UNDERGRADUATE STUDIES

2024–2025

Holy Family UNIVERSITY

Table of Contents

MISSION **7**
ACADEMIC CALENDAR – 2024/2025 ..... **8**
ACCREDITATION AND MEMBERSHIP **11**
AFFILIATION **12**
CORRESPONDENCE **12**
HISTORY, FACILITIES, AND SERVICES **14**
History: Past and Present of Holy Family University 14
Philadelphia Campus 15
Holy Family University, Newtown, Bucks County 17
University Services 18
FINANCIAL INFORMATION **21**
Tuition and Fees for the 2024-2025 Academic Year 21
Housing and Food (Meal Plan) Fees 22
Academic Year 2024-2025 Course Fees 22
Five and Six-Year Bachelor/Master Programs 24
Graduation Fee 24
Payment of Tuition and Fees 24
Withdrawal and Return of Funds Policy 24
Tuition Appeal Policy 26
Non-Credit Offerings 29
Financial Aid 29
Annual Application Procedures 29
Federal Assistance 29
State Assistance 31
University Assistance 31
Other Assistance 31
Veterans' Affairs Programs 31
Named Scholarships 32
Various Financial Aid Policies 39
Satisfactory Academic Progress for Financial Aid 40
Minimum Standards for Satisfactory Academic Progress for Financial Aid 40
Maximum Timeframe for Completing Degree Requirements 40
Measurement of Academic Progress 40
When Minimum Standards of Academic Progress Are Not Achieved 41
Standards of Academic Progress for the Pennsylvania State Grant Program 41
STUDENT LIFE **42**
Student Engagement 42
Athletics 42
GENERAL UNIVERSITY POLICIES AND PROCEDURES **43**
Student Expectations 43
Responsibilities of Students 43
Student Code of Conduct 43
Code of Ethical/Professional Standards and Conduct 43
Academic Integrity 44
Grievance Procedures 44
PROTECTION OF THE INDIVIDUAL AND CAMPUS COMMUNITY **47**
Non-Discrimination Statement 47
Family Educational Rights and Privacy Act of 1974 (FERPA) 48
Sexual Harassment & Nondiscrimination Policy 49

Photography and Videography; Privacy Policy and Releases 49
Protection of Human Subjects - Institutional Review Board (IRB) 49
Safety and Security Procedures 50
Campus Assessment, Response, Evaluation (CARE) Team 50
ACADEMIC LIFE 51
Office of Orientation & Academic Success 51
Orientation 51
Admission to the University 51
Freshmen 52
Application Process - Freshmen 52
Transfer Students 52
Application Process – Transfers for Traditional Programs 53
Application Process – Transfers for Accelerated Programs 53
Special Categories of Admission 53
Admission and Classification of Non-Matriculated Undergraduates 54
Readmission to the University 54
Academic Forgiveness Policy 54
Academic Programs 55
Minors 56
Special Studies Options 56
Certificate Programs 57
ACADEMIC POLICIES AND PROCEDURES 58
Transfer and Advanced Placement Credit 58
Credit for Non-Traditional Learning 59
Credit for Experiential Learning 60
Credit for Study Abroad 60
Credit for Off-Campus Studies 60
Online Consortium of Independent Colleges and Universities (OCICU) 60
Partnership with Rize Education 61
CLASSIFICATION OF STUDENTS 61
Matriculated Students 61
Non-Matriculated Students 61
Academic Honors and Awards 63
Honor Societies 63
FIRST-TIME, FULL-TIME STUDENTS 65
Academic Advising 65
Academic Support 65
Course Enrollment Information 66
Registration 66
Attendance 67
Enrollment Adjustments 67
Course Grades 68
Grading Policy 69
Incomplete Grade Policy 69
Repeat Grade Policy 70
Academic Standing 70
Final Grades and Transcripts 71
ACADEMIC PROGRAMS 72
General Education 72
Minors 72
General Education Curriculum 72
BLUEprint for Student Success 75
Honors Program 76
Programs of Specialization or Concentration* 77

Interdisciplinary Programs 78
Pre-Professional Programs 78
SCHOOL OF ARTS AND SCIENCES 79
Mission 79
Contact Information 79
DEGREE PROGRAMS IN THE SCHOOL OF ARTS AND SCIENCES 81
Art 81
Biochemistry 86
Biology 87
Pre-Med Track in Biology 89
Pre-Physical Therapy Track in Biology 91
Pre-Physician Assistant Therapy Track in Biology 93
Biology/Medical Laboratory Science Program 94
Criminal Justice 95
English 97
History 98
Interdisciplinary Humanities 99
Mathematics 100
Neuroscience 101
Psychology 102
Six-Year Bachelor of Arts in Psychology/Master of Science in Counseling Psychology Program 103
Degree Program in Radiologic Science 103
Religious Studies 110
Minors in the School of Arts & Sciences 111
SCHOOL OF BUSINESS AND TECHNOLOGY 128
Mission 128
Accounting 129
Applied Computer Science 130
Business Analytics 131
Computer Information Systems 132
Cybersecurity Administration 132
Cybersecurity and IT Management 133
Healthcare Administration and Management 134
Management-Marketing 135
Professional Sales and Marketing 136
Sport Marketing-Management 136
Supply Chain Management 137
Five-Year BA/MBA Program 138
Minors in the School of Business and Technology 139
SCHOOL OF EDUCATION 143
Mission 143
Undergraduate Degree Programs 143
Degree Programs in Education 144
Certification Options 148
Certification Area Specific Degree Requirements 149
SCHOOL OF NURSING AND HEALTH SCIENCES 156
Mission 156
Undergraduate Degree Programs 157
Undergraduate Degree Program in Nursing 157
Licensure and Clinical Policies for all BSN Students 159
BSN Requirements 160
Second-Degree BSN Day Fast Track, Second-Degree Distance Hybrid BSN track, and Part-time Evenings and Weekends Fast Track 161
Degree Program in Health Promotion and Wellness 163

COURSE DESCRIPTIONS 169
Accounting Courses 169
American Sign Language 170
Art Courses 170
Biology Courses 173
Biology – Accelerated Courses 177
Business Analytics Courses 177
Business Administration Courses 178
International Business Courses 179
Chemistry Courses 179
Communications Courses 180
Computer Information Systems Courses 180
Computer Science Courses 182
Criminal Justice Courses 183
Cybersecurity Courses 185
ECE (Early Childhood Education) Pathway PreK-4 -Course Descriptions 186
Economics Courses 188
Education Courses 189
English Courses 193
English – Accelerated Courses 198
Environmental Science Courses 199
Finance Courses 199
French Courses 199
General Education Courses 199
General Education – Accelerated Learning Courses 200
Geography Courses 200
General Science Courses 200
Healthcare Administration and Management Courses 200
Health Promotion and Wellness Courses 201
Health Sciences Courses 202
History Courses 203
History – Accelerated Courses 205
Holy Family Experience 205
Italian Courses 206
Mathematics Courses 206
Mathematics – Accelerated Course 209
Medical Technology Courses 209
Management-Marketing Courses 210
Nursing Courses – Second Degree 212
Nursing Courses – Traditional Program 213
Nutrition Courses 216
Philosophy Courses 217
Philosophy – Accelerated Courses 218
Physics Courses 219
Political Science Courses 219
Political Science – Accelerated Course 219
Professional Sales and Marketing Courses 219
Psychology Courses 220
Psychology – Accelerated Courses 224
Radiologic Science Courses 227
Religious Studies Courses 231
Religious Studies – Accelerated Courses 233
Supply Chain Management Courses 233
Sociology Courses 234
Sociology – Accelerated Courses 235
Spanish Courses 235

Spanish – Accelerated Courses 237
Sport Marketing-Management Courses 237
Theater Courses 238
ADMINISTRATION 239
FACULTY 244
MAPS AND DIRECTIONS 254
Directions to Philadelphia Campus 254
Directions to Holy Family University – Newtown, Bucks County 255

Holy Family University

Philadelphia Campus
9801 Frankford Avenue
Philadelphia, PA 19114-2009

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

General Telephone and Fax Numbers

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

School Closing Numbers

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

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

The Mission of the University

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

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

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

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

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

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

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

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

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

Academic Calendar – 2024/2025

Note: Dates are subject to change; please consult the website calendar (www.holyfamily.edu).

Fall Sessions

2024FA | 15 weeks — August 26-December 15

Classes Begin	August 26
Labor Day (University Closed)	September 2
Last Day to Add/ Drop Classes	September 3
Last Day to Petition to Graduate for Grad/Undergrad Students (Spring Completion)	October 1
Indigenous Peoples' Day (University Closed)	October 14
Fall Break - Administrative Offices Open (No Classes)	October 15
Mid-Term Examinations	October 16-22
Last Day to Withdraw from Classes	November 18
Thanksgiving Holiday - Administrative Offices Open (No Classes)	November 27
Thanksgiving Holidays (University Closed)	November 28-29
Last Day of Class	December 9
Semester Examinations	December 10-15
Christmas Holiday (University Closed)	December 24-January 1

2024FA1 | 8 weeks — August 26-October 21

Classes Begin	August 26
Labor Day (University Closed)	September 2
Last Day to Add/Drop	September 3
Last Day to Petition to Graduate for Grad/Undergrad Students (Spring 1 Completion)	October 1
Last Day Withdraw	October 11
Indigenous Peoples' Day (University Closed)	October 14
Fall Break - Administrative Offices Open (No Classes)	October 15
Last Day of Class	October 21

2024FA2 | 8 weeks — October 22-December 17

Last Day to Petition to Graduate for Grad/Undergrad Students (Spring 2 Completion)	October 1
Classes Begin	October 22
Last Day to Add/Drop	October 29
Thanksgiving Holidays - Administrative Offices Open (No Classes)	November 27
Thanksgiving Holidays (University Closed)	November 28-29
Last Day to Withdraw	December 10
Last Day of Class	December 17

Winterim (2024WIN) | 2 weeks — December 18-January 8

Classes Begin	December 18
Last Day to Add/Drop	December 19
Last Day to Withdrawal	January 5
Classes End	January 8

Spring Sessions

2025SP | 15 weeks — January 13-May 11

New Year's Day (University Closed)	January 1
University Reopens	January 2
Classes Begin	January 13
Martin Luther King Day (University Closed)…….……..	January 20
Last Day to Add/ Drop Classes	January 21
Presidents' Day (University Closed)	February 17
Mid-Term Examinations	February 23-March 1
Last Day to Petition to Graduate for Grad/Undergrad Students (Fall Completion)	March 1
Spring Break - Administrative Offices Open (No Classes)	March 3-7
Last Day to Withdraw from Classes	April 4

Holy Thursday - All University Classes & Administrative Offices close at 4pm	April 17
Easter Break (University Closed)	April 18-20
Last Day of Class	May 5
Semester Examinations	May 6-11
Honors Convocation	TBD
Commencement	May 17

2025SP1 | 8 weeks — January 13-March 7

New Year's Day (University Closed)	January 1
University Re-Opens	January 2
Classes Begin	January 13
Martin Luther King Day (University Closed) …….	January 20
Last Day to Add/Drop Classes	January 21
Presidents' Day (University Closed)	February 17
Last Day to Withdraw from Classes	February 28
Last Day to Petition to Graduate for Grad/Undergrad Student (Fall 1 Completion)	March 1
Last Day of Class	March 7

2025SP2 | 8 weeks — March 10-May 2

Last Day to Petition to Graduate for Grad/Undergrad Students (Fall 2 Completion)	March 1
Classes Begin	March 10
Last Day to Add/Drop Classes	March 17
Holy Thursday - All University Classes & Admin. Offices close at 4pm	April 17
Easter Break (University Closed)	April 18-20
Last Day to Withdraw from Classes	April 25
Last Day of Class	May 2
Commencement	May 17

Summer Sessions

Summer 2025SS1 | 2 weeks — May 12-May 30

Classes Begins	May 12
Last day to Add/Drop Classes	May 13
Last Day to Withdraw from Classes	May 28
SS1 Session Ends	May 30

Summer 3 2025SU3 | 12 weeks — May 19-August 15

Classes Begin	May 19
Memorial Day (University Closed)	May 26
Last Day to Add/Drop Classes	May 27
Juneteenth (University Closed)	June 19
Independence Day (University Closed)	July 4
Last Day to Petition to Graduate for Grad/Undergrad Students (Summer 3 Completion)	August 1
Last Day to Withdraw from Classes	August 1
Summer Session 3 Ends	August 15

Summer 1 (2025SU1) | 6 weeks — May 19-June 30

Classes Begin	May 19
Memorial Day (University Closed)	May 26
Last Day to Add/Drop Classes	May 27
Last Day to Petition to Graduate for Grad/Undergrad Students (Summer 1 Completion)	June 1
Juneteenth (University Closed)	June 19
Last Day to Withdraw from Classes	June 23
Summer Session 1 Ends	June 30

Summer 2 (2025SU2) | 6 weeks — July 7-August 15

Classes Begin	July 7

Last Day to Add/Drop Classes	July 14
Last Day to Petition to Graduate for Grad/Undergrad Students (Summer 2 Completion)	August 1
Last Day to Withdraw from Classes	August 8
Summer Session 2 Ends	August 15

Summer 2nd Degree Nursing

Summer 1 (2025SM1) | 8 weeks May 5–June 27

Classes Begin	May 5
Last Day to Add/Drop Classes	May 12
Memorial Day (University Closed)	May 26
Last Day to Petition to Graduate for Grads/Undergrad Students (2025SM1 Completion)	June 1
Juneteenth (University Closed)	June 19
Last Day to Withdraw from Classes	June 20
Summer Session 1 Ends	June 27

Summer 2 (2025SM2) | 8 weeks June 30-August 22

Classes Begin	June 30
Independence Day (University Closed)	July 4
Last Day to Add/Drop Classes	July 7
Last Day to Petition to Graduate for Grads/Undergrad Students (2025SM2 Completion)	August 1
Last Day to Withdraw from Classes	August 15
Summer Session 2 Ends	August 22

Accreditation and Membership

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

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

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

The associate degree in radiologic science is accredited by:

The Joint Review Committee of Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182
www.jrcert.org · 312-704-5300

Several traditional undergraduate programs (Accounting, Management-Marketing, Sports Marketing-Management) offered by the School of Business and Professional Studies are accredited by:

The Accreditation Council for Business Schools and Programs
11520 West 119th St., Overland Park, KS 66213
This accreditation does not apply to the accelerated undergraduate and graduate business degrees offered through the School of Graduate and Professional Studies.

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

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

Holy Family Pre-licensure nursing programs are approved by:

The Pennsylvania State Board of Nursing
2601 North 3rd. Street, Harrisburg, PA 17110

Holy Family is a member of:

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

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

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

Accessibility Services
Director of Accessibility Services

Alumni Relations
Exec Director Alumni Engagement & Annual Giving

Bookstore
Bookstore Manager

Business Affairs
Vice President for Finance
and Administration

Office of Internships and Career Services (ICS)
Director of Internships and Career Services

Tiger Tutoring
Director of Tiger Tutoring

Center for Teaching & Learning (CTL)
Director of The Center for Teaching & Learning

Counseling Services
Director of Counseling Services

Dean of Students Office
Dean of Students

Equity & Inclusion / Title IX
Director of Equity & Inclusion/Deputy Title IX Coordinator

Financial Aid
Director of Financial Aid

Gifts and Bequests
Vice President for University Advancement

Health Services
Director of Health Services

Holy Family University, Newtown
Administrative Coordinator, Facilities

Housing
Director of Residence Life

Human Resources
Assistant Vice President for Human Resources

Information Technology
Vice President for Information Technology/Chief Information Officer

Library Services
Executive Director of Library Services

Mail
Mail Services Coordinator

Student Engagement
Associate Director of Student Engagement

Orientation & Academic Success
Director, Office of Orientation & Academic Success

Title IX
Title IX Coordinator

Transcripts, and Student Records
Registrar

Tuition and Fees
Director of Student Accounts

Use of University Facilities
Director of Events and Meeting Services

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 TESOL and Literacy was approved in 2008. The doctoral program in Educational Leadership and Professional Studies was approved in 2010. The doctoral programs in Psychology and in Nursing Practice were approved in 2017.

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

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

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 the Newtown site.

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

Career Development Center is located on the second floor of the Campus Center, and houses the following support services: Career Exploration, Job Placement, Experiential Learning, and Internships.

Center for Teaching & Learning (CTL) is located on the second floor of the University Library. The Center for Teaching & Learning provides faculty development and support for University faculty. The CTL also provides oversight to the Center for Academic Enhancement (CAE) which provides academic support of students and the Office of Accessibility Services which provides support for students with accommodations to otherwise qualified individuals with documented disabilities under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.

Computer Laboratories are located in Room 302 of Holy Family Hall, four locations in the Education and Technology Center, Campus Center Commons and the main floor of the University Library providing electronic resources for students. Wireless network access is also available throughout the campus buildings and student residential halls. Open laboratory hours are available.

Counseling Services, located in the Campus Center, Room 202, provides confidential counseling and referral services.

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.

Equity and Inclusion is located on the second floor of the Campus Center and assists in the coordination and strategies of the University's Title IX and Non-discrimination compliance efforts.

Garden Residence, located on Grant Avenue, provides apartment-style living for upperclassmen.

Graduate and Adult 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, Biology and Chemistry laboratories, a major lecture hall, and administrative and faculty offices.

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

Office of Internships and Career Services (ICS) is located on the second floor of the Campus Center and houses the following support services: Career Exploration Services, Job Placement, Experiential Learning, and Internships.

Office of Orientation & Academic Success is designed to be a space for students to find comfort, locate support resources, address any challenges they experience, and receive helpful coaching through their college experience. The Office offers individual student success appointments. Students access our Services for coaching in the following areas: time management, assignment tracking, motivation, focus, procrastination, communication assistance, resource referrals, understanding course/assignment directions, and if they just aren't sure where to go or what to do.

Registrar's Office is located on the second floor of Holy Family Hall and keeps the records and supports the learning environment by providing efficient and effective services to students, faculty, staff, and alumni. We offer registration opportunities, official academic transcripts, enrollment certifications, reporting to the National Student Clearinghouse, apostilles, and special letters by request. The office is also responsible for processing Military and Veteran's Benefits and International Student processes.

Stevenson Lane Residence, located on Stevenson Lane, offers contemporary campus housing.

Student Engagement Office (SEO) offers access to student organizations, activities boards, and Honor Societies. Located on the second floor of the Campus Center, the SEO office provides students with a space to acquire the education and qualifications to enhance life, skill sets, and shared experiences.

Title IX Office, located on the second floor of the Campus Center, oversees the University's response and process in regard to review, investigation, and resolution of reports of sexual misconduct, and coordinates compliance with Title IX, Section 504 of the Americans with Disabilities Act (ADA), the Clery Act, and local, state, and federal guidance. Additionally, the Title IX Office assures compliance of equal access and opportunity for all students.

Undergraduate Admissions Center, located in the Education & Technology Center, serves prospective undergraduate students.

Philadelphia Campus Library serves the research and information needs of the University community through online databases, academic journals, books and audiovisual materials, a children's literature collection and curriculum materials. These resources are supplemented by intercampus and interlibrary loan services. In addition, the Library offers wireless network access with printing capability and computer labs. Several group study rooms with technology are also available for reservation.

Librarians offer individualized research instruction and APA/MLA citation consultations as well as formal, in-class information literacy sessions at either campus or virtually.

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

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

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

Holy Family University, Newtown, Bucks County

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

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

Newtown, Bucks County, Facilities

Center for Counseling Studies and Services, Room 202, provides facilities for clinical experience for students in the Master of Science in Counseling Psychology program as well as professional offices for faculty. The Accelerated Bachelor of Science program for nursing day program occurs at this campus along with the DNP program. 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 Laboratory is located in Rooms 131 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.

Art Therapy Room 234, is a classroom with materials specific to the training of Art Therapists.

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.

Nursing Simulation Laboratories, Room 242 and 237, are equipped with nursing simulation equipment and practice facilities.

University Services

Academic Advising Center – The 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 – Tiger Tutoring offers diverse services designed to meet the learning needs of undergraduate students at all levels of achievement, in particular addressing undergraduate programs of study from developmental to honors courses. It is the goal of Tiger Tutoring to help students improve skills and achieve greater academic success, and to encourage them to take full advantage of the learning experience. Tiger Tutoring is located on the second floor of the University Library within the Center for Teaching & Learning.

Accessibility Services – As part of the Center for Teaching & Learning, the Office of Accessibility Services (OAS) facilitates reasonable accommodations for otherwise qualified students with documented disabilities is located in the Center for Teaching & Learning, first floor of the Library. To contact the Office of Accessibility Services, email accessibilityservices@holyfamily.edu or call 267-341-3388. Students with disabilities (e.g., physical, learning, psychological, ADHD, etc.) who intend to seek accommodations in accordance with the Americans with Disabilities Act of 1990 (ADA) and/or Section 504 of the Rehabilitation Act of 1973 should contact the Office ideally, before the start of each semester to review the process for obtaining accommodations. Mid-semester requests may delay the provision of some accommodations. The process includes submission of necessary documentation, including provider verification from a qualified professional that supports need of an accommodation. Once documentation is received, the process for providing accommodations may take up to a few weeks. Effort is made to review documentation in a timely manner. Guidelines for documentation are available by contacting the OAS.

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

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

Tiger Tutoring is located on the second floor of the University Library and provides tutoring services.

Center for Teaching & Learning (CTL) is located on the second floor of the University Library. The Center for Teaching & Learning provides faculty development and support for University faculty. The CTL provides oversight to the Office of Accessibility Services which provides support for students with accommodations to otherwise qualified individuals with documented disabilities under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.

Counseling Services – Counseling Services include individual and small group counseling, relaxation training and stress management, alcohol and other drug assessments, crisis intervention, support groups, educational programs on a variety of mental health and wellness issues, and referrals to local treatment providers and support services. The Center, located in Room 202 and 204 in the Campus Center, is open Monday through Friday on the Philadelphia Campus and by appointment at the Newtown site. Students may make appointments by contacting the Counseling Center via email at counselingcenter@holyfamily.edu. Hours of operation are 8:00am to 4:00pm, Monday through Friday. All information shared with the Counseling Center staff is completely confidential with no out-of-pocket expense. The Counseling Center is available to respond to after-hours mental health crisis or emergencies as appropriate and may be reached through Public Safety at 267-341-3333. counselingcenter@holyfamily.edu

Additional information may be found in the Student Handbook, located at http://www.holyfamily.edu/current-students/student-resources/student-handbook or the Wellness Services website, www.holyfamily.edu/current-students/student-resources/wellness-services.

Dean of Students – The Office of the Dean of Students strives to help students in their journey to reaching their full potential inside and outside the classroom. We support students through holistic wellness services and opportunities, promote accountability and responsibility in the Office for Student Conduct, and assure equitability and accessibility throughout campus and in the classroom. The Office facilitates the Campus Assessment, Response, and Evaluation (CARE) Team which receives reports of concerning or threatening student behavior that have the potential to lead to targeted violence. The Dean of Students provides support to faculty and staff within each college as they work with their students on college-specific issues. dos@holyfamily.edu
dos@holyfamily.edu

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 – Health Services is located in Stevenson Lane Residence Hall and provides first aid, health screenings, counseling, referrals, and health insurance information. Appointments are required. More information is available on the Wellness website, www.holyfamily.edu/current-students/student-resources/wellness-services. *healthservices@holyfamily.edu*

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 218, Holy Family Hall or by calling 267-341-3212.

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 218, Holy Family Hall, or by calling 267-341-3212.

Office for Equity and Inclusion exists to encourage inclusive excellence, educate the University and community, and examine the systems, policies, and processes at Holy Family University to ensure all persons across the spectrum of identity experience an equitable, accessible, and vibrant community in which to learn, work, and live. The Office for Equity and Inclusion embraces a comprehensive and holistic view of equity, diversity, and identity-lending to the richness that is humanity and enhances the University vision of Family and our values of Respect. The Office extensively assists in the coordination and strategies of the Universitys Title IX and Non-discrimination compliance efforts. equity@holyfamily.edu

Office of Internships and Career Services – includes Experiential Learning/Internship services to those seeking internship opportunities. The department also provides services to those students seeking information about career direction and long-term, meaningful employment within their field of study. The Office of Internships & Career Services also offers career accelerator events and career readiness programs. This office is open from 8:00am to 4:00pm, Monday Through Friday, and is located on the second floor of the Campus Center.

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.

Office of Orientation & Academic Success – The Office is designed to be a space for students to find comfort, locate support resources, address any challenges they experience, and receive helpful coaching through their college experience. The Office offers individual student success appointments. Students access our Services for coaching in the following areas: time management, assignment tracking, motivation, focus, procrastination, communication assistance, resource referrals, understanding course/assignment directions, and if they just aren't sure where to go or what to do. academicsuccess@holyfamily.edu

Parking – 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 desk of the Newtown.

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 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. *seo@holyfamily.edu*

Student ID cards Students must obtain an official student identification card during their first semester at Holy Family University. ID cards may be obtained in Room 105 of the Education and Technology Center, Philadelphia Campus, or at the reception desks of the Newtown. 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.

Title IX Office – The Title IX Coordinator oversees the University's process in regard to review, investigation, and resolution of reports of sexual misconduct, and coordinates compliance with federal, state, and local law. The Title IX Office is available to advise any individual, including a complainant, a respondent, or a third party, about the courses of action available at the University, both informally and formally, to aid any University community member regarding how to respond appropriately to reports of sexual misconduct, and to review appropriate University policy to ensure institutional compliance. The Title IX Coordinator is responsible for education and prevention efforts for the University, and coordinates the full compliance with all requirements as outlined by civil rights law. The Title IX Office is also responsible for assisting students in all reports of discrimination or harassment. The Title IX Coordinator is available at titleix@holyfamily.edu and 267-341-3204, and the office is located in Campus Center second floor.

