, 503, and 506)

- \*\*EDUC 513 Teaching Mathematics in the Elementary School  
(Prerequisite: EDUC 501, 503, and 506)
- \*\*EDUC 515 Teaching Language Arts and Literature in the Elementary School  
(Prerequisite: EDUC 501, 503, and 506)
- \*\*EDUC 517 Teaching Reading in the Elementary School  
(Prerequisite: EDUC 501, 503, and 506)
- \*\*EDUC 519 Teaching Social Studies in the Elementary School  
(Prerequisite: EDUC 501, 503, and 506)
- F \*\*EDUC 545 Field Practicum Experience/Seminar Required  
of students seeking initial certification

*\*\*Prerequisites: EDUC 501, 503, and 506.*

### **Culminating Experience (6 credits)**

- F EDUC 520 Supervised Field Experience\*\*  
**or**
- EDUC 610 Contemporary Educational Theory\*\*\*  
(Prerequisite: 24-30 credits)  
**and**
- EDUC 620 Seminar in Curriculum Development\*\*\*  
(Prerequisite: 24-30 credits)  
**or**

- F \*\*\*SPED570 Student Teaching in Special Education  
\*\*\*To register for SPED 570 you must have the approval of the Field Placement Director and have completed all Elementary Education and Special Education Pedagogical Studies.

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

*\*\*\* For the MEd degree, students who are already certified and are adding elementary education to their initial certification must replace EDUC 520 with EDUC 610 and 620.*

Courses preceded with an F indicate that a field experience is part of the course requirements. Passing scores on PRAXIS tests are required for certification.

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

Special Education certification can be added once the initial program in Elementary Education is complete.

### **Pedagogical Studies – Special Education – (15 credits)**

- \* SPED 562 Assessment: Theory and Practice in SPED
- \*\* SPED563 Instruction and Remediation in SPED
- \* SPED 564 Management and Programming for Low Incidence Population
- \* SPED 567 Managing Environments/Supporting Students
- \* SPED 568 Collaboration in Special Education

*\* SPED 561 is prerequisite.*

*\*\* SPED 561 and SPED 562 are prerequisites.*

## Master of Education Degree with Pennsylvania Certification, Level I in Secondary Education

This program is designed for two groups of students:

- College graduates with little or no background in education who wish to be certified in art, biology, chemistry, English, mathematics, or social studies or those who wish to be certified in the previously listed academic disciplines plus receive a master's degree in education.
- Holy Family secondary education graduates who have taken the prescribed undergraduate education courses and wish to pursue a master's degree in education.

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

Students in group two are required to take 36 credits as noted.

Undergraduate courses required by all candidates for Pennsylvania certification (either group one or group two above) include MATH 121 and 122 or equivalent, PSYC 206 (Child & Adolescent Psychology) or equivalent, three credits of English Composition, and three credits of literature.

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

### Core Requirements

- F EDUC 501 Foundations of American Education (3)  
EDUC 503\* Psychology of Learning and Instruction (3)  
EDUC 504 Computers & Technology (3)  
EDUC 505 Research and Evaluation in Education (3)  
EDUC 525\* Seminar in Teaching High-Risk Learners (3)  
F EDUC 531\* Classroom Management (3)

### Secondary Concentration

- F EDUC 545\* Field Practicum Experience/Seminar (1)  
EDUS 515\* Instruction and Technology in Secondary Education (3)  
EDUS 516\* Instruction and Technology in the Content Area (3)  
EDUC 604 Reading in the Content Area (3)

### Culminating Experience for Master's Degree:

- EDUC 620 Seminar in Curriculum Development (3)

### Culminating Experience for Certification

- F EDUS 520 Supervised Field Experience (6)

All courses required for certification must be completed before registering for EDUS 520. EDUS 520 is a full-time responsibility requiring placement in a classroom five days per week for a minimum of 12 weeks. EDUC 620 is considered the capstone course for the Master of Education degree and must be scheduled after the completion of twenty-seven or more credits. Group two students will have completed comparable courses at the undergraduate level for those courses indicated with an asterisk (\*). These students must take 15 credits including the following: EDUC 502, EDUC 524, EDUC 615, EDUC 521 or EDUC 523, and one 3-credit elective from any 500 level or higher numbered courses.

Please note that the University will review the student's previously earned credits in the appropriate major (Art, Biology, Chemistry, English, Mathematics, or Social Studies) to determine whether or not additional courses in the content area are required to meet Pennsylvania Department of Education certification requirements.

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

Students seeking Secondary Education Certification must complete all required undergraduate academic content area course work before enrolling in the supervised field experience. Successful completion of all specified Praxis examinations is required for certification.

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

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

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

#### **Core Requirements**

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

- EDUC 601 Psychology of Reading - offered in the Spring and Summer Session II. (This course may be taken either first or second in the reading sequence.)

### Professional Requirements

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

### Culminating Experience

- EDUC 607 Seminar in Reading Research (offered in the Spring and Summer session III). (Prerequisite: EDUC 605 or may be taken concurrently with EDUC 605)
- F EDUC 609 Supervised Field Experience in Reading (6 credits) offered in Summer Session III and only at the Northeast Philadelphia Campus every other year. Offered every year in the Fall, in a school and university setting. (Prerequisites: EDUC 527, 601, 603 and 605). NOTE: No other courses. May be taken concurrently with EDUC 609.
- or
- EDUC 611, 612 Reading Thesis I, II (3 credits, 3 credits)  
May be taken in lieu of EDUC 609 for those not seeking certification endorsement.

### Professional Electives:

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

**Note: Other electives are available—see Graduate Catalog or Course Selection Guide for additional choices.**

- EDUC 507\*\* Computers and Writing in the Schools
- EDUC 516 (ESL) Teaching Reading and Writing to English as a Second Language Students
- EDUC 524 Teachers and the Law
- EDUC 525 Seminar in Teaching High Risk Learners
- F EDUC 531 Classroom Management
- EDUC 538 Multicultural Issues
- F SPED 561 Introduction to Special Education
- EDUC 571 Foundations of Early Childhood Education
- EDUC 576 Children's Literature and Storytelling
- EDUC 602 Adolescent Literature: Motivational Before, During, and After Reading Strategies
- EDUC 604 Reading in the Content Areas
- EDUC 610 Contemporary Educational Theory
- EDUC 620 Seminar in Curriculum Development

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

*\*\* EDUC 508 or 509 are other computer courses that satisfy this core requirement.*

F requires field experience.

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

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

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

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

### **Core Requirements (9 credits)**

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

### **Professional Requirements (9 credits)**

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

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

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

### **Culminating Experience (6 credits)**

- EDUC 610     Contemporary Educational Theory  
(Prerequisite: 24-30 credits)

EDUC 620 Seminar in Curriculum Development  
(Prerequisite: 24-30 credits)

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

Passing Praxis scores are required for certification.

## **Master of Education Degree with Pennsylvania Certification, Level I in Special Education**

### **Master of Education in Special Education - Advanced Practice**

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

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

## **Master of Education Degree with Pennsylvania Certification, Level I in Special Education**

### **Cognitive, Behavioral, Physical/Health Disabilities Certification**

#### **Prior Certification in Another Program Area**

#### **Core Requirements (12 credits)**

- EDUC 505 Research and Evaluation in Education
- EDUC 524 Teachers and the Law
- EDUC 527 The Process and Pedagogy of Communication
- F SPED 561 Introduction to Special Education

#### **Professional Requirements (15 credits)**

- SPED 562 Assessment: Theory and Practice in Special Education  
(Prerequisite: SPED 561)
- SPED 563 Instruction and Remediation Techniques in Special Education  
(Prerequisite: SPED 562)
- F SPED 564 Management and Programming of Low Incidence Populations  
(Prerequisite: SPED 561)
- F SPED 567 Managing Environmental/Supporting Students  
(Prerequisite: SPED 561)



SPED 568 Collaboration in Special Education (Prerequisite: SPED 561)

**Electives: 6 credits**

**Culminating Experience (3 credits)**

SPED 565 Special Education Seminar: Research and Issues  
(Prerequisite: EDUC 505 and 3 SPED courses)

## **Master of Education Degree in Special Education, Advanced Practice**

**Already Certified in Special Education**

**Core Requirements (9 credits)**

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

**Professional Requirements (15 credits)**

SPED 564 Management and Programming of Low Incidence  
Populations (Prerequisite: SPED 561)  
F SPED 567 Managing Environmental/Supporting Students  
(Prerequisite: SPED 561)  
SPED 568 Collaboration in Special Education  
(Prerequisite: SPED 561)  
SPED 611 Positive Behavioral Supports  
(Prerequisite: SPED 561)  
SPED 613 Transition from School to Adult Life  
(Prerequisite: SPED 561)

**Electives (9 credits)**

**Culminating Experience (3 credits)**

SPED 565 Special Education Seminar: Research and Issues  
(Prerequisites: EDUC 505 and three SPED courses)

## **Master of Education in Educational Leadership**

**Principal Certification - Master of Education in Education Leadership**

**Principal Certification—Prior master's degree**

**Reading Supervisor Certification**

The goal of this program is to identify and nurture aspiring school leaders who can provide the vision and leadership needed to transform schools into dynamic learning communities. The focus of the program provides individuals with a strong theoretical base in educational administration and opportunities for practical application in real school situations. The results are educators with the professional tools and characteristics to be effective school leaders and change agents.

## **Additional Entrance Requirements**

### **Master of Education in Education Leadership**

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

### **Principal Certification-Prior master's degree**

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

### **Reading Supervisor Certification**

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

### **Exit Criteria—All in Educational Leadership**

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

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

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

These programs are for those individuals with teaching certification, at least three years of teaching experience, and a strong desire to accept the challenge as an educational leader in either elementary or secondary school. The program is intended to identify and nurture aspiring school leaders who can provide the vision and leadership needed to transform schools into dynamic learning communities. The primary focus of the program is to provide individuals with a strong theoretical base in educational administration and opportunities for

practical application of that theory in real school situations. The end result will be school leaders who have the professional tools and characteristics to lead our schools of the future.

#### **Core Requirements (9 credits)**

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

#### **The Professional Requirement (18 Credits)**

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

#### **The Culminating Experiences (5 credits)**

- F\*\*\* EDUC 584-585 + Practicum I-II in Educational Leadership, K-12
- \*\* EDUC 589 + Seminar in Educational Leadership

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

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

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

\*\*\* *Cannot be taken together.*

+ *Requirements for principal certification/no degree.*

## **Reading Supervisor Certification**

#### **Core Requirements (12 credits)**

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

#### **Professional Requirements (12 credits)**

- EDUC 582 Supervision and Performance Evaluation
- EDUC 581 Human Relations in School/Community
- \* EDUC 580 Theories in Educational Leadership
- EDUC 620 Seminar in Curriculum Development

## **Culminating Experiences (9 credits)**

F EDUC 586 Practicum in Supervision

\*\* EDUC 589 Seminar in School Leadership.

