



# Graduate Studies

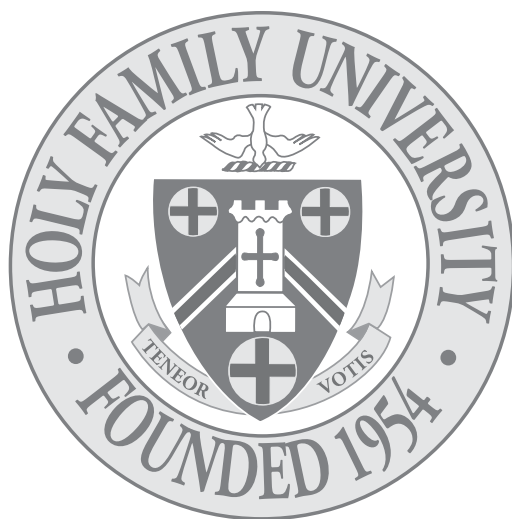


**Holy Family**  
UNIVERSITY

2016–2017

[holyfamily.edu](http://holyfamily.edu)

**Holy Family University**  
**Graduate Studies 2016-2017**



# Holy Family University

## Philadelphia Campus

9801 Frankford Avenue  
Philadelphia, PA 19114-2009

## Newtown, Bucks County

One Campus Drive  
Newtown, PA 18940-1761

## Bensalem, Bucks County

1311 Bristol Pike  
Bensalem, PA 19020-6415

## General Telephone and Fax Numbers

	Telephone	Fax
Philadelphia Campus	215-637-7700	215-637-3826
Newtown, Bucks County	267-341-4000	215-504-2050
Bensalem, Bucks County	267-341-5000	215-633-0558
Financial Aid	267-341-3233	215-599-1694
Library	267-341-3315	215-632-8067

## School Closing Numbers

Philadelphia Campus	Day classes	124
	Saturday and Evening classes	2124
Newtown, Bucks County	Day classes	784
	Saturday and Evening classes	2784
Bensalem, 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.*

# 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.)*

## 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, criminal justice, counseling psychology, nursing, accountancy and business administration in an intellectually challenging milieu.

## 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.

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

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

# Academic Calendar – 2016-2017

## Fall Semester – 2016

Classes Begin.....	August 29
Labor Day .....	September 3-5
Last Day to Add Classes .....	September 6
Saturday Classes Begin .....	September 10
Last Day to Drop Classes.....	September 13
Last Day to Add/Drop Saturday Classes .....	September 17
Last Day to Petition to Graduate for Grad/Undergrad Students (Fall Completion) .....	October 1
Mid-Term Examinations .....	October 10-15
Last Day to Withdraw from Classes .....	November 16
Thanksgiving Holiday (No Classes).....	November 23
Thanksgiving Holidays .....	November 24-26
Christmas Rose .....	December 2
Last Day of Saturday Classes .....	December 10
Semester Examinations.....	December 12-16

## Winterim – 2016

Last Day to Add/Drop .....	December 22 (12 Noon)
Classes Begin.....	December 26
Classes End .....	January 2

## Spring Semester – 2017

University Reopens .....	January 3
Classes Begin.....	January 9
Saturday Classes Begin .....	January 14
Last Day to Add Classes .....	January 16
Last Day to Add/Drop Saturday Classes .....	January 21
Last Day to Drop Classes.....	January 23
Last Day to Petition to Graduate for Grad/Undergrad Students (Spring Completion) .....	February 1
Mid-Term Examinations .....	February 13-18
Spring Break.....	March 6-11
Easter Break .....	April 13, 17
Easter Break .....	April 14-15
Last Day to Withdraw from Classes .....	April 5
Semester Examinations.....	May 1-May 5
Last Saturday Class .....	April 29
Last Day to Petition to Graduate for Grad/Undergrad Students (Summer I Completion).....	May 1
Commencement .....	May 9

## Summer Session – 2017

<b>Summer Session I, III Begins</b> .....	May 15
Last Day to Add/Drop Summer I/III Classes.....	May 22
Memorial Day .....	May 27-29
Last Day to Withdraw from Summer I Classes.....	June 19
Summer Session I Ends .....	June 26
Last Day to Petition to Graduate for Grad/Undergrad Students (Summer II & III Completion) .....	July 1
Independence Day .....	July 4
<b>Summer Session II Begins</b> .....	July 5
Last Day to Add/Drop Summer II Classes.....	July 12
Last Day to Withdraw from Summer III Classes.....	July 7
Last Day to Withdraw from Summer II Classes.....	August 8
Summer Session II & III Ends.....	August 15
<i>Note: Dates subject to change; please consult website calendar (www.holyfamily.edu).</i>	

## Extended Learning Programs Academic Calendar Fall 2016

Last Day to Petition to Graduate for Grad/Undergrad Students for Fall Completion.....	October 1
15FAX51 Fall I 5 Week.....	August 22-September 26
15FAX81 Fall I 8 Week.....	August 22-October 17
15FAX52 Fall II 5 Week.....	September 27-October 31
15FAX82 Fall II 8 Week.....	October 18-December 19
15FAX53 Fall III 5 Week.....	November 1-December 12
Thanksgiving Break-Extended Learning (No Classes).....	November 21-26

## Spring 2017

Last Day to Petition to Graduate for Grad/Undergrad Students for Spring Completion .....	February 1
16SPX51 Spring I 5 Week.....	January 2-February 3
16SPX81 Spring I 8 Week.....	January 2-February 24
16SPX52 Spring II 5 Week.....	February 6-March 10
16SPX82 Spring II 8 Week.....	February 27-April 28
16SPX53 Spring III 5 Week.....	March 13-April 20
Commencement .....	May 9
Last Day to Petition to Graduate for Grad/Undergrad Students for June Completion.....	May 1

## Summer 2017

16SUX51 Summer I 5 Week .....	April 24-May 26
16SUX81 Summer I 8 Week .....	May 1-June 26
16SUX52 Summer II 5 Week .....	May 30-July 3
Last Day to Petition to Graduate for Grad/Undergrad Students for August Completion .....	July 1
16SUX82 Summer II 8 Week .....	June 27-August 22
16SUX53 Summer III 5 Week .....	July 5-August 8
<i>Note: Dates subject to change; please consult website calendar (www.holyfamily.edu).</i>	

## Accreditation and Membership

Holy Family is accredited by:

### **The Middle States Commission on Higher Education**

3624 Market Street, 2nd Floor West, Philadelphia, PA 19104

The baccalaureate in nursing/master's degree in nursing are accredited by:

### **The Commission on Collegiate Nursing Education**

One DuPont Circle, NW Suite 530, Washington, DC 20026  
202-887-6791

The associate and baccalaureate degrees in radiologic science are accredited by:

### **The Joint Review Committee of Education in Radiologic Technology**

20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182  
www.jrcert.org • 312-704-5300

Traditional undergraduate programs offered from the School of Business and Extended Learning are accredited by:

### **The Accreditation Council for Business Schools and Programs**

11520 West 119th St., Overland Park, KS 66213

*This accreditation does not apply to the accelerated undergraduate and graduate business degrees offered through Extended Learning.*

Fire Science and Public Safety Administration Program are accredited by:

### **International Fire Service Accreditation Congress**

Oklahoma State University  
1812 Tyler Avenue, Stillwater, Oklahoma 74078

Teacher certification programs at the graduate and undergraduate levels are approved by:

### **The Commonwealth of Pennsylvania**

Department of Education  
333 Market Street, 1st. Floor, Harrisburg, PA 17126-0333

Holy Family has also been approved by:

### **The Pennsylvania State Board of Nursing**

2601 North 3rd. Street, Harrisburg, PA 17110

### **The Veterans Administration**

810 Vermont Avenue, NW, Washington, DC 20420

Holy Family is a member of:

### **The American Association for Colleges for Teacher Education (AACTE)**

1307 New York Ave., NW, Suite 300, Washington, DC 20005

### **The American Association of Colleges of Nursing (AACN)**

One DuPont Circle, NW, Suite 530, Washington, DC 20036

## Affiliation

Holy Family University is a member of the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE). SEPCHE consists of eight independent institutions of higher education in the Greater Philadelphia Region. These schools consist of: Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd-Mercy University, Holy Family University, Immaculata University, Neumann University, and Rosemont College.

## Correspondence

All mail correspondence should be addressed to:

### **Holy Family University**

9801 Frankford Avenue, Philadelphia, PA 19114-2009

Address specific inquiries as follows:

#### **Academic Affairs**

##### **(Academic Policies and Procedures)**

Vice President for Academic Affairs

#### **Student Life, Housing**

Vice President for Student Life

#### **Use of University Facilities**

Vice President for Development

#### **Business Affairs**

Vice President for Finance and Administration

#### **Information Technology**

Vice President for Information Technology/Chief Information Officer

#### **Disabilities Services for Students**

Director of Counseling Center and Disabilities Services

#### **Tuition and Fees**

Assistant Controller

#### **Human Resources**

Assistant Vice President for Human Resources

#### **Cooperative Education/Internships**

Director of Cooperative Education

#### **Financial Aid**

Director of Financial Aid

#### **Catalogs, Transcripts, and Student Records**

Associate Vice President for Academic Services and Registrar

#### **Gifts and Bequests**

Vice President for Development

#### **Library Services**

Director of Library Services

#### **Bookstore**

Bookstore Manager

#### **Careers and Placement**

Director of Careers Center

#### **Alumni Activities**

Assistant Director of Alumni and Parents

#### **Mail**

Mail Services Coordinator

#### **Holy Family University, Newtown**

Associate Vice President for Program Development and Planning

#### **Holy Family University, Bensalem**

Dean of the School of Business and Extended Learning

# Contents

Holy Family University .....	iii	Master's Degree Programs .....	51
Mission & Goals.....	iv	Academic Programs.....	51
The Mission of the University.....	iv	Counseling Psychology.....	52
Goals of the Graduate Programs .....	v	Counseling Psychology Course Descriptions .....	73
Graduate Studies: Mission and Governance .....	v	Criminal Justice.....	84
Holy Family University Academic Calendar – 2016-2017.....	vi	Criminal Justice Course Descriptions .....	86
Accreditation and Membership .....	viii	Education .....	89
Affiliation .....	ix	Education Course Descriptions.....	108
Correspondence .....	ix	Nursing.....	123
History, Facilities, and Services .....	3	Nursing Course Descriptions .....	126
History: Past and Present of Holy Family University.....	3	Business Administration and Extended Learning .....	132
Philadelphia Campus .....	4	Accelerated Master of Business Administration (MBA) Program.....	132
Philadelphia Campus Facilities .....	4	Accelerated MBA with a Finance Concentration.....	135
Holy Family University, Newtown, Bucks County.....	6	Accelerated MBA with a Health Care Administration Concentration.....	136
Newtown, Bucks County, Facilities .....	6	Accelerated MBA with a Human Resources Management Concentration.....	137
Holy Family University, Bensalem, Bucks County .....	7	Accelerated MBA with an Information Systems Management Concentration.....	138
Bensalem, Bucks County, Facilities .....	7	Accelerated Master of Business Administration (MBA)	
University Services .....	8	New Professionals Program.....	139
Financial Information .....	11	Accelerated MBA New Professionals with a Finance Concentration .....	140
Tuition and Fees for the 2016–2017 Academic Year .....	11	Accelerated MBA New Professionals	
Financial Aid.....	14	with a Health Care Administration Concentration.....	141
Veterans' Affairs Programs.....	18	Accelerated MBA New Professionals	
General University Policies and Procedures .....	19	with a Human Resources Management Concentration.....	142
Student Expectations .....	19	Accelerated MBA New Professionals	
Protection of the Individual and Campus Community .....	23	with an Information Systems Management Concentration.....	143
Safety and Security Procedures .....	36	Accelerated Master of Science in Accountancy Program .....	144
Master's Program - Admissions Policies and Procedures .....	43	Post-Baccalaureate Certificates.....	147
General Admission Requirements .....	43	Business Administration and Extended Learning Course Descriptions .....	151
General Procedures for Admission .....	43	Educational Leadership and Professional Studies Doctoral Program .....	156
Transfer of Credit .....	43	Doctoral Program Course Descriptions .....	166
Procedure for Admission of International Students.....	44	Administration.....	171
Acceptance to a Graduate Program .....	44	Board of Trustees.....	171
Master's Program - Enrollment and Fulfillment of Degree Requirements .....	45	Faculty .....	174
Degree Requirements.....	46	Full-time Faculty.....	174
Registration.....	46	Part-time Faculty.....	177
Grading Policy.....	48	Maps and Directions.....	182
Degree Completion and Commencement.....	50	Philadelphia Campus .....	182
		Directions to Philadelphia Campus .....	183
		Directions to Holy Family University – Newtown, Bucks County .....	184
		Directions to Bensalem.....	185

# History, Facilities, and Services

## History: Past and Present of Holy Family University

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

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

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

The graduate programs in Education were approved by the Pennsylvania Department of Education in March 1990, followed by the Nursing and Counseling Psychology programs in 1997, the Human Resources Management and Information Systems Management programs in Spring 2000, and the Accelerated Business Administration program in 2003. The graduate program in Criminal Justice was approved in 2007. The graduate program in TESOL and Literacy was approved in 2008. The doctoral program in Educational Leadership and Professional Studies was approved in 2010.

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

Since it was chartered on February 11, 1954, Holy Family has been a dynamic institution responding today in order to provide for tomorrow's needs. Despite its growth in numbers 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.

## Philadelphia Campus

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

### Philadelphia Campus Facilities

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

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

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

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

**Cooperative Education Department** is located in Room 222 of the Education Technology Center and coordinates the identification of experiential learning opportunities and student internship placements.

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

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

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

**Education & Technology Center** contains eight general classrooms, four computer labs, and five classrooms specially designed to model primary and secondary classroom instruction for the University's education students. Additionally, the facility contains a 200-seat auditorium, three conference rooms, a teacher resource room, café, chapel, student and faculty lounges, and faculty and administrative offices. It also contains classroom, studio, and gallery space for the University's Art program.



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

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

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

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

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

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

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

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

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

Staff members offer individualized research instruction as well as formal, in-class information literacy sessions at both locations at the start of each semester.

The Library's online catalog, online research databases, and additional information are available via the library website at [www.holyfamily.edu/library](http://www.holyfamily.edu/library).

**University Archives** are located in the Philadelphia Campus 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 archived materials is limited to administrative offices for research and to others with permission from appropriate University officers. As a rule, these items may not be borrowed. Copies of materials may be made at the expense of the researcher. Arrangements should be made in advance for use of materials.

## Holy Family University, Newtown, Bucks County

In 1995, a second location with a building suitable for classrooms and offices was purchased by the University in Newtown, Bucks County, 18 miles north of the Philadelphia Campus. Full use of the Newtown location was inaugurated in the Fall 1995 semester. The University closed sale on a portion of its 155 acre tract in Newtown to Lockheed Martin Corporation in April 1996 and retained 79-acres of the original parcel for development. Currently, a 44,000 square-foot academic/administrative facility is located here.

### Newtown, Bucks County, Facilities

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

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

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

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

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

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

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

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

## Holy Family University, Bensalem, Bucks County

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

### Bensalem, Bucks County, Facilities

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

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

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

## University Services

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

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

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

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

**Careers Center** – provides services to those students seeking information about job opportunities and career direction. Located in Rooms 214 and 216 of the Campus Center, the Center has job listings, directory information, and job-search resources. The Careers Center also holds workshops on job-search techniques, resume writing, and interviewing. Appointments may be scheduled for individual career counseling sessions by calling 267-341-3224. The Careers Center is open 8:00 am to 5:00 pm Monday through Friday.

**Cooperative Education** – provides students with practical training and experience in a variety of real-life work settings through cooperatively arranged, paid (co-op) or unpaid (internships), study-related programs, operated under the guidance and supervision of participating employers, University faculty members, and the Director and Assistant Director of the Co-op Department.

**Counseling and Referral Services** – Counseling Center Services include individual and small group counseling, relaxation training and stress management, computer-assisted counseling, crisis intervention, support groups, and referral assistance. The Center, located in Room 213 in the Campus Center, is open Monday through Friday on the Philadelphia Campus and by appointment at the Newtown site. Students may make appointments by contacting the Director of the Counseling Center and Disability Services at 267-341-3232 or may drop in during scheduled Center hours. Normally, there are no fees for counseling during regularly scheduled hours; there are minimal fees for some testing.

*Additional information may be found in the Student Handbook and at Wellness Services.*

**Disability Services** – facilitates reasonable accommodations for otherwise qualified students with documented disabilities. The Disability Office is located in the Counseling Center, Room 213, (267-341-3231). Students with disabilities (physical, learning, psychological, ADHD, etc.) who intend to seek accommodations in accordance with the Americans with Disabilities Act of 1990 (ADA) or Section 504 of the Rehabilitation Act of 1973 should contact the Disability Services Office before the start of each semester. New students must contact the Disability Services Office as early as possible before the start of the semester to review the process for obtaining accommodations, to submit documentation for requested accommodations, and to review needs; late requests may delay the provision of some accommodations. Currently enrolled students must request accommodations each semester; accommodations are not automatically transferred to the following semester without a new letter from the Disability Services Office. Once documentation is received, the process for providing accommodations may take up to a few weeks. Effort is made to review documentation in a timely manner. Guidelines for documentation are available through the Disability Services Office, the Student Handbook and at Wellness Services.

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

**The Cub Café** is located in the ETC building and offers light grab-and-go meals, snacks, and beverages.

*For more information regarding hours of operation, please check the website at Dining Services.*

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

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

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

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

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

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

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

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

## Financial Information

### Tuition and Fees for the 2016–2017 Academic Year

#### Doctoral Program

Tuition per credit hour	\$1010
General fee	\$165
<b>Other related fees</b>	
Graduation fee	\$157
Application Fee	\$100
Course fee - refer to Holy Family website for all course fee listings.	

#### Master's Program

Tuition per credit hour	\$736
Tuition per credit hour for nursing clinical courses	\$845
General Fee	\$137
Malpractice fee – per year	\$56

#### Extended Learning

Tuition per credit hour	\$757
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#### Other Related Fees

Auditing fee per credit	50% of tuition per credit hour
Graduation fee	\$157
Application fee	\$25
Course fee - refer to Holy Family website for all course fee listings.	

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

### Five and Six Year Bachelor/Master Programs

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

### Graduation Fee

Once a student has submitted an Application for Graduation via WebAdvisor and their exit interview has been completed, a graduation fee is applied to their account. The graduation fee is \$157 and covers the cost of the degree audits and evaluations, the diploma, the diploma cover, mailing fees and other incidental expenses associated with the graduation. All graduates are listed in the Commencement program and all graduates must pay the fee regardless of attendance at the Commencement ceremony.

### Payment of Tuition and Fees

Payment of bills must be received by the University on or before the date established by the Business Office each semester. Failure to pay any outstanding balance in full when due will result in a late fee assessment of \$25. In addition to assessing a late fee, a financial hold will be placed on the student's account. A financial hold prohibits future registration, the release of grades, transcripts and diplomas. All delinquent balances must be satisfied in full to remove the financial hold. Holy Family University reserves the right to transfer delinquent accounts to a contracted collection agency and/or credit bureau.

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

1. Tuition and fees are payable in full at the beginning of each semester. Payment can be made by cash, check, money order or by MasterCard, Discover, Visa, or American Express credit cards. The Business Office will bill students who register early. A letter accompanying the bill will note the date payment is due. For students registering after the due date, payment is due at the time of registration. All credit or debit card payments are subject to a 2.5% convenience fee, with a \$2.00 minimum.
2. **Semester Payment Plan:** Enroll in the four-month Deferred Payment Plan through Tuition Payment Solutions. Enrollment requires \$25 non-refundable fee per semester. First payment is 50% of the tuition and fee. Balance is divided equally over next three months. Students must enroll in this plan each semester. Please contact Tuition Payment Solutions at (888) 863-8840 for further information.

### Withdrawal and Return of Funds Policy

1. Students who withdraw from classes 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 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. Direct Federal Unsubsidized Loan
  2. Direct Federal Subsidized Loan
  3. Federal Perkins Loan
  4. Direct Federal PLUS Loan
  5. Direct Federal Graduate PLUS Loan
  6. Federal Pell Grant
  7. Federal SEOG
  8. 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.

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

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

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

Common refund examples are available and can be obtained by calling the Business Office.

## Non-Credit Offerings

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

## Financial Aid

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

Students may borrow up to \$20,500\*\* per academic year (depending on their costs) in the Direct Federal Unsubsidized Loan Program. Direct Federal Unsubsidized Loans are not based on financial need and accrue interest while the borrower is attending school. The principal payments are deferred, but the student either pays the interest or allows it to accrue through capitalization. The interest rate is fixed at 5.84%. Federal regulations require that the loan be disbursed in two equal installments less a 1.068% origination fee (see Various Financial Aid Policies for information on the timing of disbursements). Repayment of the loan begins six months after the student ceases to be enrolled half-time (fewer than three graduate credits for graduate students and fewer than three doctoral credits for doctoral students).

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

**Direct Federal Graduate PLUS Loan** – This loan is a non-need based federal loan designed to assist graduate students in financing their education above their Direct Federal Unsubsidized Loan eligibility, up to their cost of attendance. Students must be enrolled half-time (at least three graduate credits for graduate students and at least three doctoral credits for doctoral students), be accepted in a degree program (not a teaching certification only), and be a U.S. citizen or national or permanent resident of the United States. Also, students must be making satisfactory academic progress to be considered for a Direct Federal Graduate PLUS Loan.

Depending on credit worthiness, the student can borrow up to the cost of attendance minus other financial aid, including Direct Federal Unsubsidized Loans. The interest rate is fixed at 6.84% and begins accruing on the date of the first disbursement. A 4.272% origination fee is deducted from the loan before it is disbursed. Repayment can begin either 60 days after the loan is fully disbursed or deferred until six months after the student graduates or drops to less than half-time (fewer than three graduate credits for graduate students and fewer than three doctoral credits for doctoral students).

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 Direct Federal Unsubsidized Loan or Direct Federal Graduate PLUS Loan unless they can provide proof that they have rectified the aforementioned default or have made satisfactory arrangements for repayment through the federal loan rehabilitation program.

**Application Procedures** - To apply for a Direct Federal Unsubsidized Loan or Direct Federal Graduate PLUS Loan, students should visit Holy Family's website, [www.holyfamily.edu/finaid/forms](http://www.holyfamily.edu/finaid/forms). Students need to complete the Free Application for Federal Student Aid (FAFSA), as well as the Direct Federal Loan Master Promissory Note (MPN), which both have links on the "forms" page. Also, students need to 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 loan agencies) to supply additional information. It is important to respond to all requests promptly to avoid delays in processing financial aid.