Financial Information

Tuition and Fees for the 2024-2025 Academic Year

Full-Time Tuition and Fees – (Non-Nursing Courses)

Full-time tuition – per semester (12-18 credits)	$17,040
Tuition per credit hour in excess of 18 credits per semester	$725
General fee – per semester	$625

Full-Time Tuition and Fees – (Nursing Courses)

Full-time tuition – per semester (12-18 credits)	$17,040
Additional Tuition Charge for Clinical and Simulation Courses - per course (200, 300, and 400 level courses)	$1,090
General fee – per semester	$625
Malpractice fee – per year	*see course fee list
(Will be incorporated in a course fee)	
ATI Testing Fee – per semester (Junior & Senior year)	$717

Nursing - BSN Courses

Fast Track 2nd Degree Days and Evenings /Weekends Tracks – per program	$40,120
Fast Track 2nd Degree Fully On-Line – per program	$50,560
ATI Testing Fee – Rapid Degree/Evenings and Weekends (2nd Degree – 22 months) Nursing per semester	$660
ATI Testing Fee – Rapid Degree/Days (2nd Degree – 14 months) Nursing – per semester	$717
RN to BSN – Offsite tuition per credit	$400
RN to BSN – Onsite tuition per credit	$500

Part-Time Tuition and Fees – (Non-Nursing Courses)

Tuition per credit hour	$725
ECE Early Childhood Education Cert – per credit hour	$700
ECE Early Childhood Education Cert TEACH – per credit house	$320
General fee – per semester	$125

Part-Time Tuition and Fees – (Nursing Courses) *

Tuition per credit hour for Nursing clinical courses	$747
Plus:	
Additional Tuition Charge for Clinical and Simulation Courses - per course (200, 300, and 400 level courses)	$1,090
General fee – per semester	$130
Malpractice fee – per year	*see course fee list
ATI Testing Fee – per semester (Junior & Senior year)	$660

Other Related Fees

Auditing fee per credit	50% of tuition per credit hour
Challenge exam fee	1/3 of credit hour charge
Co-op internship fee	*see curse fee list
Graduation fee	$165

Miscellaneous Fees

Application	$25
Installment payment fee	$35
Late payment fee	$50
Transcript	$10 and up depending upon delivery method

Housing and Food (Meal Plan) Fees

Housing

Stevenson Lane Residence Hall - per semester	
Double Occupancy	$4,275
Single Occupancy	$5,286
Garden Residence - per semester	
Double Occupancy	$4,660
Single Occupancy	$5,137
St. Joe's Hall - per semester	
Double Occupancy	$4,232
Single Occupancy (no bathroom)	$5,089
Single Occupancy (with bathroom)	$5,244
Duplex Apartments - per semester	
Double Occupancy	$4,660
Single Occupancy	$5,137
Delaney Hall - per semester	
Double Occupancy	$4,275

Food (Meal Plans) - per semester	
19 Meal Plan - includes $150 flex dollars	$3,910
14 Meal Plan - includes $100 flex dollars	$2,892
10 Meal Plan - includes $75 flex dollars	$2,250
7 Meal Plan - includes $50 flex dollars	$1,473
100 Swipe, includes $100 flex dollars	$1,714
75 Swipe	$1,285
50 Swipe	$857

Academic Year 2024-2025 Course Fees

Cost Per Course	
Co-op Intern fee - Undergraduate	$30
Co-op Intern Fee - Graduate	$55
Art Course	
ARTS 102, 210, 211, 221, 223, 225, 310, 311, 316, 317, 319, 320, - 431, 499	$25
ARTS 217, 218, 224, 327, 428	$75
ARTS 226, 321, 322, 323,324	$100
Biology Courses	
BIOL 120, 121, 206, 207, 208, 211 $90	
BIOL 112, 300, 332	$75
BIOL 113	$100
BIOL 408, 417, 418	$140
ENVS-101	$151
Business Administration Courses	
ACCT-439	$40
BUSA 440	$415
MGT-591	$40

Chemistry Courses	
CHEM 120, 121, 207, 208, 299, 301, 302	$90
Counseling Psychology Courses	
COUN 513, 560, 561, 563	$20
CNDS 560, 561, 563	$20
CNCC 560, 561, 563	$20
CART 560, 561, 563	$20
CART 502, 504, 505, 506, 507, 550	$25
General Sciences Courses	
GSCI 104	$75
Nursing Courses	
Malpractice Fee	
NURS 204, 341, 351, 431, 433, 442, 444, 461	$30
NURS 614, 615, 725, 735 $50	
NURS 805, 806, 808, 809, 811, 812, 901, 902, 905, 906	$50
Nursing Clinicals	
NURS 204, 341, 351, 431, 433, 442, 444, 461	$1,090
ATI Fees	
JR/SR Level Traditional Students (cost per semester for 4 semesters)	$660
2nd Degree – 14 months (cost per semester for 3 semesters)	$717
2nd Degree – 22 months (cost per semester for 5 semesters)	$660
2nd Degree Distance (cost per semester for 3 semesters)	$717
Exam Soft – yearly – billed to student	$75
Physics	
PHYS-104	$150
PHY201L, 202L	$30
Psychology Courses	
PSYC 311, 322	$30
Sociology Courses	
SOCO 311, 322	$30
Radiologic Science Courses	
ASRS Course Fees	
RADS 104L	$75
RADS 106L	$115
RADS 108L, 114L, 204L	$75
RADS 120	$650
RADS 122, 222, 232	$500
RADS 200	$580
RADS 205	$380
BSRS/Post-Primary Course Fees	
RADS 424, 429, 434, 439	$500
RADS 427, 437	$450

Miscellaneous Fees

Transcript	$10 and up depending upon delivery method

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

Five and Six-Year Bachelor/Master Programs

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

Graduation Fee

Once a student has submitted an Application for Graduation via Self-Service and their exit interview has been completed, a graduation fee is applied to their account. The graduation fee is $165 and covers the cost of the degree audits and evaluations, the diploma, the diploma cover, mailing fees and other incidental expenses associated with the graduation. All graduates 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 Office of Student Accounts each semester. Failure to pay any outstanding balance in full when due will result in a late fee assessment of $50 monthly per semester. In addition to assessing a late fee, a financial hold will be placed on the student's account. A financial hold prohibits future registration and the release of diplomas. All delinquent balances must be satisfied in full to remove the financial hold. Holy Family University reserves the right to transfer delinquent accounts to a contracted collection agency and/or credit bureau.

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

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

1 Tuition and fees are payable in full at the beginning of each semester. Payment can be made by cash, check, money order, cashier's check or by MasterCard, Discover, Visa, or American Express credit cards. The Office of Student Accounts will bill students who register early. Fall bills are due August 15th and Spring bills are due December 15th. For students registering after the due date, payment is due at the time of registration. All credit or debit card payments are subject to a 2.95% convenience fee.

2. There are two semester payment plans available for students: 5-month and 4-month payments. Both are available once the bills are generated, a month prior to the due date. To enroll, a student can login through Self-Service. Each plan has a $35 enrollment fee. Payment plans have zero (0) interest and do not require a credit check. But they are only for the current semester's balance.

Withdrawal and Return of Funds Policy

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

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

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

Fall, Spring and Summer Session 3	**Tuition**		**Meal Plan**		**Room**	
	Charge	Refund	Charge	Refund	Charge	Refund
Before class/meal plan /move-in start date	0%	100%	0%	100%	0%	100%
Within the 1st two weeks of class	0%	100%	20%	80%	100%	0%
After 1st two weeks of class	100%	0%	100%	0%		

Summer Sessions 1 and 2	**Tuition**	
	Charge	Refund
Within the 1st week of class	0%	100%
After 1st week of class	100%	0%

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

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

     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:

     Percent Unearned = 100% 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. Direct Federal PLUS Loan
       4. Direct Federal Graduate PLUS Loan
       5. Federal Pell Grant
       6. Federal SEOG
       7. Other Title IV grant programs

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

   8-week course withdraw
   - Before or during week 1 100%
   - During week 2 75%
   - During weeks 3-4 50%

- During week 5 40% *(This is the 60% Completion Point)*
- During weeks 6-8 No Return

16-week course withdraw

- Before or during weeks 1 or 2 100%
- During weeks 3-4 75%
- During weeks 5-8 50%
- During weeks 9-10 40% *(This is the 60% Completion Point)*
- During weeks 11-16 No Return

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

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

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

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

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

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

Tuition Appeal Policy

All students are subject to Holy Family University's policy on withdrawal and refunds. However, students may request a tuition appeal when special circumstances prevent compliance with the published deadlines.
On rare occasions students may experience extenuating circumstances that warrant exceptions to the published policy. Students may request University consideration for an exception by completing the Tuition Appeal form. Tuition appeals are reviewed by the Assistant Controller/Director of Student Accounts.

Required Criteria

Students seeking an appeal must meet the following criteria:

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

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

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

Exclusions

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

Deadline to Request an Appeal

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

University Decision

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

Instructions for Submitting a Request for a Tuition Appeal:
Please note that submission of an appeal will not act as a withdrawal from ongoing classes. If you have any other questions, please contact the Office of Student Accounts at 267-341-3202.
A complete request must include the following:

Completed, ***signed*** and dated Tuition Appeal Form; *and*
A TYPED detailed personal statement (please limit this to 1 page); *and*
Relevant and supporting documentation that pertains to the time period at issue.

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

A Tuition Appeal must meet the following Criteria:

All requests for appeals to the Holy Family University Refund Policies must be submitted **within 60 days** from the last day of the term during which the circumstance occurred.
A direct "cause and effect" relationship can be demonstrated between the extenuating circumstances and the student's ability to successfully complete his/her course(s).
Circumstances experienced and their resulting impact were unforeseeable and/or could not have been reasonably prevented during the time period in question.
Relevant documentation can be furnished from an appropriate authority to support the claim. Documentation must be signed and on official letterhead of the issuing authority and include the contact information for this authority. See below for examples of supporting documentation.

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

The following issues cannot be addressed through this process:
Satisfactory Academic Progress (SAP)
Disputes regarding denial of financial aid or the amount awarded
Alleged arbitrary and capricious grades
Complaints about class instruction or curriculum.

Please e-mail, fax or mail your request to:
E-mail:
cwilliams@holyfamily.edu

Fax:
215-281-1690

Address:
Holy Family University
Office of Student Accounts
Holy Family Hall, Room 202
9801 Frankford Avenue
Philadelphia, PA 19114

TUITION APPEAL FORM
Office of Student Accounts
Holy Family Hall, Room 202
9801 Frankford Avenue
Philadelphia, PA 19114

Student Name (Last, First): _____ Student ID: _____

Undergraduate ___ Graduate ___ Extended Learning ___

Semester: Fall ___ Winterim ___ Spring ___ Summer ___ Year: _____

Subject	Course #	Section #	Withdrawal Date (if applicable)

Action Requested:

___ Tuition Refund

___ Re-open a previously DENIED request (time limit is 30 days from the date of initial decision)

Required Documentation:

Completed, ***signed*** and dated Tuition Appeal Form; *and*
A TYPED detailed personal statement (please limit this to 1 page); *and*
Relevant and supporting documentation that pertains to the time period at issue.

Additional Information:

_____
_____
_____
_____
_____
_____

By signing my name I certify that the information presented is true to the best of my knowledge.

Student Signature: _____ **Date:** _____

Non-Credit Offerings

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

Financial Aid

Holy Family University is committed to providing education to qualified students regardless of means. The financial aid program offers assistance to students in need through scholarships, grants, loans and employment. Non-need based scholarships are offered, for a first undergraduate degree, to full-time (at least twelve credits) incoming and transfer students based on academic achievement.

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

Annual Application Procedures

1. All students should complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after it becomes available on October 1st. For priority packaging, new, full-time (at least twelve credits) undergraduate students should submit their FAFSA's by January 15th for the upcoming academic year. All other students should submit the FAFSA by the priority deadline of April 1 for the upcoming academic year. The FAFSA is submitted on-line at studentaid.gov, select "FAFSA Form". Indicate Holy Family University (code 003275) in the appropriate section of the form to ensure Holy Family receives the FAFSA results. Students interested in applying for financial aid for summer sessions should also complete the FAFSA and Holy Family Summer Financial Aid Application by the priority deadline of March 15 for the upcoming summer sessions.
2. Check with your state's higher education agency to determine if a separate state grant application is required and what the deadline is for processing the application. All Pennsylvania residents must file the FAFSA form before May 1 to be considered for a state grant. Other states may have earlier deadlines. Holy Family does not replace state grants lost through late application.
3. The Financial Aid Office will receive the results from the FAFSA directly from the federal processor soon after the FAFSA is filed. Once this is received and a new, full-time undergraduate student is accepted for admission to Holy Family University, the Financial Aid Office will provide the student with an estimate of financial aid. Returning students will receive their aid award when their file is complete, they are registered for the following Fall semester and after Spring grades are posted.
4. After all forms are filed, students may be asked (by Holy Family University, the federal processor, or state grant agencies) to supply additional information. It is important to respond to any request promptly to avoid delays in processing financial aid applications.

Federal Assistance

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

Federal Pell Grant – This is the foundation for all need-based financial aid. Federal Pell Grant awards are based on the student's SAI: the lower the SAI, the higher the award. Students enrolled less than half-time (below six credits) may be eligible to receive Federal Pell Grants. Also, students must be in a first undergraduate degree program.

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

Family University's financial aid and admissions award parameters. Also, students must be in a first undergraduate degree program.

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

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

ANNUAL AND AGGREGATE LOAN LIMITS

	Dependent Students	Independent Students*	
Academic Year	Maximum Direct Federal Loan (Sub & Unsub)	Maximum Direct Federal Subsidized Loan	Maximum Direct Federal Loan (Sub & Unsub)
		ANNUAL LIMITS	
Freshmen	$5,500 ($3,500 max subsidized)	$3,500	$9,500
Sophomore	$6,500 ($4,500 max subsidized)	$4,500	$10,500
Junior, Senior, Teacher Certification coursework	$7,500 ($5,500 max subsidized)	$5,500	$12,500
		AGGREGATE LIMITS	
Dependent Undergraduate	$23,000 subsidized, $8,000 unsubsidized	n/a	n/a
Independent Undergraduate	n/a	$23,000	$57,500

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

Federal Work-Study Program (FWS) – This program is administered through Holy Family's Financial Aid Office. Full-time (at least 12 credits) students, in a first undergraduate degree program, are eligible and the amounts awarded are based on a student's need and annual funding. Students awarded FWS seek one of the many jobs that are available on campus. Positions are not guaranteed since availability depends on student schedules, skills, departmental needs, federal funding and student initiative. Time sheets are submitted for hours worked and bi-weekly paychecks are issued directly to students rather than to student billing accounts. Work-study earnings are intended to help assist with the cost of living expenses, books and supplies.

Direct Federal Parent Loan for Undergraduate Students (PLUS) – This loan is available from the federal government for parents of dependent undergraduate students. Based on credit worthiness, parents can borrow up to the cost of attendance minus expected financial aid. The interest rate is fixed each year and begins accruing on the date of the first disbursement. An origination fee is deducted from the loan before it is disbursed. Repayment can begin either 60 days after the loan is fully disbursed or deferred until six months after the student graduates or drops to less than half-time (fewer than six credits).

State Assistance

Pennsylvania State Grant – This grant is administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Grants are awarded to Pennsylvania residents enrolled half-time (at least six credits) based on PA state grant eligibility determination. PHEAA utilizes the FAFSA information to determine eligibility. The deadline for submitting the FAFSA to be considered for a PA state grant is May 1. PA state grant rules require that undergraduate students enrolled in modular sessions must be enrolled in a minimum of three credits per session for all sessions of a semester to receive a state grant (i.e. students must be continuously enrolled for a minimum of 15 weeks per semester).

Other State Grants – Some states, such as Delaware, the District of Columbia, Massachusetts, Ohio, Vermont, and West Virginia, provide grant and scholarship money for students attending out-of-state colleges. Students should check with their guidance counselor or state's higher education assistance agency for details. Students should review the state filing deadlines listed on the FAFSA website.

University Assistance

Holy Family provides additional aid to full-time (at least 12 credits) students with and without financial need, in a first undergraduate degree program.

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

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

Holy Family Scholarships – Scholarships are awarded to incoming full-time students (including international students) based on admissions academic criteria. To renew, students must be full-time (at least 12 credits per semester) and make Satisfactory Academic Progress (see Satisfactory Academic Progress for Financial Aid).

Other Assistance

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

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

Veterans' Affairs Programs

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

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

Student eligibility is determined by the Department of Veterans Affairs and/or the Department of Defense, depending on the Chapter benefits. Students must present a Certificate of Eligibility to Holy Family's School Certifying Official

(SCO), prior to any benefits being distributed. The Certificate of Eligibility can be mailed, faxed, or scanned and emailed. Students should apply online for VA Benefits. (www.vets.gov)

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

- Students must submit an updated Certificate of Eligibility. The Certificate of Eligibility is sent to the student from the VA. The Certificate of Eligibility is for students utilizing all Chapter benefits except students utilizing Chapter 31 benefits.
- Chapter 31 recipients must submit an updated VA Form 1905 from their Voc-Rehab counselor.
- Students must fill out the VA Submission Form from the Holy Family University website. This form must be submitted for every term that the student would like credits submitted to the VA.

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

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

- Denial of access to classes, libraries, or other institutional facilities
- Requirement that a covered individual borrow additional funds
- Penalty, including the assessment of late fees

The Veterans Benefits and Transition Act of 2018 is limited to the portion of funds paid by the VA for certified tuition and fees.

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

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

- Grading system
- Minimum grades considered satisfactory
- Academic Probation and Dismissal

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

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

Holy Family University's School Certifying Officials are:

Jean Dixon
Assistant Registrar

Cheryl Hoffman
Assistant Registrar

Holy Family Hall Room 216
Office: (267) 341-3212
vabenefits@holyfamily.edu

Named Scholarships

Named scholarships at Holy Family have been generously funded by alumni and friends of the University. The number of scholarships and the amounts awarded annually depend on the income available from endowment funds and the annual gifts made by donors, which vary every year.

To be considered for a named scholarship, students must complete the Named Scholarship Application every fall at www.holyfamily.edu/named-scholarship-application. All applicants will be notified of their status after named scholarships are awarded by the Institutional Scholarship Selection Committee in the following spring. To be eligible,

students must have completed at least one semester at Holy Family, not be pursuing a second bachelor's degree, and be in good academic standing.

While many named scholarships are awarded based on merit and include specific criteria, such as major, class year, GPA, and service to the University and community, most also include a consideration of financial need. To be considered for any scholarship awarded based on financial need, students must have a current Free Application for Federal Student Aid on file with the Financial Aid Office.

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

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

John J. Barclay Memorial Scholarship
The scholarship honors the memory of John Barclay, controller and School of Business Administration faculty member at Holy Family from 1984 to1989. Established by his family, it is awarded on merit and need to a student majoring in Business and earning a grade point average of at least 3.0. The award varies in amount and is given annually to a student(s) exemplifying the qualities for which John Barclay will be remembered: integrity, loyalty, caring and dedication.

Sister Marcella Binkowski, CSFN, '76 Scholarship for Meritorious Service
The scholarship is awarded to an undergraduate student in recognition of their leadership and service within the Student Government Association. The recipient must have a grade point average of 2.5 or above and have been a Holy Family student for a least two semesters. Qualified candidates should possess strong leadership abilities in light of the mission and core values of the University. Financial need is also considered.

Denise L. Bodine Memorial Scholarship Promoting Mental Health Education
The scholarship will be awarded each semester to a different student in the Master of Science in Counseling Psychology Program. A minimum grade point average of 3.0 is required. The Counseling Psychology Program Director will recommend the recipient to the Institutional Scholarship Selection Committee on the basis of excelling in their courses and potential for success as a well-rounded scholar-practitioner who can integrate theory, research, and practice.

Sister Lillian Budny, CSFN, PhD Memorial Scholarship
The scholarship was established in memory of Sister Lillian Budny, CSFN, PhD, the third president (1971-1981) and professor of biology (1959 to 1979) at Holy Family. This non-renewable scholarship is awarded to a graduating high school Senior based on academic merit, good character, scholastic promise, and financial need.

Class of 1960, 1964, 1965 and 1968 Scholarships
These scholarships are awarded to students in good academic standing.

Gerardine Colgan Endowed Scholarship
The scholarship was established by Dennis Colgan to honor his wife, Gerry, by assisting undergraduate students in need and of promise. Evidence of the ability to do college-level work is required. It aims to discover a vision of excellence and achievement in the students' lives, and those whom others recognize as having the potential for success.

Commonwealth Good Citizen Scholarship
This scholarship is reserved for students who have shown an extraordinary commitment to community service and who have demonstrated creativity in shaping their volunteer activities. It is given periodically to specific students named by their institutions, all of which are members of the Association of Independent Colleges and Universities of Pennsylvania.

Faculty Senate Scholarship
The scholarship is awarded annually to a student who demonstrates a continued contribution to the mission and community of Holy Family and scholastic promise. All full-time, part-time, and accelerated undergraduate students

who do not receive need-based financial aid are eligible for the scholarship. Members of the faculty fund the scholarship and recommend the recipient.

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

Edward J. Fitzgerald, Jr. and Anita L. Fitzgerald Memorial Endowed Scholarship
This scholarship will be awarded annually with the purpose of providing financial support to a student who embraces, practices, and exhibits the values of the Catholic Church. The scholarship will be awarded to the recipient beginning in their sophomore year, and will continue to be awarded in subsequent years provided they remain in good academic standing.

Frankford-Northeast Philadelphia Rotary Club Scholarship
Reflecting the Rotary motto, "Service above Self," the scholarship is awarded based on academic merit, financial need and service to others. The recipient must be a resident of Northeast Philadelphia.

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

Linda Gallagher Nursing Excellence Award
The family, colleagues, and friends of Linda Gallagher established this scholarship to honor her commitment to teaching and the principles which she exemplified as a faculty member in the School of Nursing. It is awarded to a student majoring in Nursing who exemplifies leadership, professionalism and a spirit of service.

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

Christine Gibson Scholar-Athlete Scholarship
The scholarship was established to honor Christine Gibson, a 1974 alumna, the chronically ill sister of Mark and Roy Gibson, the donors. It will be awarded to a deserving Woman's Basketball player, majoring in Education. If a suitable basketball player is not found, then a Softball, Volleyball, or Women's Soccer player may be considered.

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

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

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

Stanley and Regina Gwiazda Endowed Scholarship

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

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

Nancy Goehl Kochanski '69 Memorial Endowed Scholarship
The scholarship will be awarded annually on the basis of financial need, as determined by the University's Financial Aid Office, with a preference for a student majoring in Mathematics or a STEM (science, technology, engineering and mathematics)-related program. The scholarship will be awarded to the recipient beginning in their sophomore year, and will continue to be awarded in subsequent years provided they remain in good academic standing.

Adele Smythe Leboy '62 Scholarship for Women in Science
The scholarship was established in memory of Adele Smythe Leboy '62, who majored in Chemistry, to encourage and assist women students whose academic achievement and commitment to careers in science indicate their ability to excel. It was established in 2006 by Adele's husband, Edward Leboy, her business partner, Marcia Borysthen, colleagues, family, and friends and is awarded based on academic merit and need.

John and Mary Szczepanik Machowski Scholarship
The endowed scholarship, established by their now deceased son, Casimir J. Machowski, is awarded to a student who values the freedoms of a citizen of the United States and lives them responsibly. Attention is given to those who by their actions demonstrate the values of religious freedom, political involvement, or education.

Janet V. Mackiewicz '99, M '09, '14 Endowed Scholarship
The scholarship encourages and supports a values-oriented Senior or graduate student of good character, with an inspiring gift for learning. This scholarship is strictly available for immigrants or first- or second-generation descendants of immigrants, U.S. citizens or not. They realize that university studies are a unique opportunity to become as knowledgeable, wise, and competent as possible about one's future contributions to our community, country, and world. Janet is a grandchild of both maternal and fraternal immigrants from Poland.

Janet V. Mackiewicz '99, M '09, '14 Endowed Scholar-Athlete Award
The scholarship is awarded annually to athletes, selected by the Department of Athletics, from each grade level, with the highest GPA. This award also recognizes and encourages athletes who balance athletic responsibilities with university studies. An additional qualification for the Senior is that, without interruption, they will continue degree studies at Holy Family.

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

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

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

Dennis McDaniels '05 Memorial Scholarship
The scholarship is established in memory of Dennis McDaniels '05, husband of Mary Ellen '05. In recognition of Dennis being a cross country runner as a student, the goal is to make a $1,000 award annually to a student-athlete. Recipients will be in good academic standing and will receive the scholarship for one year. It may be awarded to the same recipient in subsequent years providing the recipient remains in good academic standing. Recipients will be recommended by the Director of Athletics.

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

McLean Scholarship for Nursing and Physician Assistant Majors
This award is provided through the Association of Independent Colleges and Universities of Pennsylvania by the McLean Contributorship, which established an endowment in 1998. It is awarded to a full-time undergraduate student enrolled in a nursing or physician assistant program at one of the Association of Independent Colleges and Universities member institutions. The recipient must have at least a 3.0 grade point average, have an extraordinary commitment to community service, and demonstrate creativity in shaping volunteer activities.

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

Frances P. Mulherin '71 Endowed Scholarship
The University will award the scholarship annually on the basis of financial need, as determined by the University's Financial Aid Office, to a student majoring in a STEM (science, technology, engineering and mathematics)-related program. The scholarship will be awarded to the recipient beginning in their sophomore year, and will continue to be awarded in subsequent years provided they remain in good academic standing.

Nadijcka-Higgins Endowed Scholarship
Established by Brenda Nadijcka-Higgins '73 and Brian Higgins, the scholarship will be awarded annually with the purpose of providing support to a student enrolled in the School of Arts & Sciences who demonstrates financial need, as determined by the University's Financial Aid Office, beginning in their freshman year. It will be awarded to the same recipient in subsequent years providing the recipient remains in good academic standing.

Jeanette Sardella Narcisi Scholarship
The scholarship will be awarded to a Senior female student in the School of Business and Professional Studies earning a grade point average of at least a 3.0. The recipient will embody the character and special traits for which Jeanette, a true Woman of Valor, will be remembered: love of family, integrity, kindness, passion for helping others, a zest for life, and the ability to bring joy to others.

NewCourtland Endowed Scholarship
The scholarship will be awarded annually with the purpose of providing financial support to a student from the City of Philadelphia who demonstrates financial need, as determined by the University's Financial Aid Office, beginning in their freshman year. It will be awarded to the same recipient in subsequent years providing the recipient remains in good academic standing.

Dr. Susan Nowak Memorial Science and Math Scholarship
The Dr. Susan Nowak Memorial Science and Math Scholarship is awarded annually to one or more students at Holy Family University who have excelled in mathematics and/or the sciences and have demonstrated financial need. A group of alumni, many of whom studied together and motivated each other to succeed during their time at Holy Family University, created this scholarship to honor the memory of a very special friend, classmate, leader and mentor, Dr. Susan Nowak. These alumni also annually fund the scholarship in eternal gratitude for the unyielding guidance, encouragement, and passion they received from Holy Family University faculty, particularly Dr. Lynda Micikas, Sister Grace Kuzawa, Mr. George Haynes, Dr. Thomas McCormick and Dr. Arthur Grugan.

Sister Francesca Onley, CSFN, '59, PhD Endowed Scholarship
Alumni and friends established this endowed scholarship on Sister Francesca's 25th anniversary as president of Holy Family. The scholarship is awarded at the prerogative of the University president and are restricted to first-time, full-time freshmen.

Papst Meyers Term Scholarship
The scholarship will be awarded annually to a student on the basis of academic merit and financial need, as determined by the University's Financial Aid Office, and recognizes loyalty to the University and potential for success. A minimum grade point average of 3.0 is required. It will be awarded to the same recipient in subsequent years providing the recipient remains in good academic standing.

Sue McLaughlin Parkes Memorial Scholarship
The scholarship was established by Holy Family classmate Marianne Clisham Harrington ‘60 in memory of her friend. It is awarded to an outstanding student in the School of Education with demonstrated financial need.

Leona and Elvin Patterson Memorial Scholarship
Established by Sister M. Rita Partyka, CSFN, ‘65 in memory of her sister, the scholarship recognizes a non-traditional female student, whose college/university career was delayed by personal obligations involving humanitarian care.

Reuscher-Fitzgerald Softball Scholarship
The Reuscher-Fitzgerald Softball Scholarship was established in 2017 to honor Colleen Fitzgerald and Marilyn Fitzgerald, mother and grandmother, respectively, of Cassandra Fitzgerald-Black ‘12 and Raymond and Cyndi Reuscher, the late parents of Tori Reuscher ‘15. It is awarded to an outstanding Softball player with a strong grade point average, effective leadership, dedication to the sport of softball, and financial need. Preference is given to History majors.

Jenna Richards ‘16 Memorial Scholarship
The Richards Family established the scholarship in 2017 to honor their daughter who was tragically killed in an automobile accident and is awarded to a member of the Women’s Soccer program. It is given to an outstanding Women’s Soccer player who has a strong sense of commitment and dedication to be her best, strives to exceed her potential, and is committed to developing every aspect with an emphasis on strength and conditioning.

Lawrence and Adrienne Riley Endowed Scholarship
The scholarship is awarded annually with the purpose of promoting greater interest in History by providing financial support to a student majoring in History or History/Social Studies/Secondary Education Certification and who demonstrates financial need, as determined by the University’s Financial Aid Office, beginning in their freshman year. The scholarship will be awarded to the same recipient in subsequent years providing the recipient remains in good academic standing.

Regina “Gerty” Rocks Memorial Scholarship
The scholarship honors the memory of Regina “Gerty” Rocks. Gerty was a loyal fan and supporter of her nieces, Mary Ellen ‘15 and Christine ‘10 McCollum and the entire Women’s Basketball program at Holy Family. This scholarship was established as a tribute to Gerty by the McCollum Family. It is based on merit and/or need and is awarded to a Women’s Basketball player who shows dedication, commitment and loyalty to the game of basketball and the Women’s Basketball program. The award will vary in size and will be given annually to the Women’s Basketball player who exemplified all these qualities that Gerty will forever be remembered for.

Sisters of the Holy Family of Nazareth in America Merit Scholarship
The scholarship is awarded to a student of outstanding academic achievement, who is involved on campus and has significant need. Its purpose is to recognize, encourage and assist gifted students who persevere in their studies amidst financial and other challenges. It was established on the 125th Anniversary of the Congregation’s presence in America in 2010 and funded by the Sisters of the Holy Family of Nazareth - USA, Inc., on behalf of all of the Sisters serving in America. Requests for consideration, while accepted at any time are only reviewed in the spring, should be addressed to the University president.

W. W. Smith Charitable Trust Grants
The W. W. Smith Charitable Trust, established under the will of William Wikoff Smith, has made funds available for student financial aid since its inception in 1977. Recipients are selected by the Financial Aid Office, and grants are made to full-time undergraduate students who are permanent residents of Bucks, Chester, Delaware, Montgomery and Philadelphia counties or the City of Camden, New Jersey. Grants are renewable in multiple years for students in good academic standing.

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

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

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

Sun East Federal Credit Union Student Award
Sun East Federal Credit Union provides a Holy Family University student the opportunity to apply for the "People Helping People" Award for $1,000. This award is for a student who participated in community service within the last year and can demonstrate having made a positive influence on the community. Criteria: student of Holy Family University, minimum of 30 credits and in good academic standing, and participated in a community service event within the last 12 months.