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

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

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

## **ESL Program Specialist**

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

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

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

### **The Course Option**

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

EDUC 539 Linguistics for Language Teachers

EDUC 546 Second Language Acquisition

EDUC 547 Teaching Linguistically and Culturally  
Diverse Learners

EDUC 548 Assessment and Program Design for ESL Students

### **Previous Coursework Option**

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

### **The Portfolio Option**

Teachers who have extensive teaching experience with ESL students may elect to develop a portfolio to document achievement of some or all of the specialist

competencies addressed in the four courses. This may be completed with faculty assistance by enrolling in the following independent study course:

EDUC 549    ESL Certificate Professional Portfolio

## Teacher Certification and Program Approval

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

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

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

## Teacher Intern Program

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

Elementary Education	Chemistry	Mathematics
Special Education N-12	Citizenship	Social Sciences
Early Childhood Education	English	Social Studies
Art	Biology	Spanish

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

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

- Evidence of having taken six credits of college-level mathematics and three credits each of college-level English composition and English or American literature, and three credits of United States history (elementary education)
- Demonstrate a minimum undergraduate and overall GPA of 3.0
- Attain passing scores on the Praxis Pre-Professional Skills Tests, including the PPST Reading (10710 or 5710), PPST Writing (20720 or 5720), and PPST Mathematics (10730 or 5730) tests
- K-6 and K-12 certifications must also attain passing scores on the Fundamental Subjects: Content Knowledge (30051) test
- All who apply for intern certification must pass the appropriate specialty area tests.

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

## **Post-Baccalaureate Teacher Certification**

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

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

## **Pennsylvania Department of Education Requirements**

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

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

PPST: Reading [10710 or 5710]

PPST: Mathematics [10720 or 5720]

PPST: Writing [10730 or 5730]

Fundamental Subjects: Content Knowledge Test [30511]

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

PPST: Reading [10710 or 5710]

PPST: Mathematics [10720 or 5720]

PPST: Writing [10730 or 5730]

Students must show evidence of having taken:

Three credits of U.S. History (Elementary Education)

Six credits of college Mathematics

Three credits of English Composition and three credits of English/American Literature

Certification Area	Test Code	Test Title
Art	10133	Art: Content Knowledge
Biology	20235	Biology: Content Knowledge
Chemistry	20245	Chemistry: Content Knowledge
Citizenship 7-12	10087/ 10081	Citizenship: Content Knowledge or Social Studies: Content Knowledge
Early Childhood	10020	Early Childhood Education
Elementary Education	10011	Elementary Education: Curriculum, Instruction, and Assessment
English	10041	English Language, Literature, and Composition: Content Knowledge
French	20173	French: Content Knowledge
Spanish	10191	Spanish: Content Knowledge
Mathematics	10061	Mathematics: Content Knowledge
Special Education	20353	Special Education Core Principles: Content Knowledge
Reading Specialist	10300	Reading Specialist
Social Sciences 7-12	10951	Social Sciences: Content Knowledge
Social Studies	10081	Social Studies: Content Knowledge
School Counselor	20420	School Counselor
Supervisory	10410	Reading Supervisor
Administration	10410	Educational Leadership

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

## **Application for Pennsylvania Instructional I Certificate**

To apply for state certification, students must complete the Professional Educator Certification applications forms (PDE338C and PDE338G). These will be distributed during student teaching meetings and are also available from the Education Office in ETC 445 and at the Newtown campus.

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

## **Application for Supervised Field Experience**

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

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

- Formal admission to the School of Education, including completion of all undergraduate course requirements
- Satisfactory completion of all required coursework
- Completion of a minimum of four courses in the Holy Family University Graduate program
- Submission of all Praxis assessment passing scores required for Pennsylvania certification
- Evidence of having completed successive field experiences, including EDUC 545 Field Practicum Experience/Seminar



- Demonstration of a disposition that is conducive to effective teaching; participation in support services provided by the counseling center or through the psychology staff may be required
- Show satisfactory overall academic achievement: i.e., a minimum overall graduate GPA of 3.0 (B) and a minimum graduate GPA of 3.0 in the pedagogical studies
- Submit a copy of a recent negative TB/TINE test, a copy of the ACT 33 Child Abuse Clearance for Pennsylvania, a copy of the ACT 34 Criminal Record Check Clearance, and Federal FBI clearance with fingerprints
- Obtain satisfactory recommendation by the student's advisor.

Upon meeting these criteria, students without full-time teaching assignments are placed with certified cooperating teachers in local elementary schools for the full 14-week experience. Any students not meeting the above criteria may be required to complete remedial activities or be excluded from the supervised field experience semester. Those excluded students will not be recommended for state certification but may be able to complete the degree requirements.

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

## Intern Student Teaching

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

## Act 48

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

## Course Descriptions

### **EDUC 501 Foundations of American Education (3 credits)**

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

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

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

**EDUC 503 Psychology of Learning and Instruction (3 credits)**

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

**EDUC 504 Computers and Technology (3 credits)**

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

**EDUC 505 Research and Evaluation in Education (3 credits)**

Methods for locating, assessing, interpreting, and reporting research data. Students prepare a literature search on a topic to be assigned in historical, descriptive, or experimental research. Students learn to evaluate group and individual test data for typical measures in the schools. Computers are used for demonstration and practice of statistical techniques used in research and evaluation of test results. Prerequisite: EDUC 502

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

Required for all non-certified graduate students seeking a second career in elementary education. Course provides a comprehensive overview of strategies in planning and assessing instruction, as well as an introduction to practices of classroom management based on educational research and best practice. Students introduced to formal lesson and unit planning and methods of student assessment related to instruction, curriculum, and standards. Requires a 20-hour field-based observation during which students observe and reflect on teaching practices and classroom management strategies relative to the theoretical models and practical formats presented in class.

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

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

**EDUC 508 Computers and Authoring Systems (3 credits)**

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

**EDUC 509 Computers in the Elementary School (3 credits)**

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

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

Includes a review of scope and sequence issues for science and health for the elementary grades, studies theoretically sound methodology, and emphasizes inquiry/discovery approaches for assisting pupils to become independent thinkers and learners. Students practice these skills in planning and presenting lessons and preparing materials. Hands-on materials included as part of the course. Prerequisites: EDUC 503, EDUC 506

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

Provides a base for understanding how the mathematics curriculum in elementary schools are changing and how children learn mathematics. Gives attention to problem-solving and assessment. Includes teaching strategies, techniques, and learning activities related to specific strands of mathematics. Emphasis is on models, materials, and higher order thinking skills to develop concepts and skills so that students with different learning styles can be accommodated as they move from concrete materials and examples to generalizations and abstract reasoning. Connections are made between mathematics and other disciplines as well as between mathematics and real-life applications such as consumers and workers. Prerequisites: EDUC 503, EDUC 506

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

Focuses on the language arts as an integrated system of communication skills. Emphasizes the relationship of reading, writing, and language development. Teaches instructional techniques to enhance development of all phases of language arts. Studies children's literature and develops criteria for the selection and integration of quality books in teaching a variety of subject areas. Includes preparing appropriate media and materials. Prerequisites: EDUC 503, EDUC 506

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

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

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

Provides students with a theoretical grasp of the nature of reading and the ability to apply that theoretical knowledge to practical issues in reading instruction. Examines the evolution of reading as an academic discipline and traces this evolution through an examination of the techniques and materials used in reading instruction. Engages students in the critical analysis, assessment, and modification of instructional techniques suggested in several reading series and explores the use of literature as a basis of instruction in reading. Students develop lessons, assessments, and classroom media and materials. Prerequisites: EDUC 503, EDUC 506

**EDUC 518 Creative Expressions in the Classroom (3 credits)**

Students will learn to help children develop problem-solving skills, adaptability, and self discipline through creativity and expressiveness with the arts. Includes study of the role of creative expression in the growth and development of the child. Art, music, and movement are integrated into the elementary education curriculum as part of this course. Prerequisites: EDUC 503, EDUC 506

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

Provides a detailed examination of the content and methodology for social sciences in the elementary school curriculum. Teaches students to guide pupils toward an appreciation of the interdependence of cultural groups. Using inquiry methods, students will help their pupils develop knowledge and understanding regarding historical, geographical, and economical dimensions of the lives of many groups of people. Students prepare social science materials and games. Prerequisites: EDUC 503, EDUC 506

**EDUC 520 Supervised Field Experience (6 credits)**

Designed for graduate students seeking state certification in Elementary Education. Includes examination of teaching models, practice of peer learning activities, development of observation techniques, and examination of students' own audio and videotaped lessons. Observation, evaluation, and feedback is provided by University faculty. Course requires a full-time classroom assignment for a minimum of 14 weeks (six credits); seminar sessions are held at the University concerning teaching issues and student teacher experiences. Prerequisite: all certification courses must be completed before registering for EDUC 520. Application and interview required; see Program *Student Handbook* for more information.

**EDUC 521 Philosophical Issues in Education (3 credits)**

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

**EDUC 523 Sociological Issues in Education (3 credits)**

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

**EDUC 524 Teachers and the Law (3 credits)**

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

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

Emphasizes understanding of learning and behavioral characteristics of high-risk and special needs children and youth. Examines the development of evaluation techniques and adaptive teaching and management strategies. Reviews methods, materials, and related materials. Prerequisite: EDUC 503

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

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

**EDUC 528      Field Based Research (3 credits)**

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

**EDUC 531      Classroom Management (3 credits)**

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

**EDUC 532      Multicultural Literacy in the Classroom (3 credits)**

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

**EDUC 538      Multicultural Issues (3 credits)**

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

**EDUC 539      Linguistics for Language Teachers (3 credits)**

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

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

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

**EDUC 545      Field Practicum Experience/Seminar (1 credit)**

Supervised field experience/seminar at an assigned school site and selected grade level (K-6 or 7-12), enabling prospective teachers to observe, participate, analyze, reflect, and discuss issues relative to the assigned school community and typical school learning situations. Provisions made for the preservice teacher to work with students in varied instructional groupings to apply theory/concepts/strategies related to prior coursework.

Provides the preservice teacher an opportunity to reflect upon his or her career choice to confirm or re-examine his or her decision and desire to teach elementary or secondary school students.

**EDUC 546 Second Language Acquisition (3 credits)**

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

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

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

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

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

**EDUC 549 ESL Certificate Professional Portfolio (3 credits)**

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

**EDUC 571 Foundations of Early Childhood Education (3 credits)**

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

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

Designed for graduate students preparing to teach young children, course focuses on cognitive areas of the curriculum and effective methods of curriculum implementation. Based on the belief that teachers set the stage for what is taught and what is learned, the course is designed to prepare teachers for the planning and preparation of meaningful learning experiences for young children. The purpose is to explore how children learn, what children can learn, and specific strategies for facilitating concept development in young children. Methods of assessing learning through play in the integrated context are explored. Field experiences are designed to facilitate the application of course context.

**EDUC 573      Inclusion in Early Childhood Education (3 credits)**

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

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

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

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

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

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

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

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

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

### **EDUC 580 Theories in Educational Leadership (3 credits)**

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

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

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

### **EDUC 582 Supervision and Performance Evaluation (3 credits)**

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

### **EDUC 583 The Principalship (3 credits)**

The principal as change agent and visionary leader will be examined. The many roles a principal plays on a day-to-day basis also will be targeted. Among these are Principal as Organizational Leader, Principal as Instructional Leader, and Principal as Manager. This course requires a field experience along with the coursework.