#### **Various Financial Aid Policies**

1. Students must reapply for their loan by completing the FAFSA and Supplemental Data Form each academic year.
2. Students who borrow Direct Federal Unsubsidized or Direct Federal Graduate PLUS Loans are required to have entrance loan counseling prior to borrowing and exit loan counseling prior to graduation.
3. Federal regulations require students to report to the Financial Aid Office any changes of enrollment or housing status or any changes in their financial situation (including receipt of gifts or outside scholarships and/or tuition reimbursement for expenses related to attending Holy Family).
4. Graduate students can only receive financial aid for graduate credits since undergraduate credits are not degree requirements.

5. Federal regulations do not allow repeated courses when evaluating eligibility for federal aid, except for failed courses and one repeat of a passed course. Students repeating a course that will not be counted for aid eligibility must make sure that they are registered for enough additional credits (without counting the repeated course) to be enrolled at least half-time (at least three graduate credits for graduate students and at least three doctoral credits for doctoral students).
6. Financial Aid is disbursed in two equal installments (fall/spring) and is not disbursed to accounts until after the add/drop period of each semester. Accelerated students' aid is not disbursed to accounts until after the add/drop period of the last session of each semester.

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

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

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

Federal regulations require that an institution establish, publish, and apply reasonable standards for measuring whether a student, who is otherwise eligible for aid, is maintaining satisfactory academic progress in their course of study. The standards must be the same or stricter than the institution's standards for a student enrolled in the same academic program who is not receiving financial aid. ***For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Holy Family University funded scholarships, grants, discounts, work, and loans.*** Listed below is the complete statement of Minimum Standards for Satisfactory Academic Progress for financial aid. Please refer to our web site for the most up to date version of this policy ([www.holyfamily.edu/finaid](http://www.holyfamily.edu/finaid)).

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

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

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

## Quantitative Standards

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

## Qualitative Standards

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

## Measurement of Academic Progress

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

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

## When Minimum Standards of Academic Progress are NOT Achieved

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

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

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

Approval or disapproval of this appeal will be made by the Financial Aid Appeals Committee. The student will be notified in writing of the committee's decision. If the appeal is denied, the student will remain ineligible for financial aid until the minimum requirements are met. If the appeal is approved, the student will be placed on Financial Aid Probation for one semester. The student may also be required to complete an Academic Plan if it is determined it is not possible for the student to meet the minimum requirements after just one semester's coursework. At the end of the probationary semester it will be determined if all requirements have been met. If so, the probationary status will be removed. If the requirements were not met at the end of the probationary semester, the student will be ineligible for further financial aid until the minimum requirements are met.

## Veterans' Affairs Programs

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

Veteran students may be eligible for many different benefits and sometimes the decision to apply specific benefits may be irrevocable. Students are encouraged to use the VA GI Bill Comparison Tool (<http://department-of-veterans-affairs.github.io/gi-bill-comparison-tool/>) to assist them in making the decision of which benefits to use for their education. Student eligibility is determined by the Department of Veteran Affairs and/or the Department of Defense, depending on the benefits you are applying for. Students must present a Certificate of Eligibility to Holy Family's School Certifying Official (SCO), prior to any benefits being paid. The Certificate of Eligibility can be mailed, faxed, or scanned and emailed. Students should apply online for VA Benefits. (<http://vabenefits.vba.va.gov/vonapp/main.asp>)

Holy Family University's School Certifying Official is:

Brian Minster, Sr.  
Associate Director of Academic Services  
Holy Family Hall Room 215  
Office: (267) 341-3502  
Fax: (215) 827-0177  
[bminster@holyfamily.edu](mailto:bminster@holyfamily.edu)

# General University Policies and Procedures

## Student Expectations

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

## Responsibilities of Students

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

1. Students are responsible to know and observe all regulations and policies of Holy Family University. To this end, students are expected to consult University and school publications (e.g., catalogs, handbooks, course syllabi) as well as the website for all relevant regulations, dates, times, and deadlines pertaining to academic programs and services as well as degree completion.
2. All 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 expects conduct of each student in full accord with the University's interests, standards, and ideals. Holy Family's disciplinary process as described in the *Student Handbook* and on Holy Family's website, [www.holyfamily.edu](http://www.holyfamily.edu), was developed to hold students accountable for their behavior on or off campus. The University reserves the right to dismiss at any time, students whose personal conduct brings discredit to the University. In such cases, the fees due or already paid to the University will be neither remitted nor refunded in whole or in part.

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

## Code of Ethical/Professional Standards and Conduct

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

## Academic Integrity

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

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

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

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

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

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

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



# Grievance Procedures

## Academic Disputes and Grade Challenges

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

1. If a student questions a decision or other academic action taken by a faculty member, the first level of appeal is to discuss the matter with the faculty member and provide in writing any additional information which may affect the faculty member's decision/action. This action is to be taken by the student within five (5) business days from the date of the incident. The faculty member will be expected to respond to the student's appeal within three (3) business days. Mediation, defined here as discussion with the immediate persons involved with no legal representation, is optional but not required for complaints to be fully processed.
2. If the issue is not resolved to the satisfaction of all parties, the student may submit within three (3) business days a written statement that includes the facts of the case and the proposed solution to the Program Administrator/Department Chair. Within fourteen (14) business days the Program Administrator/Department Chair will conduct an investigation.
3. All aspects of the student's complaint and the investigation will be kept confidential to the extent possible with regard to complaint filing, investigation and disposition. The investigation will be conducted in an impartial manner and will include an impartial decision-maker. If the school program designee cannot remain impartial, he/she will remove him/herself from the proceedings and assign the matter to the appropriate School Dean who will start the time frame from the date at which they received the complaint.
4. Upon completion of the investigation by either the Program Administrator or Department Chair the student will receive within ten (10) business days a written determination which contains the outcome of the complaint and the basis for the decision rendered.
5. The student may appeal the finding of the Program Administrator/Department Chair in writing to the School Dean within five (5) business days. The written appeal will be reviewed in an impartial manner and the Dean will provide a written decision to the student within ten (10) business days from the date on which the appeal was received.
6. The student may appeal the Dean's decision to the Vice President for Academic Affairs within five (5) business days. The decision will be reviewed in an impartial manner by the Vice President and a panel representing a balanced cross section of the campus

community. The Vice President for Academic Affairs will provide a written decision to the student within ten (10) business days from the date the written appeal is received. The final appeal is to the Vice President for Academic Affairs.

7. Appeals involving grades must be presented by the conclusion of the semester following receipt of the grade in question. (For example, if the grade being challenged was received in Fall 2013, the grade appeal must be presented by the conclusion of Spring 2014.) Once initiated, the grade appeal will follow the process and time-line outlined above. Any grade challenge older than this one-year time frame will not be considered.
8. Retaliatory conduct against any individual who has filed a complaint, who is the subject of harassment, who has provided information as a witness, or who has submitted an appeal will not be tolerated and will be grounds for discipline up to and including expulsion or termination. Further, complainants will be disciplined for filing false statements or testimony during an appeal and/or investigation.

## Non-Academic Disputes

At any time, should a student feel he/she has been unfairly treated or discriminated against or have a problem with some aspect of Student Life or another student, the student may pursue the following procedure to have the problem heard:

1. Discuss the matter with the immediate Director (defined throughout as the individual in charge of the program/service in question) from Student Life within five (5) business days from the date of the incident; the immediate Director will respond within three (3) business days. If the complaint is against the immediate Director, the student is to discuss the matter with another Student Life Director within five (5) business days from the date of the incident; a representative of Student Life will respond within three (3) business days. Mediation, defined here as discussion with the immediate persons involved with no legal representation, is optional but not required for complaints to be fully processed.
2. If dissatisfied with the outcome of this first discussion, the student may submit within three (3) business days, a written statement that includes the facts of the case and the proposed solution. The student may present witnesses and other evidence relevant to the complaint. The written statement should be given to the immediate Director from Student Life. Within fourteen (14) days, the immediate Director from Student Life will conduct the investigation, and the investigation will be completed within ten (10) business days.
3. All aspects of the student's complaint and investigation will be kept confidential to the extent possible with regard to complaint filing, investigation, and disposition. The investigation will be conducted in an impartial manner and will include an impartial decision-maker. If the immediate Director cannot remain impartial, he/she will remove him/herself from the proceedings and assign the matter to the Vice President for Student Life, who will start the timeframe from the date the complaint was received.

4. Following an investigation from either the immediate Director or Vice President for Student Life, the student will receive a written determination within ten (10) business days, upon the completion of the investigation. This written notice shall contain the outcome of the complaint and the basis for the decision.
5. The student may appeal the findings in writing to the Vice President for Student Life within five (5) business days. The written appeal will be reviewed in an impartial manner by a panel consisting of either the Vice President for Student Life, one Director from Student Life and one student representative from the Student Government Association. In a case in which the Vice President of Student Life conducted the initial investigation, a panel consisting of two Directors from Student Life and one student representative from the Student Government Association will review the appeal. The decision of this panel will be final and will be provided within ten (10) business days from the date the written appeal was received.
6. Retaliatory conduct against any individual who has filed a complaint, who is the subject of the harassment, who has provided information as a witness, or submitted an appeal will not be tolerated and will be grounds for discipline up to and including employment termination or expulsion. Further, complainants and witnesses will be disciplined for filing false complaints or providing false testimony during an investigation.

## Protection of the Individual and Campus Community

### Equal Opportunity/Non-Discrimination Policy

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

### Family Educational Rights and Privacy Act of 1974 (FERPA)

The University may disclose certain personally identifiable information, designated as directory information, concerning students in attendance. The following categories of information have been designated as directory information: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational institution attended. Any student who does not wish directory information released must so inform the Registrar's Office in writing within 30 days after the start of the fall semester. In any event, the University may disclose directory information from the record of an individual who is no longer in attendance at the University without public notice or prior permission.

Under Section 438 of the General Education Provisions Act, students have the right to inspect and review their educational records within 45 days after making a request. The procedures for making such requests are available in the various offices where these records are maintained.

Academic	Registrar, Holy Family Hall
Extracurricular & Judicial Reports	Vice President for Student Life, Campus Center
Financial Accounts	Assistant Controller/Bursar, Holy Family Hall
Student Aid* & Admissions	Financial Aid and Admissions, Holy Family Hall
Recommendations/ Evaluations**	Director, Careers Center, Campus Center

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

The University shall obtain the written consent of the student before disclosing personally identifiable information from the educational records, except if the disclosure is to instructional, administrative or other authorized individuals, including representatives of approval or accreditation agencies. A record of all disclosure, other than to the subject student, will be maintained by the appropriate office and may be reviewed by the student.

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

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

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

\*\* *Evaluations of nursing and education students are retained in their departmental offices.*

## Sexual Misconduct Policies

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

### TITLE IX PROVIDES:

1. **Definition:** No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. Title IX has been further interpreted through implementing regulations and subsequent guidance from the Department of Education.
2. **Title IX Coordinator:** Michael McNulty-Bobholz, Assistant Vice President for Student Life, serves as the Title IX Coordinator and coordinates the University’s compliance with Title IX. Deputy Title IX Coordinators are: Joseph McBride, Director of Public Safety (CC 106) and Kathy Barkus, Human Resources Coordinator (HFH 209).

**The Title IX Coordinator will be informed of all complaints or reports of violations of this policy, and oversees the University’s response to ensure compliance with Title IX and the VAWA.**

The Title IX Coordinator’s activities include (but are not limited to):

- Communicating with all members of the University community regarding Title IX and VAWA, and providing information about how individuals may access their rights;
- Reviewing applicable University policies to ensure institutional compliance with Title IX and VAWA;
- Monitoring the University’s administration of its own applicable policies, including record keeping, timeframes, and other procedural requirements;
- Responding to any complaint or report regarding conduct that violates this policy. In this capacity, the Title IX Coordinator oversees the investigation and resolution of such alleged misconduct, directs the provision of any remedial measures, and monitors the administration of any related appeal.

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

The University Title IX Coordinator’s contact information is as follows:

Michael McNulty-Bobholz  
Assistant Vice President for Student Life  
267-341-3281  
mmcnulty@holysfamily.edu

3. **Prohibited Conduct:** “Sexual misconduct” is a broad, non-legal term that encompasses a wide range of behaviors, including but not limited to, sexual harassment, sex/gender discrimination, sexual violence, and intimate partner violence and stalking. It is a violation of University policy as well as applicable law to commit or to attempt to commit these acts.

- a. **Sexual Harassment:** Sexual Harassment is unwelcome conduct of a sexual nature that has the effect of creating a hostile or stressful living, learning, or working environment, or whenever toleration of such conduct or rejection of it is the basis for an academic or employment decision affecting an individual. Conduct is considered “unwelcome” if the person did not request or invite it and considered the conduct to be undesirable or offensive.

Sexual harassment includes any conduct or incident that is sufficiently serious that it is likely to limit or deny a student’s ability to participate in or benefit from the University’s educational programs or a faculty or staff member’s ability to work, which may include a single incident of sexual assault or other serious sexual misconduct.

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

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

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

Stalking includes any behaviors or activities occurring on more than one occasion that collectively instills fear in a victim and/or threatens her or his safety, mental health, or physical health. Such behaviors and activities may include, but are not limited to, the following as stated in the Student Handbook:

- Non-consensual communication, including face-to-face communication, telephone calls, voice messages, emails, written letters, gifts, or any other communications that are undesired and place another person in fear;
- Pursuing, following, waiting, or showing up uninvited at or near a residence, workplace, classroom, or other places frequented by the victim;
- Use of online, electronic, or digital technologies, including:
  - Posting of pictures or information in chat rooms or on websites;
  - Sending unwanted/unsolicited email or talk requests;
  - Posting private or public messages on Internet sites, social networking sites, and/or school bulletin boards;
  - Installing spyware on a victim's computer;
  - Using Global Positioning Systems (GPS) to monitor a victim.
- Surveillance or other types of observation, including staring or "peeping;"
- Trespassing;
- Vandalism;
- Non-consensual touching;
- Direct verbal or physical threats;
- Gathering information about an individual from friends, family, and/or co-workers;
- Threats to harm self or others;
- Defamation – lying to others about the victim.

#### 4. Definitions

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

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

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

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

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

- a. **Confidential Resources:** For those who are not yet prepared to make a report or pursue a complaint under this Policy, the University provides confidential advocacy, crisis and pastoral counseling, and medical services on campus. Conversations with these individuals are confidential (except as described in Section XI). They can explain options for obtaining additional support from the University and off-campus resources. They can also arrange for medical care and accompany complainants, or arrange for someone to accompany complainants, to seek

such care. Complainants may use these resources to talk to someone about an incident of sexual misconduct in a confidential manner whether or not they decide to make an official report or to participate in the University complaint resolution process or the criminal justice system. Conferring with these resources will not trigger an investigation by the University or law enforcement. However, these offices are familiar with the University's complaint resolution processes, can explain what to expect, and can provide support while University or criminal processes are pending.

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

Tara C. Gutgesell, MA,LPC  
Director, Counseling Center & Disability Services  
Campus Center Room 213  
267-341-3232  
tgutgesell@holyfamily.edu

Sister Cordia Wilczewska, MA, MS  
Counselor  
Campus Center Room 213 A-D  
267-341-3222  
cwilczewska@holyfamily.edu

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

- b. **Resources Who Can Afford Partial Confidentiality:** A Complainant can seek assistance and support from individuals who work or volunteer in the on-campus department. While these individuals must report that an incident occurred to the Title IX coordinator, they are not required to reveal any personally identifying information about an incident to the University. Their report will not trigger a University investigation that could reveal the victim's identity or that the victim has disclosed the incident. Following is contact information for these non-professional counselors and advocates:

Maureen Niche CRNP  
Director of Health Services  
Campus Center, Room G-7  
267-341-3262  
mniche@holyfamily.edu

- c. **Reporting to Responsible Employees:** When a complainant tells a "responsible employee" about an incident of sexual violence, the complainant has the right to expect Holy Family University to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.

A responsible employee must report to the Title IX Coordinator all relevant details about the alleged sexual violence shared by the complainant. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the university's response to the report.

The University defines a "responsible employee" to include supervisors and officials with significant responsibility for student and campus activities including, but not limited to, academics, student residences, athletics, discipline, and campus safety. Employees whose positions legally require confidentiality as set forth above in Section "a" are not "responsible employees."

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

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

The University has designated the Title IX Coordinator to evaluate these requests. In such cases, the Title IX Coordinator will weigh the request against the University's obligation to provide a safe, non-discriminatory environment for all students, including the complainant.

Holy Family University will make a "Good Faith" effort to report any crimes relating to the VAWA Act (Violence Against Women). The University handles complaints of sexual assault with due regard for the parties' concern for confidentiality. However, if occurrences of sexual assault pose a general threat to the University community, Holy Family will take affirmative steps to notify students, faculty, and staff of the potential danger.

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

## 6. Assistance Following an Incident of Sexual Misconduct

- a. **Support Services:** Holy Family University offers services to Complainants even if they choose not to report the incidents. Various services are available on and off campus and will be offered to a Complainant. Some of these services include:

### Support Services for Victims

**Public Safety Department: 267-341-3333**

**Aria Hospital Crisis Center: 215-949-5252**

**Holy Family University Counseling Center: 267-341-3232**

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

The University also offers resources for both Students and Employees, whether as Complainants or Respondents, to provide support and guidance throughout the investigation and resolution of a report of Sexual Misconduct.

- b. **Interim Measures/Accommodations:** The University reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct, intimate partner violence, and stalking in order to protect students' rights and personal safety.

Holy Family University is committed to supporting victims of the sexual violence, sexual harassment, intimate-partner violence, and stalking with appropriate measures to protect the Complainant and the Complainant's access to Holy Family's employment or education programs and activities, which may include protective measures before the final outcome of an investigation. Such protective measures and accommodations, which may be temporary or permanent, may include:

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

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

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

7. **Investigation/Adjudication Procedures:** The procedures for student disciplinary proceedings in cases of alleged sexual misconduct, intimate-partner violence, or stalking are fully described in the University Student Judicial Policy and the University Sexual Assault Policy, located in the *Student Handbook*. Both the Complainant and the Respondent have the right to have an advisor of their choice to accompany them throughout the entire judicial process, as well as the right to be informed of the University's final determination and sanction, if any, imposed against the accused student.

The advisor of choice's role in the proceeding is limited, as set forth in the University Student Judicial Policy and the University Sexual Assault Policy, included in the *Student Handbook*.

8. **Sanctions:** When an allegation of misconduct is brought to an appropriate administration's attention, and a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated. Sanctions for students include, but not limited to, reprimand, suspension, and expulsion. A complete listing of University sanctions include:

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

earned from another institution during this period towards a University degree. In case of residence hall groups, this sanction may include the disbanding of a living unit, and in the case of a student organization, this may include the removal of recognition;

- Expulsion

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

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

Not all forms of sexual misconduct, intimate-partner violence or stalking will be deemed to be equally serious offenses, and the University reserves the right to impose different sanctions, ranging from verbal warning to expulsion, depending on the severity of the offense.

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

*For a complete version of the Title IX policy, please refer to the Holy Family University Student Handbook.*

## Hate Crimes

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

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

- **Race:** A performed negative attitude toward a group of persons who possess common physical and hereditary characteristics;
- **Gender:** A performed negative opinion or attitude toward a group of persons because those persons are male or female;
- **Religion:** A performed negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or a nonexistence of supreme being;

- **Sexual Orientation:** A performed negative opinion or attitude toward a group of persons based on their sexual attraction toward, and responsiveness to, members of their own sex or members of the opposite sex;
- **Ethnicity/National Origin:** A performed negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs and traditions;
- **Disability:** A performed negative opinion or attitude toward a group of persons based on their physical or mental impairments/challenges, whether such disability is temporary or permanent, congenital or acquired by heredity, accident, injury, advance age or illness.

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

- **Larceny Theft:** The unlawful taking, carrying, leading, or riding away of property from the possession, or constructive possession, of another;
- **Threats:** Intimidation (includes Stalking) or unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack;
- **Destruction/Damage/Vandalism of Property:** To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it;
- **Simple Assault:** An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

## Photography and Videography; Privacy Policy and Releases

At Holy Family University, we take photographs and videos of a wide variety of events in order to communicate our image and activities to the outside world. These photos and videos are used for educational, news, publicity, and promotional purposes.

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

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

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

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

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

## Social Media Policy

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

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

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

## Safety and Security Procedures

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

## Alcohol and Other Drugs

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

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

The Biennial Review is also available through the HEOA website as required by the Drug-Free Schools and Community Act (DFSCA). The Drug Free Schools and Campuses Regulations (34 CFR Part 86) require an institution of higher education, such as Holy Family University, to certify it has adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs by Holy Family University students and employees on the premise and as a part of any activities. The Biennial Review is available on the University website: [www.holyfamily.edu/images/pdfs/HEOA/biennial-review-2014-03312016.pdf](http://www.holyfamily.edu/images/pdfs/HEOA/biennial-review-2014-03312016.pdf).

## State Law of Pennsylvania on Alcoholic Beverages

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

Title 18: Note, in particular, Sections 5505 (Public Drunkenness); 6307 (Misrepresentation of Age to Purchase Liquor or Malt Policies, Regulations, Statements and Guidelines Brewed Beverages (Beer)); 6308 (Purchase, Consumption, Possession or Transportation of Liquor or Malt or Brewed Beverage by a Minor); 6310.1 (Selling or Furnishing Liquor or Malt or Brewed Beverages to Minors); 6310.7 (Selling or Furnishing Non-Alcoholic Beverages to Persons Under 21); 6310.2 (Manufacture or Sale of False Identification Card); 6310.3 (Carrying a False ID); and, 3809 (Restriction on Alcoholic Beverages (Open Con-



tainer)). Title 75: Note, in particular, Sections 3718 (Minor Prohibited from Operating with Any Alcohol in System); 3802 (Driving Under the Influence of Alcohol or Controlled Substance); 3802(a) (General Impairment); 3802(b) (High Rate of Alcohol); 3802(c) (Highest Rate of Alcohol); 3802(d) (Controlled Substances); 3802 (e) (Minors); 3802(f) (Commercial or School Vehicles); 3735 (Homicide by Vehicle While Driving under the Influence); and, 3735.1 (Aggravated Assault by Vehicle while Driving under the Influence). Pennsylvania Liquor Laws: <http://www.lcb.state.pa.us/>.

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

## Alcohol Policy

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

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

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

Examples of alcohol violations include, but are not limited to:

1. Possession and/or consumption of alcohol;
2. Knowingly furnishing, transporting, and/or allowing minors to consume alcohol;
3. Use of alcohol resulting in involuntary, erratic and/or abusive behavior;
4. Possession of a keg, beer ball or other common source alcohol containers;
5. Involvement in the high-risk use of alcohol;

6. Persons observed in a residence on campus or off-campus when an open container of alcohol is present;
7. Open container of alcohol in a public area.