Walter Swartz '92 Memorial Scholarship
The scholarship was established by the family and friends of Walt Swartz '92, who served in the Department of Athletics as student and alumnus for 20 years. It is awarded to a student who serves the Department of Athletics with the same generous enthusiasm which Walt exhibited.

Anthony J. and Mary Ann Szuszczewicz Merit Scholarship
The scholarship is awarded to a Holy Family undergraduate student based on academic merit and all-round excellence, and a minimum grade point average of 3.5 is required. It is restricted to graduates of Nazareth Academy High School, the alma mater of Mary Ann. If there are no eligible graduates of Nazareth Academy, then preference is given to a promising student majoring in Nursing.

Albert W. and Louise M. Tegler Memorial Scholarship
The scholarship was established by the late Holy Family Trustee Albert W. Tegler, Jr. It honors the memory of his parents and is awarded annually to one or more students with demonstrated financial need who have excelled in theology or philosophy courses.

United Political Club Scholarship
An endowed scholarship, the award was first awarded in 1992, and thereafter annually to a Holy Family student who is of Polish descent (the son or daughter of either mother or father of Polish lineage/background). Awards are made based on need and merit.

Van Dyke Nursing Scholarship
The Van Dyke Nursing Scholarship is given annually in memory of George S. Van Dyke, Jr. and Helene B. Van Dyke by Dr. Kathryn Van Dyke Hayes, Professor of Nursing, and is awarded to an outstanding undergraduate or graduate nursing student with demonstrated financial need.

Samuel and Edith Veitz Endowed Memorial Co-op Education Scholarship
Established by family and friends, the scholarship honors Samuel and Edith Veitz, parents of Sister M. Frances Veitz, CSFN, ' 62, EdD. It is awarded on the basis of academic merit and financial need to a co-op or internship student who has successfully completed at least one semester at a worksite related to his/her academic major.

Sister Frances Veitz, CSFN, '62, EdD Internship/Cooperative Education Scholarship
Formerly known as The Sister Frances Veitz Award, the scholarship will be awarded based on:

- Demonstrate a deeper understanding of the Mission and Core Values of the University through actions, activities, communication with others, community service, and intentionality.
- Are set to represent the University community after graduation in the job market in a positive light.
- Have participated and attended in various professional development opportunities; career fairs, workshops, employer panels, etc.
- Recipients will be a Junior, in good academic standing, who will receive the scholarship in their Senior year.
- Recipients will be recommended by the Director of Experiential Learning.

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

Weed-Hilliard-Augustin Track and Field / Cross Country Scholarship

Established by Matthew Weed ‘18, Vontae (Tae) Hilliard ‘18, and Taurai Augustin ‘18, the scholarship will be awarded to a student-athlete who is successful in Track and Field and/or Cross Country, and in the classroom along with having a team-first mentality. A minimum grade point average of 2.8 is required, and preference is given to a rising Senior of the Men’s Track and Field and/or Cross-Country teams.

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

Stephen Zalewski Memorial Scholarship
Established by Sister Aloysius Sabacinska, CSFN, PhD, and her family, the endowed scholarship is awarded based on academic merit, financial need, loyalty to Holy Family, and potential for success. Sister Aloysius served as the second president of the University (1959-1971) and continued to serve as Records Assistant and Data Entry Specialist in Continuing Education from 1984 until she retired in 2002. The award honors the memory of her beloved brother-in-law, Stephen.

Various Financial Aid Policies

1. Renewal of aid administered by Holy Family University is dependent upon the availability of funds and a reassessment of the aid recipient’s eligibility.
2. Commitment of funds assigned by the federal and state government is made subject to legislative appropriation.
3. If a student receives a Pennsylvania State Grant, another state grant or an Athletic Grant after receiving a Holy Family Grant and/or a Federal SEOG Grant, the Holy Family Grant or Federal SEOG Grant may be reduced by the amount of the additional state grant or Athletic Grant. The Holy Family Grant or Federal SEOG Grant will not be increased if a student’s state grant is lost due to late filing of their applications and/or the student’s lack of response to the state’s request for additional information.
4. A first-time Direct Federal Loan borrower must complete a Direct Federal Loan Master Promissory Note (MPN) and also loan entrance counseling before loan funds can be disbursed. This is normally done at studentaid.gov, select “Loans and Grants”.
5. Before leaving the University, all student loan borrowers must complete a loan exit interview. The purpose of the exit interview is to make the student familiar with the rights and obligations for repayment of their student loan.
6. Each applicant for need-based financial aid must agree to submit his/her own and/or parents’ IRS Tax Return transcript and any other requested forms to the Financial Aid Office upon request. Omission or falsification of pertinent information does not relieve the student of financial obligations to the University and may result in refusal or withdrawal of financial aid, refusal of admission, dismissal from the University or any other penalty deemed appropriate by the University.
7. Federal regulations do not allow repeated courses when evaluating eligibility for federal aid, except for failed courses and one repeat of a passed course. Students repeating a course that will not be counted for aid eligibility must make sure that they are registered for enough additional credits (without counting the repeated course) to be enrolled at least full-time (twelve credits) if they are normally full-time, or half-time (at least six credits) if they are normally half-time.
8. Federal regulations require students to report to the Financial Aid Office any changes of enrollment or housing status or any changes in their financial situation (including receipt of gifts or outside scholarships and/or tuition reimbursement for expenses related to attending Holy Family).
9. When a student’s financial assistance from outside sources in combination with federal, state and Holy Family funded grants and scholarships exceeds the general tuition and general fee cost, their Holy Family funded grant and/or scholarship will be reduced by the amount in excess of the general tuition and general fee cost.
10. Except for some Holy Family Scholarships, students must reapply for all types of financial assistance each academic year by the required filing deadline (see Annual Application Procedures for filing deadlines).
11. University-based grants and scholarships do not cover overload courses or double majors.
12. Students pursuing a second bachelor’s degree are only eligible to receive Direct Federal Loans.
13. Financial Aid is disbursed in two equal installments (fall/spring) and is not disbursed to accounts until after the add/drop period of each semester. Students enrolled in modular sessions (sessions shorter than 15 weeks, i.e. 6 week and/or 8-week sessions), will not have their aid disbursed to accounts until after the add/drop period of the last session of each semester.

Satisfactory Academic Progress 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

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).

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 six years for full-time study and twelve years for half-time study. 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 timeframe for program completion.

Pennsylvania State Grants are only available for eight full-time semesters and sixteen half-time semesters.

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

Quantitative Standards
To be eligible for continued receipt of financial aid (excluding Pennsylvania State Grants), students must satisfactorily complete at least 75% of all courses attempted.

Qualitative Standards
To be eligible for continued receipt of financial aid, students must achieve the following cumulative grade point average (GPA):

23 or fewer cumulative credits	1.75
24 and above cumulative credits	2.0 cumulative GPA

Measurement of Academic Progress

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

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

When Minimum Standards of Academic Progress Are Not Achieved

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

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

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

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

Standards of Academic Progress for the Pennsylvania State Grant Program

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

Student Life

Holy Family University provides access to a number of Offices dedicated to enhancing student experience, opportunities for student growth and development, and holistically supporting the lifecycle of the student. Student Life includes the following Offices: Campus Ministry, Career Development Center, Office of Student Conduct & Advocacy, Office of Orientation & Academic Success, and Student Engagement Office. Wellness Services is a combined support team that assists the campus community through promotion of wellness and health in life and academics. Wellness Services includes the following Offices: Dean of Students, Counseling Services, disability Support Services, Equity & Inclusion, Health Services, and Title IX Office.

Student Engagement

The Student Engagement Office aims to create an engaging, transformative campus experience through holistic student leadership opportunities and diverse program offerings. Our staff and students provide avenues for students to learn, lead, and grow within an environment where we all can feel appreciated and connected to the campus community.

For a full list of current co-curricular and extracurricular opportunities, including Registered Student Organizations, Honor Societies, and Club Sports, visit us online at www.holyfamily.edu/current-students/student-life/student-engagement.

Athletics

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

Holy Family University participates in inter-collegiate sports in men's baseball, basketball, cross- country, soccer, lacrosse, esports and track & field; and women's basketball, bowling, cheerleading, cross-country, esports, lacrosse, soccer, softball, track & field, and volleyball. The University holds memberships in the National Collegiate Athletic Association (NCAA) Division II and the Central Atlantic Collegiate Conference (CACC).

Publications

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

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

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

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

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

Tri-Lite*** – The student newspaper gives students a place to publish their news articles, opinions, and creative writing. It also provides valuable production, editing, and design experience for English majors. Tri-Lite moved from a print publication to a digital presence in October 2017. For more information, contact tri-lite@holyfamily.edu.

Handbooks containing information relevant to specific disciplines are distributed by the respective academic units and are available online.

General University Policies and Procedures

Student Expectations

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

Responsibilities of Students

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

1. Students are responsible to know and observe all regulations and policies of Holy Family University. To this end, students are expected to consult University and school publications (e.g., catalogs, on-line handbooks, course syllabi) as well as the website for all relevant regulations, dates, times, and deadlines pertaining to academic programs and services as well as degree completion.
2. All students must obtain an ID card. A valid ID card is required for use of the library, computer facilities, and building access. Students are expected to have their IDs with them at **all times**.
3. Students are expected to meet all financial responsibilities in order to continue in coursework and complete degree requirements.
4. Students are encouraged to save all catalogs and course syllabi. The University will not be responsible for providing students with more than a course description for any given course subsequent to completion of the course and/or degree program.
5. Students are expected to obtain handbooks and other materials prepared and distributed by the respective schools of concentration and to familiarize themselves with program, certification, and licensure requirements as presented in these publications. Each student is required to understand and adhere to the prerequisites, criteria, and procedures for field and practicum placements, student teaching and clinical and internship experiences.

Student Code of Conduct

Holy Family expects the conduct of each student in full accord with the University's interests, standards, and ideals. Holy Family's Student Code of Conduct and disciplinary process as described in the *Student Handbook* and on Holy Family's website, *www.holyfamily.edu*, was developed to hold students accountable for their behavior on or off campus. The University reserves the right to dismiss at any time, students whose personal conduct brings discredit to the University. In such cases, the fees due or already paid to the University will be neither remitted nor refunded in whole or in part.

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

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

Code of Ethical/Professional Standards and Conduct

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

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

Academic Integrity

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

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

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

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

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

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

Academic dishonesty in any form is regarded as a breach of honor and integrity, an evasion of personal responsibility, and an attempt to misrepresent progress. Violations of standards will not be tolerated at Holy Family University and will be subject to progressive sanctions including failure of a course and dismissal from the program and University. Sanctions may be appealed.

Grievance Procedures

Academic Disputes and Grade Challenges

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

1. If a student questions a decision or other academic action taken by a faculty member, the first level of appeal is to discuss the matter with the faculty member and provide in writing any additional information which may affect the faculty member’s decision/action. This action is to be taken by the student within five (5) business days from the date of the incident. The faculty member will be expected to respond to the student’s appeal within three (3) business days. Mediation, defined here as discussion with the immediate persons involved with no legal representation, is optional but not required for complaints to be fully processed.
2. If the issue is not resolved to the satisfaction of all parties, the student may submit within three (3) business days a written statement that includes the facts of the case and the proposed solution to the Program Administrator/Department Chair. Within fourteen (14) business days, the Program Administrator/Department Chair will conduct an investigation.
3. All aspects of the student’s complaint and the investigation will be kept confidential to the extent possible with regard to complaint filing, investigation and disposition. The investigation will be conducted in an impartial manner and will include an impartial decision-maker. If the school program designee cannot remain

impartial, he/she will remove him/herself from the proceedings and assign the matter to the appropriate School Dean who will start the time frame from the date at which they received the complaint.

4. Upon completion of the investigation by either the Program Administrator or Department Chair the student will receive within ten (10) business days a written determination which contains the outcome of the complaint and the basis for the decision rendered.
5. The student may appeal the finding of the Program Administrator/Department Chair in writing to the School Dean within five (5) business days. The written appeal will be reviewed in an impartial manner and the Dean will provide a written decision to the student within ten (10) business days from the date on which the appeal was received.
6. The student may appeal the Dean's decision to the Provost & Vice President for Academic Affairs within five (5) business days. The decision will be reviewed in an impartial manner by the Provost & Vice President and a panel representing a balanced cross section of the campus community. The 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 Provost & 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 timeline 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.

General Grievance

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

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

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

- Student initiates General Grievance via email to the Office of the Dean of Students at dos@holyfamily.edu. A response will be provided within three (3) business days.
- A meeting will be scheduled with the reporting student.
- The Office of the Dean of Students will make determination for the appropriate process of which the grievance falls within, if applicable. Examples may include, but are not limited to, Sexual Harassment & Nondiscrimination Policy, Student Code of Conduct, or the Academic Grievance.)
- The Office of the Dean of Students will communicate directly with a reporting student regarding the reported matter. The University reserves the right to limit communication regarding specific outcomes or sanctions.

Section 504/ADA Grievance Procedures

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

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

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

- Disagreements regarding a requested service, accommodation, modification of a University practice or requirement, or denial of a request
- Inaccessibility of a program or activity
- Violation of privacy in the context of a disability

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

Office of Accessibility Services
Philadelphia Campus, Library, First Floor
267-341-3388, accessibilityservices@holyfamily.edu

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

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

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

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

Office of the Dean of Students
Philadelphia Campus, Campus Center, Second Floor
Section 504/ADA Coordinator, Associate Dean of Students
equity@holyfamily.edu

The grievance must be in writing and include the following:

- The grievant name, address, email address and phone number
- The grievant university ID number
- A full description of the situation
- A description of the efforts which have been made to resolve the issue informally, if any
- Any evidentiary items available
- A statement of the requested remedy, e.g. requested accommodation

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

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

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

investigator with information or evidence that the party believes is relevant to his or her grievance. All parties involved will receive a fair and equitable process and be treated with care and respect. The investigator will respect the privacy of all parties.

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

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

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

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

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

Protection of the Individual and Campus Community

Non-Discrimination Statement

Holy Family University seeks to foster an inclusive and healthy educational and work environment based on respect, the dignity of each person and the oneness of the human family. The University prohibits harassment, discrimination, retaliation, and bias incidents in any form, including, but not limited to, those based upon race, color, religion, religious-expression, age, sex, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, military/veteran status, or any other characteristic protected by federal, state or local laws, in the administration of its educational policies, admissions policies, employment policies and practices, financial aid programs, athletic programs, and other school-administered activities and rights and privileges generally accorded or made available to employees and students at the University. Holy Family University is dedicated to ensuring an environment free of discrimination or harassment of any kind, and promotes equal opportunity and inclusion in its employment and education. All University employees, faculty members, students and community members are expected to join with and uphold this commitment to maintaining a positive learning, working, and living environment.

Title IX of the U.S. Education Amendments of 1972 (“Title IX”) is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All Holy Family University faculty, staff, and administrators are responsible for reporting actions that violate the provision of Title IX. Sexual harassment, which includes acts of sexual violence, is a form of sexual discrimination prohibited by Title IX. Under Title IX, discrimination on the basis of sex can also include sexual harassment which is defined as conduct on the basis of sex that satisfies one or more of the following:

- An employee of the College conditioning the provision of education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or
- Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

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

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

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

Family Educational Rights and Privacy Act 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 student's first semester enrolled. 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
Admissions: Undergraduate Admissions Building and Holy Family Hall
Financial Accounts: Office of Student Accounts, Holy Family Hall
Judicial Records: Dean of Students, Residence Life and Student Conduct & Advocacy, Campus Center
Student Aid: Financial Aid, Holy Family Hall
Student Aid* & Admissions: Financial Aid and Admissions, Holy Family Hall
Evaluations:** Experiential Learning Office, Campus Center

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

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

A more complete description of the guidelines prepared for compliance with the act is available in the Registrar's Office 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 Harassment & Nondiscrimination Policy

Holy Family University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, Holy Family University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. Holy Family University values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

Sexual Harassment & Nondiscrimination Policy and applicable Grievance Procedures are available in full for review and download at: **https://www.holyfamily.edu/current-students/student-life/title-ix**

Photography and Videography; Privacy Policy and Releases

Photographs and videos are taken at 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 his or her 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.

Safety and Security Procedures

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

Campus Assessment, Response, Evaluation (CARE) Team

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

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

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

The key functions of the CARE Team include:

- Educate the campus community about behaviors of concern.
- Create a reporting and referral procedure for students of concern.
- Provide support to faculty, staff, administration, and students in assisting individuals who display concerning or disruptive behaviors.
- Serve as the central point of contact for individuals reporting concerning student behavior.
- Accurately assess the risk posed by a report or series of reports.
- Investigate, as necessary, a report to bring all available information to the Team for consideration.
- Create and follow over-arching principles and guidelines in the form of operational protocol to assure that each case is managed wit consistency and effectively.
- Coordinate follow-up and intervention.

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

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

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

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

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

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

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

Academic Life

Office of Orientation & Academic Success

The Office of Orientation & Academic Success is designed to be a space for students to find comfort, locate support resources, address any challenges they experience, and receive helpful coaching through their college experience. The Office offers individual student success appointments and access to Student Success Coaches**.** Students access our Services for coaching in the following areas: time management, assignment tracking, motivation, focus, procrastination, communication assistance, resource referrals, understanding course/assignment directions, and if they just aren't sure where to go or what to do.

Orientation

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

During the first semester, all first-time, full-time students are enrolled in BLUEprint for Student Success program. This program is an interdisciplinary course designed to introduce students to the academic culture, as well as values and expectations of Holy Family University. For this reason, the framework guiding this experience is the Mission and core values of the University. Throughout the first year, students will meet with faculty, staff, and student mentors to engage in co-curricular and extracurricular activities. HFE100 BLUEprint One Prepare is designed to help new students develop personal, academic, and social skills needed to succeed in college and in future endeavors.

Admission to the University

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

Merit scholarships may be awarded to new, full-time incoming undergraduate students in their first undergraduate degree program in our traditional programs based on the student's academic record. For more information about qualifications, contact the Admissions Office at 215-637-3050 or admissions@holyfamily.edu.

Freshmen

Criteria for Admission*

- Proof of graduation from an accredited high school or equivalent
- Completion with satisfactory grades of 16-units of high school work distributed as follows:

English	4 units
History	2 units
Mathematics	3 units
Modern Foreign Language **	2 units
Science	2 units
Electives	3 units

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

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

- Mathematics –Trigonometry
- Nursing–Biology, Chemistry, a science elective, and three units of Social Studies (History)
- Radiologic Science–Science, Math, and Chemistry or Physics
- Science–Biology, Chemistry and Trigonometry.

* *Exceptions to any of these criteria can be made at the discretion of the University authorities.*

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

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

***** Students interested in the Associates Degree in Radiologic Science have additional admission requirements. Please see the academic program page in the catalog for more information.*

Application Process - Freshmen

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

- Submit the application
- Have an official high school transcript sent directly to the University
- Request a letter of recommendation from a teacher, principal, counselor, or an employer *(optional)*

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

Transfer Students

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

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

Application Process – Transfers for Traditional Programs

- A completed application
- An official high school transcript* and official transcripts from all other colleges, universities, and post-secondary schools attended.
- One letter of recommendation, preferably academic or professional. (optional)

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

Application Process – Transfers for Accelerated Programs

- A completed application
- Official transcripts from all colleges, universities, and post-secondary schools attended.
- Writing Sample/Essay
- Copy of RN License (RN to BSN Applicants Only)

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

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

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

Verification of Transcripts: All final, official transcripts must be submitted to HFU directly from the sending institution or a service provider for every degree seeking enrolled student. If the validity of the transcript is questioned, HFU will reach out to the sending institution directly to confirm the transcript received is authentic, official, and an accurate representation of the student's academic credentials.

Special Categories of Admission

International Students – This school is authorized under Federal Law to enroll nonimmigrant alien students. International students seeking to study full-time at Holy Family University must present the credentials and admission forms required of all applicants. All foreign transcripts must be evaluated by World education Services, Inc. (WES - www.wes.org) an official credit evaluation agency, before being admitted. International students must demonstrate strong English proficiency as evidenced by scores from the Test of English as a Foreign Language (TOEFL), SAT I Test, or ACT Test and satisfactory achievement in their preparatory studies. If students have completed prior education in the United States, the English proficiency tests may be waived. In addition, the student must meet all academic responsibilities and must demonstrate financial capability before arriving in the United States. After the Admissions Office receives and reviews all the necessary documents required for acceptance, a letter of acceptance from the Admissions office may 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 5 months prior to the desired start semester.

Part-Time Matriculated Students – The designation part-time matriculated student applies to those degree-seeking traditional and non-traditional students who qualify for official degree candidate status but are enrolled for fewer than 12 credit hours per semester. The application procedures completed by these students are the same as those for full-time students. Those applicants who intend to pursue a degree but have not been formally accepted into a degree program may not complete more than 12 credits part-time before seeking matriculation. To attain matriculated status

(i.e., official acceptance as a degree candidate), the student's academic credential file must be complete and the student must complete an academic review. Non-matriculated students are not eligible for any form of financial aid.

Admission and Classification of Non-Matriculated Undergraduates

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

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

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

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

Readmission to the University

A student who has not enrolled for courses for one year or who has voluntarily withdrawn from the University must apply for readmission in order to continue his or her studies. All transcripts will be evaluated to maximize credit applicability to the academic program. Transcripts from institutions attended during the interim and the application for readmission should be submitted to the Graduate Admissions Office. Credits of those seeking readmission will be evaluated on a case-by-case basis in consultation with the appropriate School Dean where required. Returning students will be accepted into the current academic catalog requirements unless otherwise noted.

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

Academic Forgiveness Policy

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

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

Academic Programs

Bachelor of Arts degree programs include:

- **Art***
  Concentrations in:
  - Studio Art
  - Art Education*
  - Graphic Design
  - Pre-Art Therapy
- **Biochemistry (Former Program)**
- **Biology* (Former Programs)**
  Concentrations in:
  - General Biology
  - Pre-Medicine
  - Pre-Physical Therapy
  - Pre-Physician's Assistant
- **Business Administration**
  - Accounting
  - Applied Computer Science
  - Business Analytics
  - Computer information Systems
  - Cybersecurity Administration
  - Cybersecurity and IT Management
  - Fire Science and Public Safety Administration (transfer only)
  - Healthcare Administration and Management
  - Management-Marketing
  - Sport Marketing Management
- **Criminal Justice**
- **Education**
  Concentrations in:
  - Pre K-4
  - Pre K-4/Special Education
  - Secondary Education
- **English***
- **Fire Science and Public Safety Administration**
- **History***
- **Interdisciplinary Humanities**
- **Mathematics***
- **Neuroscience**
- **Psychology**
- **Religious Studies**

**See Secondary Education options under Teacher Certification*

Associate of Arts degree programs include:

- **Associate of Arts in Early Childhood *Education (AA.ECE)***

Bachelor of Science degree programs include:

- **Biology (with Internship in Clinical Laboratory Science)**
- **Health Promotion and Wellness**
- **Nursing Prelicensure (BSN)**
- **Nursing (RN-BSN Track) Accelerated Program – Accelerated Programs**
- **Radiologic Science (BSRS)**
- **Post-primary non-degree certificate tracks include:**
  - Computed Tomography (CT)
  - Magnetic Resonance (MR)

    - Vascular Interventional (VI)
- **Biochemistry** (New)
- **Biology**
  Concentrations in:
    - General Biology (New)
    - Pre-Medicine (New)
    - Pre-Physical Therapy (New)
    - Pre-Physician's Assistant (New)
    - Medical Laboratory Science

Associate of Science degree programs include:
- **Radiologic Science (ASRS)**

Teacher Certification programs are available for those seeking post-baccalaureate certificate options as well as for those seeking initial degrees. These include:
- **Pre K-4**
- **Pre K-4/Special Education**
- **Secondary Education:**
  - Art (K-12)
  - Biology
  - English
  - History/Social Studies
  - Mathematics

Minors

Students have the option of a minor concentration, either to enhance the major or to serve as another area of complementary study. A minor requires 18 – 24 credits or six courses in a given discipline. Minor concentrations must be developed in consultation with a faculty advisor and approved by the Dean of the School in which the minor is offered. Optimally, the decision to declare a minor concentration should be determined in the Fall semester of the Sophomore year. In a declared minor structured by the University, only six credits may be transferred from another institution.

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

School of Business and Professional Studies offers a minor in Business Administration, Business Analytics, Computer Information Systems, Cybersecurity Administration, Digital Marketing and Management-Marketing.

The School of Education offers a minor in Education.

Special Studies Options

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

Second Degree – Holy Family graduates may be awarded a second degree in a field or concentration different from that of the first degree upon fulfilling the following requirements:
- Completion of all requirements for the first degree.
- Completion of a minimum of 30 additional semester hour credits (post-baccalaureate) in addition to the credits earned in the first degree program.
- Maintenance of a 2.0 GPA (2.75 for Nursing and 3.0 for Education) for the additional credits earned.

- Completion of all other requirements for the second degree, including area of specialization, general education core, comprehensive examination, and/or any special examination(s) such as GREs, NTEs, etc.

Certificate Programs

Holy Family University also offers certificates in vascular interventional (VI), computed tomography (CT), and magnetic resonance (MR) for qualified radiographers. For information, please contact the Radiologic Science Program. Within the School of Arts and Sciences, Holy Family University also offers a post-baccalaureate certificate for Child Life Specialists.

Academic Policies and Procedures

Baccalaureate Degree Requirements

The following are the basic requirements for graduation; in some programs, several of these are modified. The responsibility for meeting all requirements in any concentration rests with the student:

- Completion of at least 120 semester hour credits of academic work; the requirements of certain concentrations or programs may increase the number beyond 120
- Cumulative index or GPA of at least 2.0 (C average); **program requirements vary, see schools for listing of these requirements.**
- Completion of the required courses in the general education core curriculum
- Completion of the specific requirements in the field of concentration with a minimum grade of C in each course; schools reserve the right to exact additional specific requirements. See schools for listing of these requirements
- Attainment of a minimum grade of C in the comprehensive examinations
- Completion of a minimum of 30-45 credits in coursework at the University. (Challenge courses do not constitute coursework completed in this minimum number of credits)
- Payment of all bills and return of all equipment and library materials
- Filing of an online Application for Graduation in Self-Service no later than October 1 for May graduation, June 1 for Summer 1 graduation, August 1 for Summer 3 graduation, and March 1 for December graduation.

Associate of Arts Degree Requirements (AA - ECE)

- Completion of at least 63-semester hour credits of academic work
- Cumulative index or GPA of at least 2.3 (C+ average); program requirements vary
- Completion of the required courses in the general education core
- Completion of the specific requirements in the field of concentration with a minimum cumulative index or GPA of 2.3 and a minimum grade of C+ in each course
- A minimum of 24 Holy Family University credits must be completed to earn the AA degree in Education.
- Payment of all bills and the return of all equipment and library materials
- Filing of an online Application for Graduation in Self-Service no later than February 1 for May graduation, May 1 for Summer 1 graduation, July 1 for Summer 2 graduation, and October 1 for December graduation.

Associate Degree Requirements (ASRS)

- Completion of at least 78-semester hour credits of academic work
- Cumulative index or GPA of at least 2.3 (C+ average); program requirements vary
- Completion of the required courses in the general education core
- Completion of the specific requirements in the field of concentration with a minimum cumulative index or GPA of 2.3 and a minimum grade of C+ in each course
- A minimum of 28 Holy Family University credits must be completed to earn the ASRS degree.
- Payment of all bills and the return of all equipment and library materials
- Filing of an online Application for Graduation in Self-Service no later than October 1 for May graduation, June 1 for Summer 1 graduation, August 1 for Summer 3 graduation, and March 1 for December graduation.

** RT to ASRS students already holding ARRT certification should refer to the RT to ASRS Policy found in the Academic Programs section, under Radiologic Science.*

Transfer and Advanced Placement Credit

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

posted to the student's record after matriculation. Transfer credits will not be accepted for any course completed at Holy Family University and subsequently repeated at another University.

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

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

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

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

Official International Baccalaureate transcripts should be directed to:

Registrar's Office – HFH 216
Holy Family University
9801 Frankford Avenue
Philadelphia, PA 19114-2009

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

Credit for Non-Traditional Learning

Holy Family University recognizes and awards up to 30 credits for each or any combination of the following non-traditional programs. These credits are included in the maximum number of 75-90 credits eligible for transfer toward degree completion.

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

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

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

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

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

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

Credit for Experiential Learning

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

Credit for Study Abroad

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

Credit for Off-Campus Studies

Coursework may be taken at other accredited two or four-year institutions by students matriculated and in good academic standing at Holy Family University. This coursework will not be accepted for credit unless the student has obtained advance written approval from the School Dean (courses in the area of concentration only) and the Dean of the School of Arts and Sciences (courses in the general education core and/or offered by the School of Arts and Sciences). Students must use the Credit For Off-Campus Studies for Matriculated Students Form prior to enrolling in the course. Credit is transferred only for a minimum grade of C or better. Grades obtained at other colleges or universities are not included in calculations of the cumulative grade point average. Students may take no more than 16 credits during the summer terms only at other accredited two or four-year institutions.