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

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

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

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



### **EDUC 586      Practicum in Supervision (6 credits)**

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

### **EDUC 587      Management and the Change Process (3 credits)**

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

### **EDUC 588      School Finance (3 credits)**

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

### **EDUC 589      Seminar in School Leadership (3 credits)**

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

### **EDUC 601      Psychology of Reading (3 credits)**

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

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

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

incorporates age-appropriate standards, technology, reading, writing, listening, speaking, and viewing, while keeping it engaging for the participants. Discussion on starting a school book club included. Critical evaluation of self and peer teaching methods incorporated.

**EDUC 603      Diagnosis of Reading Difficulties (3 credits)**

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

**EDUC 604      Reading in the Content Area (3 credits)**

Examines the reading process from the perspective of content area. Examines reading as an active process involving the ideas of the author and the concepts and experience of the reader. Demonstrates techniques for reconstructing text materials. Stresses selection and use of materials and strategies based on theoretical models of reading and current research findings. Prerequisite EDUC 601

**EDUC 605      Remediation of Reading Difficulties (3 credits)**

Provides a thorough understanding of remediation and early intervention based on the relationship between assessment and teaching. Focuses on reading as a process, influenced by a range of psychological, social, physiological, cultural, linguistic, and pedagogical factors. Emphasizes the application of current theory in the development of remedial and intervention strategies. An unsupervised tutoring experience is required as part of the course. Prerequisite: EDUC 603.

**EDUC 606      Structure of School Reading Programs (3 credits)**

Explores a variety of roles and responsibilities required of reading specialists in contemporary educational settings. Emphasizes the selection and evaluation of instructional materials collaboration and consultation with school personnel and families and the use of assessment techniques in the reading program. Students develop and design an “ideal reading program” and staff development projects. Prerequisite: EDUC 605. Offered Fall and Summer Session I.

**EDUC 607      Seminar in Reading Research (3 credits)**

Designed to enable students to read and respond critically to current research in the field of reading literacy and language arts. Emphasizes study of educational research design and statistical and qualitative interpretation of data. Students complete a review of literature on a specific topic in reading and also conduct related classroom research presented in a poster session at the Annual Graduate Research Forum. Prerequisite: EDUC 605 or may be taken concurrently with EDUC 605. Offered Spring and Summer III.

**EDUC 609      Supervised Field Experience in Reading (6 credits)**

Students must preregister for this course.

The final experience of the Reading Specialist program involves application of diagnostic and inductive teaching strategies in supervised small group settings. Students evaluate the literacy of K-12 students and determine their learning needs, strengths, and interests. In a

clinical teaching environment, the students review the pupil's academic records, establish and collaboratively implement instructional programs, and evaluate the results of instruction. Prerequisites: EDUC 527, 601, 603, and 605. Offered Summer Session II, daily sessions Monday - Thursday 8:30 am - 4 pm on odd-numbered years. Requires some preliminary work in Summer Session I. Offered every year in the fall, late afternoon. Note: No courses may be taken concurrently with EDUC 609.

### **EDUC 610 Contemporary Educational Theory (3 credits)**

Studies the theory and criticism of current schooling practices; examines educational policies and institutions based on majority and minority status of the population. Examines educational patterns of developed and developing countries. Includes readings by major contributors to contemporary educational thought. Reading, discussion, and position papers are important parts of the course. Prerequisite: 24 credits.

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

Special permission required.

These courses are designed as a culminating experience in research in education as it relates to the field of reading/literacy/language arts. Included will be an implementation of research design and analysis, including either quantitative or qualitative approaches. These will enable the reading professional to become a more sophisticated consumer of research and/or to begin to conduct classroom-based research. Students will be expected to develop a research project in conjunction with their faculty mentor. It could be a thorough research paper, an actual research project, and/or a research proposal leading to a presentation or publication in a professional organization. This is an option in place of EDUC 609, for those students not seeking Reading Specialist Certification. Prerequisites: EDUC 601, 603, 605, and 607.

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

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

### **EDUC 620 Seminar in Curriculum Development (3 credits)**

Assists students in examination of techniques for development of instructional systems. Includes a comprehensive investigation of programs of study in contemporary schools. Students critique curriculum areas already in place in local schools. Course stresses the theoretical foundations of instruction and practical techniques for designing curriculum. Students review literature and plan curriculum to be shared with the graduate community as part of the culminating experience for the degree. Prerequisite: 24 credits.

### **EDUC 630 Current Perspectives on Literacy (3 credits)**

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

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

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

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

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

**EDUS 520 Supervised Field Experience (6 credits)**

Designed for graduate students seeking state certification in secondary education. Includes examination of teaching models, practice of peer learning activities, development of observation techniques, and examination of student's own audio and videotaped lessons. Observation, evaluation, and feedback is provided by University faculty. Course requires a full-time classroom assignment for a minimum of 13 weeks (six credits). Seminar sessions are held at the University concerning teaching issues and student teacher experiences. Prerequisite: all certification courses must be completed before registering for EDUS 520. Application and interview required.

**SPED 561 Introduction to Special Education (3 credits)**

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

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

This course provides the student with an in-depth theoretical and practical look at assessment for students with mild to moderate learning support needs. Formal, informal, curriculum-based, and ecological systems of assessment are explored. Students review and practice measures of assessing ability, achievement, adaptive behavior, and perceptual-motor skills. Measures for diagnosing specific academic difficulties and for rating behavior will also be reviewed. Students develop IEPs and review computer software for assessment measures and IEP formats. Prerequisite: SPED 561.

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

This course provides the student with an in-depth theoretical and practical look at instructional and remedial strategies and materials for children with mild to moderate learning difficulties. Modifying large and small group instruction, expectations for behavior, and the academic curriculum will be explored. Relevant assistive technology and computer software are reviewed. Focus will be placed on collaboration among regular educators, special educators, and support staff, especially as they relate to supporting students in integrated settings. Prerequisite: SPED 562.

**SPED 564      Management and Programming of Low Incidence Populations (3 credits)**

Based on a philosophy of supported inclusion, this course focuses on the assessment, instruction, behavior support, and community integration of people with low incidence disabilities and high support needs. Issues such as normalization, deinstitutionalization, transition, and inclusion are discussed as well as strategies for systematic instruction. Prerequisite: SPED 561

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

This course is designed for the graduate student to look critically at the educational, social, and political issues facing professionals in the field today. Divergent perspectives on topics such as inclusion, assessment, classroom management, collaborative teaching, teaching training, and adult services are the basis for the course. Students develop and present positions on these and other current issues. A major course project is the development of a research proposal matched to issues facing the teacher in today's classroom. Prerequisites: EDUC 505 and three SPED courses.

**SPED 566      Advanced Practicum in Special Education (3 credits)**

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

**SPED 567      Managing Environment/Supporting Students (3 credits)**

This course will enable the student to take the theoretical concepts of management learned in class and apply them to a classroom setting. Our focus will be on positive, proactive classroom management strategies as well as behavioral intervention strategies. Topics covered will include: comprehensive behavior management, proactive management strategies, classroom design, program design, functional analysis of behaviors, behavioral data collection, reinforcement strategies, behavioral intervention theories, technology assisted planning, ethical considerations, crisis intervention and prevention, generalization of behavioral programs, and student self monitoring. Prerequisite: SPED 561.

**SPED 568      Collaboration in Special Education (3 credits)**

A required course in the Master of Education in special education (with or without certification), this course provides students with both the conceptual foundations and practical skills to work in collaborative models of education, including team teaching, co-teaching, and consultative models. Collaborative relationships, including those with parents, students, professionals, and paraprofessionals will be emphasized. Prerequisite: SPED 561.

**SPED 570 Student Teaching in Special Education (6 credits)**

A 14-week field experience is a requirement for all initial certifications. Students will be placed in a school or classroom with an experienced special education cooperating teacher where students with IEPs are educated. All aspects of the teaching experience will be covered, including planning and preparation, instruction, communication, individualization, and classroom management. Prerequisite: Prior completion of certification coursework in Special Education and Elementary Education or a secondary content specific certification.

**SPED 611 Positive Behavioral Supports in the Classroom (3 credits)**

This course will provide students with information regarding the use of positive behavioral supports in the classroom and their role in assisting teachers to address academic areas and activities of daily living skills and the remediation of excessive challenging behavior. Positive behavioral support refers to our efforts at helping individuals develop and engage in socially desirable behaviors and to discontinue challenging and stigmatizing behaviors. The process features an emphasis on selecting outcomes that are meaningful from the person's perspective, individualized functional assessment, and the utilization of multiple interventions and support strategies. Topics will include the technology of positive behavior supports, evaluating behavior change programs using single subject case designs, applying learning principles to increase or decrease behavior, and maintaining behavior change. Prerequisite: Successful completion of at least three graduate courses in Special Education.

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

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

**SPED 615 Secondary Special Education (3 credits)**

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

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

**EACH 602 Intro Children's Music Workshop (3 credits)**

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

**EACH 603      Visual Arts Early Childhood (3 credits)**

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

**EACH 604      Creative Movement-Young Children (3 credits)**

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

**EACH 607      Arts for EACH Teacher (3 credits)**

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

**EACH 608      Creative Drama EACH Classroom (3 credits)**

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

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

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

# Human Resources Management

Anthony M. Akel, PhD, *Dean of the School of Business Administration*

Anthony Di Primio, PhD, *Program Chair*

## Goals of the Program in Human Resources Management

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

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

## Specific Admission Requirements

In addition to the general requirements listed in Chapter 3, applicants whose undergraduate GPA is less than a 3.0, must submit scores from the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the Graduate Management Aptitude Test (GMAT) prior to being admitted to the graduate degree program in Human Resources Management. An applicant with a GPA of less than 3.0 may submit a written petition to the Human Resources Program Chair and pending approval by the Dean may be admitted on a probationary basis. Probationary students must complete six hours of graduate coursework in the program at Holy Family, earning a GPA of at least 3.0 and a grade of B in each course to be removed from probationary status and matriculated in the Master of Science program.

## Academic Program and Course Descriptions

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

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



## Core Requirements

- Human Resources Management
- Human Resources Training and Development
- Managing Labor Relations
- Applied Compensation, Benefits, and Retirement Plans
- Negotiating, Dispute Resolution, and Campaign Management
- Organizational Communications\*
- Statistics and Quantitative Business Methods
- Applied Employment Law
- Applied Performance Management\*
- Policy and Strategy Formulation
- Independent Research and Study

*\*Permission to substitute an elective for one of these courses (with the exception of the Independent Study and Research, which is mandatory) may be obtained from the Program Chair in Human Resources Management as an approved academic exception.*

## Electives

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

- Organizational Staffing and Career Advancement Planning
- Project Management
- Managing Human Resources in Global Organizations

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

## Degree Requirements

The requirements for the Master of Science in Human Resources Management are 33 credits, which include the core requirements, or those electives approved by the program chairs as well as a cumulative GPA of at least 3.0.