## State Law of Pennsylvania on Drugs

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

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

Holy Family University students are subject to prosecution under the Pennsylvania Controlled Substance; Drug, Device and Cosmetic Act for drug abuse and unlawful drug use and unlawful drug sales. The following state and federal laws concerning specific illicit drugs are drawn from the Controlled Substance, Drug, Device and Cosmetic Act, 35 p.s. section 107 708-113 et, seq. of the Commonwealth of Pennsylvania and from the Federal Drug Abuse Prevention and Control Act, 2 U.S.C.A. 801, et, seq., (specifically, the penalties for manufacturing, distributing, dispensing or possessing a controlled substance are found in section 841 of the Act).

## Other Drugs Policy

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

Examples of drug violations include, but are not limited to:

1. Illegal or improper use, possession, cultivation, distribution, manufacture, or sale of any drug(s), including prescribed medications;
2. Illegal or improper use of solvents, aerosols, or propellants;
3. Administration or employment of drugs or intoxicants, causing another person to become impaired without his or her knowledge.

## Alcohol and Other Drug Abuse Prevention

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

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

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

Other resources are available within the community for assistance which include:

- Alcoholics Anonymous – <http://www.aa.org>;
- College and Universities Alcoholics Anonymous - <http://www.jeremyfrankphd.com/college-and-university-alcoholics-anonymous-meetings> ;
- Southeastern Pennsylvania Intergroup Association of Alcoholics Anonymous - <http://www.sepennaa.org>;
- Al-Anon – <http://www.pa-al-anon.org>;
- Narcotics Anonymous – <http://naworks.org>;
- ULifeline - <http://www.ulifeline.org>
- Friends Hospital CRC – 1- (800) 889-0548 or (215) 831-2600
- Bucks County Mental Health Delegate - 1-800-499-7455

## Emergency Procedures for Behavioral Incidents

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

Student behavior that violates University policy typically is resolved through the University's grievance procedure. However, when a student's behavior is perceived by the University to be an immediate risk or substantial threat to others, the Vice President for Student Life may implement the University's Emergency Procedures for Protective Action and temporarily waive a student's right to a judicial hearing. As safety permits, the student will be required to meet with the Vice President for Student Life and/or a designee to identify options to mitigate behavior that may threaten the safety of the University community. During this meeting, the student will have the opportunity to discuss why the enactment of Emergency Procedures for Protective Action is not merited. If the behavioral concern is not able to be appropriately mitigated through reasonable modifications and supports, or the provisions of auxiliary aids or services, the Emergency Procedures for Protective Action may be enacted.

Behavioral incidents that may fall under this procedure, but are not limited to, include:

- When a student poses an immediate risk of danger or substantial threat to others.
- When behavior directed at a member of the University which could cause a reasonable person in the victim's position, severe emotional distress, fear of bodily injury, or death.
- When a student's behavior causes an imminent threat of, disruption of, or interference with the normal operation of the University.
- When a student may be endangered by his/her continuing presence on campus.

The Emergency Procedures for Protective Action are outlined below.

- As safety permits, after consulting with the Director of the Counseling Center and/or other appropriate University personnel, the Vice President for Student Life will determine if one or more of the above conditions exist. If it is determined that one of these conditions exist, the Vice President for Student Life will contact the parents or legal guardian (if necessary) of a dependent student, any University authorities deemed necessary, and/or any necessary off campus supports needed to engage protective action.
- If the student is found to pose an imminent substantial risk in the University community, the student will be required to absent himself or herself from all classes, residence halls/buildings, and all University activities.
- During this time the student will be required to undergo a psychiatric evaluation and/or physical examination by a licensed, competent professional of his or her own choice not related to the student, or the student may consult the Director of the Counseling Center or Health Services to obtain a referral. The evaluation must be based on the behavior, actions, statements related to the imminent risk; as well as current medical knowledge to determine the nature, duration, and severity of risk.
- After receiving a letter from the psychiatrist or examining physician stating that the student is no longer an imminent threat to/in the University community and the normal operations of the University, the Vice President for Student Life will recommend the student's eligibility to return to University classes and participate

in activities. The student's eligibility for continuation on campus will be dependent upon his or her subsequent behavior and the absence of any renewed threat of harm or disruption on campus.

- In some cases, interim leave or permanent withdrawal of the student from the University may be recommended and/or required. In no case will a student's mental or physical condition itself be the basis for withdrawal by the University.
- The Emergency Procedures for Protective Action do not take the place of judiciary process should the behavior violate any other code of conduct, University policies, or regulations. The student may still be subject to the judiciary process following the enactment of Emergency Procedures for Protective Action once safety is reinstated and as deemed appropriate.

## Reporting Missing Persons

The Holy Family University Department of Public Safety thoroughly investigates all people, including students reported as missing whether they reside on or off campus. Students and employees are instructed to report a missing person, dial 3333 from a campus phone, use one of the blue light emergency phones on campus, or call (267) 341-3333 from off-campus/cell phones. They can also report a missing person in person at the Department of Public Safety in the Campus Center building, which is staffed with professional personnel, 24/7. Additionally, you can request assistance from a Public Safety Officer on patrol or call 911. Personal information will be kept confidential.

If the missing person is a student, Public Safety will follow these procedures:

- The Director of Public Safety, upon confirmation that a student is missing and cannot be located, shall notify the Vice President for Student Life.
- If the missing student resides in on-campus housing, the Public Safety Director will notify the Executive Director of Campus Life and Leadership and the Residence Life professional for the area in which the student is housed. The Executive Director of Campus Life and Leadership should be directed to contact neighbors and friends in the immediate vicinity of the student's room and report any findings to Public Safety.
- If the missing student residing on campus has been missing for more than 24 hours, Public Safety will notify the student's designated emergency and/or confidential contact if so designated. All information is maintained in the University's Datatel System and is held confidential. The Philadelphia Police Department will also be notified.
- If a student is under 18, Public Safety will immediately notify the custodial parent or legal guardian. The missing student will be reported to the appropriate Police Department within 24 hours.
- If a student over 18 has not designated an emergency contact, the law enforcement agency where the student's primary residence is located will be notified. All notifications as mentioned in this section will be made by the Director of Public Safety or his/her designee.

The Public Safety Director or the Shift Supervisor will also check hospital admissions and the Philadelphia Police Department for further information regarding the missing person. Furthermore, the Public Safety Director or Shift Supervisor will contact the Director of Coun-

selling and Disability Services in the event that the student has been receiving counseling, as well as Student Health Services, and Outpatient Emergency Rooms in area hospitals.

## Sexual Assault

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

Holy Family University will make a "Good Faith" effort to report any crimes relating to the VAWA Act (Violence against Women). The University handles complaints of sexual assault with due regard for the parties' concern for confidentiality. If occurrences of sexual assault pose a general threat to the University community, Holy Family will take affirmative steps to notify students, faculty, and staff of the potential danger.

The University will pursue disciplinary action in the case of sexual assault, taking into account the wishes of the victim. The procedures for student disciplinary proceedings in cases of an alleged sex offense are fully described in the University Student Judicial Policy and the University Sexual Assault Policy located in the Student Handbook.

## Smoking Policy

University policy and state law prohibit smoking inside buildings and within 25 feet of building entrances, existing windows that open, and ventilation intakes. In many cases a person who chooses to smoke must be more than 25 feet from the building in order to comply with the law and University policy. These restrictions apply not just to tobacco but to all smoking materials. The success of this policy depends upon the thoughtfulness, consideration, and cooperation of smokers and nonsmokers. All faculty, staff and students share the responsibility of adhering to and enforcing this policy. Any concerns should be brought to the attention of the appropriate supervisor.

## Weapons Policy

The presence and use of weapons on campus presents a potential threat to the safety of all community members. No student, staff member, faculty member or visitor shall keep, use, possess, display, or transport any rifles, shotguns, handguns, pellet or BB guns, dangerous knives, billy clubs, makeshift weapons, martial arts weapons, or any other lethal or dangerous devices capable of casting a projectile by air, gas, explosion, or mechanical means on any property or in any building owned or operated by the University or in any vehicle on campus. Realistic facsimiles of weapons are also specifically not allowed. If attending classes on campus, Law Enforcement individuals must conceal their weapons. The University retains the right to search persons, possessions and bags and privately-owned vehicles on University property, and to confiscate, retain and dispose of/destroy all items covered by this policy regardless of value or ownership. Law enforcement may be contacted for some violations of this policy.

# Master's Program - Admissions Policies and Procedures

## General Admission Requirements

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

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

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

## General Procedures for Admission

The applicant should submit the following satisfactory information to the Graduate Admissions Office at least six weeks before the semester begins:

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

## 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 School

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.

## Procedure for Admission of International Students

International applicants who have completed a baccalaureate degree at a college or university outside of the United States are required to produce minimum scores for the TOEFL test of 550 on the paper-based test, 79 on the internet-based test, or 213 on the computer-based test. Prospective students may submit IELTS scores in place of TOEFL scores. A score of 6.0 or better is required on the IELTS test for admission. Additionally, international students are required to provide evidence of immunization against measles, mumps, and rubella as well as evidence of the ability to provide medical insurance coverage during their proposed stay in the United States. Such applicants must arrange with World Education Services (WES – [www.wes.org](http://www.wes.org)) to have a document-by-document review of their education credentials, which includes a course-by-course evaluation. World Education Services must confirm that the applicant's undergraduate experience is the equivalent of four years of undergraduate study at 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. After the Admissions Office receives the necessary documents needed to make a favorable decision, the I-20 form will be issued. Because of the complexities involved in the admission of international students, all must apply well in advance of the anticipated date of enrollment, preferably at least four months prior to the desired start term.

## Acceptance to a Graduate Program

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

The following are cases of special or limited admissions:

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

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

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

## Master's Program - Enrollment and Fulfillment of Degree Requirements

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

Students who fail to complete the program of study within the prescribed seven-year period must file a petition for extension with the School Dean. Recommendations concerning requests for a program extension and those conditions governing it will be made by the School Dean to the Vice President for Academic Affairs after consultation with the student and relevant personnel within the school of study. The Vice President for Academic Affairs approves all requests for program extensions and communicates the final decision to the student. Coursework that falls outside the seven-year limit for degree completion is subject to program review and possible repetition.

Students who fail to enroll in courses for a period of 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.

## Degree Requirements

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

- The completion of all requirements specified in the particular program
- A cumulative GPA of 3.0 or better and no more than one course with a grade of C+ (see specific course exceptions requiring a grade of B or higher)
- Fulfillment of all University responsibilities: payment of bills, including graduation fees, return of equipment and/or library materials, and so forth
- Completion of the *Application for Graduation* via WebAdvisor no later than October 1 for a December graduation date, February 1 for a May graduation date, May 1 for a July graduation date, July 1 for an August graduation date.

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

## 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 maximum enrollment is reached. Additional sections of courses may/may not be made available during a given semester at the discretion of the School Dean.

## Advising

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

## Attendance

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

## 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.

## Course Load

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

## Course Number System

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

## Course Schedules

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

## Credit for Courses

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

## Drop/Add Adjustments

Registration adjustments, dropping or adding courses, may be made online using WebAdvisor. WebAdvisor will not allow a student to drop to zero credits online. Total withdrawal from all courses must be made in writing 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 on the academic calendar. 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. *Please note: Students in the Nursing, Criminal Justice and Counseling Psychology programs must have an advisor's signature to drop or add courses.*

## 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.

## School Terms

The regular academic year is composed of Fall and Spring semesters, 15 weeks each. Two Summer sessions of six weeks each are offered each year. A third Summer session is offered over twelve weeks. The annual calendar contains the exact dates on which semesters begin and end. Alternative schedules/telescoped graduate course offerings have specific guidelines and requirements. Please consult a faculty advisor for further information on these types of courses.

## Withdrawal from a Graduate Program

To withdraw from a graduate program, the student must meet the following requirements:

- Resolve all financial indebtedness to the University
- 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.

## Grading Policy

A	(4 points) Superior performance
B+	(3.5 points)
B	(3 points) Satisfactory performance
C+	(2.5 points) Marginal competence. Limited application to degree completion.
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)
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
AU	Audit; carries no grade
P	Pass

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

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

## Incomplete Grades

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 and the final grade submitted to the Registrar within 90 days of the end of the final examination period. If the student does not complete the course requirements or the final grade is not submitted by the instructor 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.

## 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.

## 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.

## Final Grades and Transcripts

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

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

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

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

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

## Degree Completion and Commencement

The degree completion date is determined by the filing deadline for the *Application for Graduation*. Once the petition has been filed, an exit audit will be conducted by the Graduate Academic Services Advisor. The student and the School 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 *Application for Graduation* by the appropriate deadline and fulfilled all academic and financial obligations. Students who have successfully completed all academic requirements are encouraged to participate in Commencement. Students who have not filed graduation applications and/or completed all degree requirements successfully will not be permitted to participate in Commencement.

# Master's Degree Programs

## Academic Programs

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

- Master of Arts in Criminal Justice
- Master of Business Administration
- Master of Education
- Master of Science in Accountancy
- Master of Science in Counseling Psychology
- Master of Science in Nursing

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

# Counseling Psychology

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

Freda Ginsberg, PhD, *Program Director*

## Mission Statement

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

In fulfillment of this mission the program:

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

Consistent with Holy Family's tradition of "Teneor Votis" (I am bound by my responsibilities) students are inspired to advocate for social justice, shape public policy and witness to the dignity of each person and the oneness of the human family.

## Program Outcomes for the Graduate Program in Counseling Psychology

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

- Human growth and development, including an understanding of biopsychosocial models of development;
- Personal characteristics, professional orientation, and ethical practices of counselors consistent with the American Counseling Association Code of Ethics and state and federal laws that govern the practice of counselors;
- Theoretical approaches to counseling and case conceptualization, including articulation of a personal theory of counseling and an integrative approach to wellness and prevention as a professional counselor;
- Helping relationships and counseling skills and techniques;
- Group dynamics, process, and counseling, including process-oriented groups and psychoeducational groups;
- Career development and practice that is appropriate to the student's employment setting;
- Multicultural and social justice issues in counseling, including an approach to advocacy for the profession and diverse client populations;
- Appraisal and assessment;



- Research and program evaluation methods, including use of research and evaluation methods necessary to identify and critique evidence based practices and to use data to improve program outcomes;
- Diagnostic systems and the use of diagnosis in evidence-based practice;
- Clinical Mental Health Counseling, Professional School Counseling, Marriage and Family Therapy or Art Therapy specific roles, skills, duties, and issues (depending on students' selected programs of study).

### Specific Program Admission Information and Requirements

The Graduate Program in Counseling Psychology is ethically bound and strives to only admit as matriculated students those who demonstrate the academic ability and social/emotional skills maturity required to be successful given the academic rigor and training required of the program. Applicants are considered for admission based on their academic ability, expression of interests and goals, life experiences, and personal interview. Students whom the admission committee determines not to meet the admission requirements are not admitted to the program.

#### Specific Admission Requirements

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

- Submission of results of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) prior to being considered for admission if the undergraduate cumulative grade point average is less than 3.0 on a 4.0 point scale
- Successful completion of a personal interview.

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

#### Undergraduate Prerequisite Requirements\*

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

- Statistics
- Research Methods or Experimental Psychology

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

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

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

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

- Completed application to the Graduate Program in Counseling Psychology including statement of goals
- Official undergraduate transcript(s)
- Academic writing sample
- Letter of recommendation from the academic advisor and one other full time faculty member

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

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

### Academic Program Description

In order to provide students with the opportunity to develop the skills required to practice as professional counselors with expertise in the areas of community, private, school, pastoral, correctional, or higher education settings, the program uses a scholar-practitioner training model. Through involvement with program coursework students become active and involved learners. Students engage in both in-class and out-of-class cooperative, collaborative, and experiential learning that through interaction, exposure, immersion, and problem-solving enables students to integrate class material into their current knowledge and experiential base. Student advocacy and service learning is integrated into the academic experience to prepare the developing professional for a life-long role as an agent for change on a local, national and global level. The skill labs, practicum, and internship courses provide students with the professional experiences to synthesize course material with real-life counseling experiences to develop the skills appropriate for beginning practitioners.

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

- Art Therapy
- Clinical Mental Health Counseling
- Marriage and Family Therapy
- Counseling in Student Affairs in Higher Education
- Pastoral Counseling
- Correctional Counseling
- School Counseling Certification

The last field of study includes Pennsylvania Department of Education-approved certification programs in School Counseling. Students are required to fulfill specific testing requirements in order to become certified as a school counselor in the State of Pennsylvania. For information regarding certification requirements please review the *Graduate Program in Counseling Psychology School Counselor Certification Handbook*.

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

The Counseling Psychology program, concentrated at the University's Newtown, Bucks County location, is designed for students who are available to attend classes scheduled in the evening or on Saturdays. Blended (online and face-to-face) or online courses are available for specific courses. The majority of the students in the Counseling Psychology program study on a part time basis (3-6 credit hours a semester), although a significant number of Counseling Psychology students do attend the program on a full-time basis (9-12 credit hours a semester).

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

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

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

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

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

Students interested in fulfilling the educational requirements for licensure must be aware of the licensure requirements and work closely with their faculty advisor to ensure that all educational and internship requirements for licensure are fulfilled. All professional licenses require additional supervised post-master's experience. Refer to the state regulations for further information regarding the LPC licensing guidelines.

### **Eligibility for Licensure as a Marriage and Family Therapist**

In addition to being eligible for licensure as a professional counselor, students choosing the Marriage and Family Therapy concentration are also eligible for licensure as a Marriage and Family Therapist in the Commonwealth of Pennsylvania and the states of Delaware and New Jersey. Refer to the state regulations for further information regarding the LMFT licensing guidelines.

### **Eligibility for Certification as a Registered Art Therapist**

In addition to being eligible for licensure as a professional counselor, students choosing the Art Therapy concentration are also eligible to apply for the credential of Registered Art Therapist (ATR). Refer to the Art Therapy Credentials Board (ATCB) for further information regarding the ATR guidelines.

### **Advisement**

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

Upon admission to the program, each student is assigned a faculty advisor. This faculty advisor will have expertise in the student's area of concentration. The faculty advisor is the student's resource person in dealing with the program and the University. Students are encouraged to meet with their faculty advisor on a regular basis. Students must meet with their faculty advisor for course selection, approval of practicum and internship sites, comprehensives, and other administrative issues. Appointments may be made in person or by calling 267-341-4000. Faculty office hours are posted at the faculty office.

### **Impaired Student Policy**

#### **Purpose**

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

## Definition

### **Impaired Student**

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

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

### **Remediation Action**

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

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

### **Impaired Student Policy Process**

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

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

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

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

### **Identification Process**

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

### **Student Notification Process**

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

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

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

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

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

#### **Formal Remediation Plan**

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

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

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

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

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

#### **Dismissal**

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

#### **Student Appeal Process**

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

#### **Counseling Psychology Graduate Student Advisory Board**

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

#### **Students for Marriage and Family Therapy (SMFT)**

Students for Marriage and Family Therapy (SMFT) is a graduate student organization at Holy Family University’s Newtown location created to promote professional development in marriage and family therapy through three avenues of involvement: scholarship, service and social activities. Officers are elected annually and must be MFT students in good academic standing. The group meets monthly during the Fall and Spring semesters and is open to all graduate students in any concentration.

#### **Students Advocating for Change (SAC)**

Students Advocating for Change (SAC) is a graduate student organization at Holy Family University’s Newtown location that promotes networking, advocacy awareness and fund-raising efforts for a variety of agencies and projects. The group is open to all Counseling Psychology graduate students that are interested contributing to the betterment of student life on campus and in our community. The group meets monthly during the Fall and Spring semesters.

## Master of Science in Counseling Psychology

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

### The Core Curriculum

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

### Core Curriculum (27 Credits)

*COUN 501	Substance Abuse: An Introduction to Identification and Treatment	3
*COUN 502	Career and Vocational Counseling	3
*COUN 503	Introduction to Counseling & Guidance Theory	3
*COUN 504	Introduction to Counseling Skills, Laboratory Level I	3
*COUN 506	Human Development: A Life Span Approach	3
*COUN 507	Counseling Multicultural and Diverse Populations	3
*COUN 513	Counseling Practicum	3
*COUN 520	Research Methods for the Behavioral Sciences	3
*COUN 545	Assessment: Principles and Applications in Counseling	3

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

### Concentration Area Requirements

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

## Clinical Mental Health Counseling

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

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

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

### Electives (12 credits)

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

## Marriage and Family Therapy

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

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

*COUN 505	Group Counseling	3
*COUN 516	Professional Orientation and Ethics for Marriage and Family Therapists	3
COUN 534	Advanced Counseling Skills, Laboratory Level 2: Working with Children and Families	3
COUN 550	Advanced Family Counseling: Systems Approaches	3
CNFM 560	Internship I: Family/Marital Counseling	3
CNFM 561	Internship II: Family/Marital Counseling	3
COUN 562	Professional Seminar: Culminating Experience	3

### Marriage and Family Electives (12 credits)

To be eligible for LMFT licensure, all electives must be approved in consultation with the Faculty Advisor for Marriage and Family Therapy.

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

## Counseling in Student Affairs in Higher Education

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

### Required Courses for Specialty Area (24 Credits)

*COUN 505	Group Counseling	3
*COUN 514	Professional Orientation and Ethics for Student Affairs Professionals	3
COUN 539	The College/University Student	3
COUN 540	Psychopathology & Diagnosis Using the DSM	3
COUN 549	Issues and Best Practices in Higher Education	3
CNSA 560	Internship I: Student Affairs Counseling	3
CNSA 561	Internship II: Student Affairs Counseling	3
COUN 562	Professional Seminar: Culminating Experience	3

### Electives (9 credits)

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

## Pastoral Counseling

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

### Required Courses for Specialty Area

#### Theology Core Requirements (12 Credits)

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

#### Pastoral Counseling Requirements (21 Credits)

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

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

## Correctional Counseling

Students completing the Correctional Counseling concentration will, as a part of their degree program, complete all the educational requirements to sit for the National Counselor Exam. This concentration provides a basic foundation in counseling theory and skills with additional coursework in criminological theory, victimology, and correctional counseling practice. The program prepares graduates for success in a wide array of settings including, but not limited to federal and state prisons, court clinics, forensic psychiatric units, child advocacy centers, reintegration programs and other institutional and community-based correctional programs. The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship, a 100-hour practicum, and mandatory faculty mentoring/advising meetings.