Online Consortium of Independent Colleges and Universities (OCICU)

Students with a cumulative grade point average of 3.0 may, when necessary, request permission to take an online course through OCICU. Courses taken through OCICU count as Holy Family credit and the earned grades are calculated into the semester and cumulative grade point averages. In some instances, the institution offering the

course utilizes a grade scheme different than that of Holy Family University. In these instances, the Registrar will assign the grade to the course that most closely adheres to the Holy Family University undergraduate grade scheme. Students begin the approval process with their academic advisor and must have the permission of the Dean of the school in which the course is offered and the Dean of the school of their major. Students enrolled in OCICU courses agree to abide by the course dates of the offering institutions.

Partnership with Rize Education

Certain courses within the School of Business and Technology as well as within the Nutrition major in the School of Nursing and Health Sciences and some general education courses are offered through a partnership with Rize Education and are noted as such in the course descriptions. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Classification of Students

Matriculated Students

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

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

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

Freshmen – Students who have met all admission requirements and who have completed fewer than 30 semester credits of University work.

Sophomores – Students who, at the beginning of any semester, have completed at least 30 but fewer than 59 semester credits of University work.

Juniors – Students, who at the beginning of any semester, have completed at least 60 but fewer than 89 semester credits of University work.

Seniors – Students who, at the beginning of any semester, have completed at least 90 semester credits of University work.

Non-Matriculated Students

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

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

Graduation Requirements
Please see related section on degree requirements.

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

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

Application for Graduation
Students should review their eligibility for graduation by checking their progress in Student Planning. Students registered for or in progress of their final credits and/or Comprehensive Examination are to apply for graduation online by completing the Application for Graduation located in Self-Service according to the following deadlines: February 1 for February, March, and May graduation, June 1 for June graduation, July 1 for July graduation, August 1 for August graduation, and October 1 for October and December graduation. Upon receipt of the completed Application for Graduation, the University undertakes a review of the degree candidate's file ensuring that all degree requirements will be met. The University will communicate degree eligibility status or any issues with the student via Holy Family email.

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

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

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

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

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

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

Academic Honors and Awards

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

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

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

Sister Neomisia Award
Presented at Commencement by Holy Family University, the Sister Neomisia Award honors a graduating student who best exemplifies the mission and core values of Holy Family University. It is named in honor of the University's founder and first president, Sister M. Neomisia Rutkowska, CSFN, Ph.D., H '64.

Alumni Senior Award
Presented at Commencement by the Holy Family University Alumni Association, the Alumni Senior Award honors a graduating student who best represents the Holy Family University student body through his or her campus involvement, community service on behalf of the University, life experience, and academic achievements.

Honor Societies

Alpha Alpha Alpha – Alpha Alpha Alpha (Tri-Alpha) is an established honor society for first-generation college students. First-generation college students are the first in their families to go to college meaning neither of the student's parents, step-parents, nor legal guardians, completed a bachelor's degree. Candidates must achieved an overall undergraduate GPA of at least 3.2 on a 4.0 scale and earned at least 30 credit/semester hours towards an associate's degree or baccalaureate degree.

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

Alpha Epsilon Delta - A National Health Preprofessional Honor Society dedicated to the encouragement and recognition of excellence in preprofessional health scholarship. Candidates must complete at least 3 semesters of health preprofessional studies work with an overall cumulative GPA of 3.2 as well as a cumulative GPA of 3.2 in the sciences including biology, chemistry, physics, and mathematics.

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

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

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

Delta Mu Delta - Delta Mu Delta is an international business honor society accepting top business students as members, faculty and business leaders. The eligibility criteria for Holy Family University's chapter, the Mu Gamma

Chapter, are that undergraduate students have a minimum 3.5 GPA and have a standing in the top 20% of their class, graduate students have a minimum 3.6 GPA and have a standing in the upper 20% percent of their class. The list of students is then presented to the fulltime faculty for final approval. Delta Mu Delta Honor Society has two primary purposes: to promote higher scholarship in business education and to recognize and reward scholastic achievement of business students. As the highest recognition a business student can earn, it is appropriate and beneficial to include Delta Mu Delta membership on one's resume. The honor society currently accepts traditional business program students

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

Those students who exemplify worthy educational ideals and demonstrate evidence of leadership abilities in Education are invited to apply for admittance to the Holy Family School of Education Chapter of Kappa Delta Pi, Upsilon Omicron.

Kappa Delta Pi's motto of knowledge, duty, and power reflect the chapter's commitment to educational excellence and service and responsibility inherent in the teaching profession.

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

Kappa Omicon Nu, Nu Alpha Tau Chapter – The collegiate honor society serving students in the human sciences. The mission is to promote empowered leaders through excellence in scholarship, leadership, and research in the human sciences. Kappa Omicron Nu's mission is to provide lifelong opportunities for professional and personal growth through networking, education, and service. Eligible candidates must have declared a major in the human sciences. Undergraduates must complete 45 semester hours in their chosen major; and graduates must have completed 12 semester hours of graduate work. Students must have a GPA of at least 3.5. Induction is held once a year during the spring semester.

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

Lambda Nu – A national honor society for the Radiologic and Imaging Sciences. The objectives are to foster academic scholarship at the highest academic levels, promote research and investigation in the Radiologic and Imaging Sciences, and recognize exemplary scholarship. Eligible candidates must have completed at least one half of the radiologic science curriculum with a minimum cumulative and concentration GPA of 3.3. Additionally, candidates must participate in a minimum of one of the chapter's service projects. Moderator/faculty support is required to run for an officer position. Induction is held once per year during the Spring semester.

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

Psi Chi – As the international honor society in psychology, Psi Chi fulfills two major goals: the advancement of science of psychology and the encouragement if its members to scholarly pursuits in psychology and allied fields. An invitation for induction into Holy Family University's Chapter is extended to those Junior and Senior undergraduates who are either majoring in psychology or neuroscience, or who have declared psychology (or a closely related discipline) as their minor. Eligible students invited for membership will have completed a minimum of 12 credits in

psychology courses taken at the University. Additionally, eligible students will have a cumulative GPA of at least 3.0 and a GPA of at least 3.5 in all psychology courses taken at Holy Family University.

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

Sigma Tau Delta – Sigma Tau Delta, the International English Honor Society, is represented on campus by the Alpha Omega Pi Chapter. The Society strives to: confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies; provide, through its local chapters, cultural stimulation on college campuses and promote interest in literature and the English language in surrounding communities; foster all aspects of the discipline of English, including literature, language, and writing; promote exemplary character and good fellowship among its members; exhibit high standards of academic excellence; and serve society by fostering literacy.

Tau Sigma - Tau Sigma is a national, academic honor society for transfer students. Tau Sigma recognizes the academic achievement of the most outstanding transfers nationwide and, in the process, helps universities better serve their transfer population. Candidates must earn at least a 3.5 GPA during their first semester at Holy Family University in order to qualify for membership.

First-time, Full-time Students

Academic Advising

Holy Family University offers comprehensive academic advising designed to meet the needs of diverse cohorts of students.

1. The Office of Undergraduate Holistic Academic Advising (UHAA), is staffed by professional academic advisors trained in holistic advising, serving the following student cohorts,
    - Incoming First-year and Transfer students through their Sophomore year
    - Undeclared students enrolled in the Design Your Future program
    - Diocesan Scholar students
    - Non-matriculated students upon request
    - Students changing majors and/or need support regarding academic policies and procedures
2. Faculty Advisors - Upon reaching Junior year, full-time and part-time students enrolled in degree programs are paired with a Faculty Advisor within their respective Schools and programs.
3. Co-Advising – Students in certain programs, such as Biology Pre-Medicine (Fall semester of Sophomore year), Medical Laboratory Science (Spring semester of Freshman year), and Radiologic Science (AS.RS, Fall semester of Sophomore year), have both a Professional Academic Advisor and a Faculty Advisor. Students in these programs must meet with both advisors before registration to ensure alignment with requirements for medical school and/or clinical placement.

Academic Support

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

Course Enrollment Information

Academic Calendar – The regular academic year is composed of two semesters, Fall and Spring, which are 15 weeks each. In addition, three Summer sessions are available to Holy Family students, to all other qualified applicants seeking to accelerate or supplement their programs in other colleges and universities, and to professional men and women seeking refresher or enrichment courses. Designed to fit between the fall and spring semesters, Winterim offers a series of undergraduate and graduate courses in a manner consistent with the Pennsylvania Department of Education requirement of 42 hours of instructional time for a typical three-credit course.

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

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

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

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

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

Registration

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

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

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

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

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

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

- Grades received in courses taken through the SEPCHE cross registration are calculated in the home campus grade point average
- Credits earned count toward graduation requirements at the home institution
- Substitution of courses taken through cross registration for required courses in the major (or minor) requires special approval by the major (or minor) division or department. A student may not complete all coursework for a major at a host institution unless there is a special agreement between two or more institutions
- The Registrar of each institution will keep a record of the number of students cross-registered each semester and the number of units or credits taken each semester and will report those numbers to the SEPCHE office by November 1 and April 1 each year
- No tuition or fees will be charged by host institutions, except for special or extra fees that are part of courses taken, such as lab fees. The student is responsible for these fees and the home institution will take responsibility for their collection
- The cross-registration program functions only during Fall and Spring semesters
- Cross registration is not available for accelerated or weekend courses, independent study, tutorials, internships, practicum field experience, student teaching experiences, private music lessons, or graduate students
- Authorization to drop or add a course adheres to the deadlines of the host institution. Students may enroll after deadlines without penalty at their home or other SEPCHE institutions if a course they are enrolled in is canceled
- Students are responsible for transportation to and from the host campus and for adjusting to differences in academic schedules and calendars to obtain campus identification and parking permits. There will be no additional parking charge for SEPCHE students parking on the host campus.

Attendance

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

Students are also expected to meet their usual class responsibilities set by the University calendar for the beginning of a vacation period. They may not extend their vacation beyond the date assigned for return to University without the approval of the School Dean in the area of concentration.

Enrollment Adjustments

Drop/Add Adjustments – These registration adjustments, as well as changing from one section of a course to another section of the same course, may be made only with the approval of the Registrar and the authorization of faculty or academic advisors and must be in writing. Drop/add adjustments will not be made after the date specified in the academic calendar. Students are personally responsible to initiate and complete drop/add adjustments. Once enrolled in a course, those students who never attend classes but do not complete the drop process will be

administratively withdrawn from the course. This action may jeopardize academic standing and financial aid status. After the published drop/add period ends, students may still change their enrollment in a course as described in the following sections (late drop/withdrawal).

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

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

Withdrawal from the University – Degree seeking students are expected to maintain continuous enrollment. If necessary, a student may withdraw from the University. Requests must be submitted to the Registrar in writing for approval. The Withdrawal Form can be found on the Registrar's Office webpage. Officially withdrawn students who return to the University at a later date must reapply under the catalog that is current at the time of readmission. (Please see *Readmission to the University*.)

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

Leave of Absence from the University - a student may take a Leave of Absence by completing the Leave of Absence form on the Registrar's Office webpage. Leave of Absences are not to extend beyond one academic year from initial request. Students on a leave of absence beyond one full academic year must reapply to the University under the current academic catalog of time of readmission. (Please see *Readmission to the University).*

Course Grades

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

Students are required to take final examinations at the time they are officially scheduled; failure to do so may result in an Incomplete (I) grade in the course. The student is responsible for having the I grade changed within the allotted time (one month from the last examination date), after which time it becomes an F grade or the alternate grade if one has been provided by faculty. Anticipated or deferred examinations are given only when a student has circumstances necessitating schedule adjustment and must have the approval of the instructor and the appropriate School Dean. Deferred examinations are scheduled through the School Dean or designee of the respective School so that all course requirements are completed within the given semester.

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

Grading Policy

Grade	Grade Equivalent	Points per Credit	
A	(94-100)	4.0	Outstanding; mastery of the subject
A-	(90-93)	3.7	
B+	(87-89)	3.3	Superior; above-average mastery of the subject
B	(83-86)	3.0	
B-	(80-82)	2.7	
C+	(77-79)	2.3	Average; satisfactory mastery of the subject
C	(70-76)	2.0	
D+	(65-69)	1.5	Passing; showing deficiency in ability or industry; not transferable; not acceptable in major area of study
D	(60-64)	1.0	Not acceptable in major area of study
F	(59 and below)	0	Failure; credit can be earned only by repeating the course
M	Missing Grade	0	Temporary grade assigned when grades have not been submitted
NG	No grade	0	
P	Pass	0	
I	Incomplete	0	If not removed within one month of the examination date, it automatically becomes a failure
W	Authorized	0	Needs a late-drop form from the Registrar's office. Must be within time allowed
AU	Audit	0	Carries no credit

Students are required to earn a minimum grade of C in all courses taken in the major field of study. Any course for which the student receives a grade of F, D, or D+ may be repeated only once.
Students in nursing and education majors should reference program handbooks for specific policies related to their individual programs.

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

Incomplete Grade Policy

Holy Family University students are expected to complete all courses during a given academic semester in which the course was taken. However, if for reasons outside of a student's control, a student may request an Incomplete grade (I) from the course instructor to complete the coursework within 30 days for undergraduate following the guidelines:

- An incomplete grade is only to be used for emergencies or unforeseen circumstances in a student's life.
- The student has completed most of the required coursework (which should be between 80-90% of the course, depending on the level and content of the course) and has a reasonable likelihood of completing the course successfully. The Canvas course gradebook must reflect a grade for missing or incomplete assignments.
- The student is expected to complete all required classwork for the course.

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

Procedure
A request for an Incomplete grade must be made by the student to the instructor before the last class period and before the final examination or the last day of class for a course that meets asynchronously. The instructor retains the right to make the final decision on granting a student's request for an Incomplete grade providing the student meets the provisions above. If approved by the instructor, the student and instructor must complete an Incomplete Grade Agreement form and seek approval from the School Dean. When the form is completed, an instructor will submit the "I" letter grade as the final grade at the end of the semester. This "I" letter grade will convert to an "F" letter grade if no work is completed after 30 days for undergraduate. A change of grade form will need to be completed and submitted to the Registrar if all required work is completed and a letter grade is issued.

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

Repeat Grade Policy

Undergraduate students are required to earn a minimum grade of C in all courses taken in their major field of study. Any course for which the student receives a grade of F, D, D+, or W may be repeated only once. Students are responsible for determining any academic or financial implications for repeating a course by contacting the Financial Aid Office and either their professional advisor or faculty advisor.

If a student needs to repeat an undergraduate course due to not meeting the minimum grade requirements, the student must meet with the Executive Director for Retention and Persistence. In the meeting, the Executive Director for Retention and Persistence will develop an individualized success plan, recommend support services for the student to thrive within the course, and finalize registration for the course. ***Students in nursing, education, and radiologic science majors should reference program handbooks for specific policies related to their individual programs. Students are permitted to withdraw failing and repeat only one nursing course while in the BSN Program. Students in the ASRS and BSRS programs must earn a grade of C+ in all concentration courses. Students are not permitted to repeat a Radiologic Science course in the ASRS program. Students in the BSRS program are permitted to repeat one Radiologic Science course.***

When a course is repeated, the credits earned count only once for purposes of satisfying degree requirements and for purposes of calculating the student's GPA. When a course is repeated, the grade counted in calculating the GPA is the grade earned the second time, even if that grade is lower than the grade earned the first time. All courses taken and all grades earned will appear on the student's transcript. When a course has been repeated, the first grade appears on the transcript with a symbol noting it has been replaced by the later grade in the computation of the GPA. Transfer credit will not be awarded for any course previously taken at Holy Family University that is repeated off-campus.

Federal regulations do not allow repeated courses when evaluating eligibility for federal aid, except for failed courses and one repeat of a passed course. Students repeating a course that will not be counted for aid eligibility must make sure that they are registered for enough additional credits (without counting the repeated course) to be enrolled at least full-time (twelve credits) if they are normally full-time, or half-time (at least six credits) if they are normally half-time.

Academic Standing

The academic standing of all full time students is reviewed at the end of all semesters for those who have attempted at least twelve credit hours within a reporting term. Students will be notified of any academic deficiency by the Office of the Vice President for Academic Affairs.

The categories of academic standing are as follows: Good Academic Standing, Academic Warning, Probation, and Academic Dismissal.

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

Academic Warning

Academic Warning applies to those students whose cumulative GPA remains above the 2.0 grade required to maintain good academic standing, but the current term GPA has fallen below the 2.0 academic average. Any student on warning status will be required to follow-up with Faculty Advisor regarding future course selections as well as meet with the Executive Director for Retention and Persistence to develop an individualized success plan which will be shared with their Faculty Advisor. An ideal action plan will include, but is not limited to workshops, use of Tiger Tutoring, and/or periodic check-ins with either a success coach or the Executive Director.

Probation

Students whose cumulative average falls below the required GPA of 2.0 are placed on probation. Probation serves as a serious warning to all concerned that the student's academic work is unsatisfactory, and that definite improvement is necessary if they are to continue in college. All academic probation students must arrange for a conference with their academic advisor before course registration and meet with the Executive Director for Retention and Persistence to assist the student in developing an individualized success plan which will be shared with the Faculty Advisor. Students on probation may enroll in summer or winterim courses; however, academic standing for the purpose of probation will only be determined at the conclusion of fall and spring semesters. Any student on probation must raise the cumulative GPA within the equivalent of two full semesters or face academic dismissal. Probation may also affect financial aid. For more details, see the *Financial Aid* section of this catalog.

[*Policy stated for organization and athletic participation*] - *Student organizations and student leadership opportunities expect a 2.0 GPA or above for participation. While it is the expectation that a student in any organization makes every effort to achieve a 2.0 or above, organization advisors may reconsider continued participation by a student on academic probation, and that participation is at the sole discretion of the organization advisor. A student below 2.0 GPA is typically prohibited from serving in an executive leadership role for the organization.*

Dismissal

Continued failure to maintain a minimum average of C results in dismissal from the University. Generally, students dismissed for academic reasons are asked not to return to the University unless a substantial improvement in academic performance and a more mature approach to the responsibilities of college life are demonstrated. Students who have been dismissed and believe extenuating circumstances affected their academic performance may submit a formal letter of appeal and supporting documentation to the Vice President for Academic Affairs. In order to be considered, letters of appeal must be received within eight business days of the date that appears on the dismissal notification. Students requesting readmission after two years must complete an application for readmission. This application can be found on the Holy Family University website.

Students in the School of Arts and Science, School of Education and the School of Nursing and Health Sciences are directed to review specific program requirements concerning continuation and academic standing for programs as they may vary from this policy. Details about those program requirements can be found in this catalog and in relevant handbooks published by the schools.

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

Final Grades and Transcripts

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

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

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

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

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

Academic Programs

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

General Education

Holy Family University Curriculum

The curriculum at Holy Family University is divided into two sections, General Education Requirements and Programs of Specialization or Concentration (majors).

General Education is aligned with the liberal education approach to learning. It is the only part of a university undergraduate curriculum that is shared by all students. It provides a basis for developing essential learning outcomes and ensures that students acquire breadth of knowledge.

Each student will also self-select a **Program of Specialization or Major**. It is to the advantage of the student to decide upon a field of specialization early in their academic career. If a student is unsure of their preferred major, they can use their General Education requirements as a means of narrowing in on a field of study.

To qualify for participation within a particular concentration, a student must be in good standing, i.e., have attained at least a cumulative index GPA of 2.0 or higher depending on the area of specialization. It is the policy of some schools to review the student's scores on tests in order to determine the levels of competencies before accepting the student into their programs.

A student may change their major area of study. Formal requests for a change of major are initiated by filing a form on the Registrar's Office website. The student must be in good standing and must meet all the requirements for the new major before such a request may be honored.

Minors

Currently, disciplines in the School of Arts and Sciences and the School of Business and Professional Studies offer students an option to declare a minor area of study. Students are encouraged to declare a minor early in order to plan appropriate course offerings. To facilitate this, a student should consult their professional or academic advisor or the School Dean from which the minor is offered for direction in choosing and scheduling a minor concentration. The choices of available minors are described within the respective schools.

General Education Curriculum

Built upon the Holy Family University's six Core Values (Family, Integrity, Vision, Service & Responsibility, Respect, and Learning), The Holy Family Experience will help students develop proficiency in 36 transferable skills. Each value will include six relevant skills that students will have an opportunity to develop.

Below is the updated Values and Skills:

1. As a core value, **Family** involves recognizing the importance of relationships and connections in one's life. It involves fostering strong bonds, open communication, patience, and a sense of unity.
    a. **Collaboration** is the ability of two or more individuals working together to achieve a goal.
    b. **Interpersonal Communication** is the ability to effectively exchange information, thoughts, feelings, and ideas with others in a way that builds and maintains positive relationships.

c. **Conflict Resolution** is the ability to address and resolve disagreements or disputes between individuals or groups in a constructive and positive manner.
d. **Listening** is the ability to actively and attentively receive, interpret, and understand verbal and nonverbal messages from others.
e. **Patience** is the ability to remain calm and composed in the face of challenges, delays, or difficult situations, without becoming frustrated or anxious.
f. **Adaptability** is the ability to adjust, learn, and thrive in changing conditions, environments, or circumstances.

2. **Integrity**, as a core value, encompasses the adherence to moral and ethical principles, honesty, and consistency in actions. It involves living in accordance with one's deeply held beliefs, even when faced with temptations or challenges that may compromise them.
    a. **Honesty** is the ability to be truthful, transparent, and sincere in one's words and actions.
    b. **Humility** is the ability to maintain an open and modest attitude, acknowledging one's limitations, and being receptive to feedback and other's perspectives.
    c. **Ethical Reasoning** is the ability to analyze and evaluate situations, dilemmas, or decisions from an ethical perspective
    d. **Courage** is the ability to confront fear, take calculated risks, and persevere in the face of adversity.
    e. **Resilience** is the ability to bounce back from setbacks, adapt to change, and withstand challenges while maintaining a positive and proactive mindset.
    f. **Self Awareness** is the ability to consciously and objectively understand oneself, including one's thoughts, emotions, strengths, weaknesses, motivations, and value.

3. The core value of **Vision** refers to the ability to conceptualize and pursue long-term aspirations with clarity and purpose. It involves having a clear understanding of one's goals and a strategic plan for achieving them, often extending beyond immediate circumstances to encompass broader, future-oriented perspectives.
    a. **Problem Solving** is the ability to analyze, evaluate, and find effective solutions to challenges or complex situations.
    b. **Creativity** is the ability to generate innovative ideas, think divergently, and approach problems or tasks in original and unconventional ways.
    c. **Persistence** is the ability to remain committed to a goal despite facing obstacles, challenges, setbacks, or repeated failures.
    d. **Resourcefulness** is the ability to effectively and creatively find solutions to problems, make the most of available resources, and adapt to changing situations.
    e. **Decision-Making** is the ability to analyze information, weigh options, and choose a course of action among alternatives.
    f. **Agency** is the ability to take charge of one's own actions and shape one's own outcomes.

4. **Service and Responsibility**, as a core value, calls for the acknowledgment of and dedication to contributing positively to the well-being of others and the community at large. It involves taking ownership of one's choices and behaviors, striving to meet obligations to God, self, others.
    a. **Accountability** is the ability to effectively manage one's responsibilities, acknowledge mistakes, and follow through on commitments.
    b. **Discipline** is the ability to regulate one's actions, adhere to routines, and stay committed to goals despite challenges or distractions.
    c. **Compassion** is the intentional behaviors and actions aimed at contributing to the well-being of others, fostering positive relationships, and creating a supportive community.
    d. **Time Management** is the ability to effectively plan, organize, and prioritize tasks and activities to make the most efficient use of time.
    e. **Organization** is the ability to effectively structure, arrange, and manage tasks, resources, and information in a systematic and orderly manner.
    f. **Advocacy** is the ability to effectively and passionately support or champion a cause, idea, or group of people.
5. **Respect,** as a core value, embodies a deep appreciation and consideration for the inherent worth, dignity, and rights of all individuals, regardless of differences in background, beliefs, or perspectives. It involves treating others with courtesy, kindness, and fairness, and valuing their autonomy, opinions, and perspectives.
    a. **Openness** is the ability to be receptive to new ideas, diverse perspectives, and constructive feedback.
    b. **Empathy** is the ability to actively engage with others, demonstrate sensitivity to their emotions, and respond with understanding and compassion.

c. **Compromise** is the ability to find mutually acceptable solutions in situations where there are conflicting interests, opinions, or goals.
d. **Etiquette** is the ability to understand and apply socially accepted behaviors and manners in various situations, fostering positive interactions and relationships.
e. **Cultural Sensitivity** is the ability to understand and respect the diverse beliefs, values, and customs of different cultures.
f. **Professional Communication** is the ability to convey information clearly, concisely, and appropriately in various professional settings.

6. As a core value, **Learning** encompasses a lifelong commitment to acquiring knowledge, skills, and experiences that foster personal growth and development. It involves an inherent curiosity to new ideas, perspectives, and opportunities for intellectual enrichment.
   a. **Critical Thinking** is the ability to analyze, evaluate, and interpret information objectively.
   b. **Curiosity** is the inclination to seek knowledge, explore new ideas, and ask questions.
   c. **Self Reflection** is the ability to introspectively examine one's thoughts, actions, and experiences.
   d. **Study Skills** is the ability to use the techniques that enable one to effectively acquire, retain, and apply knowledge, including note-taking, test-taking, and memorization strategies.
   e. **Technological Literacy** is the ability to understand, use, and evaluate technology effectively.
   f. **Information Literacy** is the ability to locate, evaluate, and effectively use information from various sources.

Four Tier Model

The new Holy Family University General Education Program (45 credits) has been designed using a four-tier model which aligns with the goals listed above.

Tier One: Foundations

The goal of Tier One is to provide students with the foundational knowledge, skills, and values necessary for academic success and employability. There are 18 required credits in Tier One.

Tier One requirements include:

- Three one-credit courses in the BLUEprint program (see description below).
- One three-credit writing course - ENGL 101: Writing I
- One three-credit speech course - ENGL 115: Public Speaking
- One three-credit Religious Studies Course (RELS 104, 105, 106, 108, or 210)
- One three-credit Philosophy Course (PHIL 101, 212, 218, or 301)
- One three-credit Lab Science Courses (BIOL 104, BIOL 112, BIOL 113, ENVS 101, BIOL 115, or PHYS 104)

Tier Two: Breadth

The goal of Tier Two is to offer students a sufficient scope of academic courses in order to allow them to explore new areas of intellectual experience. Tier Two is meant to increase flexibility and student choice, therefore building student agency and self-directed learning.

Students can self-select any five Tier Two courses (15 credits). In order to help increase the breadth of academic experience, students may only take two courses within a given discipline.

Tier Three: Integration

In Tier Three students will choose nine credits (9 credits) from a number of courses and course modalities. Within this tier there are three types of courses: interdisciplinary, community integration, and national and international travel courses.

> **Interdisciplinary Courses**: The Tier Three Interdisciplinary Courses are designed to generate an understanding of themes and ideas that cut across disciplines and increase the connections among different disciplines and their relationship to the world at large. The emphasis here is on process and meaning-making rather than on the final product. They may be individually or team-taught.

Community Integration Courses: In the Community Integration Courses, students not only learn and discuss relevant concepts in class, but also experience and apply them in real world situations through community engagement experiences -- offering direct service, attending events, exploring social issues, etc. These courses provide opportunities to reflect on course concepts and engagement experiences in order to learn how to advance their knowledge and practice of these concepts beyond the classroom. The Tier Three Community Integration Courses are 1.5 credit or 3 credit, weekend-intensive, hybrid courses that require 17.5 contact hours.

National and International Travel Courses: Travel courses in and outside the country are another opportunity for integrative learning. These courses can be weekend intensive or week-long travel experiences paired with academic preparation and relevant content knowledge.

Tier Four: Synthesis

Tier Four is composed of one three-credit course (3 credits), HFEX 400: Interdisciplinary Core Seminar. HFEX 400 is the General Education Capstone course and it helps students integrate their professional and formative knowledge in order to springboard their lifelong responsibility toward God, Society, and Self. Its purpose is to provide students the opportunity to integrate fully the knowledge gained in their General Education Curriculum courses with that of the courses required for their major (and minor), and their life experiences thus far.

HFEX 400: Interdisciplinary Core Seminar is a three credit seminar style course with a revolving, values-based topic. Readings and other course content from many disciplines are incorporated. Students enrolling in this course must be of Junior or Senior standing. Students should have completed all of their other General Education requirements before taking HFEX 400.