## Suggested Six-Semester Program

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

### First Semester – Fall

Human Resources Management

Human Resources Training and Development

### Second Semester – Spring

Managing Labor Relations

Applied Compensation, Benefits, and Retirement Plans

### **Third Semester – Summer I**

Organizational Communications

Statistics and Quantitative Business Methods

### **Fourth Semester – Summer II**

Negotiating, Dispute Resolution, and Campaign Management

### **Fifth Semester – Fall**

Applied Employment Law

Applied Performance Management

### **Sixth Semester – Spring**

Policy and Strategy Formulation

Independent Research and Study

## **Course Descriptions**

### **Core Courses:**

#### **HURM 500 Human Resources Management (3 credits)**

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

#### **HURM 505 Human Resources Training and Development (3 credits)**

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

#### **HURM 510 Managing Labor Relations (3 credits)**

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

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

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

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

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

### **HURM 525 Organizational Communications (3 credits)**

This course is based on the study of organizational communication theories and applications. The emphasis will be on strategies for the development of appropriate communication systems. Strategies and techniques will be examined for building personal communication capabilities and understanding the nature and scope of organizational communications and information systems. The focus of the course will be on organizational communication as a management function to disseminate information and link the hierarchical structure and flow of authority.

### **HURM 530 Statistics and Quantitative Business Methods (3 credits)**

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

### **HURM 535 Applied Employment Law (3 credits)**

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

### **HURM 540 Applied Performance Management (3 credits)**

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

### **HURM 545 Policy and Strategy Formulation (3 credits)**

Capstone course will focus on administering human resources policies. The course will integrate and provide the opportunity to apply the knowledge and skills acquired in prior courses and actual work experience to draft policy statements, directives, and strategic plans.

### **HURM 550 Independent Research and Study (3 credits)**

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

## **Elective Courses**

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

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

### **HURM 543 Project Management (3 credits)**

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

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

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

# Information Systems Management

Anthony M. Akel, PhD, *Dean of the School of Business Administration*

Thomas B. Martin, PhD, *Program Chair*

## Goals of the Information Systems Management Program

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

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

## Specific Admission Requirements

In addition to the general requirements listed in Chapter 3, applicants whose undergraduate GPA is less than a 3.0, must submit scores from the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the Graduate Management Aptitude Test (GMAT) prior to being admitted to the graduate degree program in Information Systems Management. An applicant with a GPA of less than 3.0 may submit a written petition to the Information Systems Management Program Chair and pending approval by the Dean may be admitted on a probationary basis. Probationary students must complete six hours of graduate coursework in the program at Holy Family, earning a GPA of at least 3.0 and a grade of B in each course to be removed from probationary status and matriculated in the Master of Science program.

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

## Academic Program and Course Descriptions

Students with an information systems background will acquire critical management and operational skills that will allow them to assume leadership positions within their organizations. Students with no technology background

will be given a comprehensive understanding of information systems and the pivotal role it plays in virtually every business discipline. The program will provide the leading-edge knowledge and skills necessary to succeed in today's global, technology-driven business world.

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

Courses are held on Saturdays and weeknights.

## Core Requirements

- Information Systems Management
- Human Resources Management
- Computer Networks and the Internet
- Finance of Information Systems
- Marketing and the Internet
- Information Security
- Communications Applications
- Computer Forensics
- Current Topics in Information Systems Management
- Project Management
- Independent Study and Research

*\*Permission to substitute an elective for one of these courses (with the exception of the Independent Study and Research, which is mandatory) may be obtained from the Program Chair as an approved academic exception.*

## Electives

Students may select courses from those listed below to substitute for selected core courses with permission of the Program Chair:

- Organizational Communications
- Statistics & Quantitative Business Methods
- Computer Networks Management
- Legal & Ethical Issues in Information Systems Management

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

## Degree Requirements

The requirements for the Master of Science degree in Information Systems Management are 33 credits, which include the core requirements, and those electives approved by the Program Chair and a cumulative GPA of at least 3.0.

## **Suggested Six-Semester Program**

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

### **First Semester — Fall**

Information Systems Management

Human Resources Management

### **Second Semester —Spring**

Computer Networks and the Internet

Marketing and the Internet

### **Third Semester — Summer I**

Communications Applications

### **Fourth Semester — Summer II**

Current Topics in Information Systems Management

### **Fifth Semester — Fall**

Information Security

Finance of Information Systems

### **Sixth Semester — Spring**

Computer Forensics

Project Management

Independent Study and Research

## **Core Courses**

### **ISYM 500 Information Systems Management (3 credits)**

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

### **ISYM 510 Computer Networks and the Internet (3 credits)**

The objective of the course is to cover the entire subject matter of computer networks. The course is comprehensive, covering topics ranging from personal area networks to wide area networks, network wiring to network applications, and wired to wireless networks. A primary focus is the Internet because it is a revolutionary technology that is profoundly changing our world. Operating systems will be compared from the perspective of optimum utilization in today's global enterprise.

**ISYM 515 Finance of Information Systems (3 credits)**

Topics in finance will include corporate reporting and measurement and formation and financing a new business. The course will focus on cash flow, financial ratio analysis, break-even analysis and leverage, capital budgeting, and management of working capital and fixed assets.

**ISYM 520 Marketing and the Internet (3 credits)**

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

**ISYM 525 Information Security (3 credits)**

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

**ISYM 530 Communications Applications (3 credits)**

The course will include focuses on videoconferencing and presentations, mobile communications, and the Internet telephony. Design techniques, technologies required, analysis, system/hardware design, development, implementation, and maintenance/operation of the above systems are presented in an applications-oriented environment.

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

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

**ISYM 541 Computer Forensics (3 credits)**

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

**ISYM 543 Project Management (3 credits)**

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



### **ISYM 550      Independent Study and Research (3 credits)**

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

## **Elective Courses**

### **HURM 525      Organizational Communications (3 credits)**

This course is based on the study of organizational communications theories and applications. Emphasis will be on strategies for the development of appropriate communication systems. Strategies and techniques will be examined for building personal communication capabilities and understanding the nature and scope of organizational communications and information systems. The focus of course will be on organizational communications as a management function to disseminate information and bind the hierarchical structure and flow of authority.

### **HURM 530      Statistics & Quantitative Business Methods (3 credits)**

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

### **ISYM 535      Computer Networks Management (3 credits)**

This course will present basic and extended network management products and services, the network management requirements of users, the configuration of network management systems, and the establishment and maintenance of network databases.

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

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

# Nursing

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

Kathleen A. McMullen, PhD, *Program Chair*

## Accreditation

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

Contact information for the CCNE is:

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

## Goals of Master of Science in Nursing Program

The School of Nursing and Allied Health Professions is committed to the development of master's prepared nurses who practice at an advanced level in the study and delivery of high-quality health care. Accordingly, the MSN program:

- Provides a graduate nursing curriculum that is tailored to address current and future global health care needs and issues in a variety of health care settings
- Offers students the opportunity to develop expertise and prepare for certification, where it is available, in select specialty areas of nursing: community health, nursing education, and nursing administration
- Provides a foundation for doctoral study.

## Specific Admission Requirement

In addition to the general admission requirements listed in Chapter 3, pages 15 to 17 of the *Graduate Catalog* applicants must possess the following qualifications for admission to the Master of Science in Nursing program:

- A BSN from an NLNAC  
or
- An RN from an NLNAC-accredited program with a BS/BA in a related area may be admitted. Applicants must meet BSN equivalent competencies\* in nursing leadership, research, and community health as prerequisites to identified courses (see BSN Equivalent Competencies). BSN competencies may be met through a professional portfolio, CEUs, or collegiate coursework after admission
- An undergraduate statistics course with a minimum grade of C must be completed prior to enrolling in graduate research courses

- Two professional references (e.g., former faculty member, an employer/supervisor, or a professional colleague)
- Licensure as a registered nurse in the United States
- Professional resume.

**\* BSN Equivalent Competencies**

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

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

**Academic Program Description**

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

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

**MSN Core Requirements (18 credits)**

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

**Community Health Nursing Concentration Description and Competencies**

The community health nursing concentration prepares nurses to assume roles as advanced practice nurses in a variety of settings. The focus of practice is to promote and protect the health of populations. Key skills in leadership,

epidemiology, program planning, and evaluation are developed. Skills in community organization, grant writing, and program management are also developed.

At the completion of the course of study graduates will be able to:

- Select, define, and analyze variables relevant to defined public health problems
- Utilize current techniques in decision analysis and health planning to develop health programs and initiatives
- Design multilevel interventions to address identified health problems of at-risk populations
- Collaborate with community partners to promote the health of the population
- Utilize cultural competency skills in the delivery of population-based services
- Use information technology to plan, implement, and evaluate services to communities
- Develop strategies to evaluate and monitor program performance
- Recommend areas for community-focused intervention and research.

#### **Concentration Requirements (6 credits)**

NURS 504	Principles of Epidemiology
NURS 524	Nursing Administration: Strategic and Financial Management in Health Care Organizations

#### **Nursing Role Specialty Requirements (15 credits)**

NURS 581	Advanced Nursing Practice in Community Health Nursing I
NURS 582	Practicum: Advanced Practice Community Health Nursing I
NURS 583	Advanced Nursing Practice in Community Health Nursing II
NURS 584	Practicum: Advanced Practice Community Health Nursing
NURS 585	Practicum: Role Development in Advanced Practice Community Health Nursing

#### **Nursing Education Concentration Description And Competencies**

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

At the completion of the course of study, graduates will be able to:

- Apply an understanding of theories of learning in the educational and/or health care setting
- Implement a variety of teaching strategies based on learners' needs

- Integrate advanced theoretical knowledge in a selected clinical area into the nurse educator role
- Participate in the development, implementation, and evaluation of nursing and/or health related curricula
- Utilize appropriate measures of assessment and evaluation of learning/teaching
- Analyze issues and trends in nursing and health education to inform program development.

#### **Concentration Requirements (9 credits)**

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

#### **Nursing Role Specialty Requirements (12 credits)**

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

#### **Nursing Administration Concentration Description And Competencies**

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

At the completion of the course of study graduates will be able to:

- Apply advanced leadership and management skills in diverse health care settings
- Integrate knowledge of organizational dynamics in managerial/ administrative practice
- Develop strategic and business plans for nursing services and health care organizations
- Utilize a model of nursing care delivery based on an articulated vision of nursing practice
- Organize the delivery of patient care services based on standards of professional practice, standards of quality care, and the parameters of regulatory and accrediting agencies
- Manage financial resources effectively and efficiently in the delivery of health care services
- Apply human resource management skills in health care organizations.