### Required Courses for Specialty Area (30 credit hours)

*COUN 505	Group Counseling	3
*COUN 531	Legal and Ethical Issues in Counseling	3
*COUN 540	Psychopathology & Diagnosis Using the DSM	3
CNCC 502	Advanced Criminology	3
CNCC 525	Management of Special Populations	3
CNCC 577	Victimization and Victim Advocacy	3
CNCC 578	Correctional Counseling	3
CNCC 560	Internship in Counseling Psychology I - Correctional Counseling	3
CNCC 561	Internship in Counseling Psychology II - Correctional Counseling	3
COUN 562	Professional Seminar: Culminating Experience	3

### Electives (3 credits)

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

## Art Therapy

This concentration provides a basic foundation in counseling theory and skills with additional coursework in art therapy theory and practice. The program prepares graduates for success in a wide array of settings including, but not limited to mental health, rehabilitation, medical and forensic institutions; community outreach programs; wellness centers; schools; nursing homes; corporate structures; open studios and independent practices. Students completing the Art Therapy concentration will, as a part of their degree program, complete all the educational requirements to apply for Licensed Professional Counselor as well as the educational requirements to apply for the credential of Registered Art Therapist (ATR). The program of study requires a studio art requirement, core counseling courses and specialized art therapy courses taught by registered art therapists.

### Studio Art Content Requirements (required for ATR certification):

- Eighteen (18) semester credits (or 27 quarter credits) in studio based art courses.
- Studio art coursework can be at the graduate or undergraduate level.
- Students must have successfully completed coursework in a variety of two- and three-dimensional art media and processes.
- At least 12 credit hours must be completed prior to beginning the art therapy coursework. The remaining six (6) may be completed after beginning the first art therapy course that will count toward this requirement, but must be completed within a year of beginning graduate coursework in art therapy.
- Studio based courses taken within an art therapy program do not satisfy the prerequisite studio art courses.
- In lieu of academic based studio coursework, the student can earn up to six (6) credits from a portfolio demonstrating competency, provided the applicant obtains a letter from a full-time or pro rata faculty member who has current ATR-BC or ATCS status and who teaches in a program that is within a regionally or nationally accredited institution of higher education, and who has reviewed the portfolio and is willing to attest that the student has demonstrated such competency. Applicants may also use non-credit art instruction.

The total degree hours required for this concentration is 60. This concentration requires a 600-hour internship, a 100-hour practicum under the supervision of an art therapist.

## Required Courses for Art Therapy Specialty Area (33 credit hours)

CART 502	Art Therapy: Theory & Practice	3
*CART 503	Professional Orientation and Ethics for Art Therapists	3
CART 504	Metaphor, Materials & Art Therapy Techniques	3
CART 505	Art Therapy: Adult Assessment Skills	3
CART 506	Art Therapy: Child and Adolescent Skills	3
CART 507	Art Therapy for Multicultural & Diverse Populations	3
*CART 550	Group Counseling for Art Therapists	3
CART 560	Internship in Counseling Psychology I – Art Therapy	3
CART 561	Internship in Counseling Psychology II – Art Therapy	3
CART 562	Professional Seminar: Culminating Experience in Art Therapy	3
COUN 540	Psychopathology & Diagnosis Using the DSM	3

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



## School Counseling – Certification and/or LPC

Two options are available within the School Counseling concentration: Certification in PK-12 only and certification and LPC. The total degree hours are 52 for certification only and 60 for both certification and LPC. The School Counseling LPC concentration is a Pennsylvania Department of Education-approved certification program in PK-12 school counseling. Students completing this concentration in addition to being eligible for certification as PK-12 school counselors will also have the option to fulfill the educational requirements to sit for the National Counselor Exam. This concentration requires a 600-hour internship and a 100-hour practicum in a school setting.

### Required Courses for Specialty Area (27 Credits)

*COUN 510	Group Counseling for School Counselors	3
COUN 511	Computers & Technology in School Counseling Settings	3
*COUN 517	Professional Orientation and Ethics for School Counselors	3
COUN 541	Administration of School Counseling Programs	3
CNDS 560	Internship in Counseling Psychology I–School Counseling	3
CNDS 561	Internship in Counseling Psychology II–School Counseling	3
COUN 562	Professional Seminar: Culminating Experience	3
COUN 575	Counseling Students with Learning, Emotional and Intellectual Disabilities	3
COUN 576	Meet the Needs of English Language Learners for School Counselors	3

### Electives (6 credits)

\* All courses marked with an asterisk have to be completed prior to internship. The LPC option is license-eligible.

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

### Comprehensive Examination

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

Content Area	Holy Family Core Course Equivalent
Human Growth and Development	COUN 506 Human Development: A Life Span Approach
Social and Cultural Foundations	COUN 507 Counseling Multicultural Populations
Helping Relationships	COUN 503 Intro Counseling Theories COUN 504 Intro Counseling Skills Lab I
Group Work	COUN 505 Group Counseling <b>or</b> COUN 510 Group Counseling School Counselors
Career and Lifestyle Development	COUN 502 Career Vocational Counseling
Appraisal	COUN 545 Assessment: Principles and Applications in Counseling
Research and Program Evaluation	COUN 520 Research Methods
Professional Orientation and Ethics	COUN 514 Professional Orientation and Ethics for Student Affairs <b>or</b> COUN 515 Professional Orientation and Ethics for Clinical Mental Health <b>or</b> COUN 516 Professional Orientation and Ethics for Marriage and Family Therapists <b>or</b> COUN 517 Professional Orientation and Ethics for School Counselors <b>or</b> COUN 531 Legal and Ethical Issues in Counseling

## Counselor Preparation Comprehensive Examination (CPCE)

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

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

## Field Experience

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

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

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

## Postgraduate Programs

The Counseling Psychology program at Holy Family University offers the following two postgraduate programs: Postgraduate Licensure program and Postgraduate Certificate program in School Counseling. All courses in the postgraduate programs are only offered at Holy Family University's Newtown location. Admissions for these postgraduate programs are rolling and do not require a personal interview with program faculty.

## Postgraduate Licensure Program

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

- Obtained a 48 credit master's degree in counseling or a field closely related to the practice of professional counseling from an accredited institution of higher education. The master's program must have included a practicum or internship and should have included coursework in five of the following areas: human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, professional orientation, and clinical instruction

- Submitted an application form with a non-refundable application fee of \$25
- Submitted official transcripts of all graduate work
- Completed a personal interview with Program Director.
- After acceptance into the program the applicant must meet with the Program Director or designee. The purpose of this meeting is to review the applicant's educational and career history, review course requirements, and create an educational plan with him or her.

## Postgraduate Certificate Program in Art Therapy

This program is designed for the Master's level counselor who desires to become certified as an Art Therapist (ATR). To be eligible for this program, the applicant must have:

- Completed all of the studio art pre-requisites outlined in the Art Therapy concentration description
- Obtained a 36-48 credit master's degree in counseling or a field closely related to the practice of professional counseling from an accredited institution of higher education. The master's program must have included a practicum or internship and should have included coursework in five of the following areas: human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, professional orientation, and clinical instruction
- Submitted an application form with a non-refundable application fee of \$25
- Submitted official transcripts of all graduate work
- Completed a personal interview with Program Director
- After acceptance into the program the applicant must meet with the Program Director or designee. The purpose of this meeting is to review the applicant's educational and career history, review course requirements, and create an educational plan with him or her.

## Postgraduate Certificate Program in School Counseling

This program is designed for the prospective student with a master's degree in counseling who wishes to obtain the additional coursework required to become certified as PK-12 school counselor. To be eligible for this program, the applicant must have:

- Obtained a master's degree in counseling from an accredited institution of higher education
- Submitted an application form with a non-refundable application fee of \$25
- Submitted official transcripts of all graduate work
- Completed a personal interview with Program Director.

After acceptance into the program the applicant must meet with the Program Director or designee. The purpose of this meeting is to review the applicant's educational and career history, review course requirements, and create an educational plan with him or her.

## Counseling Psychology Course Descriptions

### **CART 502 Art Therapy: Theory and Practice (3 credits)**

An overview of art therapy theory and practice, including historical evolution of theoretical frameworks, and current state of the profession.

### **CART 503 Professional Orientation and Ethics for Art Therapists (3 credits)**

An overview of art therapy and counseling ethical, legal, and professional issues, credentialing and licensing standards.

### **CART 504 Metaphor, Materials and Art Therapy Techniques (3 credits)**

An exploration of creativity, symbolism, visual expression, metaphor, and art therapy techniques through readings, discussion, writing assignments and art-based experientials.

### **CART 505 Art Therapy: Adult Assessment Skills (3 credits)**

Introduction to art therapy assessment and application of assessment and skills in working with diverse adult psychosocial issues.

### **CART 506 Art Therapy: Child and Adolescent Skills (3 credits)**

An overview of stages of normal artistic development and art therapy within the developmental context of child and adolescent populations.

### **CART 507 Art Therapy for Multicultural and Diverse Populations (3 credits)**

An overview of multicultural counseling and art therapy, exploring implications of diversity encountered in art therapy practice.

### **CART 550 Group Counseling for Art Therapists (3 credits)**

Theories of group counseling, group dynamics, skills, and techniques are integrated with art therapy theory and practice.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Explores, through didactic and experiential learning activities, various theoretical approaches to groups, learn and apply basic principles of group dynamics, develop ethical, legal, and professional standards relative to group leadership, learn member roles and functions in group, and relate these issues to the leader's interpersonal style and behavior. Specific applications to developmental stages (e.g., children, adolescents, elderly) will be explored.

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

**COUN 516 Professional Orientation and Ethics for Marriage and Family Therapists (3 credits)**

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

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

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

**COUN 518 Psychology of Wellness (3 credits)**

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

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

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

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

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

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

**COUN 523 Couple Therapy (3 credits)**

Provides an in-depth analysis of theory and technique in understanding, conceptualizing, and treating couple relationships and conflicts.

**COUN 524 Foundations of Pastoral Counseling (3 credits)**

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

**COUN 525 Theological Foundations for Pastoral Counseling (3 credits)**

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

**COUN 526 Suffering and Hope (3 credits)**

Engages the complex and very real experiences of human suffering within the context of the Judeo-Christian Faith traditions. Various biblical accounts of suffering's meaning and purpose (such as the Book of Job) will be systemically investigated to provide the pastoral counselor a grounding in this difficult aspect of life. Insights from the noted theologians will be studied to assist in the application of properly responding to the question of suffering.

**COUN 527 Theological Anthropology (3 credits)**

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

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

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

**COUN 529 Foundations of Marriage and Family Therapy (3 credits)**

A theoretical bridge between individual counseling and family therapy, exploring the philosophical foundations and evolution of marriage and family therapy.

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

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

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

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

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

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

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

*Prerequisites: COUN 503 and COUN 504*

Provide students with knowledge, historical development, assessment tools and hands-on application. Contemporary model such as mindfulness, trauma focused therapy and complementary and alternative models (CAMs) will be covered

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

*Prerequisite: COUN 514*

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. This 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)**

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

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

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

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

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

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

*Prerequisite: COUN 514 and COUN 539*

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

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

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

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

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

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

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

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

Analyzes and interprets family systems using the theoretical principles of Adlerian Psychology. 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)**

Provides 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)**

Affords students 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 555 Introduction to Play Therapy (3 credits)**

*Prerequisite: COUN 503 and COUN 504*

This course provides an overview of the essential elements and principles of play therapy with an experiential component focusing on basic play therapy skill development.

**COUN 556 Family Life Cycle (3 credits)**

*Prerequisite: COUN 506*

Introduction to Family Life Cycle theory focusing on therapeutic issues, assessments and interventions in counseling with individuals, couples, and families across the life cycles.

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

*Prerequisite: COUN 506*

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

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

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

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

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

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

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

**COUN 570 Crisis Management Intervention (3 credits)**

Provides students with a model for Campus Crisis Intervention. Students will also learn how to write effective policies and procedures, deal with the media, and interact with parents during crisis situations. Students will relate current crisis situations to the class and have an opportunity to practice facilitating a crisis through role playing and class presentations.

**COUN 571 Living with Physical Illness (3 credits)**

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

**COUN 572 Psychopharmacology (3 credits)**

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

**COUN 573 Basics of College Planning (2 credits)**

*Offered: Fall and Spring*

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

**COUN 574 Advanced Careers in Student Affairs (2 credits)**

*Corequisite: Course must be taken concurrently with COUN 509 Practicum course.*

*Offered: Fall and Spring*

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

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

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

**COUN 576 Meeting the Needs of ELL for School Counselors (3 credits)**

Prepares future school counselors to work effectively and with multicultural competence with students who are English Language Learners.

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

Offered: Fall, Spring and Summer

**CNCC 502 Advanced Criminology (3 credits)**

This course surveys a historical array of criminological theories using original sources, including biological, psychological, sociological, geographic, economic, and political perspective. The fundamental distinctions between classical and positivist theories and traditional and critical branches of criminology are also discussed.

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

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

**CNCC 560 Internship I Correctional Counseling (3 credits)**

The internship provides an opportunity for students to synthesize and apply coursework in working with offenders in a counseling setting.

**CNCC 561 Internship II Correctional Counseling (3 credits)**

The internship provides an opportunity for students to synthesize and apply coursework in working with offenders in a counseling setting.

**CNCC 563 Internship III Correctional Counseling (3 credits)**

The internship provides an opportunity for students to synthesize and apply coursework in working with offenders in a counseling setting.

**CNCC 577 Victimization and Victim Advocacy (3 credits)**

This course examines the effects of victimization through evaluation of therapeutic issues, counseling techniques, relevant resources, and victim advocacy.

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

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

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

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

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

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

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

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

**CNPC 560/561/563 Internship I, II, and III: Pastoral Counseling (3 credits)**

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

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

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

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

Provides an opportunity for students to integrate, synthesize, and apply what has been learned through their experiences in the graduate program in Counseling Psychology in an actual higher education setting. This internship is an intensive work experience that is similar to an actual job in a 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.

## Criminal Justice

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

TBA, *Program Director*

### Mission Statement

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

### Learning Outcomes for the Program in Criminal Justice

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

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

### Admission Requirements

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

### Dual Degree Five-Year Program

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

- Completed application to the Graduate Program in Criminal Justice
- Official undergraduate transcripts
- Academic writing sample
- Letter of recommendation from the academic advisor.



Following review of all application materials, admission to the dual degree program will require the approval of the Graduate Program Director, the Division Head of Mathematics and Sciences, and the Dean of the School of Arts and Sciences. Accepted students will be permitted to take no more than six credits of graduate course work during the senior year of undergraduate study.

## 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 six required courses (18 credits) and four elective courses (12 credits) as well as a cumulative GPA of at least 3.0.

### Required Courses (18 Credits)

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

### Electives (12 Credits)

## Criminal Justice 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.

### CJMA 502 Advanced Criminology (3 credits)

This course surveys a historical array of criminological theories using original sources, including biological, psychological, sociological, geographic, economic, and political perspective. The fundamental distinctions between classical and positivist theories and traditional and critical branches of criminology are also discussed.

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

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

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

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

### CJMA 510 Juvenile Delinquency (3 credits)

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

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

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

### CJMA 512 Understanding Violence in Schools (3 credits)

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.

### 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.

**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.

**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.

**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.

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

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

**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.

**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.

**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.

**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 homicides are explored.

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

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

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

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

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

Serves as the culminating experience in the Master's in Criminal Justice program. Students will synthesize learning and experience from throughout their training and produce an integrative paper on a topic of current interest in the field.

**CJMA 577 Victimization and Victim Advocacy (3 credits)**

This course examines the effects of victimization through evaluation of therapeutic issues, counseling techniques, relevant resources, and victim advocacy.

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

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

# Education

Kevin B. Zook, PhD, *Dean of the School of Education*

Janet McNellis, PhD, *Associate Dean of the School of Education*

Roger Gee, PhD, *Chair, Division of Graduate Studies and Professional Development*

Deborah McCusker, MEd, *Graduate Student Advisor*

## Mission Statement

The hallmark of students who complete a program of studies in the School of Education at Holy Family University is a love of learning, a passion that manifests itself in two ways. The first is a drive for both personal and professional growth, resulting in a mastery of content to be taught and the pedagogical skills needed to create effective classrooms. The second is an affirmation of the dignity of each human person. Students take the initiative to learn about others and the diverse viewpoints they contribute to society. Their passion for learning is rooted in their deep respect for students, parents and colleagues; a respect that prompts them to provide the kind of instruction that will maximize student achievement and challenge themselves and others to think deeply about their experiences and their learning. As a consequence, our graduates lead by example and model for their students and colleagues the intellectual and moral rigor that characterizes the very best of educators.

## Goals of the Graduate Education Programs

All graduates of Holy Family University programs in Education are expected to:

- Commit to lifelong intellectual growth by demonstrating initiative as a learner and providing evidence of a vibrant intellectual life
- Apply University core values and ethical principles
- Collaborate with colleagues in professional education communities
- Demonstrate content knowledge in their field of study and the effective use of technology for learning and teaching
- Meet the standards of the profession and continually improve their performance of professional responsibilities
- Implement or facilitate constructivist teaching.

## Specific Admission Requirements

Upon acceptance to Holy Family University, all graduate Education students should make an appointment and meet with the School of Education Graduate Student Advisor to review program requirements.

Students pursuing an initial certification program are admitted on a provisional or probationary basis. They must apply for formal admission to the School of Education within 12 credit hours (including all waived and/or transferred courses) after admission to Graduate School. Requirements include submission of the following to the School of Education:

- Successful completion of at least six semester credit hours of graduate-level courses taken at Holy Family University
- A formal admissions application
- Two School of Education faculty recommendations
- Proof of current clearances as listed below:
  - Current TB test
  - PA Child Abuse Clearance (ACT 151)
  - PA Criminal Background Check (ACT 34)
  - Federal Criminal History Records (ACT 114/Fingerprinting)
  - Completed Arrest/Conviction Report and Certification Form (ACT 24)
- 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).

**Probationary Students** – Students admitted on a probational status with less than a 3.0 GPA must complete six credits of graduate level coursework, and have maintained at least a 3.0 GPA to gain full admission, in addition to the requirements listed above.

## 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.
- Candidates working towards a Special Education PK-8 certificate must have an already-existing certificate in N-3, K-6, PK-4, Middle Level 4-8, K-12, PK-12, Reading Specialist K-12 or Reading Specialist PK-12. Candidates working towards a Special Education 7-12 certificate must have an already-existing secondary content area, K-12, PK-12, Reading Specialist K-12 or Reading Specialist PK-12 certificate.
- Candidates for the ESL Program Specialist must hold a valid Pennsylvania Instructional I or II certificate.
- Doctoral student admission requirements are listed in Admissions Process for Doctoral Students.

## Student Services/Advising

**The School of Education Office** – Students should schedule an appointment with the Graduate Advisor prior to each registration. Day and evening appointments are available at both the Philadelphia Campus and the Newtown site. For program information or materials or to make an advising appointment, students may visit the School of Education Office in Philadelphia in ETC 445, call 267-341-3246 or send an email to SE@holysfamily.edu.

**Education Connections/PSEA** – Students are invited to join the local chapter of the Pennsylvania State Education Association (PSEA). PSEA sponsors social events, fund-raising 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.

## 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

The goal of the M.Ed. program is to develop professional educators who are:

- Lifelong learners
- Respectful of all individuals
- Dedicated to social justice
- Knowledgeable about current legal, social and political issues
- Effective communicators
- Skilled in understanding, interpreting and applying research findings.

In addition, graduates of the program will be able to demonstrate commitment to professional responsibilities by exhibiting:

- Ethical and professional behavior
- Respect for all individuals
- Emotional maturity
- Good judgment
- Dependability

## Program Objectives

Students who complete the M.Ed. program will be able to:

- Collaboratively work with others
- Describe and analyze language and its impact on learning
- Use research skills to propose solutions to current educational issues

## The Core Curriculum

The Master of Education program offers a central core curriculum that is the basis for all concentrations. This core curriculum enables students to develop understandings and skills that can be applied in a variety of contexts.

### Core Curriculum (9 credits)

EDUC 527	Process and Pedagogy of Communication	3
EDUC 578	Legal, Social and Political Issues	3
Research course, either		
EDUC 607	Seminar in Reading Research (Reading & TESOL concentrations only)	3
or		
EDUC 505	Introduction to Research (Special Ed, Advanced Practice, Ed. Leadership and General concentrations only)	3

## Concentration Area Requirements

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

### Advanced Practice Special Education (21 credits)

EDSP 565	Special Education Seminar: Research and Issues	3
EDSP 610	Instructional and Management Strategies for Learner w/ASD	3
EDSP 611	Positive Behavioral Supports in the Classroom	3
EDSP 612	Evidence-Based Practices for the Learner w/Exceptionalities	3
EDSP 613	Transition: Special Education from School to Adult Life	3
EDSP 614	Communication interventions for the Learner	3
EDSP 616	Special Topics in ASD	3

### Certification in Special Education\* (22 credits)

EDSP 565	Special Education Seminar: Research and Issues	3
EDSP 566	Advanced Practicum in Special Education	3
EDSP 574	Special Education Systems	3
EDSP 575	Including Students with Significant Support Needs	3
EDSP 577	Instructional Design in special Education	3
EDSP 578	Positive Management Strategies in Special Education	3
EDSP 579	Enhancing Communication & Literacy through Technology	3
EDSP 610	Instructional and Management Strategies for Learner w/ASD	3

### Educational Leadership – Leads to Pennsylvania Principal Certification (21 credits)

EDUC 580	Theories in Educational Leadership	3
EDUC 582	Supervision and Performance Evaluation	3
EDUC 583	The Principalship	3
EDUC 584	Practicum I: Prin. K-6	1
EDUC 585	Practicum II: Prin. 7-12	1
EDUC 588	School Finance	3
EDUC 589	Seminar in School Lead	1
EDUC 591	Practicum III: Prin. K-12	3
EDUC 620	Curriculum Development	3

### Reading Specialist\* (21 credits)

EDUC 601	Psychology of Reading	3
EDUC 603	Diagnosis of Reading Difficulty	3
EDUC 604	Reading in the Content Areas	3
EDUC 605	remediation of Reading Difficulties	3
EDUC 606	Structure of School Reading Programs	3
EDUC 609	Supervised Field Experience in Reading	6

### TESOL (21 credits)

EDUC 516	Teaching Reading & Writing to ESL Students	3
EDUC 534	Literature in the Second Language Classroom	3
EDUC 539	Linguistics for Lang Teachers	3
EDUC 546	Second Language Acquisition	3
EDUC 547	Teaching Linguistically & Culturally Diverse Learners	3
EDUC 548	Assessment & Program Design for ESL Students	3
EDUC 629	Second Language Vocabulary	3

\*Note: To be eligible for Pennsylvania State certification, ALL certification candidates in the Certification Special Education and the Reading Specialist concentration MUST have completed nine (9) credits in Special Education and three (3) credits in teaching English Language Learners. If the student's transcript does not show completion of these requirements upon official evaluation, the following courses must be taken in addition to the required Core and Concentration area courses:

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

### General Concentration (21 credits)

Credits must be selected from at least two M.Ed. concentration areas listed above:

1. Nine credits chosen from one concentration area	9
2. Nine credits chosen from a second concentration area	9
3. Three credits chosen from any concentration area	3

Note: Students may use courses taken in this general concentration to pursue the Pennsylvania Autism Endorsement. The courses required for this Endorsement are:

EDSP 610	Instructional and Management Strategies for Learner w/ASD	3
EDSP 612	Evidence Based Practices for the Learner with Exceptionalities (Prerequisite: EDSP 610)	3
EDSP 614	Communication Interventions for the Lerner with Autism and Other Communication Disabilities	3
EDSP 616	Special Topics in Autism Spectrum Disorder	3

## Master of Education Degree with Pennsylvania Certification, Level I in PK-4

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

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

### Core Requirements (21 credits)

	EDUC 501	Foundations of American Education	3
F	EDUC 503	Psychology of Learning and Instruction	3
F	EDUC 506	Curriculum and Instruction: Management of the Learning Environment	3
F	EDUC 556	Addressing the Needs of English Language Learners (Prerequisite: EDUC 517)	3
F	EDSP 571	Foundations in Inclusive Education	3
	EDSP 572	Assessment in Inclusive Education (Prerequisite: EDSP 571)	3
	EDSP 573	Effective Instruction in Inclusive Education (Prerequisites: EDSP 571 and EDSP 572.)	3

### Subject Matter Pedagogy Content (9 credits)

	EDUC 513	Teaching Mathematics Methods	3
	EDUC 517	Teaching Reading Methods	3
	EDUC 543	Teaching Science and Social Studies Methods	3

### Professional Studies: (1 credit)

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

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

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

\*\* For the MEd degree, if EDUC 520 is not required, it must be replaced with EDUC 610 and 620. This option requires approval by the SOE.