Contact Information
Jenai Grigg, PhD, Assistant Dean of General Education

BLUEprint for Student Success

Overview: BLUEprint for Student Success is a plan designed to promote student's intellectual, social, spiritual, and personal development with the knowledge, dispositions, and skills needed to thrive at Holy Family and in life after college.

Vision: The 3-Year BLUEprint for Student Success enables students to embody Holy Family University's Core Values of Respect, Integrity, Service, Responsibility, Learning, and Vision as principles for continued success beyond the college years.

Mission: The 3-Year BLUEprint for Student Success' mission empowers students to be intentional in their educational journey. Students participate in activities that heighten their sense of belonging, enhance academic success, promote overall wellness, engage with faculty/staff/administrators and the external community through conversations and resource opportunities at pivotal moments through the lifecycle of the student.

Course Goals:

1st Year Course Goal Transition successfully into university life at Holy Family University.	**2nd Year Course Goal** Persist with determination on the path to degree completion.	**3rd Year Course Goal** Navigate with confidence senior year and life after degree completion.
Student Learning Outcomes **Students will,** 1. Identify the skills and knowledge needed to be college-level learners. 2. Select and utilize appropriate HFU resources, policies & procedures.	**Student Learning Outcomes** **Students will,** 1. Analyze metacognition to improve the process of learning and its associated outcomes. 2. Evaluate optimal learning opportunities within and beyond the HFU community. 3. Demonstrate student/facilitator engagement and problem solving.	**Student Learning Outcomes** **Students will,** **1.** Describe the criteria for a viable personal financial plan. 2. Evaluate post-BA employment and/or graduate school options. 3. Demonstrate student/facilitator engagement as part of future planning. 4. Apply critical thinking skills required for designing the Capstone Portfolio.

3. Demonstrate the ability to listen and engage respectfully with others. 4. Examine HFU's Mission & Core Values and how they shape meaning and behavior. 5. Analyze the impact of diversity, equity, and inclusion within the HFU Community 6. Evaluate the core skills required for critical thinking within the General Education Program. 7. Access information efficiently and effectively through technology. 8. Develop an artifact that demonstrates a carefully constructed reflection on the course learning outcomes.	4. Examine how HFU's mission and values support diversity, equity, and inclusion. 5. Apply critical thinking and planning skills to clarify major and career goals. 6. Evaluate the academic and mental health efficacy of 'Mindfulness' & a 'Growth Mindset' 7. Evaluate technological resources as a means of supporting goals and aspirations. 8. Develop an artifact that demonstrates a carefully constructed reflection on the course learning outcomes related to overcoming challenges.	5. Examine how the mission and values of HFU fosters continued lifelong transformation. 6. Establish what it means to commit to diversity, equity, and inclusion. 7. Provide evidence of technology's influences on culture, society, and the environment. 8. Develop an artifact that demonstrates a carefully constructed reflection on the course learning outcomes related to senior year and life after graduation.

Honors Program

Qualified students are invited to apply to the honors program after they are accepted to the University. Honors students have the opportunity to take honors courses, which are seminar-style courses designed to foster independent thinking and to allow discussion, exploration, and in-depth intellectual inquiry. All honors courses also fulfill core curriculum requirements. Students in the honors program must pass 8 honors courses, totaling 24 credits, with a minimum grade of C in each course. Students can receive honors credit for passing equivalent AP exams or dual enrollment courses; all honors students must take ENGL 103HNR, unless they receive AP or transfer credit, and HFEX 400HNR. Starting in the spring of sophomore year, honors students develop an independent research project with a faculty mentor, which they present at the Scholars' Conference at Holy Family University during the spring semester of junior year. Honors students must achieve a final overall GPA of 3.25 to graduate as members of the honors program. Honors students additionally have the opportunity to pursue independent research and scholarship, participate in service-learning activities, register early for classes, get involved in campus academic and social events, and attend cultural events in Philadelphia. By distinguishing themselves as Honors Program graduates, students set themselves apart from other applicants for jobs, professional training, and graduate schools.

Honors courses currently offered include:

Tier 1
BIOL 120HNR Honors Biological Principles I
ENGL 103HNR Honors Writing I
ENGL 115HNR Honors Public Speaking
PHIL 101HNR Honors Philosophy and the Good Life
RELS 104HNR Honors World Religions
RELS 105HNR Honors Intro to Four Gospels
RELS 210HNR Honors Jesus the Christ

Tier 2
HIST 108HNR Honors Gladiators, Gods, Greeks-Ancient History
HIST 204HNR Honors Conflict & Conquest: America 1820-1920
MATH 109HNR Honors Financial Literacy
MATH 150HNR Honors College Algebra and Trig

PSYC 110HNR Honors Intro Psychology

Tier 3
HFEX 310HNR Honors Interdisciplinary Humanities Research

Tier 4
HFEX 400HNR Honors Interdisciplinary Core Seminar

Programs of Specialization or Concentration*

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

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

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

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

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

Honors courses currently offered include:

BIOL 120 HNR	Honors Biological Principles I
BIOL 121 HNR	Honors Biological Principles II
ENGL 103 HNR	Honors Writing I
ENGL 104 HNR	Honors Writing II
ENGL 115 HNR	Honors Public Speaking
FEXP 100 HNR	Honors First Year College Success
HFEX 400 HNR	Honors Interdisciplinary Core Seminar
HIST 108 HNR	Honors Gladiators, Gods, Creeks ‐ Ancient History
HIST 204 HNR	Honors Conflicts & Conquests: American 1820- 1920
MATH 109 HNR	Honors Financial Literacy
MATH 150 HNR	Honors College Algebra and Trigonometry
PHIL 103 HNR	Honors Intro to Philosophy
PHIL 101 HNR	Honors Philosophy of the Good Life
PSYC 110 HNR	Honors Introduction to Psychology
RELS 104 HNR	Honors World Religions
RELS 105 HNR	Honors Introduction to the Four Gospels
RELS 210 HNR	Honors Jesus the Christ

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

Minors - Currently, disciplines in the School of Arts and Sciences and the School of Business and Professional Studies offer students an option to declare a minor. Students should declare a minor early in the Sophomore year in order to plan appropriate course offerings. To facilitate this, a student should consult his/her faculty advisor or the

School Dean from which the minor is offered for direction in choosing and scheduling a minor concentration. The choices of available minors are described within the respective schools.

Interdisciplinary Programs

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

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

Pre-Professional Programs

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

Students participating in pre-professional programs benefit from focused advising offered through designated advisors and/or counselors.

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

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

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

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

School of Arts and Sciences

Mission

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

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

Contact Information

Jennifer DeCicco, PhD, Dean
Patrick McElwaine PsyD, *Masters Program Director in Counseling Psychology*
Diane Menago, PsyD, *Doctoral Program Director and Director of Clinical Training in Counseling Psychology*

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

Undergraduate Degree Programs

Bachelor of Arts degree programs include:

- Art
  - *Concentrations in:*
    - Studio Art
    - Graphic Design
    - Pre-Art Therapy
    - Art Education
- Biochemistry
- Biology
  - *Concentrations in:*
    - General Biology
    - Pre-Medicine
    - Pre-Physical Therapy
    - Pre-Physician's Assistant
    - Medical Laboratory Science
- Criminal Justice
- English
- History
- Interdisciplinary Humanities
- Mathematics
- Neuroscience
- Psychology
- Religious Studies

Bachelor of Science degree program includes:

Biochemistry (New)
Biology (New)
Concentrations in:

- General Biology (New)
- Pre-Medicine (New)
- Pre-Physical Therapy (New)
- Pre-Physician's Assistant (New)
- Medical Laboratory Science

- Radiologic Science (BSRS)
  - *Concentration in:*
    - General
    - Computed Tomography*
    - Magnetic Resonance*
    - Vascular Interventional*

      *Can be completed as post-primary non-degree certificate tracks

Associate of Science degree program includes:

- Radiologic Science (ASRS)

Minors

- Actuarial Science
- American Studies
- Applied Behavior Analysis
  - Child Life Specialist
- Childhood Studies
- Creative Writing
- Criminal Justice
- English Literature
- Mental Health Services
- Natural Sciences
- Neuroscience
- Philosophy
- Political Science
- Pre-Law
- Psychology
- Religious Studies

- Environmental Science
- Forensic Sciences
- Gerontology
- History
- Health Humanities
- Mathematics
- Sociology
- Spanish
- Studio Art
- Writing

Other Courses

- American Sign Language
- Chemistry
- Communications
- French
- General Sciences
- Italian
- Spanish
- Music
- Philosophy
- Physics
- Political Science
- Sociology
- Geography
- Theater

Degree Programs in the School of Arts and Sciences

Art

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

Learning Outcomes

The successful Student will be able to:

- Demonstrate technical skills in their artwork.
- Communicate concepts effectively in their artwork.
- Demonstrate the ability to critically analyze one's own work.

Requirements

Core Curriculum: BA Requirements (credits)	45

Graphic Design Track

All track requirements must be taken in addition to the core curriculum requirements.		66
ARTS 102	Art Appreciation	3
ARTS 202	Digital Design	3
ARTS 212	Web Design & E-Commerce	3
ARTS 213	Art History: Ancient to Renaissance	3
ARTS 214	Art History: Renaissance to Modern	3
ARTS 223	Two-Dimensional Design	3
ARTS 225	Drawing and Composition	3
ARTS 230	Elements of Typography	3
ARTS 315	Graphic Design	3
ARTS 316	Digital Photography	3
ARTS 317	Computer Illustration	3
ARTS 318*	Graphic Design II	3
ARTS 319	Painting I	3
ARTS 323	Printmaking I	3
ARTS 325	Seminar in Art History	3
ARTS 330*	Digital Photography II	3
ARTS 350	Internship	3
ARTS 327	Advanced Studio Art III	3
ARTS 427	Research Seminar	3
ARTS 428	Independent Project	3

Communications courses

COMM 115	Communications and Culture	3

Three credits of art electives chosen from among the following:

ARTS 210, 211*	Watercolor I, II	3
ARTS 217, 218	Sculpture I, II	3
ARTS 221	Introduction to Art Therapy	3
ARTS 224	Three-Dimensional Design	3
ARTS 320*	Painting II	3
ARTS 321, 322*	Ceramics I, II	3
ARTS 324*	Printmaking II	3
ARTS 499	Special Topics	3

Four (4) Free Elective Courses 12

Other Requirements

- Successful completion of comprehensive exam.
- Portfolio presentation.

*Denotes a course that has a prerequisite, please see the course descriptions for more information

Graphic Design Track – Marketing Specialization

All track requirements must be taken in addition to the core curriculum requirements. 75

ARTS 102	Art Appreciation	3
ARTS 202	Digital Design	3
ARTS 212	Web Design & E-Commerce	3
ARTS 213	Art History: Ancient to Renaissance	3
ARTS 214	Art History: Renaissance to Modern	3
ARTS 223	Two-Dimensional Design	3
ARTS 225	Drawing and Composition	3
ARTS 230	Elements of Typography	3
ARTS 315	Graphic Design	3
ARTS 316	Digital Photography	3
ARTS 317	Computer Illustration	3
ARTS 318*	Graphic Design II	3
ARTS 319	Painting I	3
ARTS 323	Printmaking I	3
ARTS 325	Seminar in Art History	3
ARTS 327	Advanced Studio Art III	3
ARTS 330*	Digital Photography II	3
ARTS 350	Internship	3
ARTS 427	Research Seminar	3
ARTS 428	Independent Project	3

Business and Professional Studies – Marketing courses

BUSA 100	Intro to Business	3
MNMK 312	Principles of Marketing	3
MNMK 316	Digital Marketing	3
MNMK 405	Principles of Advertising	3
MNMK 406	Consumer Behavior	3
MNMK 410	Organizational Behavior	3

Other Requirements

COMM 115	Communication & Culture	3

One (1) Free Elective Course 3

- Successful completion of comprehensive exam.

- Portfolio presentation.

*Denotes a course that has a prerequisite, please see the course descriptions for more information

Graphic Design Track – Social Media Specialization

All track requirements must be taken in addition to the core curriculum requirements.		75
ARTS 102	Art Appreciation	3
ARTS 202	Digital Design	3
ARTS 212	Web Design & E-Commerce	3
ARTS 213	Art History: Ancient to Renaissance	3
ARTS 214	Art History: Renaissance to Modern	3
ARTS 223	Two-Dimensional Design	3
ARTS 225	Drawing and Composition	3
ARTS 230	Elements of Typography	3
ARTS 315	Graphic Design	3
ARTS 316	Digital Photography	3
ARTS 317	Computer Illustration	3
ARTS 318*	Graphic Design II	3
ARTS 319	Painting I	3
ARTS 323	Printmaking I	3
ARTS 325	Seminar in Art History	3
ARTS 327	Advanced Studio Art III	3
ARTS 330*	Digital Photography II	3
ARTS 350	Internship	3
ARTS 427	Research Seminar	3
ARTS 428	Independent Project	3
Business and Professional Studies - Marketing courses		
MNMK 316	Digital Marketing	3
Communications courses		
COMM 115	Communication & Culture	3
COMM 205	Innovative Media	3
COMM 245	Branding	3
COMM 250	Social Media Strategy	3
COMM 410	Social Media Analytics	3

Other Requirements

- Successful completion of comprehensive exam.
- Portfolio presentation.

*Denotes a course that has a prerequisite, please see the course descriptions for more information

Pre-Art Therapy Track

All track requirements must be taken in addition to the core curriculum requirements.		42
ARTS 102	Art Appreciation	3
ARTS 213	Art History: Ancient to Renaissance	3
ARTS 214	Art History: Renaissance to Modern	3
ARTS 217	Sculpture I	3
ARTS 221	Introduction to Art Therapy	3
ARTS 223	Two-Dimensional Design	3
ARTS 224	Three-Dimensional Design	3
ARTS 225	Drawing and Composition	3
ARTS 226	Drawing from the Model	3
ARTS 319	Painting I	3
ARTS 321	Ceramics I	3
ARTS 325 or 326	Seminars in Art History	3
ARTS 350	Internship	3
ARTS 327	Advanced Studio Art III	3
ARTS 427	Research Seminar	3

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

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

Four (4) Free Elective Courses	12

Other Requirements

- Successful completion of comprehensive exam.
- Portfolio presentation.

*Denotes a course that has a prerequisite, please see the course descriptions for more information

Studio Art Track

All track requirements must be taken in addition to the core curriculum requirements.		39
ARTS 102	Art Appreciation	3
ARTS 213	Art History: Ancient to Renaissance	3
ARTS 214	Art History: Renaissance to Modern	3
ARTS 217	Sculpture I	3
ARTS 223	Two-Dimensional Design	3
ARTS 224	Three-Dimensional Design	3
ARTS 225	Drawing and Composition	3
ARTS 226	Drawing from the Model	3
ARTS 319	Painting I	3
ARTS 325 or 326	Seminars in Art History	3
ARTS 327	Advanced Studio Art III	3
ARTS 350	Internship	3
ARTS 427	Research Seminar	3
ARTS 428	Independent Project	3

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

Eight (8) Free Elective Courses	24

Other Requirements

- Successful completion of comprehensive exam.
- Portfolio presentation.

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

*Denotes a course that has a prerequisite, please see the course descriptions for more information

Biochemistry

Learning Outcomes

The successful student will be able to

- Apply the concepts of biology and chemistry to critically analyze primary scientific literature.
- Demonstrate knowledge of the fundamental principles of biology
- Demonstrate knowledge of the fundamental principles of organic, analytical, biological, and physical chemistry.
- Apply the principles and techniques of biochemistry to perform an independent research investigation.

Requirements

Core curriculum: BA requirements (Credits) 45

Concentration

BIOL 120	Biological Principles	4
BIOL 211/L	Cell Biology	4
BIOL 304	Principles of Genetics	3
BIOL 313	Pharmacology and Toxicology	3
BIOL 325	Seminar: Scientific Literature	2
BIOL 412/L	Molecular Genetics	4
BIOL 417/L, 418/L	Modern Concepts in Biochemistry I, II	4, 4
BIOL 427, 428	Internship	2, 2
CHEM 120, 121	Chemistry Principles I, II	4, 4
CHEM 207, 208	Organic Chemistry I, II	4, 4
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4
PHYS 201, 202	General Physics I, II	4, 4

Other Requirements

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

This program in biochemistry will end in the fall of 2024

Biochemistry

***This program will begin enrolling students Spring 2025**

Learning Outcomes
The successful student will be able to

- Apply the concepts of biology and chemistry to critically analyze primary scientific literature.
- Demonstrate knowledge of the fundamental principles of biology
- Demonstrate knowledge of the fundamental principles of organic, analytical, biological, and physical chemistry.
- Apply the principles and techniques of biochemistry to perform an independent research investigation.

Requirements

Core Curriculum: BS Requirements (credits) 45

Concentration

BIOL 120, 121	Biological Principles I	4
BIOL 108	Freshman Seminar in Biology	2
BIOL 211/L	Cell Biology	4
BIOL 304	Principles of Genetics	3
BIOL 360	Internship	3
BIOL 413	Scientific Literacy	4
BIOL 414	Scientific Communication	2
CHEM 120, 121	Chemistry Principles I, II	4, 4
MATH 130	Elementary Statistics	3
CHEM 207, 208	Organic Chemistry I, II	4, 4
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4
PHYS 201, 202	General Physics I, II	4, 4
BIOL 313	Basic Elements of Pharmacology and Toxicology	3
BIOL 412/L	Molecular Genetics	4
BIOL 417/L, 418/L	Modern Concepts in Biochemistry I, II	4, 4
CHEM 340	Physical Chemistry for Biochemists	3

Required Master Elective (minimum of 9 credits)
Complete two (2) courses (minimum of 12 credits). Choose from the subjects of Biology, Chemistry and Mathematics. Choose from the levels of 300 and 400.

Required Free Electives (minimum of 6 credits)
Complete two (2) courses (minimum of 6 credits) without restriction

Biology

Learning Outcomes

The successful student will be able to:

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

Requirements

Core Curriculum: BA Requirements (credits) 45

Concentration

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 207, 208	Anatomy and Physiology I, II	4, 4
BIOL 211/L	Cell Biology	4
BIOL 300	Advanced Microbiology	4
BIOL 304	Principles of Genetics	3
BIOL 325	Seminar: Scientific Literature	2
BIOL 324	Inorganic, Organic, and Cultural Evolution	3
BIOL 412/L	Molecular Genetics	4
BIOL 427, 428	Research/Internship	2, 2
CHEM 120, 121	Chemistry Principles I, II	4, 4
CHEM 207, 208	Organic Chemistry I, II	4, 4
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4
PHYS 201, 202	General Physics I, II	4, 4

Electives

Select any three (3) courses in Biology and Chemistry at the 300 or 400 level (minimum of 9 credits)	9-12
Free Elective Courses: Two (2)	6

Other Requirements

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

This program in biology will end in the fall of 2023

Secondary Certification (Grades 7-12)

For teacher certification requirements in Biology, see School of Education.

Biology

This program in Biology will begin accepting students in the spring of 2024

Learning Outcomes

The successful student will be able to:

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

Requirements

Core Curriculum: BS Requirements (credits)	45

Concentration

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 108	Freshman Seminar in Biology	2
BIOL 211/L	Cell Biology	4

BIOL 304	Principles of Genetics	3
BIOL 332	Ecology	3
BIOL 360	Internship	3
BIOL 413	Scientific Literacy	4
BIOL 414	Scientific Communication	2
CHEM 120, 121	Chemistry Principles I, II	4, 4
MATH 130	Elementary Statistics	3
CHEM 207, 208	Organic Chemistry	4, 4
or		
PHYS 201, 202		4, 4

Electives

Required Biology General Elective (minimum of 9 credits)
Complete three (3) courses (minimum of 9 credits). Choose from the subjects of Biology, Environmental Science, Chemistry, Physics, or MATH 212. Choose from the levels of 200, 300, and 400.

Required Biology Master Elective (minimum of 12 credits)
Complete four (4) courses (minimum of 12 credits). Choose from the subjects of Biology, Environmental Science, and Chemistry. Choose from the levels of 300 and 400.

Required Free Electives (minimum of 6 credits)
Complete two (2) courses (minimum of 6 credits) without restriction

Other Requirements

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

Secondary Certification (Grades 7-12)

For teacher certification requirements in Biology, see School of Education.

Pre-Med Track in Biology

Requirements

Core Curriculum: BA Requirements (credits)	45

Concentration

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 207, 208	Anatomy and Physiology I, II	4, 4
BIOL 211/L	Cell Biology	4
BIOL 300	Advanced Microbiology	4
BIOL 330	Immunology	3
BIOL 304	Principles of Genetics	3
BIOL 325	Seminar: Scientific Literature	2
BIOL 324	Inorganic, Organic, and Cultural Evolution	3
BIOL 412/L	Molecular Genetics	4
BIOL 417/L, 418/L	Modern Concepts in in Biochemistry I, II	4, 4
BIOL 427, 428	Research/Internship	2, 2
CHEM 120, 121	Chemistry Principles I, II	4, 4
CHEM 207, 208	Organic Chemistry I, II	4, 4
MATH 130	Elementary Statistics	3
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4
MATH 212	Calculus II	4
PHIL 205	Bioethics	3

PHYS 201, 202	General Physics I, II	4, 4
PSYC 110	Introduction to Psychology	3

One (1) Biology elective in the biology or chemistry courses not noted above 3-4

Other Requirements

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

This program in biology will end in the fall of 2023

Pre-Med Track in Biology

This program in Biology will begin accepting students in the spring of 2024

Requirements

Core Curriculum: BS Requirements (credits) 45

Concentration

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 108	Freshman Seminar in Biology	2
BIOL 207, 208	Anatomy and Physiology I, II	4, 4
BIOL 211/L	Cell Biology	4
BIOL 304	Principles of Genetics	3
BIOL 332	Ecology	3
BIOL 360	Internship I	3
BIOL 417/L, 418/L	Modern Concepts in Biochemistry I, II	4, 4
BIOL 345	Advanced Critical Reasoning	3
BIOL 413	Scientific Literacy	3
BIOL 414	Scientific Communication	2
CHEM 120, 121	Chemistry Principles I, II	4, 4
CHEM 207, 208	Organic Chemistry I, II	4, 4
MATH 130	Elementary Statistics	3
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4
PHYS 201, 202	General Physics I, II	4, 4

Electives

Required Biology Master Elective (minimum of 3 credits)

Complete 1 course (minimum of 3 credits) Choose from the subjects of Biology and Chemistry. Choose from the levels of 300 and 400.

Other Requirements

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

Pre-Admission Graduate School Requirement

Courses below are strongly recommended to be taken as a Tier 2 option in the General Education Core Curriculum for pre-admission requirements necessary for medical school applications.

PSYC 110	Introduction to Psychology	3

Pre-Physical Therapy Track in Biology

Requirements

Core Curriculum: BA Requirements (credits)	45

Concentration+

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 207, 208	Anatomy and Physiology I, II	4, 4
BIOL 211/L	Cell Biology	4
BIOL 300	Advanced Microbiology	4
BIOL 304	Principles of Genetics	3
BIOL 307	Medical Terminology	1
BIOL 313	Basic Elements of Pharmacology and Toxicology	3
BIOL 320	Molecular and Cellular Mechanisms of Disease	3
BIOL 325	Seminar: Scientific Literature	2
BIOL 324	Inorganic, Organic, and Cultural Evolution	3
BIOL 333	Kinesiology and Biomechanics	3
BIOL 412/L	Molecular Genetics	4
BIOL 427, 428	Research/Internship	2, 2
CHEM 120, 121	Chemistry Principles I, II	4, 4
CHEM 207, 208	Organic Chemistry I, II	4, 4
MATH 130	Elementary Statistics	3
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4
PHYS 201, 202	General Physics I, II	4, 4
PSYC 110	Introduction to Psychology	3
PSYC 345	Psychopathology	3

Free Elective Courses: One (1) Free 3

Other Requirements

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

This program in biology will end in the fall of 2023

Pre-Physical Therapy Track in Biology

This program in Biology will begin accepting students in the spring of 2024

Requirements

Core Curriculum: BS Requirements (credits)	45

Concentration+

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 108	Freshman Seminar in Biology	3
BIOL 207, 208	Anatomy and Physiology I, II	4, 4
BIOL 211/L	Cell Biology	4
BIOL 304	Principles of Genetics	3
BIOL 307	Medical Terminology	3
BIOL 332	Ecology	3
BIOL 333	Kinesiology and Biomechanics	3
BIOL 360	Internship I	3
BIOL 413	Scientific Literacy	3
BIOL 414	Scientific Communication	2
CHEM 120, 121	Chemistry Principles I, II	4, 4
MATH 130	Elementary Statistics	3
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4
PHYS 201, 202	General Physics I, II	4, 4
HPWE 206	Nutrition	3
PSYC 208	Lifespan Development for Non-Majors	3

Electives

Required Biology Master Elective (minimum of 12 credits)

Complete 4 courses (minimum of 12 credits). Choose from the subjects of Biology and chemistry. Choose from the levels of 300 and 400.

Other Requirements

- Successful completion of written and oral components of comprehensive exam and poster presentation
- At least 9 credits of 300/400 level concentration coursework must be completed within the school.

Pre-Admission Graduate School Requirement

Courses below are strongly recommended to be taken as a Tier 2 option in the General Education Core Curriculum for pre-admission requirements for graduate programs in physical therapy.

PSYC 110	Introduction to Psychology	3

Pre-Physician Assistant Therapy Track in Biology

Requirements

Core Curriculum: BA Requirements (credits)		45

Concentration+

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 207, 208	Anatomy and Physiology I, II	4, 4
BIOL 211/L	Cell Biology	4
BIOL 300	Advanced Microbiology	4
BIOL 304	Principles of Genetics	3
BIOL 307	Medical Terminology	1
BIOL 313	Basic Elements of Pharmacology and Toxicology	3
BIOL 320	Molecular and Cellular Mechanisms of Disease	3
BIOL 325	Seminar: Scientific Literature	2
BIOL 324	Inorganic, Organic, and Cultural Evolution	3
BIOL 340	Introduction to Clinical Practice	3
BIOL 412/L	Molecular Genetics	4
BIOL 427, 428	Research/Internship	2, 2
CHEM 120, 121	Chemistry Principles I, II	4, 4
CHEM 207, 208	Organic Chemistry I, II	4, 4
MATH 130	Elementary Statistics	3
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4
PHYS 201, 202	General Physics I, II	4, 4
Free Elective Course: One (1)		3

Other Requirements

- Successful completion of written and oral components of comprehensive exam and poster presentation
- At least 9 credits of 300/400 level concentration coursework must be completed within the school.

***This program in biology will end in the fall of 2023**

Pre-Physician Assistant Therapy Track in Biology

***This program in biology will begin accepting students in the spring of 2024**

Requirements

Core Curriculum: BS Requirements (credits)		45

Concentration+

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 108	Freshman Seminar in Biology	2
BIOL 207, 208	Anatomy and Physiology I, II	4, 4
BIOL 211/L	Cell Biology	4
BIOL 300	Advanced Microbiology	4
BIOL 304	Principles of Genetics	3
BIOL 307	Medical Terminology	3
BIOL 332	Ecology	3
BIOL 340	Introduction to Clinical Practice	3
BIOL 360	Internship I	3
BIOL 413	Scientific Literacy	3
BIOL 414	Scientific Communication	3
CHEM 120, 121	Chemistry Principles I, II	4, 4

CHEM 207, 208	Organic Chemistry I, II	4, 4
MATH 130	Elementary Statistics	3
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4

Required Electives

Required Biology Master Elective (minimum of 9 credits)
Choose from the subjects of Biology and Chemistry. Choose from the levels of 300 and 400.

Other Requirements

- Successful completion of written and oral components of comprehensive exam and poster presentation
- At least 9 credits of 300/400 level concentration coursework must be completed within the school.

Pre-Admission Graduate School Requirement

Courses below are strongly recommended to be taken as a Tier 2 option in the General Education Core Curriculum for pre-admission requirements for graduate programs to become a physician assistant.

PSYC 110	Introduction to Psychology	3

Biology/Medical Laboratory Science Program

Learning Objectives

The successful student will be able to:

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

The Program

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

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

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

The student will pay the tuition rate of a full time student. However state and federal aid may be used to cover the cost of tuition. Student's will not be eligible for institutional aid in the clinical year (senior year).

A student's tuition is determined by the university and not the hospital they attend for their clinical year (senior year). Therefore a student's tuition is based on that of Holy Family University, as the degree granting institution, and not the hospital they attend for their clinical year (senior year).