#### **Concentration Requirements (9 credits)**

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

- HURM 500 Human Resources Management
- HURM 505 Human Resources Training and Development
- HURM 510 Managing Labor Relations
- HURM 525 Organizational Communications
- HURM 535 Applied Employment Law
- HURM 543 Project Management

**Nursing Role Specialty Requirements (12 credits)**

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

**Post-Master's Certificate Programs**

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

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

- NURS 542 Teaching and Learning in Nursing: Theories and Strategies
- NURS 543 Curriculum Development in Nursing Education
- NURS 544 Assessment and Evaluation of Learning Outcomes in Nursing
- NURS 563 Nurse Educator Role Seminar
- NURS 564 Nurse Educator Role Practicum

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

- NURS 524 Nursing Administration: Strategic and Financial Management in Health Care Organizations
- NURS 571 Nursing Administration in Health Care Organizations I
- NURS 572 Nursing Administration Practicum I
- NURS 573 Nursing Administration in Health Care Organizations II
- NURS 574 Nursing Administration Practicum II

**Human Resources Management elective (choose one course):**

- HURM 500 Human Resources Management
- HURM 505 Human Resources Training and Development
- HURM 510 Managing Labor Relations
- HURM 525 Organizational Communications
- HURM 535 Applied Employment Law
- HURM 543 Project Management

## Course Descriptions

### **NURS 501      Theoretical Foundations for Advanced Nursing Practice (3 credits)**

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

### **NURS 504      Principles of Epidemiology (3 credits)**

Provides the basis for the study of the determinants of health and illness in the community. Application of epidemiologic principles and biostatistics to advanced nursing practice and the delivery of health care services will be emphasized. Prerequisites: NURS 509; BSN Equivalent Competencies in Statistics and Research.

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

Comprehensive analysis of the inter-relationships among health policy, organization, and financing of health care services performed. Emphasis will be placed on priorities and concerns such as cost, quality, access, and equity of care. Leadership role of the advanced practice nurse in the health care delivery system will be examined. Prerequisite: BSN Equivalent Competency in Leadership.

### **NURS 506      Professional Ethics: Theory and Practice for Advanced Practice Nursing (3 credits)**

Discussion of the theories grounding professional ethics and the evolution of professional codes of ethics introduces students to basic concepts and principles. Highlights ethical competence required for professionals to respond individually and collectively to contemporary ethical challenges in our pluralistic society. Demand for moral agency and leadership given a profession's voluntarily assumed contractual responsibilities to society studied. Course will use readings, cases, and discussions to focus on the advanced practice of nursing with emphasis on community health, illustrating how moral issues that concretely arise in the professional life of the nurse are connected to general questions pertaining to professional ethics.

### **NURS 507      Health Promotion Across the Lifespan (3 credits)**

The principles of health promotion, risk reduction, disease prevention, and health education are explored. Healthy People 2010 serves as the basis for assessing current health risks and behaviors across the lifespan. The natural history of disease is used to address factors influencing health promotion, risk reduction, and disease prevention. Strategies to reduce selected health risk behaviors are developed and evaluated. Prerequisites: BSN Equivalent Competencies in Community Health Nursing.

### **NURS 508      Research Methods I (3 credits)**

Quantitative and qualitative research methods are examined. Using the research process, students identify researchable nursing issues, review relevant literature, select theoretical models, and develop research questions and hypotheses. Prerequisites: BSN Equivalent Competencies in Statistics and Research. Recommended: NURS 501.

**NURS 509      Research Methods II (3 credits)**

Quantitative and qualitative research designs in nursing and health care research are examined. Ethical, socio-political, cultural, and legal issues in research are discussed. Data collection and data analytic methods are explored as the basis for the development of research proposals. Research utilization in nursing practice is emphasized. Prerequisite: NURS 508.

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

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

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

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

**NURS 543      Curriculum Development in Nursing Education (3 credits)**

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

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

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

**NURS 561      Advanced Clinical Theory (3 credits)**

Strengthening the student's clinical foundation serves as the underpinning for nursing education. Students choose a clinical focus and study with faculty who have expertise in the fields of adult health, psych/mental health, gerontology, community nursing, maternity, or children's health. Selected concepts related to the specialty area are emphasized in this web-enhanced course. The role of the advanced practice nurse in the designated clinical area is explored. Prerequisites: NURS 501; 507; 509. Corequisite: NURS 562.

**NURS 562      Advanced Clinical Practicum (3 credits)**

The student has the opportunity to integrate theoretical concepts into clinical practice. The seminar and practicum course permits students to select a specialty area and collaborate with an advanced practice nursing preceptor to provide nursing care to a selected clinical population. Prerequisites: NURS 501; 507; 509. Corequisite: NURS 561.

**NURS 563      Nurse Educator Role Seminar (3 credits)**

The student has the opportunity to integrate theoretical concepts into clinical practice. The seminar and practicum course permits students to select a specialty area and collaborate with an advanced practice nursing preceptor to provide nursing care to a selected clinical population. Prerequisites: NURS 501; 507; 509. Corequisite: NURS 561.



**NURS 564 Nurse Educator Role Practicum (3 credits)**

The role of the nurse educator is emphasized. With faculty guidance, the student will select an educational practice site and work with a preceptor in this seminar and practicum course. Students apply concepts of teaching/learning, curriculum, and evaluation in classroom and clinical settings. Prerequisites: NURS 501; 509; 542; 543; 544; 561; 562. Corequisite: NURS 563.

**NURS 571 Nursing Administration in Health Care Organizations (3 credits)**

The role of the nurse administrator in single and integrated health care delivery systems is explored. Developing leadership strategies to function as a change agent in an advanced practice role is examined. Theories and principles regarding management of organizational systems within health care settings are discussed. Emphasis is given to the interdisciplinary delivery of health care services to diverse populations. Prerequisites: NURS 501; 505; 506; 507; 509; 524. Corequisite: NURS 572.

**NURS 572 Nursing Administration Practicum I (3 credits)**

This is the first of two precepted clinical experiences designed to provide the student with the opportunity to integrate nursing administration theory, practice, and research into a variety of health care settings. With faculty guidance, students select a health care facility that will provide experience in an area of interest. Seminars provide opportunities to explore best practices and analyze problem areas facing nursing administrators in diverse health care settings. Emphasis is placed on the student's articulation and synthesis of theory and effective management strategies. Clinical practica are structured according to the level, knowledge, and needs of the student. Prerequisites: NURS 501; 505; 506; 507; 509; 524. Corequisite: NURS 571.

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

The emphasis in this course is on enhancing the skills needed for the effective practice of nursing administration. Human resource management in union and non-union environments is discussed. Issues related to resource allocation are explored. Developing a high-quality practice setting in which the nurse is empowered and held accountable for making effective decisions is emphasized. Prerequisites: NURS 501; 505; 506; 507; 509; 524; 571; 572. Corequisite: NURS 574.

**NURS 574 Nursing Administration Practicum II (3 credits)**

This second precepted practicum builds on previous administrative coursework and experiences. With faculty guidance, students select a different health care setting that will meet individual learning goals. Seminars examine the issues and problems involved in managing human resources, creating a professional work environment, allocating resources, and looking at information systems. Students are provided with the opportunity to share and process weekly practicum experiences and to receive feedback from colleagues. Prerequisites: NURS 501; 505; 506; 507; 509; 524; 571; 572. Corequisite: NURS 573.

**NURS 581      Advanced Nursing Practice in Community Health Nursing I (3 credits)**

First of two courses that examine the theoretical foundations for advanced practice in community health nursing. Students will have the opportunity to apply nursing and public health sciences to enhance the health status of populations. Prerequisites: NURS 501; 504; 505; 507; 509; 524. Corequisite: NURS 582.

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

Seminar and preceptor practicum course will provide students the opportunity to integrate theory, practice, and research. Students will select a clinical practice site and develop the initial phases of a community health project. Students will have the opportunity to develop a leadership role in community-focused care. Prerequisites: NURS 501; 504; 505; 507; 509; 524. Corequisite: NURS 581.

**NURS 583      Advanced Practice in Community Health Nursing II (3 credits)**

Continuation of Community Health Nursing I. This course will provide students with opportunity to demonstrate advanced practice skills in aggregate-based care. Varied roles of the advanced practice nurse in community-focused care will be examined. Students will apply management, leadership, and social change theory to selected community systems. Prerequisites: NURS 501; 504; 505; 507; 509; 524; 581; 582. Corequisite: NURS 584.

**NURS 584      Practicum: Advanced Practice in Community Health Nursing II (3 credits)**

Continuation of NURS 582. The course will provide students with the opportunity to apply theory and research-based strategies to selected community/public health issues. Implementation and evaluation phases of an aggregate-based planning project will be the focus of this clinical practicum course. An identified role of the advanced-practice nurse will be selected by each student to examine in depth. Prerequisites: NURS 501; 504; 505; 507; 509; 524; 581; 582. Corequisite: NURS 583.

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

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

## **Practicum Requirements**

Students in the Community Health concentration must complete a minimum of 500 hours of supervised practicum experience. Students in the Nursing Education and Nursing Administration concentrations must complete a minimum of 240 hours of supervised practicum experience. Students will work with faculty to select appropriate sites and relevant learning experiences. Practicum courses are usually taken concurrently with theory courses toward the end of the program. Students must hold current licensure in the state in which they take the

practicum, provide evidence of malpractice insurance, and meet all health requirements of the agency in which the practicum will be completed.

## **Comprehensive Portfolio**

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

## **School Nurse Certification Program**

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

### **Specific Admission Requirements**

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

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

### **Program Course Requirements**

- Foundations of American Education: EDUC 501 Holy Family University
- The School Nurse and the Exceptional Child: Eastern University Hybrid Online
- Legal and Mandated Responsibilities of School Nurses: Eastern University Hybrid Online
- Practicum and Field Experience (100 hours): Holy Family University.

# Division of Extended Learning

## Accelerated Master of Business Administration (MBA) Program

Honour B. Moore, MA, *Associate Vice President for the Division of Extended Learning*

### Goal of the Master of Business Administration Program

The educational goal of the program is to provide a practical yet theoretically sound approach to the study of Business Administration. The curriculum—focusing on ethical business practices, case-based course design, and the integration of academic study and practical experience—employs the latest in technology and teaching methodology specifically designed for the adult learner.

### Program Description

The Master of Business Administration program will prepare today's managers to become tomorrow's leaders. The curriculum is designed to help those with a minimum of three years of managerial experience reach their highest potential in the corporate environment.

The program consists of 10 three-credit courses, totaling 30 credits. Courses are offered in eight-week sessions, and each course meets once a week for four hours throughout the session. Six regular sessions will be offered during the course of a year, with opportunities to earn additional credits through participation in periodic intensive sessions and other innovative nontraditional formats.

Because of the accelerated format of this program, students should expect to spend a minimum of 20 hours outside of class preparing for each class meeting. In addition, students come to the first class having already prepared the first assignment.

Students may enter the program at the beginning of any eight-week session; however, MBA Capstone (MGT-591) must be the last course taken. While a maximum period of three years is allowed for degree completion, the degree may be completed in just 18 months.

Participants will find the program fast-paced and academically challenging. In addition to the classroom learning experience, there are opportunities for corporate visits, both locally and overseas, as well as interaction with area business leaders. Opportunities for individual research, in the form of independent work, will be available to exceptional students.