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

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

## Master of Education Degree with Pennsylvania Certification, Level I in PK-4/Special Education PK-8

This program provides individuals who have undergraduate degrees in fields other than education with the opportunity to pursue a career in teaching PK-4 and/or Special Education PK-8. While earning a Master of Education degree, students also meet Pennsylvania state requirements for both PK-4 and Special Education PK-8 teacher certification.

The course of study includes a background in psychology and pedagogy; the study of the instructional areas addressed by PK-4; and special education PK-8 competencies. 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 PK-4, special education PK-8, and/or inclusion classrooms, supervised by Holy Family University School of Education faculty.

### Core Requirements (21 credits)

	EDUC 501	Foundations of American Education	3
F	EDUC 503	Psychology of Learning and Instruction	3
F	EDUC 506	Curriculum and Instruction: Management of the Learning Environment	3
F	EDUC 556	Addressing the Needs of English Language Learners (Prerequisite: EDUC 517)	3
F	EDSP 571	Foundations in Inclusive Education	3
	EDSP 572	Assessment in Inclusive Education (Prerequisite: EDSP 571)	3
	EDSP 573	Effective Instruction in Inclusive Education (Prerequisites: EDSP 571 and EDSP 572)	3

### Subject Matter Pedagogy content (9 credits)

	EDUC 513	Teaching Mathematics Methods	3
	EDUC 517	Teaching Reading Methods	3
	EDUC 543	Teaching Science and Social Studies Methods	3

### Special Education Certification Content (15 credits)

F	EDSP 574	Special Education Systems	3
F	EDSP 575	Including Students with Significant Support Needs	3
	EDSP 577	Instructional Design in Special Education	3
	EDSP 578	Positive Management Strategies in Special Education	3
	EDSP 579	Enhancing Communication and Literacy through Technology	3

### Professional Studies: (1 credit)

F EDUC 545 Field Practicum Experience/Seminar 1

### Culminating Experience (6 credits)

F EDUC 520 Supervised Field Experience\* 6

or

EDUC 610 Contemporary Educational Theory\*\* 3

and

EDUC 620 Seminar in Curriculum Development\*\* 3

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

\*\* For the MEd degree, if EDUC 520 is not required, it must be replaced with EDUC 610 and 620. This option requires approval by the SOE.

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

The degree requirements for the Master of Education with Pennsylvania Certification, Level I in PK-4 and Level I in Special Education PK-8, are 51-52 credits, which include the core requirements, pedagogical studies, special education competencies, and culminating experience; other credits may be required depending on the student's particular background and experiences.

### Certification-only programs

Note: All Pennsylvania certificate candidates must hold a valid Pennsylvania Instructional I or II certificate.

## ESL Program Specialist

Demonstrating the required state competencies for the ESL Program Specialist certificate can be accomplished through two 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 six courses (18 credits) at Holy Family University. It is strongly recommended that these courses be taken in the following sequence:

EDUC 516	Teaching Reading and Writing to ESL Students	3
EDUC 539	Linguistics for Language Teachers	3
EDUC 546	Second Language Acquisition	3
EDUC 547	Teaching Linguistically and Culturally Diverse Learners	3
EDUC 548	Assessment and Program Design for ESL Students	3
EDUC 629	Second Language Vocabulary: Teaching, Learning and Using	3

### 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.

## Certification in Special Education\* (18 credits)

EDSP 566	Advanced Practicum in Special Education	3
EDSP 574	Special Education Systems	3
EDSP 575	Including Students with Significant Support Needs	3
EDSP 577	Instructional Design in special Education	3
EDSP 578	Positive Management Strategies in Special Education	3
EDSP 579	Enhancing Communication & Literacy through Technology	3

Note: AADL (Adaptations and Accommodations for Diverse Learners: 3+1) competency equivalencies (EDSP 571, EDSP 572, EDSP 573 and EDUC 556 or equivalent) are pre-requisite for this certification.



## Educational Leadership—Leads to Pennsylvania Principal Certification (24 credits)

EDUC 578	Legal, Social and Political Issues in the School/Community	3
EDUC 580	Theories in Educational Leadership	3
EDUC 582	Supervision and Performance Evaluation	3
EDUC 583	The Principalship	3
EDUC 584	Practicum I: Prin. K-6	1
EDUC 585	Practicum II: Prin. 7-12	1
EDUC 588	School Finance	3
EDUC 589	Seminar in School Lead	3
EDUC 591	Practicum III: Prin K-12	1
EDUC 620	Curriculum Development	3

## Reading Specialist\* (24 credits)

EDUC 527	Process and Pedagogy of Communication	3
EDUC 601	Psychology of Reading	3
EDUC 603	Diagnosis of Reading Difficulty	3
EDUC 605	Remediation of Reading Difficulties	3
EDUC 606	Structure of School Reading Programs	3
EDUC 607	Seminar in Reading Research	3
EDUC 609	Supervised Field Experience in Reading	6

Note: AADL (Adaptations and Accommodations for Diverse Learners: 3+1) competency equivalencies (EDSP 571, EDSP 572, EDSP 573, and EDUC 556 or equivalent) are pre-requisite for this certification.

## Reading Supervisor Certification

1. Prior master's degree in reading
2. Minimum five (5) 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.

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.

### Core Requirements (12 credits)

EDUC 578	Legal, Social and Political Issues in the School/Community	3
EDUC 601***	Psychology of Reading	3
EDUC 606***	Structure of School Reading Programs	3
EDUC 607***	Seminar in Reading Research	3

### Professional Requirements (12 credits)

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

### Culminating Experience (9 credits)

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

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

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

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

## Autism Endorsement

This Endorsement program is intended to improve a teacher's skills in dealing with complex classroom settings to include autism spectrum disorders. Students in this program are exposed to current research and practice in assessment, instructional programing, social skills training, applied behavior analysis programs, inclusion, and academic program development. The courses required for this program are open to all individuals with bachelor's degrees. However, only students who have current Pennsylvania Level I or Level II Instructional Certification BEFORE they complete the courses listed below are eligible for the state Endorsement. These courses may also be completed in conjunction with any non-initial certification Master of Education program.

EDSP 610	Instructional and Management Strategies for the Learner with ASD	3
EDSP 612	Evidence Based Practices for the Learner with Exceptionalities (Prerequisite: EDSP 610)	3
EDSP 614	Communication Interventions for the Learner with Autism and Other Communication Disabilities	3
EDSP 616	Special Topics in Autism Spectrum Disorder	3

## Teacher Certification

Upon completion of a School of Education initial certification program, graduates who wish to apply for a Pennsylvania teaching certificate must have a 3.0 GPA and must complete the following:

- Passage of all certification tests required by the Pennsylvania Department of Education for the desired certification area
- Submission of a certification application through the Pennsylvania Department of Education's Teacher Information Management System [TIMS].

Students should contact the School of Education Graduate Advisor for more information on requirements for specific certificates.

This certificate allows the holder to teach at the designated level in public schools in the Commonwealth of Pennsylvania. Certification requirements vary from state to state and it is the responsibility of individuals to ascertain and meet the requirements of the state in which they plan to teach.

## Teacher Intern Program

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

PK-4  
Special Education PK-8  
Special Education 7-12

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 and to the PA Department of Education Teacher Information Management Systems (TIMS). Additional requirements that must be met before applying for a Teacher Intern Certificate include:

- Demonstrate a minimum undergraduate and overall GPA of 3.0
- Pass the appropriate specialty area tests and submit any required clearances.

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

## Application for Supervised Field Experience

Upon completion of all course requirements for teacher certification, 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.

Applications for student teaching or intern teaching must be submitted by posted application deadlines.

Student must meet the following requirements for admission to student teaching:

- Formal admission to the School of Education
- 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
- Achievement of a grade of B or better in all required practicum courses
- 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
- 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
- Submission to the Field Placement Office (ETC 441 or ETC 438) of a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (ACT 34), Federal Criminal History Records (ACT 114/Fingerprinting), and a completed Arrest/Conviction Report and Certification Form (ACT 24) as required by the Pennsylvania Department of Education
- 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 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.

## Intern Teaching

For teachers currently employed in schools, the requirement for student teaching is arranged for in the teacher's own classroom as long as the teacher's assignment is appropriate for the certificate sought. For example, a teacher must be employed in a PK-4 classroom to be supervised for PK-4 certification. Intern teachers are screened and present evidence of readiness for intern student teaching as described earlier.

## Act 48

Act 48 credit hours may be accumulated after initial teaching certification is issued. In compliance with the Pennsylvania Department of Education (PDE) requirements, Holy Family University will report successful completion of coursework (six credits) taken to satisfy the ACT 48 regulations. At the request of the student, the credit completion will be electronically reported to PDE. Please see the School of Education website for the form needed to complete this process.

## Education Course Descriptions

### **EDUC 501 Foundations of 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)**

Examines 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 research studies for validity and reliability. Computers are used for demonstration and practice in designing research. Knowledge of the Pennsylvania Standards Alignment System (SAS), the Common Core Standards, and the Pennsylvania Value-Added Assessment System (PVAAS) is an integral part of this course.

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

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 are 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 513 Teaching Mathematics Methods (3 credits)**

*Prerequisites: EDUC 503 and EDUC 506*

Provides a base for understanding how the mathematics curriculum in elementary schools is 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.

**EDUC 515 Teaching Language Arts and Literature Methods (3 credits)**

*Prerequisites: EDUC 503 and EDUC 506*

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

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

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

**EDUC 517 Teaching Reading Methods (3 credits)**

*Prerequisites: EDUC 503 and EDUC 506*

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

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

*Prerequisite: All certification courses must be completed before registering for EDUC 520.* Application and interview required; see Program Student Handbook for more information. Includes examination of teaching models, practice of peer learning activities, development of observation techniques, and examination of students' own audio and videotaped lessons. Designed for graduate students seeking state certification in Pre K-4 and Middle Level 4-8 Education. Observation, evaluation, and feedback is provided by University faculty. Course requires a full-time classroom assignment for a minimum of 14 weeks (six credits); seminar sessions are held at the University concerning teaching issues and student teacher experiences.

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

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

**EDUC 522 Teacher Induction (3 credits)**

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

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

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

**EDUC 526 Philosophy of Middle School Education (3 credits)**

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

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

*Offered: Fall and Summer Session I*

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

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

*Field Experience required.*

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

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

Examines 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. This course is designed for graduate students interested in teaching language and literacy skills to a culturally diverse school-age population.

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

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

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

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

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

Provides a foundation to help language teachers better understand and appreciate language to meet the challenges of teaching children and adolescents, especially children who are English Language Learners.

**EDUC 543 Teaching Science and Social Studies Methods (3 credits)**

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

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

Enables prospective teachers to observe, participate, analyze, reflect, and discuss issues relative to the assigned school community and typical school learning situations through supervised field experience/seminar at an assigned school site and selected grade level (Pre K-4, Middle Level 4-8 or 7-12). Provisions made for the preservice teacher to work with students in varied instructional groupings to apply theory/concepts/strategies related to prior coursework. Provides the preservice teacher an opportunity to reflect upon his or her career choice to confirm or re-examine his or her decision and desire to teach elementary or secondary school students.

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

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

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)**

Presents teachers with methods and materials to prepare English Language Learners to enter and succeed in elementary and secondary standards-based mainstream classrooms.

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

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)**

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

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

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

**EDUC 566 Advanced Practicum PK-4 (1 credit)**

*Prerequisite: Prior completion of certification work in PreK-4.*

This supervised field experience at an assigned school site and selected grade level is designed to meet the field experience competencies identified by the Pennsylvania Department of Education as exit criteria for candidates seeking PreK-4 teacher certification.

**EDUC 567 Advanced Practicum 4-8 (1 credit)**

*Prerequisite: Prior completion of certification work in Middle Level 4-8.*

This supervised field experience at an assigned school site and selected grade level is designed to meet the field experience competencies identified by the Pennsylvania Department of Education as exit criteria for candidates seeking Middle Level 4-8 teacher certification.

**EDUC 568 Advanced Practicum 7-12 (1 credit)**

*Prerequisite: Prior completion of certification work in Secondary Education (7-12).*

This supervised field experience at an assigned school site and selected grade level is designed to meet the field experience competencies identified by the Pennsylvania Department of Education as exit criteria for candidates seeking secondary (7-12) teacher certification.

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

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

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)**

Examines legal issues facing school administrators within the social context of the school community. This 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)**

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)**

Focuses 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)**

Studies, analyzes and practices models of effective supervision and evaluation 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)**

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

**EDUC 584 Practicum I: Principal K-6 (1 credit)**

*Prerequisites: EDUC 580, EDUC 582, and EDUC 583*

Integrates theory and practice into a school setting utilizing a 180-hour practicum. The student works with a school administrator in a school setting which includes the K-6 academic level. 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-584 and EDUC-585 must be completed in different school settings.

**EDUC 585 Practicum II: Principal 7-12 (1 credit)**

*Prerequisites: EDUC 580, EDUC 582, and EDUC 583*

Integrates theory and practice into a school setting utilizing a 180-hour practicum. The student works with a school administrator in a school setting which includes the 7-12 academic level. 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-584 and EDUC-585 must be completed in different school settings.

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

Serves as a 180-hour practicum 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)**

Focuses 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)**

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

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

Serves as a culminating experience which 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. This course is intended to be taken during the semester prior to graduation. Students must complete all other courses in the Leadership Program prior to taking the course. The students will be expected to present a formal paper and their completed professional portfolio to their advisor and to representatives in the School of Education. 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 591 Practicum III, K-12 (1 credit)**

*Pre-requisites: EDUC 580, EDUC 582, EDUC 583*

Integrates theory and practice into a school setting utilizing a 120-hour practicum. The student works with a school administrator in a K-12 school setting. 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 will also be required to complete and formally present a school-based project that meets the approval of the school administrator and the University professor.

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

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 603 Diagnosis of Reading Difficulties (3 credits)**

Includes a thorough examination of formal and informal assessment techniques and the theoretical and practical issues that resolve around assessment. Emphasis is placed upon the nature and uses of assessment data, statistical concepts related to assessment, and 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. Knowledge of the Pennsylvania Standards Alignment System (SAS), the Common Core Standards, and the Pennsylvania Value-Added Assessment System (PVAAS) is an integral part of the course.

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

*Prerequisite: EDUC 603*

Provides a thorough understanding of remediation and early intervention based on the relationship between assessment and teaching. Focuses on reading as a process, influenced by a range of psychological, social, physiological, cultural, linguistic, and pedagogical factors. Emphasizes the application of current theory in the development of remedial and interventional strategies. An unsupervised tutoring experience is required as part of the course. Knowledge of the Pennsylvania Standards Alignment System (SAS), the Common Core Standards, and the Pennsylvania Value-Added Assessment System (PVAAS) is an integral part of the course.

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

*Prerequisite: EDUC 605*

*Offered: Fall and Summer Session I*

Explores a variety of roles and responsibilities required of reading specialists in contemporary educational settings. Emphasizes the selection and evaluation of instructional materials collaboration and consultation with school personnel and families and the use of assessment techniques in the reading program. Students develop and design an 'ideal reading program' and staff development projects. Knowledge of the Pennsylvania Standards Alignment System (SAS), the Common Core Standards, and the Pennsylvania Value-Added Assessment System (PVAAS) is an integral part of the course.

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

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

*Offered: Spring and Summer III*

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



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

*Prerequisites: EDUC 527, EDUC 601, EDUC 603, and EDUC 605. Offered Fall and Spring. Students will complete part of their coursework on the Holy Family University Philadelphia Campus and part of their coursework in a local school assigned by their supervisor. Note: No courses may be taken concurrently with EDUC 609. Students must preregister for this course.*

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

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

*Prerequisite: 24 credits*

Studies the theory and criticism of current schooling practices; examines educational policies and institutions based on majority and minority status of the population. Examines educational patterns of developed and developing countries. Includes readings by major contributors to contemporary educational thought. Reading, discussion, and position papers are important parts of the course. Knowledge of the Pennsylvania Standards Alignment System (SAS), the Common Core Standards, and the Pennsylvania Value-Added Assessment System (PVAAS) is an integral part of the course.

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

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

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

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

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

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

*Prerequisite: 24 credits*

Assists students in examination of techniques for development of instructional systems. Includes a comprehensive investigation of programs of study in contemporary schools. Students critique curriculum areas already in place in local schools. Course stresses the theoretical foundations of instruction and practical techniques for designing curriculum. Students review literature and plan curriculum to be shared with the graduate community as part of the culminating experience for the degree. Knowledge of the Pennsylvania Standards Alignment System (SAS), the Common Core Standards, and the Pennsylvania Value-Added Assessment System (PVAAS) is an integral part of the course.

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

*Prerequisite: EDUC 539*

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

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

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

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

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

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

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

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

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

*Prerequisite: EDUS 515*

Provides ways 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 in developing 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 515 is a prerequisite)

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

*Prerequisite: All certification courses must be completed before registering for EDUS 520.*

*Application and interview required.*

Includes examination of teaching models, practice of peer learning activities, development of observation techniques, and examination of student's own audio and videotaped lessons. Designed for graduate students seeking state certification in secondary education. 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.

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

*Prerequisites: EDUC 505 and three EDSP courses*

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

**EDSP 566 Advanced Practicum in Special Education (1 credit)**

*Prerequisite: Prior completion of certification coursework in Special Education*

Serves as a supervised field experience at an assigned school site and selected grade level. Aspects of service and education to students with disabilities are explored, including assessment, development of an appropriate individualized education program, on-going instruction, and monitoring of progress. Family involvement and attention to education in the least restrictive environment will be concurrent issues associated throughout the experience. Required for all candidates seeking to add an additional certification area in Special Education Pre K-8 or 7-12.

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

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

Serves as a 14-week field experience and 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.

**EDSP 571 Foundations in Inclusive Education (3 credits)**

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

**EDSP 572 Assessment in Inclusive Education (3 credits)**

Provides introduction to the collaborative process of identifying and assessing students in general education classrooms who may have the need for more intensive or individualized instruction. The focus is on Cognitive and Behavioral Development/Assessment, components of the process in developing an IEP, and forms of formal and informal evaluation. (EDSP 571 is a prerequisite)

**EDSP 573 Effective Instruction in Inclusive Education (3 credits)**

Focuses on the collaborative process as well as Collaborative Models of delivering effective instruction. Taking an Evidence Based Practice perspective, this course moves from Universal Design for Learning as a primary design and organization mechanism to approaches such as Differentiated Instruction, Positive Behavior Supports, Progress Monitoring, and RTII. (EDSP 572 is a prerequisite).

**EDSP 574 Special Education Systems (3 credits)**

Introduces the dynamic systems critical to special education services. Addresses the organization of services and the critical nature of collaboration within school and community agencies across the age spectrum. Topics such as history, litigation/legislation, continuum of services, and critical definitions explored.

**EDSP 575 Including Students with Significant Support Needs (3 credits)**

Focuses on assessment, management and instructional support needs of individuals with significant disabilities. Topics include deinstitutionalization, systematic instructional strategies, positive behavioral support, Universal Design for Learning, task analysis, functional assessment, data-based training strategies and use of assistive devices. A 20-hour field observation is required.

**EDSP 577 Instructional Design in Special Education (3 credits)**

Prepares students to develop learning environments fostering positive social interactions and to plan and implement data-based instructional strategies. Focuses on developing Specially Designed Instruction and intensive interventions in all academic areas with an emphasis in literacy skills. Integrates relevant technologies to support assessment and instruction.

**EDSP 578 Positive Management Strategies in Special Education: Theoretical Concepts Applied to the Classroom (3 credits)**

Focuses on theoretical concepts supported by positive behavioral support literature with classroom application. Course covers positive, proactive classroom management strategies and management of students who exhibit behavioral difficulties including crisis prevention, data collection, technology assisted planning, ethical considerations.

**EDSP 579 Enhancing Communication and Literacy through Technology (3 credits)**

Focuses on connections between communication and literacy for students with disabilities and on the integration of computer and assistive technologies and augmentative/alternative communication to increase student independence and participation in the classroom and in the teaching-learning process.

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

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

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

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

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

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

*Prerequisite: EDSP 610*

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

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

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

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

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

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

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

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

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

# Nursing

Cynthia A. Russell, PhD, RN, FAAN, ACC, *Dean and Professor, School of Nursing and Allied Health Professions*

Catherine Heilferty, PhD, RN, CNE, Associate Dean

Kathryn Van Dyke Hayes, PhD, RN, CNE, *Director of Graduate Nursing Program*

## Mission Statement

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

## Accreditation

The master's degree in nursing at Holy Family University is accredited by the Commission on Collegiate Nursing Education (CCNE) <http://www.aacn.nche.edu/ccne-accreditation>).

Contact information for the CCNE is:

Commission on Collegiate Nursing Education  
One DuPont Circle, NW  
Washington, DC 20036-1120  
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[www.aacn.nche.edu](http://www.aacn.nche.edu)

## Goals of the MSN Program

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

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

## Program Outcomes

- Upon completion of the MSN program, students will be able to:
- Synthesize knowledge from nursing, related sciences, and humanities to enhance health care and advance the practice of nursing.
- Assume a leadership role in developing and implementing clinical practice programs in the promotion, maintenance, and restoration of health.
- Design quality improvement and patient safety initiatives to promote culturally responsive and equitable patient-centered care.
- Demonstrate the use of scholarly inquiry to investigate, propose, and disseminate resolutions to nursing and healthcare issues and to contribute the body of nursing knowledge.