Requirements

Core Curriculum: BS Requirements (credits)		45

Concentration

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 207, 208	Anatomy and Physiology I, II	4, 4
BIOL 211/L	Cell Biology	4
BIOL 300	Advanced Microbiology	4
BIOL 304	Principles of Genetics	3
BIOL 330	General Immunology	3
CHEM 120, 121	Chemistry Principles I, II	4, 4
CHEM 207, 208	Organic Chemistry I, II	4, 4
MATH 130	Elementary Statistics	3
MATH 210	Calculus for Biological Sciences	4
or		
MATH 211	Calculus I	4
MEDT 413*	Clinical Hematology/Coagulation	6
MEDT 414*	Clinical Immunohematology	4
MEDT 416*	Clinical Chemistry	8
MEDT 417*	Clinical Microbiology	8
MEDT 418*	Clinical Immunology/Serology	3
MEDT 420*	Clinical Seminar	3
PHIL 205	Bioethics	3

Major Electives

Two courses chosen from 300 or 400 level BIOL or CHEM courses.	6-8

Other Requirements

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

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

Criminal Justice

Learning Outcomes

The successful student will be able to:

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

Requirements

Core Curriculum: BA Requirements (credits)	45

Concentration

CRJU 101	Introduction to the Criminal Justice System	3
CRJU 200	Introduction to Criminology	3
CRJU 210	Law Enforcement	3
CRJU 300	Corrections	3
CRJU 318	The Court System and Court Procedures	3
CRJU 330	Junior Seminar in the Social Sciences	3
CRJU 360	Internship	3
CRJU 430	Senior Seminar in the Social Sciences	3
CRJU 407	Ethics in Criminal Justice	3
PSYC 110	Introduction to Psychology	3
SOCO 101	Introductory Sociology	3
SOCO 208	Social Deviance	3
SOCO 212	Race, Class, Gender: Diversity	3
SOCO 311	Statistics for Social and Behavioral Sciences	3
SOCO 322	Research Methods for Social and Behavioral Sciences	3
CRJU electives –	Five (5) courses	15
Free Elective Courses: Six (6) Courses		18

Other Requirements

- Successful completion of comprehensive exam.

Six-Year Bachelor of Arts in Criminal Justice/Master of Science in Counseling Psychology Program

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

- Completed Application to the Graduate Program in Counseling Psychology
- Official Undergraduate Transcript(s)
- Academic Writing Sample
- One Letter of Recommendation from a full-time faculty member
- One Letter of Recommendation from a full-time or part-time faculty member

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

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

English

Learning Outcomes

The successful student will be able to:

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

Requirements

Core Curriculum: BA Requirements (credits)		45
Courses taken as part of the core:		
ENGL 101, 102	Writing I, II	3, 3
	or	
ENGL 103, 104	Honors Writing I, II	3, 3
ENGL 115	Public Speaking	3

Concentration

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

Requirements

ENGL 201, 202	Heroes, Myths, & Monsters: World Lit 1, Love, Nature, Revolution: World Lit II	3, 3
ENGL 203, 204	Rakes, Rebels, Pioneers: American Lit I, Post-War Visions: American Lit II	3, 3
ENGL 205, 206	Monsters and Lovers: British Lit I, Crisis, Class, Culture: British Lit II	3, 3
ENGL 207	Introduction to Literary Study	3
ENGL 209	Creative Writing	3
ENGL 350	Internship I	3
ENGL 415	Advanced Literary Theory	3
ENGL 425	Senior Seminar: Literature	3
English Elective Courses: Five (5)		15
Free Elective Courses: Nine (9)		27

Fifteen English elective credits (15) to be distributed in the following way:

- English Elective #1: Choose from among 200-level literature courses
- English Elective #2 and #3: Choose from among 300-level English courses
- English Elective #4 and #5: Choose from among 400-level English courses.

Other requirements

- Successful completion of comprehensive exam.

Secondary Certification (Grades 7-12)

For teacher certification requirements in English, see School of Education.

History

Learning Outcomes

The successful student will be able to:

- Demonstrate knowledge of cause and effect in history and the interconnectedness of historical events across time and place.
- Create historical arguments through the analysis of appropriate research materials.
- Compare favorably in their knowledge of U.S. history and world history with those students completing a similar program nationally.

Requirements

Core Curriculum: BA Requirements (credits)		45

All concentration requirements must be taken in addition to core curriculum requirements.

HIST 108	Gladiators, Gods, Greeks--Ancient History	3
HIST 109	Medieval History from Samurai to Viking	3
HIST 203	Slavery, Liberty, & War: America to 1820	3
HIST 204	Conflict & Conquest: America 1820--1920	3
HIST 205	Becoming a Superpower: US Since 1920	3
HIST 208	Age of Empire: Modern World History	3
HIST 351	History Seminar I	3
HIST 428	Internship I	3
HIST 451	History Seminar II	3
Four (4) history electives, including at least one course in non-Western history		12

Other Required Course

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

Free Elective Courses: Ten (10)	30

Other Requirements

- Successful completion of comprehensive exam.

Secondary Certification (Grades 7-12)

For teacher certification requirements in History/Social Studies, see School of Education.

Interdisciplinary Humanities

Learning Outcomes

The successful student will be able to:

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

Requirements

Core Curriculum: BA Requirements (credits) 45 credits

Concentration

BA Requirements 48 credits

The Interdisciplinary Humanities major requires: (I) one course in each of the core areas (Literature, History, Art, Philosophy, and Religion); (II) a concentration, as explained below; (III) two seminary courses; (IV) five electives in the major; (V) an internship; (VI) a comprehensive exam; and (VII) nine additional courses (27 credits) beyond the Holy Family Experience core requirements (waived in the event of a double major).

Humanities Core Requirements

Take one course in each of the following core areas (5 courses; 15 total credits)

- Religion
- Literature
- Art
- History
- Philosophy

Humanities Area of Concentration Requirements

All concentration requirements are taken in addition to core curriculum requirements. Choose one of the following as an area of focused study. Then take four (4) elective courses in that area (12 credits). At least two (2) must be 300/400 level courses.

- Religion
- Literature
- Art
- History
- Philosophy
- *Custom Concentration

*Students have the option of creating a custom area of concentration not listed above, in coordination with area full-time faculty and advisors based on current offerings.

Seminars

Two (2) seminar courses (6 credits)

One seminar must be in the chosen area of study and the other must be from outside the chosen area of study.

Major Electives

**Five (5) additional courses in Humanities (5 Courses; 15 credits).

- Literature
- History
- Fine Arts
- Philosophy
- Religion

**Students may choose in any combination, provided that at least two (2) of these courses are 300/400 level courses, and at least two (2) of these courses are in Humanities areas outside the student's area of concentration.

Internship

Choose one of the following (3 credits)

- ENGL 350
- ARTS 350
- HIST 428

Free Elective Courses***

Choose nine (9) courses (minimum of 27 credits) without restriction. These courses are taken beyond the Holy Family Experience core requirements.

*** This requirement is waived in the event of a double major.

Comprehensive Exam

Successful completion of comprehensive exam

Mathematics

Learning Outcomes

The successful student will be able to:

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

Requirements

Core Curriculum: BA Requirements (credits)		45

Concentration

MATH 210	Calculus for Biological Sciences	4
	or	
MATH 211	Calculus I	4
MATH 212, 213	Calculus II, III	4, 4
MATH 220	Linear Algebra with Applications	4
MATH 250	Discrete Mathematics	3
MATH 308	Probability	3
MATH 316	Modern Algebra I	3
MATH 427	Internship I	3
MATH 403	Advanced Calculus	3
MATH 435	Senior Problem-Solving Seminar	3
MATH 440	Directed Research	3
Plus, three (3) courses from MATH 221 or 300 or 400 level MATH offerings.		9-12
Free Elective Courses: Seven (7)		21

Other Required Courses

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

Other Requirements

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

Neuroscience

Learning Outcomes

The successful student will be able to:

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

Requirements

Core Curriculum: BA Requirements (credits)	45

Concentration

BIOL 120, 121	Biological Principles I, II	4, 4
BIOL 207, 208	Anatomy and Physiology I, II	4, 4
BIOL 211	Cell Biology	4
BIOL 304	Principles of Genetics	3
CHEM 120, 121	Chemistry Principles I, II	4, 4
PSYC 110	Introduction to Psychology	3
PSYC 206 or 208	Child and Adolescent Development or Lifespan Development	3
PSYC 305	Physiological Psychology	3
PSYC 311	Statistics for Social and Behavioral Sciences	3
PSYC 322	Research Methods	3
PSYC 331 or 333	Sensation and Perception or Learning	3
PSYC 350	Internship I	3

Five (5) Electives in Natural Science or Psychology at the 300 or 400 level or Physics	15
Free Elective Courses: Two (2)	6

Other Requirements

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

Psychology

Learning Outcomes

The successful student will be able to:

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

Requirements

Core curriculum: BA requirements (credits)		45
Courses required of all students		
PSYC 110*	Introduction to Psychology	3
PSYC 206	Child and Adolescent Development	3
PSYC 211	Scientific Writing for the Social and Behavioral Sciences	3
PSYC 305	Physiological Psychology	3
PSYC 311	Statistics for the Social and Behavioral Sciences	3
PSYC 322	Research Methods	3
PSYC 333	Concepts and Principles of Behavior Analysis	3
PSYC 343	Social Psychology	3
PSYC 345	Psychopathology	3
PSYC 350	Internship I	3
PSYC 352	Junior Seminar in Psychology	3
PSYC 431	Seminar: Contemporary Issues in Psychology	3

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

PSYC electives 1, 2, and 3: Select from any 200, 300 or 400 level Psychology course not required within the concentration	9
PSYC electives 4, 5, and 6: Select from any 300, or 400 level Psychology course not required within the concentration	9

Also required

PHIL 205	Bioethics	3
Free Elective Courses: Six (6)		18

Other requirements

- Successful completion of comprehensive exam.

Six-Year Bachelor of Arts in Psychology/Master of Science in Counseling Psychology Program

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

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

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

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

Degree Program in Radiologic Science

Holy Family University recognizes that our current and future students pursuing careers in Radiologic Science may require additional formal education beyond the associate degree level. Therefore, Holy Family offers both Associate of Science in Radiologic Science (ASRS) and Bachelor of Science in Radiologic Science (BSRS) degree options including General, Computed Tomography (CT), Magnetic Resonance (MR), and Vascular Intervention (VI) tracks. Non-degree certificate tracks in Computed tomography (CT), Magnetic Resonance (MR), and Vascular Interventions (VI) are also available.

ASRS Program (Associate Degree Program)

Goals

- Develop knowledge and skills necessary for competent clinical practice.
- Develop effective communication skills required for competent clinical practice.
- Apply problem solving and critical thinking skills.
- Engage in behaviors that promote professional development and growth.

The Program

The ASRS curriculum sequence is completed in twenty (20) months and is available only on a full-time basis (in addition to 1 part-time summer semester). The curriculum is designed to prepare the student for entry-level practice in diagnostic radiography. The curriculum includes general education courses to fulfill University core requirements, professional concentration and concentration-related courses.

Admission

The ASRS Program admits students once per year to begin in the Fall semester. Applicants must first be accepted by the University and apply separately to the Radiologic Science program. Acceptance to the University does not guarantee acceptance to the program.

Prerequisite high school-level (or post-secondary equivalent) course requirements for the ASRS Program require a minimum grade of C or (70%) and include:

- Science (Human Biology/Anatomy & Physiology/or equivalent)
- Math (Algebra/Geometry/Trigonometry/Calculus)
- Chemistry or Physics

Minimum post-secondary or converted GPA (for first-time freshmen) of 2.5 is required for admission consideration

Recommendation from program faculty following interview

Applicants with the highest prerequisite course grades, highest GPA, and recommendation from program faculty following an interview receive first offers of acceptance. Waitlisted applicants are not guaranteed a spot in the program the following academic year but are welcome to reapply.

Additional requirements can be found on the program's webpage:

1. Applicants must comply with the Program's Functional Abilities and Activities Standards. (Refer to the additional information on the program webpage).
2. Applicants must document review of program materials found on the ASRS website.
3. An approved medical terminology course must be successfully completed prior to starting the program.
4. Clinical eligibility requirements must be successfully completed prior to beginning the program (see *Student Handbook Associate of Science in Radiologic Science)*.

Pre-Radiologic Science Track:

The Pre-Radiologic Science curriculum track provides first-time freshmen with a developmental/bridge curriculum for students to enter the Associate of Science in Radiologic Science (ASRS) degree program. Students must meet the admission requirements for the ASRS degree program and cannot apply directly to the Pre-Track program. Admission decisions include an offer of acceptance directly into the pre-radiologic science track, or a first-time-freshman accepted into the ASRS program may elect to defer acceptance to the ASRS program for the Pre-Radiologic science track.

- This track provides ASRS candidates an alternate admission pathway to enter the degree program.
- Minimum ASRS admission requirements must be satisfied. Matriculation into the ASRS degree program is then granted upon successful completion of 24 university-directed credits completed in two successive semesters (Fall/Spring), achieving a minimum GPA of 2.5*.
- Eight courses are included in this track; four completed per semester. The track enables students to maintain full-time enrollment.
- Limited availability is available for this option.
- Courses fulfill core requirements in both the ASRS and BSRS degree programs.

* *If a student's cumulative GPA falls below 2.5 at the completion of the Fall semester, the student will have one (1) additional semester to obtain a cumulative GPA of 2.5. Students who do not achieve a cumulative GPA of 2.5 at the completion of the Spring semester forfeit admission to the ASRS Program.*

Clinical Education

Radiologic Science students begin clinical education courses in the Fall semester of the first year. Students must provide evidence of social security verification, national criminal background check, national sex offender search, PA child abuse clearance and drug screening with negative results. Good health, up-to-date immunizations, CPR certification for health care providers and clinical site orientation are required prior to clinical placement. Students must maintain personal medical insurance throughout the program. Neither the University nor clinical agencies are responsible for payment of care rendered to students in case of illness or injury occurring in the clinical area.

Students gain experience in all routine radiographic procedures at either a Joint Commission, DNV-Det Norske Veritas, or National Urgent Care Center accredited clinical agencies. The number of clinical days per week varies by clinical course. Students can expect to spend six hours per day in each clinical assignment. A minimum of one two-week evening (2:00 pm- 8:00 pm) or early morning (7:15 am – 1:15 pm) clinical assignment per semester may be scheduled at some clinical agencies. Clinical education is competency-based. Supervised practice in laboratory

simulations and critical observation in the clinical environment by approved clinical preceptors, prepares the student to be evaluated and graded on the delivery of patient care and completion of radiographic procedures. Successful completion of clinical courses demands developing the precise skills required of the professional in practice. An early release option from clinical education assignments is not supported.

Program Progression

Continued enrollment requires students to achieve a minimum:

- Grade of C+ in all radiologic science courses
- Concentration GPA of 2.3*
- Cumulative GPA of 2.3*
- Minimum grade of "Pass" on the RADS 122: Clinical Education II Checkpoint Simulation

** (See Student Handbook Associate of Science in Radiologic Science for additional details.)*

Graduation from Program

Graduation requirements needed to fulfill the ASRS degree include:

- Earn a minimum grade of C+ in all radiologic science courses
- Complete all ARRT competency examination requirements
- Satisfy concentration and cumulative 2.3 GPA requirement and
- Pass the comprehensive examination

Program Readmission

Readmission to the ASRS Programs depends upon didactic and clinical space availability. Readmission is only permitted for a student who voluntarily withdraws in good academic standing. A student seeking readmission must submit a written request to the Program Director and be able to complete the program within 32 months from the time she/he initially began the program. Readmission after 12 months will require reapplication and requires the student to repeat previously completed radiologic science courses.

Transfer Policy

The ASRS Program does not admit students transferring from or who have been dismissed from other radiologic science programs.

RT to ASRS Policy

The ASRS degree is awarded to a Radiologic Technologist certified by the American Registry of Radiologic Technologists (ARRT) in Radiography (or equivalent) and in compliance with continuing education (CE) requirements as follows:

1. The University awards 49-semester hour credits for course content mastered through successful completion of an accredited radiography curriculum and attainment of ARRT certification.
2. The University accepts ARRT certification in Radiography as validation of entry-level knowledge.
3. The university will award up to 6 credits for ARRT certification in CT, MR or VI as validation of meeting clinical education requirements for Computed Tomography, Magnetic Resonance, or Vascular Interventional tracks.

The following requirements will apply to all RT to ASRS students:

1. Academic credit awarded for ARRT certification (in Radiography) will be posted to the student's transcript at the time of matriculation.
2. The student must submit a current copy of her/his ARRT certification card indicating compliance with (CE) requirements.
3. All RT to ASRS students must complete a minimum of 28 Holy Family University credits and fulfill all ASRS degree requirements, including core and concentration-related credits.
4. Continued progression requires cumulative and concentration GPAs of 2.3.

Transfer credit will be evaluated upon admission to the University. Transfer equivalents are approved by the Dean, School of Arts and Science, the Dean, School of Nursing and Health Sciences, and the Radiologic Science Program Director as appropriate.

ASRS Program (Associate Degree Program)

Requirements

Core Curriculum: ASRS Requirements (credits)	21
HFE 100, HFE 200	2
RADS 250 Professional Seminar	1
ENGL 101 (GNED Tier 1)	3
ENGL 115 (GNED Tier 1)	3
Religious Studies (GNED Tier 1)	3
Philosophy (GNED Tier 1)	3
MATH 150 (GNED Tier 2)	3
BIOL 112 or GSCI 104	3

Concentration

RADS 102	Patient Care in Radiologic Science	2
RADS 104/104L	Radiographic Imaging I	3
RADS 106/106L	Radiographic Procedures I	3
RADS 108/108L	Radiographic Procedures II	3
RADS 114/114L	Radiographic Procedures III	3
RADS 120	Clinical Education I	2
RADS 122	Clinical Education II	2
RADS 200	Clinical Education III	3
RADS 204/204L	Radiographic Imaging II	3
RADS 205	Sophomore Seminar	3
RADS 206	Advanced Imaging I	3
RADS 207	Introduction to Computed Tomography	1
RADS 215	Imaging Physics I: X-ray Physics	3
RADS 216	Image Evaluation: Radiographs	3
RADS 217	Radiographic Pathology	3
RADS 218	Radiation Health Physics	3
RADS 222	Clinical Education IV	3
RADS 232	Clinical Education V	3

Concentration-Related

BIOL 207/207L	Anatomy/Physiology I	4
BIOL 208/208L	Anatomy/Physiology II	4
Total credits for the ASRS degree		78

Other Requirements

Successful completion of a comprehensive examination.

BSRS (Bachelor Degree Program)

Goals (General Track)

- Synthesize knowledge and skills utilized for professional practice.
- Evaluate problem solving and critical thinking skills required for competent professional practice.
- Integrate behaviors that promote professional growth and development.
- Identify and analyze factors that influence healthcare needs in diverse populations.

Goals (Post-Primary Tracks)

- Synthesize knowledge and skills utilized for specialized post-primary clinical practice in CT, MR, or VI.
- Evaluate problem solving and critical thinking skills required for advanced clinical practice.
- Integrate behaviors that promote professional growth and advanced clinical practice.
- Identify and analyze factors that impact clinical practice and patient experience in diverse populations.

The Program

The BSRS program is available on a full-time or part-time basis. The curriculum offers flexible scheduling to accommodate working radiologic science professionals seeking to further their education. Concentration courses are offered online in an asynchronous format. General education courses are not guaranteed online. The 126 credit undergraduate degree programs build upon entry-level foundations, creating a bridge to advanced clinical practice and/or leadership roles in Radiologic Science.

Transfer Credit Evaluation

The University awards 49 semester hour credits for course content mastered through successful completion of an accredited radiography curriculum and attainment of ARRT certification. The University accepts ARRT certification in radiography as validation of entry-level knowledge. Transcripts for radiation therapy and nuclear medicine candidates will be evaluated on an individual basis. Transfer credit of core course credit is evaluated by the Academic Advising Center and approved by the Dean, School of Arts and Sciences and Radiologic Science Program Director.

Requirements

1. Current certification by American Registry of Radiologic Technologists or equivalent and compliance with (CE) credit.
2. Satisfy Holy Family ASRS curriculum to include the following courses: (3) HFE 100, 200, 300, (1) Writing, (1) Public Speaking, (1) MATH 150, (1) BIOL 112 or GSCI 104, (1) Religious Studies, and BIOL 207, 207L, BIOL 208, 208L (29 credits).
3. Satisfy remaining 24 core curriculum credits.
4. Completion of specific BSRS concentration (and related) credits. Credit will be awarded for the two (2) clinical courses in each track or RADS electives in the General Track for BSRS students with documentation of academic preparation through ARRT certification in Radiography (R) and formal continuing professional education completed to achieve the ARRT post-primary certification in CT, MR or VI.

Continuation in Program

Continued enrollment in the program requires students to achieve a minimum:

- Grade of C+ in all radiologic science courses
- Concentration GPA of 2.3*
- Cumulative GPA of 2.3*

Students earning less than the minimum grade of C+ in any didactic concentration course are permitted to repeat this course once. This policy is permitted only one time for one didactic course. Students enrolled in a clinical course earning a grade of "fail" will be dismissed from the program (BSRS or certificate) with no option to reapply. Dismissal from the program does not constitute dismissal from the University.

*Students whose *concentration* and/or *cumulative* GPA drops below 2.3 will have one semester to improve academic performance and increase the GPA to 2.3. Students who do not achieve a cumulative GPA of 2.3 after one additional semester will be academically dismissed from the program. Students who restore the *concentration* and/or *cumulative* 2.3 GPA after one additional semester will be permitted to continue in the program. If the student's

concentration or *cumulative* GPA falls below the minimum 2.3 at the completion of any subsequent semester, the student will be academically dismissed from the BSRS program.

A student who is academically dismissed from the BSRS or Post-Primary program is not eligible for program readmission.

Core Curriculum

BSRS Core Requirements (credits)	**45**
General Education Requirement (Tier 1)	12
Lab Science (BIOL 115 & GSCI 104 or BIOL 112)	6
General Education Requirement (Tier 2): MATH 150 and 4 electives	15
Tier 3 Electives	9
Tier 4 (GNED 400)	3

General BSRS

Concentration

ASRS Concentration & Concentration related courses		57
RADS Electives (2)		6
RADS 404	Quality Management	3
RADS 405	Advanced Radiation Health Physics	3
RADS 450	Contemporary Issues in Radiologic Technology	3

Concentration-related (9)

BIOL 115	Introduction to Neuroscience	3
RELS 405	Life and Death: Christian Decision-Making	3
	or	
PHIL 205	Bioethics	3
MATH 130	Elementary Statistics	3
	or	
PSYC 311	Statistics for Social and Behavioral Sciences	3
Total credits for the BSRS degree		126

Computed Tomography (CT) BSRS

ASRS Concentration & Concentration related courses		57
RADS 401	Sectional Anatomy and Pathology in Medical Imaging	3
RADS 402	Principles of CT Imaging	3
RADS 405	Advanced Radiation Health Physics	3
RADS 412	Image Production in CT	3
RADS 415	Medical Imaging Pathology	3
RADS 424	Clinical Education in Computed Tomography (CT) I	3
RADS 434	Clinical Education in Computed Tomography (CT) II	3
RADS 450	Contemporary Issues in Radiologic Science	3
Total Credits for the BSRS degree		126

Magnetic Resonance (MR) BSRS

ASRS Concentration & Concentration related courses		57
RADS 401	Sectional Anatomy and Pathology in Medical Imaging	3
RADS 407	MR Imaging Procedures	3
RADS 414	MR Imaging Physics	3
RADS 415	Medical Imaging Pathology	3
RADS 417	MR Safety & Applications	3
RADS 427	Clinical Education in Magnetic Resonance (MR) I	3
RADS 437	Clinical Education in Magnetic Resonance (MR) II	3
RADS 450	Contemporary Issues in Radiologic Technology	3
Total Credits for the BSRS degree MR track		126

Vascular Interventional (VI) BSRS

ASRS Concentration & Concentration related courses		57
RADS 405	Advanced Radiation Health Physics	3
RADS 408	VI Equipment and Instrumentation	3

RADS 409	VI Imaging Procedures	3
RADS 415	Medical Imaging Pathology	3
RADS 418	VI Patient Management	3
RADS 429	Clinical Education in Vascular Interventional (VI) I	3
RADS 439	Clinical Education in Vascular Interventional (VI) II	3
RADS 450	Contemporary Issues in Radiologic Science	3
Total Credits for the BSRS degree		126

Other Requirements

- All Radiologic Science courses require a minimum grade of C+
- To continue progression cumulative and concentration GPAs of 2.3 must be maintained.
- Pass a comprehensive examination or comprehensive examination project.

Post-primary Certificate Tracks

The Post-Primary Certificate program tracks (i.e., non-degree) offers didactic and clinical courses in the areas of Computed Tomography (CT), Magnetic Resonance (MR), and Vascular Interventional (VI). These tracks are available part-time with schedules that accommodate working radiologic science professionals. All tracks include online didactic courses and clinical education placement that satisfies ARRT Structured Education requirements. All Post-Primary Certificate program didactic and clinical courses can be applied to a BSRS degree.

Requirements

- Current certification by the American Registry of Radiologic Technologists (ARRT) or equivalent.
- In compliance with ARRT continuing education requirement.

Computed Tomography (CT)

Computed Tomography certificate		15
RADS 401	Sectional Anatomy and Pathology in Medical Imaging	3
RADS 402	Principles of CT Imaging	3
RADS 412	Imaging Production in CT	3
RADS 424	Clinical Education in Computed Tomography (CT) I	3
RADS 434	Clinical Education in Computed Tomography (CT) II	3

Magnetic Resonance (MR)

Magnetic Resonance certificate		15
RADS 407	MR Imaging Procedures	3
RADS 414	MR Imaging Physics	3
RADS 417	MR Safety & Applications	3
RADS 427	Clinical Education in Magnetic Resonance (MR) I	3
RADS 437	Clinical Education in Magnetic Resonance (MR) II	3

Vascular Interventional (VI)

Vascular Interventional Post-Primary certificate		15
RADS 408	VI Equipment and Instrumentation	3
RADS 409	VI Imaging Procedures	3
RADS 418	VI Patient Management	3
RADS 429	Clinical Education in Vascular Interventional (VI) I	3
RADS 439	Clinical Education in Vascular Interventional (VI) II	3

Religious Studies

Learning Outcomes

The successful student will be able to:

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

Requirements

Core Curriculum: BA Requirements (credits)		45

Concentration*

RELS 104	World Religions	3
RELS 105	Introduction to the Four Gospels	3
RELS 106	Introduction to the Hebrew Scriptures	3
RELS 113	The Sacraments	3
RELS 210	Jesus the Christ	3
RELS 301	Christian Morality	3
RELS 325	Junior Seminar	3
RELS 350	Internship	3
RELS 425	Senior Seminar	3

Select three credits from the following requirements

RELS 112	History of Christianity I	3
RELS 212	History of Christianity II	3

Select six credits from the following Biblical requirements

RELS 107	The Gospel According to Mark	3
RELS 109	The Gospel According to Matthew	3
RELS 110	The Gospel According to Luke	3
RELS 203	The Gospel According to John	3
RELS 205	Prophets of Israel	3
RELS 207	Introduction to Saint Paul	3

Select three credits from the following Moral requirements

RELS 310	Christian Marriage in the Modern World	3
RELS 315	The Gospel of Peace and Justice	3
RELS 405	Life and Death: Christian Decision-Making	3

Select 6 credits from the following Theology requirements

RELS 206	Women and Religion	3
RELS 213	History of the Catholic Church in the United States	3
RELS 215	Religion in America	3
RELS 409	Christian Mysticism	3
RELS 410	Dante's Divine Comedy	3
RELS 431-499	Special Topics	3

Recommended

PHIL 207	Philosophy of Religion	3

Free Elective Courses: Eleven (11) 33

Other Requirements

- Successful completion of comprehensive exam.

Minors in the School of Arts & Sciences

Minor in Actuarial Science (6 courses/18-21 credits)

The declared minor in actuarial science is a multidisciplinary minor which focuses on the application of mathematics and statistics to the study of risk management. Formal coursework in completing Option I or Option II of the minor in actuarial science will help to prepare the student for the Casualty Actuarial Society and the Society of Actuaries (CAS/SOA) Joint Exams 1 and 2 and meet the Validation by Educational Experience (VEE) requirement for Economics. Option III of the minor in actuarial science will help to prepare the student for CAS/SOA Joint Exam 1 and meet VEE requirements for Economics. Minimum grade of C is required.