## Program Highlights:

- Holy Family University's MBA is designed for working adult professionals with a minimum of three years' management experience
- Classes are offered at Woodhaven, Newtown, or other sites
- Program may be completed in 18 months, or you may take up to three years to finish all course work by exercising the "step-in-step-out" flexibility option
- All classes are taught by experienced facilitators who have business experience
- Small class size allows for interaction with facilitators and peers
- Individualized advising is tailored to your unique needs
- Special events are held for graduate students, including networking opportunities with alumni.

## Specific Admission Requirements

- Bachelor's degree from an accredited four-year institution, with a minimum grade point average of 2.5 on a 4.0 scale
- Official transcripts from all institutions attended
- A personal leadership statement of at least 750 words
- A current resume showing three years' managerial experience (either people or projects)
- Satisfactory GMAT score or GMAT waiver
- International applicants are required to produce minimum scores of 550 or 213 on the new computer-based tests of the Test of English as a Foreign Language (TOEFL)
- A personal interview
- Completed application form and \$50 non-refundable application fee
- Students must show competency at the undergraduate level in:
  - Financial and Managerial Accounting
  - Business/Corporate Finance
  - Business Statistics
  - Marketing

Competency may be demonstrated through undergraduate coursework, related work experience, standardized tests, or other acceptable proof of knowledge. Students lacking this competency may need to take an undergraduate accelerated course at Holy Family University to fulfill this requirement.\*

*\* Undergraduate prerequisite coursework is not eligible for financial aid as part of the graduate degree program.*

## Course Descriptions

Completion of all 10 courses (30 credits) is necessary in order to receive the Master of Business Administration degree.

### **MGT 500 Case Studies in Management (3 credits)**

An examination of contemporary theories and trends in business management, using the latest in relevant case studies. Topics will vary to include current management situations.

### **MGT 511 Financial Decision Making (3 credits)**

An examination of the use of financial theories and techniques in making financial decisions under conditions of uncertainty.

### **MGT 521 Marketing Management (3 credits)**

An exploration, through case studies, of the application of marketing principles to the basic products and services decisions of a firm.

### **MGT 531 Ethical and Legal Environment of Business (3 credits)**

An examination of the social and governmental structure in which businesses operate. A focus on the effective and ethical strategies for addressing issues of public concern.

### **MGT 541 Leadership and Change Management (3 credits)**

The development of an understanding of the difference between management and leadership and the skills necessary for affecting organizational change in a complex organizational structure.

### **MGT 551 Operations Analysis (3 credits)**

A study of the internal processes of an organization, focusing on the analysis of effective methods of operation.

### **MGT 561 Innovation and Enterprise (3 credits)**

The development of the necessary concepts needed by business leaders to help identify and manage research and development technology as a strategic competitive tool.

### **MGT 571 Managing Technology (3 credits)**

An understanding of the technology necessary to run complex organizations and the ability to communicate this knowledge to the technology professional and the non-professional so as to ensure smooth operation of the corporations in today's highly technological world.

### **MGT 581 Strategies in a Global Environment (3 credits)**

A study of the influence of international economic, political, business, and financial factors on the long-range planning of a firm.

### **MGT 591 MBA Capstone (3 credits)**

An individualized research project, chosen in an area of a student's interest, designed to integrate the knowledge learned throughout the program. This project will result in a written paper and oral presentation.

## **MBA with a Finance Concentration**

The curriculum associated with the finance concentration in Holy Family's Master of Business Administration accelerated degree program provides a comprehensive understanding of the financial decision-making process and offers insight into investment banking and critical issues in the development of policy in financial institutions. The finance courses focus on financial issues with respect to corporations and other profit-making institutions, as well as issues related to investment banking and the management of financial institutions.

### **Course Descriptions**

Finance concentration courses include the following:

#### **FIN 501 Investment Banking (3 credits)**

An explanation of the major tasks in the field of investment banking and the trend toward one-stop shopping and globalization. Topics will vary depending on needs of participants.

#### **FIN 502 Mergers and Acquisitions (3 credits)**

The course examines various topics in mergers and acquisitions. Basic theory and empirical findings form the basis for discussing such issues as merger strategy, defense measures in mergers, the valuation of firms as a whole under different management strategies, and the impact of financing considerations on various stake holders.

#### **FIN 503 Policy Making in Financial Institutions (3 credits)**

The course focuses on managing return and risk in contemporary financial institutions. A central theme is that risks faced by financial institutions and the methods and markets through which these risks are managed are similar whether an institution is chartered as a commercial bank, a savings bank, an investment bank, or an insurance company.

For those students pursuing the finance concentration, the three finance courses will replace the following:

MGT 521 Marketing Management

MGT 551 Operations Analysis

MGT 571 Managing Technology

The program is supported by faculty members who have extensive experience in the practice of finance, as well as in education. Some have served as corporate officers, board members, and consultants and have published in professional journals. Applicants interested in this concentration should indicate this on their application.

The courses may be taken as a graduate certificate.

## **MBA with a Public Administration Concentration**

The curriculum associated with the Public Administration accelerated degree program provides assistance to public managers in understanding and reacting to the impact of policy on business and the public in general. The impact of deregulation, security, transportation, health care, and housing will be examined.

Public Administration concentration courses include the following:

**PUB 501            Public Institution Administration (3 credits)**

The course examines practices followed in Public Administration. The environment in which institutions operate, human resources, development, decision-making, ethical practices and codes of conduct, group dynamics, and public-private interactions are examined in a constitutional context.

**PUB 502            Public Budgeting (3 credits)**

The course examines and analyzes the organization and development of accounting systems for revenues and expenses at various levels of government. Sources of funds, processes involved in public budgeting, appropriations, debt financing and service, taxes, capital requirements, and forecasting are considered.

**PUB 503            Public Policy Implementation (3 credits)**

The course provides insight into the formulation, implementation, qualitative assessment, and ethical issues surrounding public policy. Administrative, political, and legal institutions will be studied and examined for their effort on the development of policy. They will be evaluated with respect to their success or failure in the implementation and monitoring or policy.

**PUB 504            Public Finance and Legislative Procedures (3 credits)**

The course examines issues related to the formulation and execution of government programs related to and impacting multiple jurisdictions. Investigations will be undertaken to examine how various levels of government relate to each other in matters of legality and responsibility. Processes for the resolution of intergovernmental conflicts will be explored and evaluated.

For students pursuing the Public Administration concentration, the four Public Administration courses will replace the following:

MGT 511 Financial Decision Making

MGT 521 Marketing Management

MGT 551 Operations Analysis

MGT 571 Managing Technology

The program is supported by faculty members who have extensive experience in the practice of finance and Public Administration. Applicants interested in this concentration, should indicate this on their application.

**The courses may be taken as a graduate certificate.**

**MBA with a Health Care Administration Concentration**

The curriculum associated with the health care administration concentration in Holy Family's Master of Business Administration accelerated degree program focuses on skills relevant to the current health care environment, including management concepts and process, resource allocation, risk management, and financing.



## Course Descriptions

Health care concentration courses include the following:

### **HCA 500 Health Care Management Organization & Design (3 credits)**

This course is intended to enable the graduate-level health care management student to understand and apply necessary principles and practices important in the operation and organization of health services entities. Management theory and the study of contemporary cases combine to provide an understanding of the role of top management in designing the organization, motivating and developing staff, forming collaborative community relationships, and assessing systems performance that lead to organizational excellence.

### **HCA 511 Financial Aspects of Health Care Administration (3 credits)**

This course introduces students to financial issues faced by health care managers in a managed care environment. Topics include fundamentals of insurance, capitation rate development, risk analysis in managed care systems, cost accounting and management, financial statements, and Medicare and Medicaid managed care. The course involves case analysis and team projects.

### **HCA 531 Ethical & Legal Issues in Health Care (3 credits)**

This course introduces students to health care related legal and ethical issues. Students will explore the relationship between law and ethics in the health care field, and debate and research related matters. Upon completion of the course, students will be able to identify health care related legal and ethical issues, conduct basic legal research, and have a broad understanding of government regulations affecting health care.

### **HCA 551 Health Care Operations Management (3 credits)**

This course examines operational issues in health care management. Topics include systems analysis, quality improvement and reengineering, demand forecasting, facility location, design models, decision analysis techniques, inventory control models, and statistical quality control. The goal is to instill an understanding of the language, applications, and limitations of quantitative models with respect to decision-making and problem-solving in health service organizations.

### **HCA 561 Strategic Management & Planning for the Health Care Organization (3 credits)**

This course is intended to provide the students with a thorough understanding of the strategic management of the health care organization and to enable them to guide the planning process of the operation that reflects strategic thinking, innovation, and leadership. The course provides a structure to facilitate ongoing situation analysis, strategy formulation and implementation, as the organization is ever-aware of the complexities of its external environment, and the necessity for effective management and renewal of its internal processes.

For those students pursuing the finance concentration, the five health care courses will replace the following:

MGT 500 Case Studies in Management

MGT 511 Financial Decision Making

MGT 531 Ethical & Legal Environment of Business

MGT 551 Operations Analysis

MGT 561 Innovation & Entrepreneurship

The program faculty represent working professionals from a range of health care related fields including pharmaceutical, social services, and health services administration. Applicants interested in this concentration should indicate this on their application.

**The courses may be taken as a graduate certificate.**

# Administration

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*Instructional Technologist*

Michelle Perkins, MEd

*Datatel Support Analyst*

Sister M. Margaret DeSales

O'Connor, CSFN, AB

*User Services Manager*

Jason Mills

*Senior Technical Services Manager*

C. Vincent Milnik

*System Administrator*

Dib Shahene

## **Institutional Advancement**

*Vice President for Institutional Advancement*

Margaret Swoboda Kelly, MA

*Associate Vice President for Institutional Advancement*

Sister M. Noreen Werner, CSFN, MA

*Director of Alumni Relations and the Annual Fund*

TBA

*Executive Director of Development*

TBA

*Director of Marketing/Communications*

Allen Arndt, BA

*Director of Corporate and Foundation Relations*

Suzanne Libenson, MA

## **Student Services**

*Vice President for Student Services*

Sister M. Patrice Feher, CSFN, MA

*Activities Director*

Michael McNulty-Bobholz, BA

*Special Services Director*

Linda DiGennaro, BS

*Campus Minister*

Reverend James MacNew, OSFS, MA

*Director of Athletics*

Sandra Michael, MEd

*Director of Careers Center*

Don Brom

*Director of the Counseling Center*

Diana Piperata, PhD

*Director of Residence Life*

Lisa Corbin-Kalinowski, MA

*Director of Public Safety*

Joseph McBride, BS

*Disability Counselor*

Zoe Gingold, BS

*Director of Health Services*

Rita J. Casey, RNC, BSN

## Faculty

### Full-time Faculty

#### **Maria Agnew**

Instructor of Education

BA, Holy Family University

MA, LaSalle University

Ph.D. Candidate, Temple University

#### **Anthony M. Akel**

Professor of Business Administration

BBA, Manhattan College

MS, Rensselaer Polytechnic Institute

PhD, Northwestern University

#### **Phyllis J. Anthony**

Professor of Education

BA, Rowan University

MEd, The College of New Jersey

EdD, Rutgers, The State University of

New Jersey

#### **Anthony J. Applegate**

Professor of Education

BA, Allentown College

MA, Villanova University

EdM, PhD, Temple University

#### **Geralyn Arango**

Associate Professor of Special  
Education

BS, New York University

MEd, EdD, Temple University

#### **Lara Ault**

Associate Professor of Psychology

BA, BS, University of Florida

MA, PhD, University of Louisville

#### **Susan Belangee**

Assistant Professor of Counseling  
Psychology

BA, Lehigh University

MA, Loyola College

PhD, Georgia State University

#### **Valerie Bell**

Assistant Professor of Education

BS, West Chester University

MEd, Cabrini College

EdD, Widener University

#### **Brian Berry**

Professor of Special Education

BA, Binghamton University

MEd, PhD, Temple University

#### **Sister M. Marcella Binkowski, CSFN**

Associate Professor of Education

BA, Holy Family University

MEd, Pennsylvania State University

EdD, Vanderbilt University

#### **George M. Colton**

Assistant Professor of Psychology

BA, Rutgers University, The State  
University of New Jersey

MA, New York University

EdD, Rutgers University, The State  
University of New Jersey

#### **Mary Kay Deasy**

Professor of Education

BA, MEd, PhD, University of North  
Carolina, Greensboro

#### **Patricia Duncan**

Assistant Professor of Education

BA, Trenton State College

MA, Rowan University

EdD, Temple University

**Patricia A. Dunn**

Associate Professor of Nursing  
BSN, LaSalle University  
MSN, PhD, University of  
Pennsylvania