- Analyze current and emerging technologies to support practice and advance knowledge in community health, education, administration, and clinical practices.
- Promote change in health care delivery systems through an analysis of variables that influence the design and funding of health care systems and policy.
- Design strategies to promote collaborative relationships in the delivery of health care.
- Incorporate the concept of social responsibility into practice through a respect for the whole person and concern for the health and welfare of others.

## Specific Admission Requirements

In addition to the general admission requirements previously outlined in Master's Program - Admissions Policies and Procedures, applicants must possess the following qualifications for admission to the Master of Science in Nursing program:

- Applicants must submit evidence of current licensure as a registered nurse in the United States, two professional references (e.g., faculty member, employer, supervisor, professional colleague), and a professional resume,
- Applicant must have earned a BSN from a CCNE, NLNAC, ACEN, or CNEA accredited program,  
**or**
- Applicant must have graduated from an NLNAC, ACEN, or CNEA accredited nursing program and have a BS or BA in a related area.

Applicants who do not have a BSN from an accredited program, must meet BSN equivalent competencies in nursing leadership, research, and community/public health nursing as prerequisites to identified courses (see BSN Equivalent Competencies). BSN competencies may be met through collegiate coursework after admission. In addition, an undergraduate statistics course with a grade of C or higher must be completed prior to enrolling in graduate research courses.

## BSN Equivalent Competencies

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

- Research prior to enrolling in NURS 608
- Leadership prior to enrolling in NURS 614
- Community health prior to enrolling in NURS 607
- Statistics prior to enrolling in NURS 608

## Master of Science in Nursing Program Description

Students complete a 30-credit (10 courses) MSN in advanced nursing courses with a focus on quality, safety, and leadership. The 30-credit MSN is designed in accord with the American Association of Colleges of Nursing (AACN) MSN Essentials of Master's Education in Nursing (2011) to prepare nurse leaders to advance nursing practice within the health care system. Graduates of the MSN program are prepared to progress to advanced practice programs at the doctoral level (e.g., DNP/Nurse Practitioner programs), PhD programs, EdD programs, or to post-master's certificate programs.

Upon completion of the required 30 MSN credits, students submit a comprehensive portfolio.

### Program Requirements (30 credits)

NURS 601	Theoretical Basis for Nursing	3
NURS 606	Professional Ethics: Theory and Practice for Advanced Nursing Practice	3
NURS 607	Health Promotion and Disease Prevention (Prerequisite: BSN equivalent competencies in Community Health Nursing)	3
NURS 608	Advanced Statistics for Health Care Professionals (Prerequisite: Undergraduate Elementary Statistics, Undergraduate Research)	3
NURS 609	Research for Evidence-Based Nursing Practice (Prerequisite: NURS 608)	3
NURS 610	Advanced Pathophysiology	3
NURS 611	Advanced Pharmacology (Prerequisite: NURS 610)	3
NURS 612	Advanced Physical and Health Assessment (Prerequisite: NURS 610 and NURS 611)	3
NURS 614	Health Policy, Organization, and Financing (Prerequisite: BSN equivalent competencies in Nursing Leadership)	3
NURS 615	Quality and Safety in Health Care	3
NURS CEXAM	Nursing Comprehensive Portfolio	

### Comprehensive ePortfolio

All students must successfully complete a comprehensive eportfolio in their last semester of the Master of Science in Nursing program. The overall purpose of the comprehensive eportfolio is for students to demonstrate synthesis and achievement of MSN program outcomes and competencies relevant to the student's area of concentration. Students who do not successfully complete the comprehensive portfolio are advised about deficiencies and given an opportunity to address the failed areas.

## Nursing Course Descriptions

### NURS 501 Theoretical Foundations for Nursing (3 credits)

*Prerequisites: BSN Equivalent Competencies in Statistics and Research*

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

### NURS 504 Principles of Epidemiology (3 credits)

*Prerequisites: BSN Equivalent Competencies in Statistics and Research.*

Provides a basis for the study of the determinants of health and illness in the community. Applications of epidemiologic principles and biostatistics to nursing practice and the delivery of health services are emphasized.

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

*Prerequisites: BSN Equivalent Competency in Leadership.*

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

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

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

### NURS 507 Health Promotion Across the Lifespan (3 credits)

*Prerequisites: BSN Equivalent Competencies in Community Health Nursing*

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

### NURS 508 Research Methods I (3 credits)

*Prerequisites: BSN Equivalent Competencies in Statistics and Research.*

*Recommended: NURS 501*

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

### NURS 509 Research Methods II (3 credits)

*Prerequisite: NURS 508*

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

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

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

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

Analyzes theories of learning 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)**

Applies factors influencing curricular development to the creation of a curricular model in nursing education. The practice discipline of nursing serves as the foundation for the curriculum building process.

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

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

**NURS 561 Advanced Clinical Theory (3 credits)**

*Corequisite: NURS 562*

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

**NURS 562 Advanced Clinical Practicum (3 credits)**

*Corequisite: NURS 561*

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

**NURS 563 Nurse Educator Role Seminar (3 credits)**

*Corequisite: NURS 564.*

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

**NURS 564 Nurse Educator Role Practicum (3 credits)**

*Corequisite: NURS 563*

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

**NURS 571 Nursing Administration in Health Care Organizations I (3 credits)**

*Corequisite: NURS 572.*

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

**NURS 572 Nursing Administration Practicum I (3 credits)**

*Corequisite: NURS 571.*

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

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

*Corequisite: NURS 574*

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

**NURS 574 Nursing Administration Practicum II (3 credits)**

*Corequisite: NURS 573*

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

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

*Corequisite: NURS 582*

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

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

*Corequisite: NURS 581*

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

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

*Corequisite: NURS 584*

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

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

*Corequisite: NURS 583*

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

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

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

**NURS 601 Theoretical Basis for Nursing (3 credits)**

Uses systems theory as the organizing framework for understanding the relationship between theory, practice, and research. Issues in the evolution of nursing as a science are explored through a review of classical and current theory. Students are prepared to assume leadership roles in expanding the boundaries of theory-based healthcare practice.

**NURS 606 Professional Ethics: Theory and Practice for Advanced Nursing Practice (3 credits)**

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

**NURS 607 Health Promotion and Disease Prevention (3 credits)**

*Prerequisites: BSN Equivalent Competencies in Community Health Nursing*

Explores the principles of health promotion, epidemiology, risk reduction, disease prevention, and health education. Healthy People Initiatives serve as the basis for assessing current health risks and behaviors across the lifespan. Strategies to reduce selected health risk behaviors are developed and evaluated.

**NURS 608 Advanced Statistics for Health Care Professionals (3 credits)**

*Prerequisites: Undergraduate elementary statistics, undergraduate research.*

Provides a review of basic statistical concepts and data analysis and introduces students to more advanced statistical concepts commonly used in health care related research. Students apply statistical concepts to data analysis using published publicly available databases. Examples of statistical application in allied health research are provided. The student is introduced to the Statistical Package for the Social Sciences (SPSS). Emphasis is also placed on interpreting and critiquing data analyses in published research for application to evidence-based practice.

**NURS 609 Research for Evidence-Based Nursing Practice (3 credits)**

*Prerequisite: NURS 608*

Examines quantitative and qualitative research designs and models for evidence-based nursing practice. Discusses ethical, socio-political, cultural, and legal issues in research. Studies are critiqued for application to selected evidence-based nursing practice issues. Data are collected and analyzed as part of a nursing research project.

**NURS 610 Advanced Pathophysiology (3 credits)**

Intends to foster an advanced understanding of pathophysiology for the practicing nurse. Therapies for altered physiology are explored with screening and diagnostic laboratory tests.

**NURS 611 Advanced Pharmacology (3 credits)**

*Prerequisite: NURS 610*

Focuses on pharmacokinetics and pharmacodynamics in relation to the clinical applications of the major drug classifications. Emphasis is placed on the safe competent use of drug therapy to manage common health problems across the life span. Ethical issues related to clinical decision making, access to therapy, and drug research are discussed.

**NURS 612 Advanced Physical and Health Assessment (3 credits)**

*Prerequisites: NURS 610 and NURS 611*

Provides both a theoretical and clinical foundation for advanced assessment of patients across the life span. Students develop advanced skills in interviewing, history taking, and documentation of a holistic assessment of patients. This course incorporates simulation laboratory and precepted clinical components.

**NURS 614 Health Policy, Organization, and Financing (3 credits)**

*Prerequisite: BSN equivalent competencies in Nursing Leadership.*

Examines the relationships among health policy, organization and financing of health care services. Emphasis is placed on cost, quality, access, and equity of care.

**NURS 615 Quality and Safety in Health Care (3 credits)**

Addresses Quality Improvement theories, models, methods, and tools and their application to quality and safety improvement. Strategies for creating a culture of quality and safety using models of process improvement.

**NURS 700 Teaching, Learning and Curriculum Development in Nursing Education (3 credits)**

The practice discipline of nursing serves as the foundation for the curriculum building process. Theories of teaching and learning are analyzed to guide learning experiences and curricular development. Factors influencing teaching and curricular development are examined to analyze a curricular model in nursing education.

**NURS 705 Teaching, Learning and Assessment in Nursing Education (3 credits)**

Teaching, Learning and Assessment in nursing education is examined. Strategies for teaching and evaluating student outcomes in classroom and clinical settings are explored within the context of ethical, legal, and culturally competent teaching. Students work individually and in groups to critique methodologies and instructional decisions used in assessing, measuring, evaluating and using learning outcomes.

**NURS 710 Nurse Educator Role Practicum (3 credits)**

The role of the nurse educator is emphasized. With faculty guidance, the student will select an educational practice site and work with a MSN prepared educator in this seminar and practicum course. Students apply concepts of teaching/learning, curriculum, assessment, and evaluation in classroom and clinical setting.

**NURS 715 Advanced Clinical Practicum (3 credits)**

The student has the opportunity to integrate theoretical concepts into clinical practice. The seminar and practicum course permits students to select a specialty area and partner with an MSN prepared clinical preceptor to provide advanced nursing care to a selected clinical population.

**NURS 720 Nursing Administration in Health Care Organizations I (3 credits)**

*Corequisite: Must be taken with or before NURS 725*

The role of the nurse administrator in single and integrated health care delivery systems is explored. Developing leadership strategies to function as a change agent in a health care system is examined. Theories and principles regarding management of organizational systems within health care settings are discussed. Emphasis is given to the interdisciplinary delivery of health care services to diverse populations.

**NURS 725 Nursing Administration Practicum I (3 credits)**

*Corequisite: Must be taken with or before NURS 720*

This is the first of two precepted clinical experiences designed to provide the student with the opportunity to integrate nursing administration theory, practice, and research into a variety of health care settings. Emphasis is placed on the student's articulation and synthesis of theory and effective management strategies.

**NURS 730 Nursing Administration in Health Care Organizations II (3 credits)**

*Prerequisites: NURS 720, NURS 725*

*Corequisite: Must be taken with or before NURS 735*

The emphasis of this course is on enhancing the skills needed for the effective practice of nursing administration. Human resources management in union and non-union environments is discussed. Issues related to resource allocation are explored. Developing a high quality practice setting in which the nurse is empowered and held accountable for making effective decisions is emphasized.

**NURS 735 Nursing Administration Practicum II (3 credits)**

*Prerequisites: NURS 720, NURS 725*

*Corequisite: Must be taken with or before NURS 730*

This second precepted practicum builds on previous course work and experiences. Seminars examine the issues and problems involved in managing human resources, creating a professional work environment, allocating resources, and examining information systems. Students are provided with the opportunity to share and process weekly practicum experiences and to receive feedback from colleagues.

## Business Administration and Extended Learning

### Accelerated Master of Business Administration (MBA) Program

J. Barry Dickinson, PhD, *Dean, School of Business Administration and Extended Learning*  
Bernice M. Purcell, DBA, *Associate Dean, School of Business Administration and Extended Learning*

Robert McNeill, MBA, *Executive Director, Extended Learning and Continuing Education*  
Christopher Quinn, MA, *Director, Extended Learning*

#### Mission

Consistent with the University Mission to educate students to assume lifelong responsibilities to God, society and self, the mission of the Extended Learning program is to offer rigorous academic opportunities which promote the integration of academic theory and practical application for non-traditional learners.

#### Accreditation

The Extended Learning degree programs in Business are regionally accredited by the Middle States Commission on Higher Education. They are not presently accredited by Accreditation Council for Business Schools and Programs (ACBSP).

#### Goals of the Master of Business Administration Program

The MBA program goals are as follows:

- Analyze business data using manipulation of financial data, and measurement and prediction techniques
- Apply management theories to business decisions
- Develop a data-based marketing product launch
- Synthesize the ethical and legal issues and perform an ethical analysis as related to case scenarios
- Analyze business initiation and management issues which extend beyond local borders

#### Specific Admission Requirements

1. Bachelor's degree from an accredited, four-year institution, with a minimum grade point average of 2.5 on a 4.0 scale.
2. Official transcripts from all institutions attended.
3. A personal leadership statement at least 750 words in length.
4. A current resume showing three years' managerial experience of either people or projects (except New Professionals).
5. A personal interview.
6. Completed application form and \$50 non-refundable application fee



7. 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 HFU accelerated undergraduate courses or other training in order to fulfill this requirement.
8. International applicants are required to produce minimum scores of 550 on the paper-based test or 213 on the new computer-based test of the Test of English as a Foreign Language (TOEFL).
9. For HFU alumni, who graduated within five years of the date of application, the following applies:
- Application fee waived
  - Acceptance granted with an unofficial HFU transcript (official needs to be supplied before first class)
  - Statement of personal leadership waived
  - One letter of recommendation from HFU faculty advisor instead of two professional recommendations
  - No resume required

All materials, including official transcripts, must be submitted prior to matriculation in the program. Admissions deadlines are the Monday prior to the start of an accelerated undergraduate session.

*Undergraduate prerequisite coursework is not eligible for financial aid as part of the graduate degree program.*

## Program Description

The Master of Business Administration program will prepare today's managers to become tomorrow's leaders. The curriculum is designed to help 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 either face-to face, blended, or online – whichever meets the student's need. Face-to face courses are offered in eight-week sessions, and each course meets once a week for four hours throughout the session. Blended courses meet only four times for four hours during the eight-week session, as scheduled by the instructor; additional work is posted online. Online courses do not have formal meeting times, but do have weekly deadlines and must be completed as scheduled. 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 for face-to face classes, with additional time for blended and online courses. In addition, students come to the first class having already prepared the first assignment.

Students may enter the program in the Fall 1, Spring 1, or Summer 1 session. Each student will be provided with a degree plan that maximizes the ability to complete the program in a timely manner. All students will be assigned an academic advisor who will work with each individual to insure that satisfactory progress is being made while adhering to the degree plan.

If a student takes one course in each session, time to degree completion will normally be 18 months. Students who decide to step out of the program for any reason will increase their desired completion time; however, all course work must be completed within three years.

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.

## Program Highlights

Holy Family University's MBA is designed for working adult professionals with a minimum of three years' management experience.

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 each student's unique needs.

## Program Course Requirements

Completion of all 10 courses (30 credits) is necessary in order to receive the Master of Business Administration degree.

All courses in Progression Block 1 must be completed before starting courses in Progression Block 2. All courses in Progression Block 2 must be completed before starting courses in Progression Block 3.

### Progression Block 1 (15 credits)

BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

### Progression Block 2 (9 credits)

Select three (3)-credit graduate level courses from MGT, FIN, HCA, HRM or ISM.

### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated MBA with a Finance Specialization

The curriculum associated with the Finance specialization in Holy Family's Master of Business Administration accelerated degree program provides a comprehensive understanding of the financial decision-making process and offers insight into investment banking and critical issues in the development of policy in financial institutions. The Finance courses focus on financial issues with respect to corporations and other profit-making institutions, as well as issues related to investment banking and the management of financial institutions. Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (15 credits)

BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

#### Progression Block 2 (9 credits)

FIN 501	Investment Banking	3
FIN 502	Mergers and Acquisitions	3
FIN 503	Policy Making in Financial Institutions	3

#### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated MBA with a Health Care Administration Specialization

The curriculum associated with the Health Care Administration specialization in Holy Family's Master of Business Administration accelerated degree program focuses on skills relevant to the current health care environment, including management concepts and process, resource allocation, risk management, and financing.

The program faculty represent working professionals from a range of health care related fields including pharmaceutical, social services, and health services administration. Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (15 credits)

BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

#### Progression Block 2 (9 credits)

HCA 511	Financial Aspects of Health Care Administration	3
HCA 551	Health Care Operations Management	3
HCA 561	Strategic Management & Planning for the Health Care Organization	3

#### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated MBA with a Human Resources Management Specialization

Business leaders are increasingly recognizing human resources managers and experts as important contributors to the business strategies and bottom line success in organizations. The MBA specialization in Human Resources Management is designed to strengthen the student's ability to perform in this strategic business partner role. Students who are leaders and professionals with people-management responsibilities also can benefit from this specialization and course work to improve their overall effectiveness in human resources management. The emphasis of the course work is to build upon the MBA core curriculum with a focus on enhancing the knowledge, competencies, and skills necessary to integrate business and human resources strategies.

Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (15 credits)

BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

#### Progression Block 2 (9 credits)

HRM 501	Regulatory and Legal Issues in Human Resources	3
HRM 502	Strategic Human Resources Management	3
HRM 503	Talent Management and Workforce Planning	3

#### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated MBA with an Information Systems Management Specialization

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

Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (15 credits)

BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

#### Progression Block 2 (9 credits)

ISM 500	Information Systems Management	3
ISM 527	Systems Analysis	3
ISM 547	Data Storage	3

#### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated Master of Business Administration (MBA) New Professionals Program

Holy Family University also offers the MBA for working professionals who have less than three years management experience. The New Professionals program includes 12 courses (36 credits). Students gain the same management and leadership skills derived from the general MBA program.

Candidates for admission may be recent college graduates, those seeking a career change into the business or non-profit environment, or those looking to move into management positions. An undergraduate degree in business is not required, but students should be employed while they take classes.

### Program Course Requirements

Completion of all 12 courses (36 credits) is necessary in order to receive the Master of Business Administration degree.

All courses in Progression Block 1 must be completed before starting courses in Progression Block 2. All courses in Progression Block 2 must be completed before starting courses in Progression Block 3.

### Progression Block 1 (21 credits)

BUS 500 and BUS 501 must be successfully completed before taking any other business courses.

BUS 500	Environment of Business	3
BUS 501	Themes for Success in the Organization	3
BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

### Progression Block 2 (9 credits)

Select three (3)-credit graduate level courses from MGT, FIN, HCA, HRM or ISM.

### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated MBA New Professionals with a Finance Specialization

The curriculum associated with the Finance specialization in Holy Family's Master of Business Administration accelerated degree program provides a comprehensive understanding of the financial decision-making process and offers insight into investment banking and critical issues in the development of policy in financial institutions. The Finance courses focus on financial issues with respect to corporations and other profit-making institutions, as well as issues related to investment banking and the management of financial institutions. Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (21 credits)

BUS 500	Environment of Business	3
BUS 501	Themes for Success in the Organization	3
BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

#### Progression Block 2 (9 credits)

FIN 501	Investment Banking	3
FIN 502	Mergers and Acquisitions	3
FIN 503	Policy Making in Financial Institutions	3

#### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated MBA New Professionals with a Health Care Administration Specialization

The curriculum associated with the Health Care Administration specialization in Holy Family's Master of Business Administration accelerated degree program focuses on skills relevant to the current health care environment, including management concepts and process, resource allocation, risk management, and financing.

The program faculty represent working professionals from a range of health care related fields including pharmaceutical, social services, and health services administration. Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (21 credits)

BUS 500	Environment of Business	3
BUS 501	Themes for Success in the Organization	3
BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

#### Progression Block 2 (9 credits)

HCA 511	Financial Aspects of Health Care Administration	3
HCA 551	Health Care Operations Management	3
HCA 561	Strategic Management & Planning for the Health Care Organization	3

#### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated MBA New Professionals with a Human Resources Management Specialization

Business leaders are increasingly recognizing human resources managers and experts as important contributors to the business strategies and bottom line success in organizations. The MBA specialization in Human Resources Management is designed to strengthen the student's ability to perform in this strategic business partner role. Students who are leaders and professionals with people-management responsibilities also can benefit from this specialization and course work to improve their overall effectiveness in human resources management. The emphasis of the course work is to build upon the MBA core curriculum with a focus on enhancing the knowledge, competencies, and skills necessary to integrate business and human resource strategies.

Applicants interested in this specialization should indicate this on their application.

Three Human Resources Management courses may be taken as a graduate certificate.

### Program Course Requirements

#### Progression Block 1 (21 credits)

BUS 500	Environment of Business	3
BUS 501	Themes for Success in the Organization	3
BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

#### Progression Block 2 (9 credits)

HRM 501	Regulatory and Legal Issues in Human Resources	3
HRM 502	Strategic Human Resources Management	3
HRM 503	Talent Management and Workforce Planning	3

#### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated MBA New Professionals with an Information Systems Management Specialization

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

Applicants interested in this specialization should indicate this on their application.

### Program Course Requirements

#### Progression Block 1 (21 credits)

BUS 500	Environment of Business	3
BUS 501	Themes for Success in the Organization	3
BUS 502	Foundations of Business	3
MGT 511	Financial Decision Making	3
MGT 521	Marketing Management	3
MGT 531	Ethical and Legal Environment of Business	3
MGT 541	Leadership and Change Management	3

#### Progression Block 2 (9 credits)

ISM 500	Information Systems Management	3
ISM 527	Systems Analysis	3
ISM 547	Data Storage	3

#### Progression Block 3 (6 credits)

MGT 500	Case Studies in Management	3
MGT 591	MBA Capstone	3

## Accelerated Master of Science in Accountancy Program

J. Barry Dickinson, PhD, *Dean, School of Business Administration and Extended Learning*  
Bernice M. Purcell, DBA, *Associate Dean, School of Business Administration and Extended Learning*  
Christopher Quinn, MA, *Director, Extended Learning*

### Mission

The program's mission, in conjunction with that of the University, is to provide an avenue for life-long learning. This learning takes place through values-based education, creative scholarship, informed and imaginative use of research and technology, and the practical application of concepts and principles. This values-based education prepares accounting professionals well for the challenging ethical, moral, and legal dilemmas they will face during their careers.

The vision of the program is to inspire accounting professionals to be the strong, ethical leaders who lead the business community into the future. Graduates are prepared to step into leadership roles in the accounting profession through an enhanced knowledge and understanding of accounting principles and practices, possession of a graduate degree, and an energized classroom experience that focuses on critical thinking and practical knowledge.

### Accreditation

The Extended Learning degree programs in Business are regionally accredited by the Middle States Commission on Higher Education. They are not presently accredited by Accreditation Council for Business Schools and Programs (ACBSP).