Actuarial Science (20 credits)

Requirements

ACCT 205	Principles of Financial Account	3
ECON 203	Economic Theory - Micro	3
ECON 204	Economic Theory - Macro	3
MATH 211	Calculus I**	4
MATH 212	Calculus II*** (Prerequisite: MATH 211)	4
MATH 308	Probability (Prerequisite: MATH 212)	3

Minor in American Studies (6 courses/18 credits)

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

Required course

To be taken in the first year of the minor, if possible (one course/three credits):

ENGL 263/HIST 263	Honors American Studies*	3

Specialization (5 courses/15 credits)

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

Humanities Courses

ENGL 203	Rakes, Rebels, Pioneers: American Lit I	3
ENGL 204	Post-War Visions: American Lit II	3
HIST 203	Slavery, Liberty, & War: America to 1820	3
HIST 204	Conflict & Conquest: American History 1820 to 1920	3
HIST 205	Becoming a Superpower: US Since1920	3
HIST 304	Jeffersonian and Jacksonian Democracy	3
HIST 312	American Immigration History	3
HIST 313	Women in America	3
HIST 315	History of Pennsylvania	3
HIST 316	American Foreign Policy	3
HIST 317	Revolutionary America	3
HIST 318	Atlantic Worlds	3
PHIL 307	Social Ethics	3
RELS 213	History Catholic Church US	3
RELS 215	Religion in America	3

Social Sciences Courses

POLS 204	American National Government	3
POLS 206	The Presidency	3
POLS 308	American Political Parties	3

POLS 316	Constitutional Law	3
POLS 335	Issues Contemporary American Foreign Policy	3
SOCO 206	Marriage & Family	3

** Permission required of the School of Arts and Sciences.*

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

Minor in Applied Behavior Analysis (7 courses/21 credits)

The minor in Applied Behavior Analysis provides an opportunity for students to explore the field of Applied Behavior Analysis in greater depth. This field explores how behavior can be changed, particularly within the context of developmental and school settings. The minor helps to prepare students from any major who are interested in the field of applied behavior analysis, post-baccalaureate certification as a BCaBA, or graduate programs in Applied Behavior Analysis/BCBA. The minor consists of 21 credits and includes courses in Psychology and Education. A minimum grade of C is required for each course in the minor.

Required Courses

PSYC 333- Concepts and Principles of Behavior Analysis (Prereq: PSYC 110)	3
PSYC 320- Research Design in ABA (Prereq: PSYC 333)	3
PSYC 354- Intro to Autism Spectrum	3
PSYC 356- Intro to Clinical Applications	3
PSYC 350- Internship I (ABA-related setting)***	3
PSYC 358- Behavior Change Procedures	3
EDUN 308- Positive Management Strategies	3

*Course selection should be made in consultation with an advisor.

**Students intending to use this minor towards BCaBA licensing requirements will need to consult current BCaBA guidelines.

***Students interested in pursuing BCaBA licensure should consider taking PSYC 351 Internship II as well.

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

Minor in Art-Studio (6 courses/18 credits)

The minor in studio art includes a strong foundation in art making as well as the opportunity for advanced study that can be customized to address a student's particular interests. The minor in studio art is designed to allow an in depth investigation of one art making process or a sampling of a variety of art making processes. The minor offers students the opportunity to pursue a course of study in painting, sculpture, graphic design, printmaking, watercolor and/or ceramics. Minimum grade of C required.

The minor in studio art is 18 credits.

Required Courses & Pre-Requisites

Requirements

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

Required Courses (9 credits)

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

Specialization (9 credits)

ARTS 319	Painting I	3
ARTS 320*	Painting II	3
ARTS 217	Sculpture I	3

ARTS 218*	Sculpture II	3
ARTS 321	Ceramics I	3
ARTS 322*	Ceramics II	3
ARTS 323	Printmaking I	3
ARTS 324*	Printmaking II	3
ARTS 210	Watercolor I	3
ARTS 211*	Watercolor II	3
ARTS 315	Graphic Design I	3
ARTS 318*	Graphic Design II	3
ARTS 230	Elements of Typography	3
ARTS 316	Digital Photography	3
ARTS 317	Computer Illustration	3
ARTS 327	Advanced Studio	3

*Courses that have prerequisites, please see course descriptions for more details

Minor in Chemistry (6 courses/22-23 credits)

The minor in chemistry includes a strong foundation in chemical principles and provides opportunities for advanced study that can be customized to address a student's particular interests or support career goals, such as chemistry-related employment or admission into pre-professional programs. A minimum grade of "C" is required for each course in the minor. Not open to biochemistry majors.

Required Courses & Prerequisites

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

Options/Specializations within the Minor

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

Minor in Child Life Specialist (7 courses/21 credits)

The minor in Child Life Specialist focuses on the early part of the lifespan, including understanding how to help children and families navigate the process of illness, injury, disability, trauma, or hospitalization. The minor will provide students with a comprehensive foundation of course work related to the growth and development of healthy and hospitalized children and adolescents. Successful completion of the multidisciplinary curriculum helps prepare students to become eligible to sit for the Child Life Professional Certification Exam**, should they wish to pursue this path. To become eligible for licensure, students must also complete a clinical internship as outlined by the Association of Child Life Professionals and outside the scope of the coursework.

Required Courses (21 credits)

PSYC 348: Child Life Theory and Practice	3
PSYC 204: Infant & Child Development	3
PSYC 213: Adolescent Development *(GNED Tier 2)*	3
SOCO 206: Marriage & the Family *(GNED Tier 2)*	3
PSYC 319: Psychology of Play	3
PSYC/SOCO 342: Loss & Grief	3
PSYC/SOCO 322: Research Methods	3

Additional Courses Needed for Licensure (3 Courses/9 credits)

The three additional courses below are not required for the Minor in Child Life Specialist at Holy Family University; however, students who are interested in pursuing the Child Life Professional Certification Exam after graduation should choose three additional electives from the list below. ***Note: of Psychology who wish to complete all 10 courses (the 7 required courses and the 3 electives) should work with their academic advisor. to select courses that maximize credit (e.g., courses which fulfill both Child Life Professional* ***Certification requirements and GNED requirements).***

PSYC 357: Developmental Psychopathology	3
PSYC 354: Intro to Autism Spectrum Disorder	3
PSYC 358: Behavior Change Procedures	3
PSYC/SOCO 341: Family Violence	3
PSYC 437: Introduction to School Counseling	3
BIOL 334: Applied Neurodevelopment	3
*BIOL 307: Medical Terminology	3
PHIL 205: Bioethics *(GNED Tier 3)*	3
SOCO 212: Race, Class, & Gender *(GNED Tier 2)*	3
EDUN 201: Educational Psychology	3
EDUN 202: Child Development & Learning	3
EDUN 203: Foundations in Inclusive Education for All Learners	3
EDUN 308: Positive Management Strategies	3
NURS 431: Nursing Care of the Childbearing Family	3
NURS 433: Nursing Care of Children	3

*Courses have prerequisites that need to be completed prior to taking these courses. Please see the course descriptions in the course catalog for more information.
******Students will independently need to apply and complete the internship process outside the scope of the university's course offering and the minor in Child Life Specialist upon graduation. Students will need to independently pursue additional licensure requirements outside of the coursework.

- Upon successful completion of the curriculum, students are eligible to apply for a 600 hour child life clinical internship at an approved children's hospital under the direction of a Certified Child Life Specialist. Students are responsible for independently applying and securing their own post-baccalaureate internship experience.
- Upon successful completion of the internship, students are eligible to take the Child Life Professional Certification Exam.
- Upon receiving a passing score on the Child Life Professional Certification Examination, students become certified by the Association of Child Life Professionals (ACLP) for a five-year period, after which time they must recertify.
- The ACLP can make changes to eligibility requirements for certification at any time.

Minor in Childhood Studies (6 courses/18 credits)

The Childhood Studies minor provides an opportunity for the multidisciplinary study of the social, behavioral, and cognitive development of children. The minor helps to prepare students from any major to work with children in a number of professional settings, including human services, counseling, health care, and academic settings. The minor consists of a minimum of 18 credits and may include courses in Psychology, Sociology, Criminal Justice, or Early Childhood Education. A minimum grade of C is required for each course in the minor.

Choose one course

PSYC 110	Introduction to Psychology	3
SOCO 101	Introductory Sociology	3

Choose one course

PSYC 206	Child and Adolescent Development	3
PSYC 208	Lifespan Development for Non-Majors	3

Choose four (4 Courses) Electives

BIOL 334*	Applied Neurodevelopment*	3
PSYC 319	Psychology of Play	3
PSYC 320*	Research Design for Applied Behavior Analysis*	3
PSYC 357	Developmental Psychopathology	3
PSYC 358	Behavior Change Procedures	3
PSYC/SOCO 341	Family Violence	3
PSYC/SOCO 350*	Internship I (Child-related setting) *	3
PSYC/SOCO 351*	Internship II (Child-related setting) *	3
SOCO 206	Marriage and the Family	3
CRJU 308*	Juveniles and the Law*	3

EDEC 201	Introduction to Early Childhood Education	3
EDEC 202	Child Development and Learning	3

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

Minor in Creative Writing (6 courses/18 credits)

The minor in Creative Writing is focused on the three major genres of nonfiction, poetry, and fiction. However, hybridization and fluidity are encouraged for students to explore their creative potential. The School of Arts and Sciences has the student newspaper Tri-Lite and the literary journal Folio for students to gain hands-on writing and publishing experience. A minimum grade of "C" is required for each course in the minor.

Required Courses (9 credits)

ENGL 207	Introduction to Literary Study	3
ENGL 209*	Creative Writing3	
ENGL 410*	Advanced Writing Workshop*	3

Choose two courses (2) of the following

ENGL 312*	Nonfiction Writing	3
ENGL 311*	Fiction Writing	3
ENGL 315	Poetry Writing	3

Choose one (1) elective from among any ENGL course 200 level or above (3 credits)

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

Minor in Criminal Justice (6 courses/18 credits)

The minor in Criminal Justice provides the student with an introduction to the fundamentals of law enforcement, the courts, and corrections and an opportunity to specialize in a particular area. Comprised of 18 semester hours in any criminal justice courses (i.e., only courses with a designation of "CRJU" will count toward the minor, provided that all prerequisites have been met), the minor prepares students for graduate study in criminal justice or criminology or a career in a criminal justice-related field. The full-time faculty in criminal justice will work to tailor the specific course selection to suit individual students upon request. Grades of less than "C" in criminal justice will not count toward the minor.

Students who graduate with a completed minor in criminal justice will be able to:

- Discuss each of the components of the American criminal justice system, paying particular attention to structure and process;
- Compare and contrast criminological theories with regard to their efficacy and validity in explaining particular types of crimes and
- Evaluate proposed solutions to current challenges confronted by practitioners working in the criminal justice system.

Required Course (1 Course/3 Credits)

CRJU 101	Introduction to the Criminal Justice System	3

Five (5) additional courses with CRJU designator 15

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

Minor in Environmental Science (6 courses/18-20 credits)

The environmental science minor provides students with the specialized knowledge needed to analyze complex environmental issues, as well as the societal and economic impacts of environmental change. Students will evaluate environmental problems and develop solutions with the limits of societal resources in mind. Minimum grade of C is required.

Students who graduate with a completed minor in environmental science will be able to:

- Utilize analytical skills to apply interdisciplinary approaches to contemporary environmental questions.
- Synthesize knowledge from differing disciplines to understand how society and the environment interact, as well as the social, economic, and environmental implications of that interaction.
- Integrate information from across scientific disciplines and apply these concepts to complex environmental problems.
- Collect and interpret scientific data in both field and laboratory settings.

Requirements

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

Required Courses & Prerequisites (10 credits)

BIOL/GSCI105	Living in the Environment	3
	or	
GSCI106	Chemistry and the Environment	3
BIOL 121/L	Principles of Biology II	4
BIOL 332/L	Ecology	3

Restrictive Electives (8-10 credits)

Math - Choose one of (3 or 4 credits)

BUSA 103	Math for Business	3
MATH 130	Elementary Statistics	3
MATH 210	Calculus for Biological Sciences	4
MATH 211	Calculus I	4

Science - Choose one of (3 or 4 credits)

BIOL 220/L	Marine Biology	3
BIOL 300/L	Advanced Microbiology	4
BIOL 335	Animal Behavior	3
BIOL 324	Evolution	3
BIOL/CHEM 350/L	Forensic Sciences	4

Society - Choose one of (3 credits)

GEOG 205	Principles of Geography	3
SOCO 201	Social Problems	3
SOCO 318	Globalization	3
ECON 203	Economic Theory - Micro	3

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

Minor in Forensic Sciences (6 courses/22 or 23 credits)

The Forensic Sciences minor will provide students with strong physical, chemical and biochemical foundations applied to the field of forensics with emphasis in qualitative and quantitative analytical chemistry. The minor includes laboratory courses that will strengthen the students' skills in analytical chemistry, instrumental analysis, emphasizing in state of the art techniques currently used in medicinal and industrial labs with a focus in forensic sciences. Furthermore, the minor will focus in several aspects of toxicology, as pertains to the solution of criminal cases. A minimum grade of C is required for each course in the minor.

Requirements

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

Required Courses (4 Courses/16 credits)

CHEM 120	General Chemistry I	4
CHEM 121	General Chemistry II	4
CHEM 207	Organic Chemistry	4
BIOL/CHEM 350	Forensic Sciences	4

Choose one of (1 Course/3 or 4 credits)

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

Choose one of (1 Course/3 credits)

CRJU 101	Introduction to the Criminal Justice System	3
CRJU 210	Law Enforcement	3
CRJU 328	Criminal Investigation & Forensics	3
CRJU 318	The Court System and Court Procedures	3
PSYC 110	Introduction to Psychology	3
PSYC 345	Psychopathology (PSYC 110 is prerequisite)	3

Minor in Gerontology (6 courses/18 credits)

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

Choose one of

PSYC 110	Introduction to Psychology	3
SOCO 101	Introductory Sociology	3

Required Course

PSYC/SOCO 207	Adult Development and Aging	3

Choose Four Courses Electives (4 Courses/12 Credits)

HPWE 200	Health Promotion through the Lifespan	3
PSYC 212	Psychology of Health and Illness	3
PSYC/SOCO 342	Loss and Grief	3
CRJU/SOCO 219	Victimology	3
PSYC/SOCO 350*	Internship I (Gerontology setting)	3
PSYC/SOCO 351*	Internship II (Gerontology setting)	3

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

Minor in Health Humanities (6 courses/18 credits)

The Health Humanities minor is an interdisciplinary program that encourages the integration of humanities into healthcare and medical practices. Drawing insights from science, social science, humanities, and health services, it nurtures introspection, fostering thorough and thoughtful critical reflection of health, illness, and human suffering. It acknowledges the diverse definitions, perspectives, and experiences of health, healing, and illness.

Its aim is to equip students for conscientious decision-making as healthcare practitioners and responsible members of society. This goal is achieved through examination of ethical debates, the principles guiding healthcare, and exploration of the socio-cultural context of medicine and medical care. Moreover, through attention to storytelling and patient narratives, the minor facilitates a deeper understanding of patients' experiences, hence promoting empathy and communication among healthcare professionals for more patient-centered care.

Required course

HHUM 101: Humanities and Healthcare, 3 cr.

Elective Courses

Take a minimum of 15 credits from the list below, with at least one (1) course from each of the following categories:

Sciences

BIOL 112	Intro to Human Biology	3
BIOL 115	Introduction to Neuroscience	3
BIOL 120	Intro to Biological Principles I	3
BIOL 307	Medical Terminology; Prerequisites: BIOL 207, minim of C or TR	3

Social Sciences

PSYC 342	Loss and Grief	3
PSYC 212	Psyc of Health and Illness	3
PSYC 220	Addictions-Life Perspective	3
PSYC 345	Psychopathology (GNED Tier 2)	3
PSYC 357	Developmental Psychopathology	3
PSYC 309	Multicultural Mental Health	3
HPWE 101	Intro Health/Wellness	3
PSYC 315	Psychopharmacology	3

Literature and Languages

ENGL 321	Lit and Disability Prereqs: ENGL 101, minimum grade of C	3
ENGL 323	Healing, Illness, and Stories	3

Humanities

RELS 405	Life Death: Christian Decision Making	3
ARTS 221	Art Therapy	3
PHIL 201	Philosophy of Human Nature	3
PHIL 205	Bioethics	3
PHIL 218	Philosophy of Science	3
PHIL 216	Philosophy of Love	3
PHIL 307	Social Ethics	3

Minor in History (6 courses/18 credits)

The History minor offers students an introduction to World and American History, allows them to study in depth an area of interest, and provides training in historical methodology. Minimum grade of C is required.

Requirements

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

Required Courses (4 Courses/12 credits)

Two courses (6 Credits) in Global History, chosen from among

HIST 108	Gladiators, Gods, Greeks--Ancient History	3
HIST 109	Medieval History from Samurai to Viking	3
HIST 208	Age of Empire: Modern World History	3

Two courses (6 Credits) in American History, chosen from among

HIST 203	Slavery, Liberty, & War: America to 1820	3
HIST 204	Conflict & Conquest: America 1820--1920	3
HIST 205	Becoming a Superpower: US Since 1920	3

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

Minor in Literature (6 courses/18 credits)

Literature enhances any program. Reading the Master of Literature provides a cultural perspective that distinguishes an educated person; a close study of literature improves critical thinking and an appreciation for good writing, both of which provide a strong foundation for any career. The literature minor combines both survey and specialty courses. Shakespeare and the literary genres are available for elective. Creative writing is also available. Minimum grade of C is required.

Requirements:

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

Required Courses (4 Courses/12 credits)

ENGL 201	Heroes, Myths, & Monsters: World Lit 1	3
OR		
ENGL 202	Love, Nature, Revolution: World Lit II	3
ENGL 203	Rakes, Rebels, Pioneers: American Lit I	3
OR		
ENGL 204	Post-War Visions: American Lit II	3
ENGL 205	Monsters and Lovers: British Lit I	3
OR		
ENGL 206	Crisis, Class, Culture: British Lit II	3
ENGL 425	Senior Seminar: Literature (on recommendation of English faculty)	3

Electives - Two courses (6 credits) selected from the following

One 300 level course	3
One 400 level course	3

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

Minor in Mathematics (Minimum Credits: 20)

The minor in Mathematics allows the students to deepen their mathematical background and increase their quantitative reasoning skills while pursuing their major. This minor can be beneficial to students concentrating in business or science who wish a broader knowledge of mathematics within and outside their field. A minimum grade of "C" is required for each course in the minor.

Required Courses (2 courses/8 credits)

MATH 210	Calculus for the Biological Sciences	4
OR		
MATH 211	Calculus I	4
	(Pre-requisite: MATH 150 or equivalent)	
MATH 212	Calculus II	4
	(Pre-requisite: MATH 210 or MATH 211)	

Four Electives (12-16 credits)

Any four MATH courses at the 200, 300, or 400 level

Options/Specializations within the Minor:

The minor provides the student with flexibility in choosing courses based upon interest and career goals. In consultation with a MATH advisor, students may choose any four (4) 200, 300 or 400 level mathematics courses commensurate to their needs.

Minor in Mental Health Services (6 courses/18 credits)

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

Requirements (3 Courses/9 credits)

PSYC 110	Introduction to Psychology	3
PSYC 345	Psychopathology	3
PSYC 356	Introduction to Clinical Applications	3

Choose Three Electives (3 Courses/9 credits)

PSYC 212	Psychology of Health and Illness	3
PSYC 220	Addictions	3
PSYC 315	Psychopharmacology	3
PSYC 330	Positive Psychology	3
PSYC 357	Developmental Psychopathology	3
PSYC 342	Loss and Grief	3
PSYC 346*	Theories of Personality	3
PSYC 425	Psychological Assessment	3
SOCO 208	Social Deviance	3
CJRU 219	Victimology	3

* PSYC 110 is a prerequisite.

Minor in Neuroscience (6 courses/19 credits)

The Neuroscience minor provides an opportunity for the multidisciplinary study of the brain and behavior. The minor helps to prepare students from any major who are interested in health-related fields. The minor consists of a minimum of 19 credits and may include courses in Psychology, Biology, Chemistry. A minimum grade of C is required for each course in the minor.

Required Courses (4 Courses/13 credits)

BIOL 115	Introduction to Neuroscience	3
BIOL 121	Biology II	4
PSYC 305	Physiological Psychology	3
PSYC 345	Psychopathology	3

Choose two courses (2 Courses/6 Credits) of the following

PSYC 354	Intro to Autism Spectrum	3
PSYC 331	Sensation and Perception	3
PSYC 357	Developmental Psychopathology	3
BIOL 335	Animal Behavior	3
PSYC 315	Psychopharmacology	3
BIOL 313	Pharmacology/Toxicology	3
BIOL 334	Applied Neurodevelopment	3
BIOL 312	Cell to Cell Interaction	3

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

Minor in Natural Sciences (6 Courses, 22 Credits)

The Minor in the Natural Sciences prepares the Holy Family student to think globally and will give the student the opportunity to experience and to explore the breadth of the Natural Sciences. Essential biological and chemical principles of nature will be presented as an interplay between chemical and physical Laws and their impact upon both living and non-living systems. Minimum grade of C is required.

Required courses

BIOL 120, 120L	Biological Principles I	4
BIOL 121, 121L*	Biological Principles II	4
CHEM 120, 120L*	Chemistry Principles I	4
CHEM 121, 121L*	Chemistry Principles II	4
GSCI 108	The Environment of the Planet Earth	3
GSCI 110	The Science of Physics	3

It is recommended that the student declare this minor in either their Freshman or Sophomore year and complete the coursework in the following sequential order:

- Year 1: BIOL 120,120L (Fall) and BIOL 121, 121L (Spring)
- Year 2: CHEM 120, 120L (Fall) and CHEM 121, 121L (Spring)
- Year 3: GSCI 108 (Fall) and GSCI 110 (Spring)

*Please see course descriptions for course prerequisites.

Minor in Philosophy (6 courses/18 credits)

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

Requirements (1 Course/3 Credits)

PHIL 101 Philosophy and the Good Life	3
PHIL 101 HNR Philosophy and the Good Life	3
PHIL 212 Philosophy of Education	3
PHIL 218 Philosophy of Science	3
PHIL 301 Ethics	3

Choose Five Courses (5 Course/15 Credits)

PHIL 101 Philosophy and the Good Life	3
PHIL 101 HNR Philosophy and the Good Life	3
PHIL 201 Philosophy of Human Nature	3
PHIL 202 Logic	3
PHIL 205 Bioethics	3
PHIL 207 Philosophy of Religion	3
PHIL 208 Business Ethics	3
PHIL 210 Asian Philosophy	3
PHIL 212 Philosophy of Education	3
PHIL 215 Existentialism	3
PHIL 216 Philosophy of Love	3
PHIL 218 Philosophy of Science	3
PHIL 301 Ethics	3
PHIL 303 Phil of Art	3
PHIL 325 Junior Seminar	3
PHIL 425 Senior Seminar	3

Minor in Political Science (6 courses/18 credits)

The minor in Political Science allows students to augment majors in Business Administration, Criminal Justice, Economics, Foreign Languages, History, Psychology, Sociology, or other social science fields. It prepares students to continue graduate study, pursue careers in government service, law or politics. Minimum grade of C is required.

Requirements

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

Required Courses (3 Courses/9 credits)

POLS 103	Introductory Politics	3
POLS 204	American National Government	3
POLS 321	Comparative Political Systems	3
	or	
POLS 210	Introduction to International Relations	3

Three elective courses in Political Science (3 Courses/9 credits)

Minor in Pre-Law (6 courses/18 credits)

The minor in Pre-Law allows students to explore in an interdisciplinary manner, the philosophical, political, criminal, and psychological aspects of American society toward preparation for legal studies after graduation and a career in law. Courses should be selected in consultation with the Pre-Law Advisor. Minimum grade of C is required. Only six transfer credits will be accepted for the minor.

Requirements

The minor in Pre-Law consists of six courses to be selected as follows:

Required Courses (3 Courses/9 credits)

CRJU 317	Criminal Law	3
PHIL 202	Logic	3
POLS 204	American National Government	3

Elective Courses (3 Courses/9 credits)

CRJU 101	Introduction to the Criminal Justice System	3
CRJU 210	Law Enforcement	3
CRJU 308	Juveniles and the Law	3
CRJU 318	The Court System and Court Procedure	3
CRJU 350 or 351	Internship for Criminal Justice	3
OR		
HIST 428 or 429	Internship for History	3
PHIL 205	Bioethics	3
PHIL 301	Ethics	3
PSYC 341	Family Violence	3
PSYC 345	Psychopathology	3

Any prerequisites must be met prior to taking a minor course.

Minor in Psychology (6 courses/18 credits)

The minor in Psychology gives the student an introduction to the content and methodology of the field. Courses are required from both the social and biological areas of the discipline. Minimum grade of C is required.

Requirements

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

Requirements (3 Courses/9 credits)

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

Choose Two Electives (2 Courses/6 credits) *

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

Choose One Elective (1 Course/3 credits)

Students will choose one additional psychology course not listed above.

* PSYC 110 is a prerequisite.
** PSYC 208 may not be chosen if the student has completed PSYC 206 or PSYC 207
PSYC 206 or PSYC 207 may not be taken if the student has taken PSYC 208.

Minor in Religious Studies (6 courses/18 credits)

The Religious Studies minor provides students with a deeper and broader exploration into various disciplines of theological study. Minimum grade of C is required

Requirements

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

Required Course (1 Course/3 credits)

Take One Tier 1 Religion Course from the following:

RELS 104	World Religions	3
OR		
RELS 104 HNR	Honors World Religions	3
RELS 105	Intro to the Four Gospels	3
RELS 106	Intro the Hebrew Scriptures	3
RELS 108	Basics of the Catholic Faith	3
RELS 210 HNR	Honors Jesus the Christ	3

Any Five Additional Religion Courses (5 Courses/15 credits)

RELS 104	World Religions	3
OR		
RELS 104 HNR	Honors World Religions	3
RELS 105	Intro to the Four Gospels	3
RELS 106	Intro the Hebrew Scriptures	3
RELS 107	Gospel According to Mark	3
RELS 108	Basics of the Catholic Faith	3
RELS 109	Gospel According to Matthew	3
RELS 110	Gospel According to Luke	3
RELS 112	History of Christianity	3
RELS 113	Sacraments	3
RELS 202	Methods in Religious Education	3
RELS 203	Gospel According to John	3
RELS 205	Prophets of Israel	3
RELS 206	Women & Religion	3
RELS 207	Intro to St. Paul	3
RELS 210	Jesus the Christ	3
RELS 210 HNR	Honors Jesus the Christ	3
RELS 212	History of Christianity II	3
RELS 213	History of Catholic Church in the US	3
RELS 215	Religion in America	3
RELS 301	Christian Morality	3
RELS 310	Christian Marriage	3
RELS 315	Gospel Peace and Justice	3
RELS 325	Junior Seminar	3
RELS 350	Internship I	3
RELS 351	Internship II	3
RELS 408	Church in Modern World	3
RELS 425	Senior Seminar	3
RELS 499	Special Topics in Religion	3

Minor in Sociology (6 courses/18 credits)

The minor in Sociology gives the student an introduction to the content and methodology of the field. Comprised of a 3 credit Introductory Sociology course and 15 additional semester hours in any sociology courses (i.e., only courses with a designation of "SOCO" will count toward the minor, provided that all prerequisites have been met), the minor prepares students for graduate study in sociology and/or the social sciences or a career in a sociology-related field. The full-time faculty in sociology will work to tailor the specific course selection to suit individual students upon request. Minimum grade of C is required.

Required Courses (1 Course/3 credits)

SOCO 101	Introductory Sociology (Core)	3

Choose five courses (5) of the following electives (15 credits)

SOCO 201	Social Problems	3
SOCO 206	Marriage and Family	3
SOCO 207	Adult Development and Aging	3
SOCO 208	Social Deviance	3
SOCO 210	Gender Issues	3
SOCO 212	Race, Class, & Gender	3
SOCO 219	Victimology	3
SOCO 220	Addictions	3
SOCO 318	Globalization	3
SOCO 341	Family Violence	3
SOCO 342	Loss and Grief	3
SOCO 343	Social Psychology	3

Minor in Spanish (6 courses/18 credits)

The objective of the minor in Spanish is to enable students majoring in any field to acquire proficiency in the language, understanding the richness of its culture, and knowledge of the countries in which the language is spoken. The coursework needed to earn a minor in Spanish at Holy Family is challenging but achievable. It is thought to provide the necessary linguistic and cultural skills, and knowledge that the students will need to function successfully in the target language, in a variety of situations and topics. Minimum grade of C is required.