**Lynn Della Pietra**

Associate Professor of Psychology  
BA, Boston College  
PhD, Hahnemann University

**Anthony DiPrimio**

Professor of Business Administration  
and Finance  
BS, LaSalle University  
MS, University of Pennsylvania  
PhD, Temple University

**Phyllis Gallagher**

Professor of Education  
BA, MEd, LaSalle University  
EdD, Temple University

**Roger Gee**

Associate Professor of Education  
BS, Mansfield State College  
MS, Elmira College  
MEd, Temple University  
MA, University of Arizona  
PhD, University of Pennsylvania

**Kathryn Van Dyke Hayes**

Professor of Nursing  
BSN, Temple University  
MSN, University of Pennsylvania  
PhD, Catholic University

**Daniel E. Hanks, III**

Assistant Professor of Counseling  
Psychology  
BS, Hampton University  
MS, University of Southern Illinois,  
Edwardsville  
MS, University of Delaware  
PhD, University of Delaware

**James F. Higgins**

Assistant Professor of Business  
Administration  
BS, St. Joseph's University  
MBA, Temple University  
MA, LaSalle University

**Regina Hobough**

Professor of Philosophy  
BA, Holy Family University  
MA, University of Dayton  
PhD, Temple University

**Helen Hoffner**

Associate Professor of Education  
BS, West Chester University  
MEd, Temple University  
EdD, Widener University

**Cathleen A. Jenner**

Professor of Nursing  
BSN, University of the State of New  
York  
MSN, LaSalle University  
DNSc, Widener University

**Patricia Joergensen**

Assistant Professor of Education  
BA, Fordham University  
MA, LaSalle University  
EdD, Temple University

**Thomas B. Martin**

Associate Professor of Business  
Administration  
BSEE, University of Notre Dame  
MSEE, PhD, University of  
Pennsylvania

**Gloria Kersey-Matusiak**

Professor of Nursing  
BSN, Gwynedd-Mercy College  
MSN, Villanova University  
PhD, Temple University

**D. Barry MacGibeny**  
Professor of Education  
BA, Gettysburg College  
MA, Glassboro State College  
EdD, Fairleigh Dickinson University

**Kathleen A. McMullen**  
Professor of Nursing  
BSN, MSN, University of  
Pennsylvania  
PhD, Temple University

**Grace A. O'Neill**  
Associate Professor of Education  
BS, St. Joseph's University  
MEd, Villanova University  
EdD, Temple University

**Lynn S. Orlando**  
Professor of Education  
BA, Point Park College  
MEd, Bloomsburg State University  
DEd, Pennsylvania State University

**Leanne R. Owen**  
Assistant Professor of Criminal Justice  
BA, University of Kansas  
MA, PhD, University of Wales

**Danny W. Pirtle**  
Assistant Professor  
BS, Tennessee State University  
MS, PhD, Prairie View, A&M  
University

**Kathleen B. Quinn**  
Professor of Education  
BA, MEd, PhD, Temple University

**Bruce Rachild**  
Assistant Professor of Education  
BS, MEd, EdD, Temple University

**Donna Rafter**  
Instructor of Education  
BA, Holy Family University  
MS, Philadelphia University  
EdD Candidate, Rutgers, The State  
University of New Jersey

**Jeanne Ratigan**  
Instructor of Education  
BA, Glassboro State College  
MEd, Trenton State College  
EdS, Rutgers, The State University of  
New Jersey

**Rochelle Robbins**  
Associate Professor of Psychology  
BS, University of Maryland,  
College Park  
MA, PhD, State University of New  
York, Stony Brook

**Christine M. Rosner**  
Professor of Nursing  
BSN, Gwynedd-Mercy College  
MSN, University of Pennsylvania  
PhD, New York University

**Leonard G. Soroka**  
Professor of Education  
BS, Temple University  
MEd, West Chester University  
DEd, Pennsylvania State University

**Claire Sullivan**  
Professor of Special Education  
BA, MA, Glassboro State College  
EdD, Rutgers, The State University of  
New Jersey

**Michael White**  
Associate Professor of Education  
BA, Temple University  
MA, West Chester University  
EdD, Temple University

**Roseanna J. Wright**  
Assistant Professor of Education  
BA, Kean College of New Jersey  
MAEd, Castleton State College  
PhD, Temple University



**Mary E. Wombwell**  
Associate Professor of Nursing  
BSN, Holy Family University  
MSN, Villanova University  
EdD, Widener University

### **Part-time Faculty**

**Steven M. Alessandri**  
Lecturer in Education  
BA, Villanova University  
MA, Marshall University  
PhD, Bryn Mawr College

**Arlene J. Angelo**  
Lecturer in Business Administration  
BA, Pennsylvania State University  
JD, Temple University School of Law

**Eileen Baker**  
Lecturer in Education  
BA, MEd, Holy Family University

**Kenneth Bernabe**  
Lecturer in Education  
BA, Rider University  
MA, Seton Hall University

**John Biasiello**  
Lecturer in Business Administration  
BA, MS, Holy Family University

**Christopher Blazic**  
Lecturer in Education  
BA, St. Joseph's University  
MEd, EdD, Temple University

**Eileen Blazic**  
Lecturer in Education  
BA, Immaculata College  
MA, Villanova University

**Kathleen Brofman**  
Lecturer in Education  
BA, Temple University  
MEd, Beaver College  
PhD, Temple University

**Mary R. Burke**  
Lecturer in Education  
BA, MEd, Rutgers, The State  
University of New Jersey  
EdD, Nova Southeastern University

**Dena Calo**  
Lecturer in Business Administration  
BA, Holy Family University  
JD, Widener University School of  
Law

**Deborah Clements Johnson**  
Lecturer of Education  
BS, West Chester State College  
EdM, Temple University

**Robert G. Cohen**  
Lecturer in Education  
BS, MEd, Temple University

**Joseph Conway**  
Lecturer in Education  
BA, St. Joseph's University  
MA, EdD, Teachers College  
Columbia University

**Heather Costello, Esq.**  
Lecturer of Criminal Justice  
BA, Holy Family University  
JD, Rutgers School of Law

**Jacob L. Crayder**  
Lecturer in Education  
BS, MEd, Temple University

**Scott A. Cronin**  
Lecturer in Business Administration  
BA Assumption College  
JD, Villanova Law School

**Joanne F. Danna**  
Lecturer in Education  
BS, Pennsylvania State University  
MEd, Trenton State University

**Marylouise DeNicola**  
Lecturer in Education  
BS, St. Joseph's University  
MEd, West Chester University  
EdD, Temple University

**Anthony DiCesare**  
Lecturer in Education  
BS, University of Scranton  
MEd, Holy Family University

**Dawn M. Doheny**  
Lecturer in Education  
BS, Pennsylvania State University  
MEd, Holy Family University

**Patricia Ann Erickson**  
Lecturer in Education  
BS, Temple University  
MEd, Holy Family University

**James Fazzino**  
Lecturer in Education  
BA, Rowan University  
MA, Rider University  
DEd, Nova Southeastern University

**Harry Finlayson**  
Lecturer in Education  
BS, EdM, EdD, Temple University

**Silvio Fittipaldi**  
Lecturer of Counseling Psychology  
BA, Villanova University  
MA, Augustinian College  
MA, Hahnemann University  
PhD, Temple University

**Stacey Flynn**  
Lecturer in Education  
BS, Lock Haven University  
MEd, Holy Family University

**Mary Ann Fortuna**  
Lecturer in Education  
BS, West Chester University  
MEd, EdD, Temple University

**Mary Joe Frasso**  
Lecturer in Education  
BS, West Chester University  
MEd, Bloomsburg University

**Angeline M. Gampico**  
Lecturer in Education  
BS, St. Joseph's University  
MA, Villanova University  
EdD, Immaculata University

**Therese Anne Garbett**  
Lecturer in Education  
BA, MEd, Holy Family University

**Loyola L. Garcia**  
Lecturer in Education  
BA, New Jersey City University  
MA, Georgian Court College  
DEd, Nova Southeastern University

**Joseph Gillespie**  
Lecturer in Education  
BS, Mount Saint Mary's College  
MEd, Temple University  
EdD, Widener University

**Brian Gross**  
Lecturer in Education  
BS, University of New Mexico  
MEd, Antioch University  
EdD, Heed University

**Helen P. Gross**  
Lecturer in Education  
BA, Glassboro State College  
MEd, Antioch University  
MS, EdD, Nova Southeastern University

**Maureen Haegle**  
Lecturer in Education  
BS, West Chester University  
MEd, Holy Family University

**Lucille Hager**  
Lecturer in Education  
BS, Chestnut Hill College  
MEd, Holy Family University

**Helen Hanson**  
Lecturer in Education  
BA, Holy Family University  
EdM, PhD, Temple University

**Grace Hartman**  
Lecturer in Education  
BS, Gwynedd-Mercy College  
MEd, Beaver College

**Geeta Heble**  
Lecturer in Education  
BA, Manhattanville College  
MA, Temple University  
EdD, Wilmington College

**Leonard Herman**  
Lecturer in Education  
BS, MA, Rider University  
DEd, Drexel University

**Tara Holdsworth**  
Lecturer in Education  
BS, Temple University  
MEd, Holy Family University

**Bruce Hooper**  
Lecturer in Education  
BA, University of Notre Dame  
MA, EdM, EdD, Rutgers,  
The State University of New Jersey