### Goals of the Master of Science in Accountancy Program

Upon completion of this program, the student should be able to:

- Examine the accounting practices of organizations to ensure they are using best practices.
- Appraise highly sophisticated financial and operating data required for fiduciary responsibilities.
- Investigate business practices and financial/operating data to prevent fraud and misleading financial reports and to assure organizational integrity.
- Relate accounting concepts and practices to a global environment.
- Demonstrate competency in current accounting practices and procedures.

## Specific Admission Requirements

Applicants to the program must submit the following:

- A completed and signed application form
- A statement of professional plans and goals (1 – 2 pages)
- One official transcript from all undergraduate and graduate institutions attended
- Two recommendation forms/letters of reference
- A resume.

An applicant with a GPA of less than 3.0 may submit a written petition to the Associate Dean 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 University earning a GPA of at least 3.0 and a minimum grade of B in each course to be removed from probationary status and matriculated into the program.

It is expected the students entering the program will have a baccalaureate degree in Accounting, but it is not a requirement. Students holding any other baccalaureate degree, other than accounting, may need to take the following Holy Family University undergraduate courses (or equivalent):

- ACC-205 Financial Accounting
- ACC-206 Managerial Accounting

## Program Description

The Master of Science in Accountancy meets the needs of accountants in industry seeking to enhance their professional credentials and gain the necessary credits to sit for the CPA Exam while obtaining an advanced degree. Additionally, this program provides degreed individuals with the opportunity to change their professional path by getting an advanced degree in the growing field of accounting.

## Program Highlights

The program is designed to provide students with:

- The skills and technical competence they will need in leadership roles in the accounting profession.
- Comprehensive, advanced accounting courses for professional careers in accounting.
- A solid foundation of knowledge and professionalism that they will carry throughout their careers.
- A program that promotes the critical thinking, professional values, technical skills, and leadership capabilities that fulfill the goals of the American Institute of Public Accountants.
- The encouragement to become lifelong learners and pursue professional certifications.

## Program Course Requirements

### Core Requirements (24 credits)

BUS 502	Foundations of Business	3
ACC 501	Financial Accounting I	3
ACC 502	Financial Accounting II	3
ACC 505	Advanced Financial Accounting	3
ACC 510	Advanced Managerial Accounting	3
ACC 520	Taxation I	3
ACC 522	Taxation II	3
ACC 546	Auditing	3

### Elective (Choose one) (3 credits)

ACC 530	Fraud Prevention and Forensic Accounting	3
ACC 540	International Accounting	3
MGT 511	Financial Decision Making	3

### Capstone (3 credits)

ACC 550	Independent Project	3
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## Degree Requirements

The requirements for the Master of Science in Accountancy are 30 credits, which include the core requirements, one elective course, and the capstone course, and a cumulative GPA of at least 3.0.

## Post-Baccalaureate Certificate in Finance

Completion of the certificate requirements provides students with a foundation of knowledge in Finance. It is most useful to individuals interested in a career change into Finance or a Finance-related field, with a minimum of preparation (roughly 24 weeks). The program also serves as a gateway to the Master of Business Administration program. Classes taken as part of the certificate program can be applied towards MBA requirements.

### Program goals

Upon completion of the program, the student will be able to demonstrate knowledge of financial concepts and application of these concepts.

### Prerequisites

There are no prerequisites for this program other than possessing an undergraduate degree.

### Requirements (9 credits)

FIN 501	Investment Banking	3
FIN 502	Mergers and Acquisitions	3
FIN 503	Policy Making in Financial Institutions	3

## Post-Baccalaureate Certificate in Healthcare Administration

Completion of the certificate requirements provides students with a foundation of knowledge in Healthcare Administration. It is most useful to individuals interested in a career change into Healthcare or a Healthcare-related field, with a minimum of preparation (roughly 24 weeks). The program also serves as a gateway to the Master of Business Administration program. Classes taken as part of the certificate program can be applied towards MBA requirements.

### Program goals

Upon completion of the program, the student will be prepared for a position in the health-care administration area.

### Prerequisites

There are no prerequisites for this program other than possessing an undergraduate degree.

### Requirements (9 credits)

HCA 511	Financial Aspects of Healthcare Administration	3
HCA 551	Healthcare Operations Management	3
HCA 561	Strategic Management & Planning for the Health Care Organization	3



## Post-Baccalaureate Certificate in Human Resources Management

Completion of the certificate requirements provides students with a foundation of knowledge in Human Resources Management. It is most useful to individuals interested in a career change into Human Resources or a Human Resources-related field, with a minimum of preparation (roughly 24 weeks). The program also serves as a gateway to the Master of Business Administration program. Classes taken as part of the certificate program can be applied towards MBA requirements.

### Program goals

Upon completion of the program, the student will be prepared for a position in the human resources area.

### Prerequisites

There are no prerequisites for this program other than possessing an undergraduate degree.

### Requirements (9 credits)

HRM 501	Regulatory and Legal Issues in Human Resources Management	3
HRM 502	Strategic Human Resources Management	3
HRM 503	Talent Management & Workforce Planning	3

## Post-Baccalaureate Certificate in Information Systems Management

Completion of the certificate requirements provides students with a foundation of knowledge in Information Systems Management. It is most useful to individuals interested in a career change into Information Systems or an Information Systems-related field, with a minimum of preparation (roughly 24 weeks). The program also serves as a gateway to the Master of Business Administration program. Classes taken as part of the certificate program can be applied towards MBA requirements.

### Program goals

Upon completion of the program, the student will be able to discuss computer integration in business operations.

### Prerequisites

There are no prerequisites for this program other than possessing an undergraduate degree.

### Requirements (9 credits)

ISM 500	Information Systems Management	3
ISM 527	Systems Analysis	3
ISM 547	Data Storage	3

## Business Administration and Extended Learning Course Descriptions

### ACC 501 Financial Accounting I

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

Preparation and interpretation of complex accounting statements, in particular, assets using contemporary reporting techniques. Study of financial statements as well as in-depth analysis of the individual components of statements with specific emphasis on current GAAP statements and International Financial Reporting Standards. Students will utilize computerized spreadsheets to solve problems.

### ACC 502 Financial Accounting II

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

Course topics go beyond the scope of Financial Accounting I including; accounting and financial statement presentation for long-term liabilities, stockholder's equity, dilutive securities and earnings per share, investments in securities, revenue recognition, accounting for income taxes, pensions and leases, the statement of cash flows, and the adaptation of financial disclosures.

### ACC 505 Advanced Financial Accounting (3 credits)

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

The course builds upon foundational knowledge of accounting theories and procedures. It introduces the complexities of recording and reporting intercorporate investments.

### ACC 510 Advanced Managerial Accounting (3 credits)

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

This is an advanced course on managerial accounting for partnerships and corporations which focuses on organizational planning, control, and decision making. Focusing on corporate financing, cost concepts and behavior, budgeting, analytical performance, and performance ratios. Additionally, addressing management accounting as part of information systems used for planning, budgeting, and controlling operations.

### ACC 520 Taxation I (3 credits)

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

This course is an introduction to the federal income tax code as it relates to individuals and business entities. The course covers income, deductions and losses comprising of taxable income, property transactions and the determination of tax liability. Application of the tax law is practiced with basic tax research, tax planning and tax return preparation.

### ACC 522 Taxation II (3 credits)

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

Tax II is a graduate level course of the advanced study of tax law with emphasis on the formation and operation of business entities. An introduction to tax issues relating to gifts, estates, trusts and state taxes. Covering tax research and case analysis for corporations, property transactions and related topics.

### ACC 530 Fraud Prevention & Forensic Accounting (3 credits)

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

This is an advanced study of detailed forensic accounting and related auditing issues, providing students with analytical techniques and investigative measures used to uncover fraud through effective internal controls. A review of generally accepted auditing standards and procedures, and current issues in auditing will be examined, and the Sarbanes Oxley Act and self-regulatory measures will be reviewed along with analysis and effective use of fraud litigation support services.

### ACC 540 International Accounting (3 credits)

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

This course provides an emphasis on the International Financial Reporting Standards (IFRS) as it relates to financial reporting and the various approaches to valuation of assets and liabilities and will delve into complex issues in international financial reporting procedures and protocol; regarding the recognition of revenue and expenses, as well as the preparation of consolidated financial statements of a U.S. corporation with foreign subsidiaries.

### ACC 546 Auditing (3 credits)

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

This course studies the development and the use of generally accepted auditing concepts and theory employed in the verification of financial statements, evaluation of internal controls, statistical sampling, and the procedures, and procedural testing used by the auditor. This course will introduce students to the entire audit process using case studies and covering topics including; audit reports, professional ethics, audit planning, internal controls and evidence. Additionally, ethical considerations and applications will be an important part of this course.

### ACC 550 Independent Project (3 credits)

*Prerequisite: BUS 502 or permission of Director of Extended Learning*

This course asks the students to focus insights on current trends in the accounting profession, encompassing public and corporate accounting, education, and government. An independent project in Accountancy will be developed by each student, the project includes a formal presentation on the chosen topic, and schedules for presentations will be assigned.

### ADM 520 Global Seminar (3 credits)

This course will examine the conduct of business and organizational management in a country other than the United States. Includes one week in residence outside the U.S.; tours, interviews, corporate visits, and final project paper. Modules are available for specific trips. Location and Dates TBD.

### BUS 500 Environment of Business (3 credits)

Examines the philosophical, historical, social and moral underpinnings of typical business structures and their reason for existence.

**BUS 501 Themes for Success in the Organization (3 credits)**

Examines the management and leadership skills necessary to be successful in the business environment developing in the twenty-first century.

**BUS 502 Foundations of Business (3 credits)**

The course examines the functions and processes within a business enterprise and key factors affecting productivity. The course reviews the dynamics of the business operating environment, both internal and external, factors affecting competition, and considerations for global operations.

**BUS 599 Special Topics (3 credits)**

Topical courses on relevant, current issues in business.

**FIN 501 Investment Banking (3 credits)**

Explains the major tasks in the field of investment banking and the trend toward one-stop shopping and globalization. Topics will vary depending on needs of participants.

**FIN 502 Mergers and Acquisitions (3 credits)**

Examines various topics in mergers and acquisitions. Basic theory and empirical findings form the basis for discussing such issues as merger strategy, defense measures in mergers, the valuation of firms as a whole under different management strategies, and the impact of financing considerations on various stake holders.

**FIN 503 Policy Making in Financial Institutions (3 credits)**

Focuses on managing return and risk in contemporary financial institutions. A central theme is that risks faced by financial institutions and the methods and markets through which these risks are managed are similar whether an institution is chartered as a commercial bank, a savings bank, an investment bank, or an insurance company.

**HCA 511 Financial Aspects of Health Care Administration (3 credits)**

Introduces students to financial issues faced by health care managers in a managed care environment. Topics include fundamentals of insurance, capitation rate development, risk analysis in managed care systems, cost accounting and management, financial statements, and Medicare and Medicaid managed care. The course involves case analysis and team projects.

**HCA 551 Health Care Operations Management (3 credits)**

Examines operational issues in health care management. Topics include systems analysis, quality improvement and reengineering, demand forecasting, facility location, design models, decision analysis techniques, inventory control models, and statistical quality control. The goal is to instill an understanding of the language, applications, and limitations of quantitative models with respect to decision-making and problem-solving in health service organizations.

**HCA 561 Strategic Management & Planning for the Health Care Organization (3 credits)**

Provides students with a thorough understanding of the strategic management of the health care organization and enables them to guide the planning process of the operation that reflects strategic thinking, innovation, and leadership. The course provides a structure to facilitate ongoing situation analysis, strategy formulation and implementation, as the organization is ever-aware of the complexities of its external environment, and the necessity for effective management and renewal of its internal processes.

**HRM 501 Regulatory and Legal Issues in Human Resources (3 credits)**

Focuses on a meaningful understanding of the laws and statutory requirements that apply to the employer-employee relationship. Students will also review the implications these laws have on organization in terms of compliance, effective management practices and achieving strategic goals.

**HRM 502 Strategic Human Resources Management (3 credits)**

Examines key issues and trends in Strategic Human Resources Management with a focus on human resources planning, strategy formulation and implementation of initiatives that are aligned to the business results in an organization.

**HRM 503 Talent Management and Workforce Planning (3 credits)**

Focuses on a strategic approach to sourcing, recruiting, selecting and retaining talent in an organization. Students will review various staffing strategies and work force planning methods that are aligned to business goals. The use of the internet and technology in staffing and managing talent will also be explored.

**ISM 500 Information Systems Management (3 credits)**

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.

**ISM 527 Systems Analysis and Design (3 credits)**

*Pre-requisite:* ISM 500 Information Systems Management (3 credits)

This course is the study of the systems development life cycle (SDLC) approach to solving problems within information systems with a primary focus on using the structured approach, although the object-oriented methodology will also be covered, compared, and contrasted. Use of analysis and graphing software provides hand-on experience.

**ISM 547 Data Storage (3 credits)**

Study of data with a concentration on its modeling, storage, and analysis. Both structured and semi-structured data will be covered. The relational model and query language will be the focus, with object models also examined. Issues involved with databases, such as replication, distribution, and security will be discussed. The storage of data to facilitate its analysis and the extraction of business intelligence will also be covered.

**MGT 500 Case Studies in Management (3 credits)**

Examines 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)**

Examines the use of financial theories and techniques in making financial decisions under conditions of uncertainty.

**MGT 521 Marketing Management (3 credits)**

Explores, through case studies, 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)**

Examines 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)**

Develops 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)**

Studies the internal processes of an organization, focusing on the analysis of effective methods of operation.

**MGT 561 Innovation and Enterprise (3 credits)**

Develops 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)**

Provides 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 insure smooth operation of the corporations in today's highly technological world.

**MGT 581 Strategies in a Global Environment (3 credits)**

Studies the influence of international economic, political, business, and financial factors on the long-range planning of a firm.

**MGT 591 MBA Capstone (3 credits)**

Serves as 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.

## Educational Leadership and Professional Studies Doctoral Program

Kevin B. Zook, PhD, *Dean, School of Education*

Janet McNellis, PhD, *Associate Dean, School of Education*

Roger Gee, PhD, *Chair, Division of Graduate Studies and Professional Development*

### Mission Statement

The Mission of the Holy Family University Doctoral Program is to facilitate the development of effective and ethical leaders for schools and communities who can make significant contributions to their fields of knowledge through applied research.

### Goals

Goals of the Doctoral Program in Educational Leadership and Professional Studies:

- To provide a research-based education program that facilitates the development of innovative and ethical school and community leaders.
- To offer a program that is flexible and is designed for working practitioners allowing them to expand their practice and leadership skills through concentrated interdisciplinary coursework and research.
- To develop a deep professional commitment to an interdisciplinary approach to leadership through the application of practical research skills and ethical decision making in service to others.
- To enable candidates to make significant contributions to their field of knowledge through applied research
- To offer a supportive and collaborative learning environment that encourages candidates to become scholars and researchers.

The Doctoral Program in Educational Leadership and Professional Studies is approved by the Pennsylvania State Department of Education and is fully accredited by the Middle States Commission on Higher Education.

## Doctoral Program in Educational Leadership and Professional Studies Outcomes

At the completion of the doctoral program, candidates will be able to:

1. Provide educational leadership and practice grounded in the analysis of quality research and sound educational policy.
  - Demonstrate a leadership style which incorporates best practice in their field
  - Read and analyze research to recognize conclusions that are weakly supported by data or that extend beyond the evidence included in the data
  - Provide a high level of expertise in a specific area of study in the field.
2. Lead the planning and development of an educational ethos that facilitates respect for and success of all learners in an academic, political and social context.
  - Exhibit a leadership style that incorporates ethical principles
  - Lead in development of learning environments designed to meet the needs of all learners, regardless of social status, culture, or educational needs.
3. Build collaborative relationships among the various education and community constituencies to promote best practice in the field.
  - Exhibit a leadership style that incorporates team building
  - Recognize the essential contributions of constituent groups to broad solutions of problems in learning.
4. Conduct scholarly research that addresses the solution of practical educational problems that exist within a defined social context.
  - Identify a specific dimension of a problem in their chosen field that requires deeper analysis and investigation
  - Design a study that effectively addresses an educational problem and contributes to a solution to that problem
  - Draw logically sound conclusions as a consequence of data analysis and effectively disseminate those conclusions to a broader audience in the field
5. Reflect on the ethical, moral, legal, and practical consequences of professional decision making.
  - Qualify for the professional credentials they seek that are established by appropriate agencies for positions of leadership
  - Accept and use constructive feedback to guide the development of their approaches to educational problems and research.
6. Use human technologies as a means of critical analysis of information, effective communication of ideas, data-driven decision-making, and assessment of learner growth and development.
  - Promote and model active engagement in learning and deep reflection on complex ideas
  - Use a wide range of intellectual resources to achieve their potential as human beings and to facilitate that same level of achievement in others.

## Structure of the Doctoral Program

The program is flexible and designed for working professionals seeking advanced studies for professional development and advancement. Courses are offered during evening hours in the Fall and Spring semesters and in the Summer session. Accepted doctoral students are expected to maintain continuous enrollment each semester and during the summer sessions.

The Doctor of Education in Educational Leadership and Professional Studies is a fifty-four (54) credit program, as outlined below.

### Research Core Requirements (15 credits)

EDDC 805	Statistics for Doctoral Students	3
EDDC 806	Introduction to Applied Research	3
EDDC 811	Research I: Quantitative Research	3
EDDC 812	Research II: Qualitative Research	3
EDDC 813	Advanced Research	3

### Leadership Core Requirements (18 credits)

EDDC 801	Ethical Leadership	3
EDDC 802	Communication Theory, Practice, and Technology	3
EDDC 803	Organizational Development and Change Theory	3
EDDC 850	Program Assessment and Evaluation	3
EDDC 834	Leadership in a Linguistically and Culturally Diverse Society	3
EDDC 841	Leadership and Special Education	3

Doctoral students who desire to earn their **Superintendent Letter of Eligibility in Pennsylvania** are required to take the following concentration courses:

EDDC 821	Building Community Relations	3
EDDC 823	Leadership Internship I	3
EDDC 824	Leadership Internship II	3
EDDC	Elective	3

### Professional Studies (12 credits)

In close consultation with the student's advisor and the permission of the doctoral program faculty, the student will choose a field of interest and establish a sequence of courses which will meet his or her goals.

Students have the options of pursuing course sequences that qualifies them to apply for PA Principal Certification or Superintendent Letter of Eligibility. Additional sequences of courses may be concentrated in areas such as Literacy, TESOL, Special Education, Autism, etc. Consult the *Doctoral Student Handbook* for details on the **Professional Studies** options.

Doctoral students who complete the preceding course requirements apply to take their comprehensive exams. After they pass the comprehensive exams, they then enroll in the following **capstone research experiences: (minimum of 9 credits):**

EDDC 901	Dissertation I	3
EDDC 902	Dissertation II	3
EDDC 903	Dissertation III	3
EDDC 998	Dissertation Continuation I	3
EDDC 999	Dissertation Continuation II	1

## Admissions Process for Doctoral Studies

Applicants for admission to the Doctor of Education program are expected to demonstrate strong academic skills and a deep commitment to improving the educational experiences and services available to students within their fields of interest.

Applicants are expected to have an earned master's degree from a regionally accredited institution. Applicants will have earned a grade point average of 3.5 in all previous graduate level work. They must be computer literate and able to demonstrate strong oral and written communication skills as well as strong reasoning ability.

The applicant for admission to the Doctor of Education program will:

- Submit an application for admission to the doctoral program along with a \$100.00 non-refundable fee. The application is available online at the Holy Family University website.
- Submit official undergraduate and graduate transcripts of all previous and current college-level and graduate-level coursework.
- Obtain and submit three letters of recommendation from professionals familiar with the applicant's academic or work experience.
- Submit recent scores from either the GRE or MAT (within five years). This requirement is waived for students who earned a master's degree through Holy Family University.
- Submit a personal essay that documents the applicant's commitment to educational leadership, literacy, or other areas of professional studies. This essay should discuss the applicant's academic and professional goals and the role that the doctoral program at Holy Family will play in the achievement of those goals (1500 word maximum).
- Complete an interview with doctoral program faculty members.
- Submit a current score for the Test of English as a foreign Language (TEOFL) if English is not the applicant's first language. Minimum score of 600 (written) or 250 (computer based) required for admission.
- Submit copies of all certification documents.

Additionally, international students are required to provide evidence of immunization against measles, mumps, and rubella as well as evidence of the ability to provide medical insurance coverage during their proposed stay in the United States. Such applicants are further required to submit all application materials, including transcripts, diplomas, certificates, etc., translated into English. Such applicants must arrange with World Education Services to have a document-by-document review of their educational credentials, which

includes a course-by-course evaluation. World Education Services must confirm that the applicant's undergraduate experience is the equivalent of four years of undergraduate study at an accredited United States college or university, culminating in the bachelor's degree and master's degree. Finally, international students are required to certify that sufficient funds to support their academic and personal living expenses are available during their stay in the United States.

International graduate students are eligible to seek admission to study full-time at Holy Family University under the Exchange Visitor Program sponsored by the United States Department of State whereby eligible foreign nationals can be sponsored for a J-1 Visa by Holy Family University. International graduate degree students applying for Exchange Visitor Program J-1 Visa option must meet the required admission standards described herein for the graduate degree program of interest. For more information, please refer to the University Services section of this catalog.

## Application Review Process

Only applicants who have sent in all of the required admissions materials will be reviewed.

- **Initial Screening:** The doctoral program faculty and the Director of the Doctoral Program will screen applications to ascertain whether or not an applicant meets the program's basic admission standards.
- **Interview:** Applicants who pass the initial screening will be interviewed by two or more members of the doctoral program faculty.
- **Final Assessment:** Information gathered from the application and the interview is reviewed and recommendations for admission are formalized.
- **Notification:** Acceptance or non-acceptance notices will be mailed to the applicants.
- Applicants are admitted for the Fall, Spring, and Summer of any academic year.

## Transfer of Credit

A student may present for evaluation up to six equivalent graduate credits from a regionally accredited college or university which were completed within the last seven years and not applied toward completion of a degree. A student should submit the course syllabi to the Director of the Doctoral Program for a formal review. Doctoral program faculty will review the course syllabi with the Director of the Doctoral Program. Acceptance of such credits will depend upon whether or not the courses are related to the program, whether the student has obtained a grade of B or higher in the course(s), and whether or not the college giving credit for the course would consider the courses acceptable for application to their degree programs. Transfer credits are not posted on a student's record until the student successfully earns six doctoral credits at Holy Family University. Applicants should review any additional specific requirements concerning acceptance of transfer credits by the doctoral program. After admission, all courses taken at other institutions for transfer credit require prior approval from the Director of the Doctoral Program and Holy Family University's Vice President for Academic Affairs. Maximum allowable transfer is six graduate credits.

## Waiver of Courses

Doctoral students who have reached the maximum number of six graduate transfer credits can request that additional graduate courses be waived. Such waivers may occur if the graduate courses completed at another college or university are very similar in content to individual courses required within the doctoral program and students have received a

letter grade of B or higher as demonstrated on their official graduate transcripts. Students who seek waivers for certain courses should provide course syllabi to the Director of the Doctoral Program, who, along with the doctoral program faculty, will formally review the information. If a particular required doctoral course is waived, students will replace the course with a suitable doctoral level alternative.

## 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.

## Assignment of Academic Advisor

All accepted students will be assigned an academic advisor who will be a full-time faculty member in the School of Education. The advisor will help students plan and draft an appropriate program of study and assists students with other academic matters. Typically, students will be assigned an academic advisor within the first four weeks of their initial semester of enrollment at Holy Family University. Students may request a change of advisor by scheduling an appointment with the appropriate academic advisor.

## Course Number System

Doctoral courses are numbered 700-999 to reflect academic progression in the graduate program curriculum. Faculty advisors answer questions concerning course sequences as they relate to each program.

## Drop/Add Adjustment

Drop/add 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. Students are responsible for investigating the impact of registration adjustments on their continued academic progress and available funding.

## Full-Time Status and Continued Enrollment

After an applicant is admitted to the program, the student is required to maintain continuous enrollment during the Fall, Spring and Summer terms throughout the coursework phase of the doctoral degree program. Students who take six credits per semester and six credits during the Summer session are considered full-time. Because of course sequencing and the developmental nature of the program, it is advantageous to take the courses as scheduled to ensure progression and timely program completion. If a student is unable to adhere to the schedule, he/she must apply to his/her advisor, the Director, and the doctoral program faculty for approval to take only one course a semester, with the understanding that this will extend the time necessary to complete the program. Taking three credits a semester would place the student in the half-time category. When students are in the dissertation phase of their program and register for EDDC 901, 902, 903 or 998 they

may take only three credits per semester and must maintain continuous enrollment for Fall and Spring semesters. Summer enrollment at this phase is optional unless the Summer is the semester of graduation.

Prior to enrolling in their dissertation course work, students must successfully pass all of their comprehensive examinations.

If candidates require more time to complete the dissertation, they must continually enroll through graduation in the course entitled EDDC 998: Dissertation Continuation I, for a minimum of three credits each Fall and Spring semester. After receiving final Written Doctoral Dissertation Approval (i.e., all signatures on the appropriate form), students who need one additional semesters to complete all remaining graduation requirements (i.e., APA compliance review, uploading dissertation to ProQuest) may satisfy the continuous enrollment requirement by registering for EDDC 999 (Dissertation Continuation II) for one credit.

## 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.

## Withdrawal from a Graduate Program

To withdraw from a graduate program, the student must fulfill the following requirements:

- 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.

## Grading

A	(4 points)	Superior performance
B+	(3.5 points)	
B	(3 points)	Satisfactory performance
C+/C/F	(0) points	Unacceptable toward completion of doctoral degree or certification requirements.
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
AU		Audit; pass; 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. Students must complete all courses with a grade of B or higher. A grade of C+ may be grounds for dismissal. The grade appeal process is described under Academic Disputes/Grade Challenges.

## Incomplete Grades

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. Incomplete grades can only be considered for extenuating circumstances. Grades of Incomplete must be removed; that is, all work must be completed and the final grade submitted to the Registrar within 90 days of the end of the final examination period. If the student does not complete the course requirements or the final grade is not submitted by the instructor 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.

## Academic Standing and Retention

Academic standing for each student will be reviewed by the Vice President for Academic Affairs and the respective schools after each grading period. Students will be notified in writing if they do not meet program standards.

## Dismissal

Students are expected to abide by the regulations set forth by Holy Family University and the written policies and procedures of their respective programs. The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other members of the University community. The Director of the Doctoral Program and the School Dean can also recommend dismissal of a student. Dismissal proceedings will be conducted by a University committee and the student will have the option of presenting information at the dismissal meeting. The Director of the Doctoral Program and the School Dean can also recommend dismissal of a student if it is determined that a student's conduct is unprofessional or is not consistent with the Code of Ethics of his or her intended profession.

## Final Grades and Transcripts

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

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

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

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

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

## Degree Requirements

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

- The completion of all requirements specified in the particular program
- A cumulative GPA of 3.0 or better and no grade lower than a B in any course
- Fulfillment of all University responsibilities: payment of bills, including graduation fees, return of equipment and/or library materials, and so forth
- Filing of the *Application for Graduation* via WebAdvisor no later than October 1 for a December graduation date, February 1 for a May graduation date, May 1 for a July graduation date, July 1 for an August graduation date.

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

Students must successfully defend their dissertations and receive approval from their entire dissertation committees, the Director of the Doctoral Program, and the School Dean. These final approvals are necessary in order for doctoral students to graduate.



## Enrollment and Fulfillment of Degree Requirements

Graduate students must complete the program of study within seven calendar years from the date of acceptance into the doctoral program. Students admitted to the doctoral program are expected to enroll continuously until the program is complete (*see Full-Time Status and Continued Enrollment*).

After the student has been admitted to the doctoral program, the student's doctoral committee, the Director of the Doctoral program, and the School Dean must approve the program of study. The program of study will be reviewed and approved at a formal meeting held after the student has completed 12 credits of coursework.

Students take the written Comprehensive Examinations after they have completed all of their doctoral-level coursework to EDDC 814. Upon successful completion of the comprehensive examinations, students will advance to doctoral candidacy. After receiving all necessary approvals of the dissertation proposal as outlined in the Doctoral Student Handbook work on the dissertation begins.

If a student must suspend work on the dissertation for educational or personal reasons acceptable to the committee chairperson, the student should petition for a planned educational leave of absence. This suspension of studies must be approved by the Director of the Doctoral Program for up to four semesters.

## Degree Completion and Commencement

The degree completion date is determined by the filing deadline for the Application for Graduation. Once the petition has been filed, an exit audit will be conducted by the Director of Graduate Services. The student and the Director of the Doctoral Program will be notified of the results of this audit and the student's eligibility to graduate. Graduation is also contingent upon a successful oral defense of the dissertation and final revisions to the written document must be made by the appropriate deadlines.

To participate in the Commencement ceremony and receive a diploma, students must have filed the required *Application for Graduation* by the appropriate deadline and fulfilled all academic and financial obligations. Students who have successfully completed all academic requirements are encouraged to participate in Commencement. Students who have not filed graduation applications and/or completed all degree requirements successfully will not be permitted to participate in Commencement.

## Doctoral Program Course Descriptions

### EDDC 801 Ethical Leadership (3 credits)

Introduces doctoral students to the principles, trends, and issues related to ethics in leadership. Students approach decisions in the context of an ethical, moral framework and draw on the rich traditions of great thinkers within an extensive body of leadership literature.

### EDDC 802 Communication Theory, Practice, and Technology (3 credits)

Studies spoken, written, and multimedia communications designed to prepare leaders who can collaborate and engage others to improve student achievement. Exploration of diverse multicultural perspectives and global issues as well as experience of the complexity of views and perceptions will be foundational elements of the course.

### EDDC 803 Change Theory, Organizational Structure & Grant Writing (3 credits)

This course will examine current issues in **change theory and how theory can help to explain organizational** structure and behavior. Theoretical models underlying all organizations and implications of those in higher education are examined. Readings, case studies, research projects, presentations and class discussions are utilized. A continuation of the professional portfolio will be required. Procedures for grant writing as a source of organizational funding are integral to this course.

### EDDC 804 Writing for Professional Publication and Grant Writing (3 credits)

Expands student's understanding of the steps in developing the skills for professional writing. Included are the skills needed to organize information and to utilize research sites to obtain the background information necessary to assist in the writing of articles for publication. Procedures for grant writing are integral to the course.

### EDDC 806 Introduction to applied Research (3 credits)

This course will provide guidance in the analysis, interpretation, and evaluation of research reports and methods commonly used in education and the social sciences. Students will apply this knowledge in a written project as they identify a research area of interest, prepare a literature review, develop researchable questions, and identify appropriate data collection and analysis procedures to answer the questions.

### EDDC 805 Statistics for Doctoral Students (3 credits)

This course is designed to equip doctoral students in Education with the knowledge and skills needed to use statistics appropriately in their research enterprises. Both branches of statistics are covered: Descriptive, which involves the organizing and summarizing of data, and Inferential, which involves using the laws of probability and the concept of hypothesis testing to make informed decisions about data. Students will be taught when to use various statistical tests, how to conduct and interpret statistical tests by using a packaged computer program (SPSS), and, most importantly the crucial distinction between significance and strength or association.

**EDDC 811 Research I: Quantitative Research (3 credits)**

Assists students to develop proficiency in quantitative methodology and analysis involving descriptive and inferential statistics. The student will relate specific quantitative research questions and hypothesis to appropriate statistical procedures. An examination of ethics involved in research will be an integral component of the approach to quantitative methodology.

**EDDC 812 Research II: Qualitative Research (3 credits)**

Assists students to develop proficiency in qualitative methodology. Theoretical and practical examination of qualitative methods will enable students to gain experience in employing these techniques and analyses. Data collection methods such as field notes, coding, observations, and interviews are examined. Emphasis is placed on ethical standards.

**EDDC 813 Advanced Research (3 credits)**

Allows doctoral candidates to choose quantitative, qualitative, or mixed method design relevant to his or her concentration with emphasis in field settings. Competencies related to methodology and the collection and analysis of quantitative and qualitative data are developed. Writing a prospectus will be the foundation for the Dissertation Proposal Course.

**EDDC 814 Research Proposal Seminar (3 credits)**

Allows doctoral candidates, after successful completion of the comprehensive examination and the approval of the Director, to develop the essential components of their dissertation proposal including ethical research practices and the development of the first three chapters of the dissertation. The proposal must be accepted by their Chairperson and Committee.

**EDDC 821 Building Community Relations (3 credits)**

Provides students with a comprehensive view of the workings between school and community leaders and a School Board. The student will attend and observe three different School Boards and identify significant issues. The students will interview various stakeholders and reflect on the contents of meeting and the interviews.

**EDDC 822 Leadership in Education Seminar (3 credits)**

Provides seminars led by prominent experts who will provide current information on critical and timely issues that can be integrated immediately into one's daily routine as school and community systems are ever changing and require superintendents, educational leaders, and community leaders to be current on a myriad of topics, processes, and legislations.

**EDDC 823 Leadership Internship I (3 credits)**

Provides students with an opportunity to demonstrate their knowledge and competence in applying the fundamental concepts of school and community administration during a 180 hour internship in which they will work directly with a school superintendent in a school district or intermediate unit outside each candidate's primary area of experience.

**EDDC 824 Leadership Internship II (3 credits)**

Provides students with an opportunity to demonstrate their knowledge and competence in applying the fundamental concepts of school and community administration during a 180 hour internship in which they will work directly with a school superintendent in a school district or intermediate unit outside each candidate's primary area of experience.

**EDDC 831 Ethical Issues in Literacy (3 credits)**

Provides a more in-depth understanding of the ethical standards for literacy and leadership and how to apply them to case study material. Students will interview school leaders concerning real world issues, problems, and dilemmas in literacy. They will develop solutions collaboratively grounded in ethical leadership principles and research.

**EDDC 832 Seminar in Literacy and Professional Studies Topics (3 credits)**

Encourages students, by attending conferences and seminars led by nationally and internationally recognized authorities, to gain an awareness of current trends in literacy, educational leadership, and the professional interests of the student. After discussing specific research interests with the professor, students will select and attend relevant conferences from an approved list.

**EDDC 833 Current Perspectives on Literacy (3 credits)**

Provides leaders with an understanding of the nature of literacy, its consequences, and the validity of our belief in regard to literacy. Literacy will be examined from historical, sociological, cultural, political, psychological, worldview, and linguistics perspectives. The history and politics of literacy will be examined in a variety of contexts.

**EDDC 834 Leadership in a Linguistically and Culturally Diverse Society (3 credits)**

Prepares school and community leaders to understand issues surrounding the education of English Language Learners [ELLs] and to work with parents and all stakeholders. Students will engage in an improvement program project for schools or community agencies promoting cultural awareness and knowledge.

**EDDC 841 Leadership in an Inclusive Society (3 credits)**

Course examines history, law and research relating to the development of inclusive services for children and adults with disabilities across home, school, and community. Legal, research and service definitions relating to school and community service practices will be clarified and established. Using key laws as a foundation, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), students examine the research foundation and historical development and services weighted to a more inclusive society.

**EDDC 842 History, Research, and Law: Fundamentals for an Inclusive Society (3 credits)**

Course examines history, law and research relating to the development of inclusive services for children and adults with disabilities across home, school and community. Legal, research and service definitions relating to school and community service practices will be clarified and established. Using key laws as a foundation, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), students examine the research foundation and historical development and services weighted to a more inclusive society.

**EDDC 843 Instructional and Management Strategies for the ASD Learner (3 credits)**

Provides theoretical, methodological, and applicable information in the management and instruction of students diagnosed with autism spectrum disorder [ASD] or exhibiting characteristics of a student with ASD. School and community leaders will be introduced to structure, literacy, and technology strategies in the teaching and management of students with ASD.

**EDDC 850 Program Assessment and Evaluation (3 credits)**

The purpose of this course is to provide an in-depth overview of program assessment and evaluation concepts and considerations. The focus of the course is on applying the theoretical concepts to real-life situations.

**EDDC 861 The Philosophy and History of Literacy Education (3 credits)**

Studies the landmark research and theoretical developments that helped shape the course of literacy instruction in the United States, including behaviorism, cognitivism, psycholinguistics, sociolinguistics, schema theory, metacognition, information processing, and response theory. Students will analyze philosophical shifts seeking cogent solutions to the instructional needs of today's students.

**EDDC 862 Advanced Literacy Assessment (3 credits)**

Examines and critiques, in detail, local, commercially published, state, national, and international assessments of reading and literacy. Students will become familiar with patterns of literacy progress evidenced in the National Assessment of Educational Progress and the Progress of International Reading Literacy Studies. Students examine measurement in reading, assessment, and research.

**EDDC 863 Seminar in Literacy Research (3 credits)**

Allows students to pursue topics related to their interests and professional goals. Students will investigate issues determining and summarizing the level of professional knowledge that theorists and practitioners have been able to achieve by means of a thoughtful analysis and summary of extant research.

**EDDC 864 Instructional Programs in Literacy I (3 credits)**

Investigates a range of commercially available instructional programs in literacy. Programs will be evaluated in light of their congruence with fundamental principles and goals of instruction, examine the weight of evidence presented for success of the program, and define the criteria used to determine the success of programs.

**EDDC 865 Instructional Programs in Literacy II (3 credits)**

Investigates a range of commercially available instructional programs in literacy, with a focus on writing and writing-related literacy skills. The analysis of product vs. process issues in reading and writing as well as issues surrounding skills-based and whole language methodologies will be studied in detail.

**EDDC 901 Dissertation I (3 credits)**

Allows the doctoral candidate, after the acceptance of the dissertation proposal, to proceed with the writing and actual research of the dissertation. This work must represent original, independent scholarship that is significant to the discipline. The Dissertation Chairperson and committee members provide guidance during the dissertation completion process.

**EDDC 902 Dissertation II (3 credits)**

Emphasizes that the dissertation is the culmination of the doctoral program and must demonstrate a high degree of scholarship and significance to the candidate's area of professional studies. The final product must attest to the candidate's ability to conduct original research. The dissertation must be defended before the candidate's committee for approval.

**EDDC 903 Dissertation III (3 credits)**

Provides continuous enrollment for doctoral students who have not attained final approval of the written dissertation. Regular contact with the dissertation chair and other committee members and progress toward completion of the dissertation are expected.

**EDDC 998 Dissertation Continuation I (3 credits)**

Provides required continuous enrollment for doctoral students who have not attained final approval of the written dissertation upon completion of EDDC-902.

**EDDC 999 Dissertation Continuation II (1 credit)**

Provides continuous enrollment for doctoral students who have attained final approval of the written dissertation to fulfill APA formatting and ProQuest submission requirements.

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*Professor Emeritus*  
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### **Dolleen Agnew-Smith**

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### **Eileen Baker**

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### **Glenn Batdorf**

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MS, MPhil, University of Pennsylvania  
MBA, MEd, PhD, Temple University

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MA, Duquesne University

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MA, Eastern College

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MS, University of Central Texas  
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BBA, University of Michigan  
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MEd, Temple University

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MA, Gwynedd-Mercy College  
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**David Walls***Lecturer*

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MA, Rowan University



**Maurice Weeks, Jr.**

*Lecturer*

BS, Villanova University  
MEd, Temple University  
EdD, Rutgers University

**Frederic Weiner**

*Lecturer*

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MS, Indiana State University  
EdD, University of Pennsylvania

**Nicholas Weingarten**

*Lecturer*

BA, City College of New York  
MSW, Smith College School for Social  
Work

**Nina Wilde**

*Lecturer*

BA, Douglass College, Rutgers University  
PhD Candidate, Temple University

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BM, Immaculate University  
MEd, PhD, Temple University

**Stanley Witalec**

*Lecturer*

BA, LaSalle University  
MA, Villanova University

## Maps and Directions

### Philadelphia Campus Campus Facilities



- 1. Campus Center
- 2. Shepherd's Fold: Maintenance
- 3. St. Joseph's Hall: Student Residence
- 4. Nurse Education Building
- 5. Holy Family Hall
- 6. Labyrinth
- 7. Education & Technology Center
- 8. Undergraduate Admissions Center
- 9. Marian Hall
- 10. University Library
- 11. Alpha House Nursery School and Kindergarten
- 12. Aquinas Hall: School of Business Administration
- 13. Garden Residence: Student Residence
- 14. Delaney Hall: Sisters Residence
- 15. Stevenson Lane Residence: Student Residence
- 16. Athletic Field

## Directions to Philadelphia Campus

9801 Frankford Avenue, Philadelphia, PA 19114-2009

### ***From the East***

Take the New Jersey Turnpike to Exit 6 (Pennsylvania Turnpike/I-276). Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia). Follow Route 1 south (stay in the inner lanes) and turn left onto Grant Avenue. Follow Grant Avenue to Frankford Avenue and turn left.

### ***From the West***

Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia). Follow Route 1 south (stay in the inner lanes) and turn left onto Grant Avenue. Follow Grant Avenue to Frankford Avenue and turn left.

### ***From the North (Northeast Extension/I-476)***

Take I-476 south to Exit 20 (Mid-County). Take the Pennsylvania Turnpike/I-276 (East) to Exit 351 (U.S. Route 1/Philadelphia). Follow Route 1 south (stay in the inner lanes) and turn left onto Grant Avenue. Follow Grant Avenue to Frankford Avenue and turn left.

### ***From the North (I-95)***

Take I-95 south to Exit 35 (Woodhaven Road) and follow signs for Bristol Pike/U.S. 13 South. Turn right at the light (Rt. 13 becomes Frankford Ave). Proceed along Frankford Avenue, and the campus will be on the left.

### ***From the South***

Take I-95 north to Exit 32 (Academy Road). Turn right at first light onto Frankford Avenue. Holy Family is at Grant Avenue on the right.

SEPTA Route 66 and Route 84 buses both have stops at Frankford and Grant Avenues.

Regional Rail Line The SEPTA R7 line from Trenton, NJ, or Center City Philadelphia stops at the Torresdale Station (Grant Avenue and State Road). This is within walking distance of the university.

## Directions to Holy Family University – Newtown, Bucks County

One Campus Drive, Newtown, PA 18940

### ***From the East***

Take the New Jersey Turnpike to Exit 7A (I-195). Take I-195 west until it becomes NJ-29. Take NJ-29 north to I-95. Take I-95 south over the Scudder Falls Bridge to Exit 49 (Newtown/Yardley). Turn right onto the Newtown Bypass/PA-332 west. Turn left onto Campus Drive.

### ***From the West***

Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia). Follow U.S. Route 1 north. Take the Trenton exit onto I-95 north. Take Exit 49 (Newtown/Yardley). Turn left onto the Newtown Bypass/PA-332 west. Turn left onto Campus Drive.

### ***From the North (Northeast Extension/I-476)***

Take I-476 south to Exit 20 (Mid-County). Take the Pennsylvania Turnpike/I-276 East to Exit 351 (U.S. Route 1/Philadelphia). Follow U.S. Route 1 north. Take the Trenton exit onto I-95 north. Take Exit 49 (Newtown/Yardley). Turn left onto the Newtown Bypass/PA-332 west. Turn left onto Campus Drive.

### ***From the North (I-95)***

Take I-95 south to Exit 49 (Newtown/Yardley). Turn right onto the Newtown Bypass/PA-332 west. Turn left onto Campus Drive.

### ***From the South***

Take I-95 north to Exit 49 (Newtown/Yardley). Turn left onto the Newtown Bypass/PA-332 west. Turn left onto Campus Drive.

## **Directions to Bensalem**

1311 Bristol Pike, Bensalem, PA 19020-6415

### ***From the East***

Take the New Jersey Turnpike to Exit 6 (Pennsylvania Turnpike/I-276). Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia). Follow Route 1 south to the Woodhaven Road/PA-63 exit (stay in outer lane). Take Woodhaven Road to Bristol Pike/US-13; at the traffic light, turn right onto Bristol Pike/US-13. At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.

### ***From the West***

Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia). Follow Route 1 south to the Woodhaven Road/PA-63 exit. Take Woodhaven Road to Bristol Pike/US-13; at the traffic light, turn right onto Bristol Pike/US-13. At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.

### ***From the North (Northeast Extension/I-476)***

Take I-476 south to Exit 20 (Mid-County). Take the Pennsylvania Turnpike/I-276 (East) to Exit 351 (U.S. Route 1/Philadelphia). Follow Route 1 south to the Woodhaven Road/PA-63 exit. Take Woodhaven Road to Bristol Pike/US-13; at the traffic light, turn right onto Bristol Pike/US-13. At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.

### ***From the North (I-95)***

Take I-95 south to the Woodhaven Road exit and follow signs to Bristol Pike/US-13. At the traffic light, turn right onto Bristol Pike/US-13. At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.

### ***From the South***

Take I-95 north to the Woodhaven Road exit and follow signs to Bristol Pike/US-13. At the traffic light, turn right onto Bristol Pike/US-13. At the second traffic light, turn left onto Biddles Lane and enter the Woodhaven parking lot.



# Holy Family

UNIVERSITY

## **Philadelphia**

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Philadelphia, PA 19114-2009  
215-637-7700

## **Newtown**

One Campus Drive  
Newtown, PA 18940-0992  
267-341-4000

## **Bensalem**

1311 Bristol Pike  
Bensalem, PA 19020-6415  
267-341-5000

[holyfamily.edu](http://holyfamily.edu)