**Brenda C. Hurley**  
Lecturer in Education  
BA, Chestnut Hill College  
MEd, Temple University

**June T. Johnson**  
Lecturer in Education  
BS, Virginia State University  
MEd, Beaver College

**Kelly Kates McElrath**  
Lecturer in Education  
BA, Temple University  
MA, LaSalle University

**Hildegard McGeehan**  
Lecturer in Education  
BA, MA, Rider University

**Tricia M. Kelly**  
Lecturer in Education  
BA, LaSalle University  
MEd, Temple University

**Thomas King**  
Lecturer in Education  
BA, Temple University  
MEd, Holy Family University

**Sharon E. Kline**  
Lecturer in Education  
BS, Kutztown University  
MEd, Arcadia University  
EdD, Immaculata College

**Jean C. Kohl**  
Lecturer in Education  
BA, Holy Family University  
MAT, Marygrove College

**Ruth Kuchinsky-Smith**  
Lecturer in Education  
BS, The King's College  
MEd, PhD, Temple University

**Gerald Kushner**  
Lecturer in Education  
BS, MEd, EdD, Temple University

**Robert Lenherr**  
Lecturer in Education  
BA, Holy Family University  
MEd, College of New Jersey

**Harris Lewin**  
Lecturer in Education  
BS, Temple University  
MEd, Trenton State College  
DEd, Temple University

**Terry L. Lichty**

Lecturer in Education  
BS, West Virginia University  
MA, Glassboro State College  
PhD, Columbia Pacific University

**Paul Marino**

Lecturer in Education  
BS, MEd, PhD, Pennsylvania State University

**Ruth Marino**

Lecturer in Education  
BA, Beaver College  
MEd, PhD, Temple University

**Daniel Markowski**

Lecturer in Education  
BA, MEd, Holy Family University

**Victor Matson**

Lecturer in Education  
BS, Penn State University  
MEd, Temple University

**Patricia J. Mazzuca**

Lecturer in Education  
BA, University of Puerto Rico  
MEd, Temple University

**Frank McAneny**

Lecturer in Education  
BA, St. Joseph's University  
MEd, College of New Jersey  
EdD, Temple University

**Dolores Ann McDonnell**

Lecturer in Education  
BA, Holy Family University  
MEd, Arcadia University

**Barbara Michaels**

Lecturer in Education  
BA, Temple University  
MA, Rider University

**Anthony Molloy**

Lecturer in Education  
BA, LaSalle University  
JD, Villanova University

**Ruth Montalvo**

Lecturer in Education  
BA, University of Pennsylvania  
MEd, Temple University

**Irene Musman**

Lecturer in Education  
BA, Chestnut Hill College  
MA, LaSalle University

**Eugene Nicolo**

Lecturer in Education  
BS, MS, PhD, Temple University

**Colleen Noone**

Lecturer in Education  
BA, MEd, John Carroll University

**Raymond Ostrowski**

Lecturer in Education  
BA, LaSalle College  
MEd, Temple University

**Rosemary Parmigiani**

Lecturer in Education  
BS, MS, Duquesne University

**Gerald D. Paterson**

Lecturer in Education  
BA, LaSalle University  
MA, Holy Family University  
EdD, Temple University

**Richard F. Patton**

Lecturer in Education  
BS, East Stroudsburg University  
MEd, Pennsylvania State University

**William Priestley**

Lecturer in Education  
BA, MEd, EdD, Temple University

**Sister John Ann Proach, OSF**  
Lecturer in Education  
BS, Alvernia College  
MS, MA, Villanova University  
EdD, Temple University

**Vince Profy**  
Lecturer in Education  
BA, Boston College  
EdM, EdD, Temple University

**Denise Quinn**  
Lecturer in Education  
BS, Bloomsburg State College  
MEd, Cabrini College

**Rosemarie Retacco**  
Lecturer in Education  
BA, College of Notre Dame  
MA, University of Maryland  
EdD, Temple University

**Patricia R. Reynolds**  
Lecturer in Education  
BS, MS, Temple University  
PhD, University of Pennsylvania

**Joanne L. Ricevuto-Thames**  
Lecturer in Education  
BS, West Chester University  
MEd, Widener University

**Adina Rosenberg**  
Lecturer of Counseling in Psychology  
BA, Temple University  
MA, Hahnemann University

**Stacy Roth**  
Lecturer of Counseling Psychology  
BA, Temple University  
MS, Villanova University

**Maureen Runyen**  
Lecturer in Education  
BS, Temple University  
MEd, Holy Family University

**Christine Sadjian-Peacock**  
Lecturer in Education  
BS, MEd, Temple University

**Ellen Schuler**  
Lecturer in Education  
BS, Gwynedd-Mercy College  
MA, Immaculata University

**Richard Serfass**  
Lecturer in Education  
BA, LaSalle University  
MEd, EdD, Temple University

**Thomas Sexton**  
Lecturer in Education  
BA, LaSalle University  
MEd, EdD, Temple University

**Diane Shea**  
Lecturer of Counseling Psychology  
BS, Immaculata University  
MS, St. John's University  
PhD, Walden University

**Carleene Slowik**  
Lecturer in Education  
BA, LaSalle University  
MA, Temple University  
EdD, Widener University

**Deborah Smith**  
Lecturer in Education  
BS, MEd, Holy Family University

**Kathleen B. Smith**  
BA, LaSalle University  
MEd, Holy Family University

**Alan Solomon**  
Lecturer in Education  
AB, AM, University of Pennsylvania  
EdD, Temple University

**Susan Stackhouse**  
Lecturer in Education  
BA, MEd, Holy Family University

**Fred Stewart**

Lecturer in Education  
BS, Shippensburg State College  
MEd, Temple University

**Carl Strahl**

Lecturer in Education  
BS, Pennsylvania State University  
MSEd, EdD, Temple University

**Stanley Szymendera**

Lecturer in Education  
BA, LaSalle College  
MA, Villanova University

**Susan Tosti**

Lecturer in Education  
BS, West Chester University  
MEd, EdD, Widener University

**Alvin Vaughn**

Lecturer in Education  
BS, MS, EdD, Temple University

**Janice Wagman**

Lecturer in Education  
BS, MEd, Temple University

**Frederick Weiner**

Lecturer of Counseling Psychology  
BA, Dickinson College  
MS, Indiana State University  
EdD, University of Pennsylvania

**Richard White**

Lecturer of Counseling Psychology  
BS, St. Joseph's University  
MA, LaSalle University  
PhD, Virginia Tech

**Marie Zimmerman**

Lecturer in Education  
BS, Trenton State College  
MEd, Holy Family University

# Maps and Directions

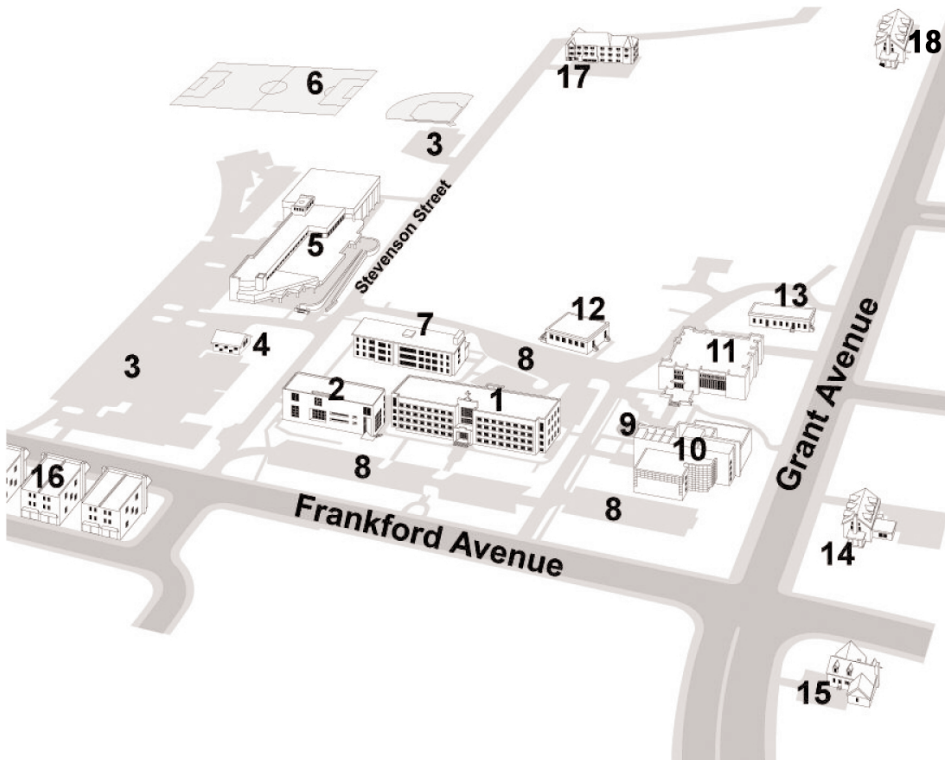
## Northeast Philadelphia Campus

### Campus Facilities

- |  |  |
|--|--|
| 1. Holy Family Hall                    | 12. Aquinas Hall                       |
| 2. Nurse Education Building            | 13. Alpha House                        |
| 3. Student Parking Lots                | 14. Marian Hall                        |
| 4. Shepherd's Fold (Maintenance)       | 15. Admissions Office                  |
| 5. Campus Center                       | 16. Duplex (Student Housing)           |
| 6. Athletic Playing Fields             | 17. Delaney Hall                       |
| 7. St. Joseph Hall (Student Housing)   | 18. Garden Residence (Student Housing) |
| 8. Faculty/Administration Parking Lots |  |
| 9. Labyrinth                           |  |
| 10. Education and Technology Center    |  |
| 11. Library                            |  |

### Campus Parking

- 3. Student Logs
- 8. Faculty/Administration Lots



## Directions to Holy Family University–Newtown, Bucks County

One Campus Drive  
Newtown, PA 18940

### From Philadelphia

Take I-north to Exit 49, Newtown/Yardley. \*At the top of the ramp, turn left onto Route 332 west. Follow Route 332 for 3 traffic lights (7/10ths of a mile). Turn left at the 3rd traffic light (Campus Drive/Lindenhurst Road) Holy Family University's entrance is on the left.

### From The Pennsylvania Turnpike

Take Exit 28 from the Turnpike. Follow U.S. 1 north to I-north. Take I-north to Exit 49, Newtown/Yardley. Then follow the directions above\*.

### From Burlington/Willingboro Area

Take the Burlington-Bristol Bridge and follow Route 413 north to the junction of I-95. Take I-north to Exit 49, Newtown/Yardley. Then follow the directions above\*.

### From Lower Bucks County

Take Route 413 north to Route 332 east. Turn right onto Route 332 east and proceed 2.3 miles. Turn right onto Campus Drive/Lindenhurst Road. Holy Family University's entrance is on the left.

### From Upper Bucks County

Take Route 413 south to Route 332 east. Turn left onto Route 332 east and proceed approximately 3.5 miles. Turn right at the traffic light at Campus Drive/Lindenhurst Road. Holy Family University's entrance is on the left.

### From Princeton, Trenton, Bordentown Area

Take I-2north. I-2north becomes I-south at the junction of I-2and Route 1. Proceed on I-south across the Scudders Falls Bridge to Exit 49, Newtown/Yardley. Turn right onto Route 332 west. At the 2nd traffic light, turn left onto Campus Drive/Lindenhurst Road. Holy Family University's entrance is on the left.







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