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

Required Courses (3 Courses/9 credits)

SPAN 103	Intermediate Spanish I or SPAN 201 Advanced Spanish I	3
SPAN 104	Intermediate Spanish II or SPAN 202 Advanced Spanish II	3
SPAN 309	Spanish Composition and Conversation	3

Choose three courses (3) of the following electives (9 credits)

SPAN 114	Spanish for Educators	3
SPAN 207	Business Spanish	3
SPAN 211	Introduction to Creative Writing in Spanish	3
SPAN 213/CRJU 213	Spanish for Criminal Justice	3
SPAN 302	Hispanic Influences in the US (taught in English)	3
SPAN 310	Topics in Professional Spanish	3
SPAN 314	Civilizations in Spain and Latin America	3
SPAN 315	Introduction to the Literatures of Spain and Latin America	3

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

Minor in Writing (6 courses/18 credits)

The minor in writing provides students with an opportunity to develop expertise in writing for academic, professional, civic, and personal purposes. It provides practice in writing in a range of genres and styles as well as editing, publishing, and digital media. Minimum grade of C is required.

Requirements:

The minor consists of six courses to be selected as follows

Required Courses and Prerequisites (9 credits)

ENGL 101	Writing I or ENGL 103 HNR Honors Writing I	3
ENGL 102	Writing II or ENGL 104 HNR Honors Writing II	3
ENGL 216	Professional and Technical Writing	3

Choose three courses (3) of the following electives (9 credits)

COMM 219	Persuasion and Propaganda	3
COMM 235	Public Relations	3
COMM 250	Social Media Strategy	3
COMM 325	Mobile Media	3
ENGL 209	Creative Writing	3
ENGL 311	Fiction Writing	3
ENGL 312	Creative Non-Fiction Writing	3
ENGL 315	Poetry Writing	3
ENGL 410	Advanced Writing Workshop	3
PSYC 211	Scientific Writing for Social & Behavioral Sciences	3

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

Child Life Specialist (CLS) Certificate (30 credits)

The 10-month, fully online Child Life Specialist Certificate Program at Holy Family University provides students with a comprehensive foundation of course work related to the growth and development of healthy and hospitalized children and adolescents. This 10-course certification program is intended for students who have already completed a Bachelor's degree in a related field of study, and have successfully completed Introduction to Psychology and Statistics courses. Successful completion of the multidisciplinary curriculum helps prepare students to become eligible to sit for the Child Life Professional Certification Exam, should they wish to pursue this path. Students must earn at least a C in each course of this certificate program. Courses marked with an asterisk (*) have prerequisites.

Required Courses (7 Courses/21 Credits)

PSYC 348	Child Life Theory and Practice	3
PSYC 204	Infant & Child Development	3
PSYC 213	Adolescent Development	3
SOCO 206	Marriage & the Family	3
PSYC/SOCO 322*	Research Methods	3
PSYC/SOCO 342	Loss & Grief	3
PSYC 319	Psychology of Play	3

Choose 3 Electives from the following (3 Courses/9 Credits)

PSYC 357	Developmental Psychopathology	3
PSYC 354	Intro to Autism Spectrum Disorder	3
PSYC 358	Behavior Change Procedures	3
PSYC/SOCO 341	Family Violence	3
PSYC 437	Introduction to School Counseling	3
BIOL 334*	Applied Neurodevelopment	3
BIOL 307*	Medical Terminology	3
PHIL 205	Bioethics	3
SOCO 212	Race, Class, & Gender	3
EDUN 201	Educational Psychology	3
EDUN 202	Child Development & Learning	3

EDUN 203	Foundations in Inclusive Education for All Learners	3
EDUN 308	Positive Management Strategies in Special Education	3
NURS 431	Nursing Care of the Childbearing Family	3
NURS 433	Nursing Care of Children	3

*Courses have prerequisites that need to be completed prior to taking these courses. Please see the course descriptions in the course catalog for more information.

- Upon successful completion of the required courses, students will receive a certificate of program completion from Holy Family University.
- Upon successful completion of the curriculum, students are eligible to apply for a 600 hour child life clinical internship at an approved children's hospital under the direction of a Certified Child Life Specialist. Students are responsible for independently applying and securing their own post-certificate internship experience.
- Upon successful completion of the internship, students are eligible to take the Child Life Professional Certification Exam.
- Upon receiving a passing score on the Child Life Professional Certification Examination, students become certified by the Association of Child Life Professionals (ACLP) for a five-year period, after which time they must recertify.
- The ACLP can make changes to eligibility requirements for certification at any time.

School of Business and Technology

Mission

Built upon a foundation of liberal arts, the Mission of the School of Business and Technology is to deliver high quality business education, in a student-centered environment that fosters leadership, global and multicultural awareness, and social responsibility.

Contact Information
Kristi L. Ringen, EdD, *Dean, School of Business and Technology*
Christine Schoettle, EdD, *Associate Dean, School of Business and Technology*

Undergraduate Degree Programs

Bachelor of Arts in:

- Accounting
- Applied Computer Science
- Business Analytics
- Computer Information Systems
- Cybersecurity Administration
- Cybersecurity and IT Management
- Healthcare Administration and Management
- Management-Marketing
- Professional Sales and Marketing
- Sport Marketing Management
- Supply Chain Management

Minors

- Business Administration
- Business Analytics
- Computer Information Systems
- Cybersecurity Administration
- Digital Marketing
- Management-Marketing

Accreditation

The Bachelor of Arts programs in Accounting, Computer Information Systems, Management-Marketing, and Sports Marketing-Management are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Degree Programs in the School of Business and Technology

Learning Outcomes

The successful student will be able to:

- Demonstrate proficiency with basic accounting and finance concepts.
- Demonstrate proficiency regarding knowledge of the economic environment.
- Demonstrate proficiency regarding knowledge of the social, ethical, and legal environments.
- Demonstrate proficiency regarding application of management concepts.
- Demonstrate proficiency regarding application of marketing concepts.
- Demonstrate proficiency regarding knowledge of international business and global dimensions of business.

Common Business Requirements

Each course in the following common business requirements (45 credits) must be completed with a minimum grade of C. In addition, each required course in the concentration, concentration-related and concentration tracks must be completed with a minimum grade of C.

ACCT 205	Principles of Financial Accounting	3
ACCT 206	Principles of Managerial Accounting	3
BUSA 100	Introduction to Business	3
BUSA 104	Applied Business Statistics	3
BUSA 320	Business Law	3
BUSA 440	Business Core Culmination	3
BUSA 445	Strategic Management	3
BUSI 416	International Business	3
CMIS 220	Management Information Systems	3
ECON 203	Economic Theory-Micro	3
ECON 204	Economic Theory-Macro	3
FINC 301	Financial Management	3
MNMK 312	Principles of Marketing	3
MNMK 315	Operations Management	3
MNMK 340	Managing People in Organizations	3

Accounting

Learning Outcomes

The successful student will be able to:

- Demonstrate understanding of accounting in the business environment
- Demonstrate knowledge of accounting fundamentals
- Develop and work with business financial statements
- Conduct accounting analyses in multiple areas

Requirements

Core Curriculum: BA Requirements (credits)	45
Common Business Requirements (credits)	45
Concentration Requirements (credits)	30
Total (credits)	120

Concentration

ACCT 307	Intermediate Accounting I	3
ACCT 308	Intermediate Accounting II	3
ACCT 335	Accounting Systems	3
ACCT 404	Auditing	3
ACCT 413	Introduction to Taxation	3
ACCT 414	Advanced Taxation	3
ACCT 415	Advanced Accounting	3
ACCT 439	Senior Seminar in Accounting	3
ACCT 427	Financial Fraud & Reporting	3
BUSA 350/351	Internship	3

Other Requirements

Successful completion of comprehensive examination which is incorporated into BUSA 440.

Applied Computer Science

Learning Outcomes

The successful student will be able to:

- Write clear, well-commented code that considers scalability, usability and computational efficiency in common programming languages.
- Scope and implement functional programs to solve a range of problems.
- Define front-end development and create usable applications leveraging modern front-end frameworks.
- Define back-end development and build and use relational databases using modern back-end frameworks.
- Design and follow product lifecycle best practices to ensure that they build products that meet clear needs and constraints.
- Clearly articulate the value and implications of a development project to manage product stakeholders.

Requirements

Core Curriculum: BA Requirements (credits)	45
Note: MATH 211 must be taken as the core math requirement	
Concentration Requirements (credits)	75
Total (credits)	120

Concentration

BUSA 350	Internship I	3
CMIS 102	Internet History, Security & Technology	3
CSCI 105*	Programming for Everyone I	3
CSCI 110*	Programming for Everyone II	3
CMIS 211	Internet Programming	3
CMIS 220	Management Information Systems	3
CMIS 234	Human Computer Interaction	3
CMIS 303	Networking	3
CMIS 307	Systems Analysis & Design	3
CMIS 308	Database Management	3
CMIS 412	Operating Systems	3
CSCI 305*	Application Development I	3
CSCI 307*	Application Development II	3
CSCI 310*	Introduction to C	3
CSCI 315*	Data Structures	3
CSCI 320*	Inside a Microprocessor	3
CSCI 325*	Product Development	3
CSCI 410*	Algorithms	3
CSCI 440*	Capstone Project ‐ Product Launch	3
CYBR 101*	Intro to Cybersecurity	3
MATH 130	Elementary Statistics	3

Electives

Twelve credits of free electives	12

Other Requirements

Successful completion of comprehensive project which is incorporated into CSCI 440.

*Certain courses within this major are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Business Analytics

Learning Outcomes

The successful student will be able to:

- Utilize current statistical packages and languages to manipulate, analyze, and visualize data.
- Apply advanced statistical and machine learning techniques to glean trends within data.
- Construct database systems and specialized storage frameworks to store and analyze large datasets.
- Apply the correct statistical and scientific methodology based on the data and intended research.
- Develop data-driven business decisions and strategies.

Requirements

Core Curriculum: BA Requirements (credits)	45
Common Business Requirements (credits)	45
Concentration Requirements (credits)	30
Total (credits)	120

Concentration

BUAN 105*	Foundation of Data Analytics I	3
BUAN 205*	Foundations of Data Analytics II	3
BUAN 215*	Business Analytics I	3
BUAN 315*	Business Analytics II	3
BUAN 400*	Data Analytics Practicum	3
BUAN 410*	Data Analytics Capstone	3
CSCI 105*	Programming for Everyone I	3
CSCI 110*	Programming for Everyone II	3
CSCI 315*	Data Structures	3
BUSA 350/351	Internship	3

Free Electives

Three Credits of Free Electives	3

Other Requirements

Successful completion of comprehensive examination which is incorporated into BUSA 440.

*Certain courses within this major are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Computer Information Systems

Learning Outcomes

The student completing the Computer Information Systems concentration will be able to:

- Proficiently use a variety of computer languages, methodologies and platforms.
- Apply the correct methodologies for the development of systems.
- Identify and explore future trends within the computing area.

Requirements

Core Curriculum: BA Requirements (credits)	45
Common Business Requirements (credits)	45
Concentration Requirements (credits)	33
Total (credits)	123

Concentration

BUSA 350/351	Internship	3
CMIS 107	Introductory Programming	3
CMIS 205	Advanced Programming	3
CMIS 211	Internet Programming	3
CMIS 234	Human-Computer Interaction	3
CMIS 303	Networking	3
CMIS 307	Systems Analysis	3
CMIS 308	Database Management	3
CMIS 418	Cyber Security	3
CMIS 439	Senior Seminar	3

One restricted elective from the following:

BUIN 101	Introduction to Business Intelligence	3
BUIN 201	Statistical Computing and Visualization	3
BUIN 309	Data Warehousing	3
BUIN 402	Data Mining	3
CMIS 412	Operating Systems	3
MNMK 316	Digital Marketing	3

Other Requirements

Successful completion of comprehensive examination which is incorporated into BUSA 440.

Cybersecurity Administration

Learning Outcomes

The successful student will be able to:

- Display critical thinking and problem skills in relation to a wide range of Cybersecurity challenges.
- Analyze and investigate cyberattacks and their aftermath.
- Display the ability to communicate technical concepts to both technical and non-technical stakeholders effectively.
- Adapt to emerging threats within their field.

Requirements

Core Curriculum: BA Requirements (Credits)	45
Common Business Requirements (Credits)	45
Concentration Requirements (credits)	30
Total (credits)	120

Concentration

BUSA 350/351	Internship	3
CSCI 105*	Programming for Everyone I	3
CYBR 101*	Introduction to Cybersecurity	3
CYBR 201*	Cybercrime and Governance	3
CYBR 202*	Modern Cybersecurity	3
CYBR 301*	Network Systems & Security	3
CYBR 302*	Cyber Forensics	3
CYBR 401*	Ethical Hacking (capstone)	3

Free electives:

Six credits of free electives	6

Other Requirements

Successful completion of comprehensive examination which is incorporated into BUSA 440.

*Certain courses within this major are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Cybersecurity and IT Management

Learning Outcomes

The successful student will be able to:

- Display critical thinking and problem skills in relation to a wide range of Cybersecurity challenges.
- Analyze and investigate cyberattacks and their aftermath.
- Display the ability to communicate technical concepts to both technical and non-technical stakeholders effectively.
- Adapt to emerging threats within their field.

Requirements

Core Curriculum: BA Requirements (Credits)	45
Common Business Requirements (Credits)	45
Concentration Requirements (credits)	33
Total (credits)	123

Concentration

BUSA 350/351	Internship	3
CMIS 100*	Intro to IT	3
CSCI 105*	Programming for Everyone I	3
CMIS 202*	Google Cloud Computing Foundations	3
CMIS 207	Network Tech & Communication	3
CSCI 110*	Programming for Everyone II	3
CYBR 101*	Introduction to Cybersecurity	3
CYBR 201*	Cybercrime and Governance	3
CYBR 202*	Modern Cybersecurity	3
CYBR 302*	Cyber Forensics	3
CYBR 401*	Ethical Hacking (capstone)	3

Other Requirements

Successful completion of comprehensive examination which is incorporated into BUSA 440.

*Certain courses within this major are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Healthcare Administration and Management

Learning Outcomes

The successful student will be able to:

- Students will be able to demonstrate critical thinking skills with regards to a range of healthcare issues
- Students will be able to create and articulate clear plans for strategic change
- Students will be able to demonstrate robust quantitative decision-making skills
- Students will be able to describe and explain a wide range of concepts related to healthcare

Requirements

Core Curriculum: BA Requirements (Credits)	45
Common Business Requirements (Credits)	36
Concentration Requirements (credits)	39
Total (credits)	120

Concentration

BIOL 112	Introduction to Human Biology	3
BIOL 307	Medical Terminology	3
BUSA 350/351	Internship	3
CMIS 233	Healthcare Information Systems	3
HCAM 201*	Health Systems of the US	3
HCAM 303*	Health Law and Ethics	3
HCAM 305*	Health Data and Analytics	3
HCAM 311*	Healthcare Finance	3
HCAM 320*	Healthcare Service Operations	3
HCAM 439*	Healthcare Strategy Capstone	3

Free electives:

Nine credits of free electives	9

Other Requirements

Successful completion of comprehensive examination which is incorporated into BUSA 440.

*Certain courses within this major are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Management-Marketing

Learning Outcomes

The successful student will be able to:

- Formulate a marketing strategy and a marketing plan.
- Describe best practices in managing human resources.
- Summarize and apply and use the functions of management, including operations and strategy.

Requirements

Core Curriculum: BA Requirements (Credits)	45
Common Business Requirements (Credits)	45
Concentration Requirements (credits)	30
Total (credits)	120

Concentration

BUSA 350/351	Internship	3
MNMK 317	Business Project Management	3
MNMK 335	Management and Leadership	3
MNMK 413	Quantitative Methods for Decision-Making	3
MNMK 421	Strategic Marketing	3
MNMK 425	Marketing Data and Analytics	3
MNMK 439	Senior Seminar in Management and Marketing	3

Two restricted electives from the following:

BUSI 432	International Marketing	3
MNMK 316	Digital Marketing	3
MNMK 355	Entrepreneurship and the New Economy	3
MNMK 405	Integrated Marketing Communications	3
MNMK 406	Consumer Behavior	3
MNMK 407	Principles of Marketing Research	3

Free electives:

Three credits of free electives	3

Other Requirements

Successful completion of comprehensive examination which is incorporated into BUSA 440.

Professional Sales and Marketing

Learning Outcomes

The successful student will be able to:

- Apply the principles of relationship-driven selling to sales activities
- Choose the correct approach to manage sales teams
- Provide critical feedback about the selling practices of others

Requirements

Core Curriculum: BA Requirements (Credits)	45
Common Business Requirements (Credits)	45
Concentration Requirements (credits)	30
Total (credits)	120

Concentration

MNMK 405	Integrated Marketing Communications	3
MNMK 406	Consumer Behavior	3
MNMK 407	Principles of Marketing Research	3
MNMK 416*	Social Media Marketing	3
PSAM 101*	Relationship Driven Professional Sales	3
PSAM 201*	Negotiation in Business and Sales	3
PSAM 301*	Sales Leadership	3
PSAM 401*	Advanced Relationship Driven Professional Sales	3
BUSA 350/351	Internship	3

Free elective:

Three credits of free electives	3

Other Requirements

Successful completion of comprehensive examination which is incorporated into BUSA 440.

*Certain courses within this major are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Sport Marketing-Management

Learning Outcomes

The successful student will be able to:

- Analyze sport consumer markets by applying fundamental marketing principles and conceptual frameworks.
- Design effective sport-related events by utilizing sports management processes and concepts.
- Exhibit skills and attitudes needed for a professional position in a sport marketing management related field.

Requirements

Core Curriculum: BA Requirements (Credits)	45
Common Business Requirements (Credits)	45
Concentration Requirements (Credits)	30
Total (Credits)	120

Concentration

BUSA 350/351	Internship	3
SPMM 200	Introduction to Sport Management	3
SPMM 220	Sales and Sales Management	3
SPMM 280	Sport Media & Content Production	3
SPMM 310	Economics of Sport	3
SPMM 320	Sport Marketing and Promotion	3
SPMM 420	Legal Issues in Sport	3
SPMM 430	Sport Facility and Event Management	3
SPMM 439	Senior Seminar in Sport Marketing-Management	3
SPMM 425	Sport Administration & Leadership	3

Other Requirements

Successful completion of the comprehensive examination which is incorporated into BUSA 440

Supply Chain Management

Learning Outcomes

The successful student will be able to:

- Quantitatively forecast inventory needs and build a logistics plan to meet demand
- Critically assess the costs and logistical requirements of setting up a physical goods supply chain
- Use popular methodologies (such as six sigma) and common technologies to make and implement practical decisions
- Solve real-world supply chain management problems and clearly articulate end-to-end considerations for any proposed solution

Requirements

Core Curriculum: BA Requirements (Credits)	45
Common Business Requirements (Credits)	45
Concentration Requirements (credits)	30
Total (credits)	120

Concentration

SCMM 201*	Forecasting and Logistics	3
SCMM 202*	Sourcing and Operations	3
	SCMM 301*	Supply Chain Management and
Technology	3	
SCMM 302*	Supply Chain in Action	3
SCMM 400*	Supply Chain Capstone	3
BUSA 350/351	Internship	3

Free elective:

Twelve credits of free electives	12

Other Requirements

Successful completion of comprehensive examination which is incorporated into BUSA 440.

*Certain courses within this major are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Five-Year BA/MBA Program

The School of Business and Technology offers a BA/MBA program that enables student to complete requirements for the degrees of Bachelor of Arts and Master of Business Administration in five years. Undergraduates seeking admission to the dual degree program must have a minimum overall GPA of 3.0 and are eligible to apply in the spring semester of the junior year (the deadline for applications is April 15). To apply for admission, candidates must submit the following materials to the Graduate Admissions Office:

- Completed Application to the Master of Business Administration Program
- A statement of professional goals
- A letter of recommendation

Following review of all application materials, admission to the dual degree program will require the approval of the Graduate Program Director in the School of Business and Technology. Accepted students will be permitted to take no more than six graduate credits during the fall and spring semester of the senior year of undergraduate study. These six graduate credits will be charged at the undergraduate tuition rate. Students must take 12 undergraduate credits both of these semesters.

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

Minors in the School of Business and Technology

Minor in Business Administration (6 courses/18 credits)

The minor in Business Administration is intended for non-business major students* and introduces students to the business enterprise. The minor allows the student to get an overview of how business systems work. Grades of less than "C" in business related courses will not count toward the minor.

It is necessary to take BUSA 100 Introduction to Business before starting the electives.

Requirements

BUSA 100	Introduction to Business	3
CMIS 220	Management Information Systems	3

Four Electives from the following:

ACCT 205	Principles of Financial Accounting	3
ACCT 206	Principles of Managerial Accounting (Prerequisite: ACCT 205)	3
BUSA 320	Business Law	3
BUSI 416	International Business	3
FINC 301	Financial Management (Prerequisite or Corequisite for FINC 301: ACCT 205)	3
MNMK 312	Principles of Marketing	3
MNMK 316	Digital Marketing (Prerequisite: MNMK 312)	3
MNMK 317	Business Project Management	3
MNMK 340	Managing People in Organizations (Prerequisite BUSA 100)	3

The selection of electives should be made in consultation with the BUSA advisor.
The student should make sure the required prerequisites are met.

**Applied Computer Science majors in the School of Business and Technology are eligible for this minor.*

Minor in Business Analytics (6 courses/ 18 credits)

The minor in Business Analytics introduces students to the storage, retrieval, and analysis of large amounts of data from disparate sources. The techniques are general, and thus, data can be from any discipline. This minor is for students who wish to supplement their content knowledge by providing a background in the extraction, storage and exploration of data in their area of study. Grades of less than "C" in business related courses will not count toward the minor.

Requirements

BUAN105*	Foundations of Data Analytics I	3
BUAN 205*	Foundations of Data Analytics II	3
BUAN 215*	Business Analytics I	3
BUAN 315*	Business Analytics II	3
CSCI 105*	Programming for Everyone I	3
CSCI 110*	Programming for Everyone II	3

The student should make sure the required prerequisites are met.

*Courses within this minor are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Minor in Computer Information Systems (6 courses/18 credits)

The minor in Computer Information Systems introduces students to the development and creation of systems to provide information. The areas covered are broad, yet central, and thus provide a strong background to cover most information systems. Grades of less than "C" in business related courses will not count toward the minor.

Requirements

Take six (6) courses from the following list:

BUIN 309	Advanced Database Management (Prerequisite CMIS 308)	3
CMIS 107	Introductory Programming	3
CMIS 205	Advanced Programming (Prerequisite CMIS 107)	3
CMIS 211	Internet Programming (Prerequisite CMIS 107)	3
CMIS 234	Human-Computer Interaction (Prerequisite CMIS 211)	3
CMIS 303	Networking	3
CMIS 307	Systems Analysis and Design	3
CMIS 308	Database Management	3
CMIS 412	Operating Systems	3
CMIS 418	Cyber Security	3

Minor in Cybersecurity Administration (6 courses/18 credits)

The minor in Cybersecurity Administration is intended to build off of a strong liberal arts foundation, while providing students with the most relevant skills in Cybersecurity. This combination provides students with skills in critical thinking, problem-solving, effective communication, and project management along with additional technical skills required for success in the field. Grades of less than "C" in business related courses will not count toward the minor.

Requirements

CYBR 101*	Introduction to Cybersecurity	3
CYBR 201*	Cybercrime and Governance (Prerequisite of CYBR 101)	3
CYBR 202*	Modern Cybersecurity	3
CYBR 301*	Network Systems and Security	3
CYBR 302*	Cyber Forensics (Prerequisite of CYBR 101 and CYBR 201)	3
CYBR 401*	Ethical Hacking (Prerequisite of CYBR 301)	3

The student should make sure the required prerequisites are met.

*Courses within this minor are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Minor in Digital Marketing (7 courses/21 credits)

The minor in Digital Marketing is intended to integrate with existing business and marketing curricula to provide students with the key skills most needed by marketing coordinators and managers in their day-to-day jobs. This program is intended to produce "growth hackers" that are able to design and implement campaigns that expand brand awareness and optimize for key return on investment metrics. Grades of less than "C" in business related courses will not count toward the minor.

Requirements

MNMK 312	Principles of Marketing	3
MNMK 205*	Email Marketing (Prerequisite of ENGL 101)	3
MNMK 215*	Viral and Organic Growth	3
MNMK 406	Consumer Behavior (Prerequisite of MNMK 312)	3
MNMK 415*	SEO and SEM (Prerequisite of MNMK 312)	3
MNMK 416*	Social Media Marketing (Prerequisite of MNMK 312)	3
MNMK 424* *or*	Digital Marketing Analytics (Prerequisite of MNMK 312 math requirement, and MNMK 205, MNMK 415, or MNMK 416)	3
MNMK 425	Marketing Data and Analytics (Prerequisite of BUSA 100 and BUSA 104)	

The student should make sure the required prerequisites are met.

*Certain courses within this minor are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Minor in Management-Marketing (6 courses/18 credits)

A minor in Management-Marketing allows the student to deepen their knowledge of business practices and to develop enhanced business-related skills. A basic knowledge of business-related course material such as management and marketing should broaden a student's career opportunities. Grades of less than C in business related courses will not be counted toward the minor..

Required Courses

BUSA 100	Introduction to Business	3
MNMK 312	Principles of Marketing	3

Four electives from the following:

MNMK 315	Operations Management	3
MNMK 316	Digital Marketing (Prerequisite: MNMK 312)	3
MNMK 335	Management and Leadership (Prerequisite: BUSA 100)	3
MNMK 340	Managing People in Organizations (Prerequisite: BUSA 100)	3
MNMK 405	Integrated Marketing Communications (Prerequisite: MNMK 312)	3
MNMK 406	Consumer Behavior (Prerequisite: MNMK 312)	3

The selection of electives should be made in consultation with a MNMK advisor.
The student should make sure the required prerequisites are met.

Accelerated Degree Program in Psychology

Learning Outcomes

The successful student will be able to:

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

Foundational Psychology Requirements

Courses required of all majors:

Requirements

Core curriculum: BA requirements (credits)		45
Courses required of all students		
PSY 110*	Introduction to Psychology	3
PSY 206	Child and Adolescent Development	3
PSY 211	Scientific Writing for the Social and Behavioral Sciences	3
PSY 305	Physiological Psychology	3
PSY 311	Statistics for the Social and Behavioral Sciences	3
PSY 322	Research Methods	3
PSY 333	Behavior Modification	3
PSY 343	Social Psychology	3
PSY 345	Psychopathology	3
PSY 350	Internship 1A	1.5
PSY 351	Internship 1B	1.5
PSY 352	Junior Seminar in Psychology	3
PSY 431	Seminar: Contemporary Issues in Psychology	3

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

PSY electives 1, 2, and 3: Select from any 200, 300 or 400 level Psychology course not required within the concentration	9
PSY electives 4, 5, and 6: Select from any 300, or 400 level Psychology course not required within the concentration	9

Also required

PHI 205	Bioethics	3

School of Education

Mission

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

Contact Information

Barbara Schwartz-Bechet, EdD, Dean
Patricia Joergensen, EdD, *Associate Dean*
Maria Agnew, PhD, *Field Placement Director*

Information about Holy Family University's Master and Doctoral Programs in Education is available at www.holyfamily.edu.

Undergraduate Degree Programs

Associate of Arts degree programs include:

- Early Childhood *Education*

Bachelor of Arts degree programs include:

- Education
  - *Concentrations in:*
    - Pre K-4
    - Pre K-4/Special Education Pre K-12
    - Secondary Education
      - *Certification in:*
      - Art (K-12)
      - Biology
      - English
      - Social Studies
      - Mathematics
    - Special Education Pre K-12

Teacher Certification programs are available as post-baccalaureate certificate options as well as degree option. These include:

- Pre K-4
  - Pre K-4/Special Education Pre K-12
  - Special Education Pre K-12

- Minor:
  - Education (does not lead to teacher-certification)

Degree Programs in Education

Holy Family University's School of Education offers undergraduate degrees in education at the Associate of Arts and Bachelor of Arts level.

All graduates of programs in the School of Education are expected to:

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

Associate of Arts Degree Program in Education (AA.ECE)

Goals

Students who complete this program will be able to:

- Critically reflect on social and cultural aspects of education, demonstrating a process of reflection that links to personal decision making
- Analyze the interplay between the planning of a lesson, the execution of that lesson and the classroom environment in which that lesson takes place.
- Utilize knowledge about the range of development including specific learning and development needs.
- Know and understand the characteristics and diversity of children's families and the communities in which they live and identify ways to involve families and communities in all aspects of children's development and learning.

Associate of Arts Requirements

Total Required Credits: 63

Core Curriculum: AA.ECE requirements 42

HFE 100	Blueprint 1 - Prepare	1
HFE 200	Blueprint 1 - Persist	1
HFE 300	Blueprint 1 - Pursue	1
Tier 1 - Writing	Writing course	3
Tier 1 - Speech	Public Speaking	3
Tier 1 - Philosophy	Philosophy course	3
Tier 1 - Religion	Religion course	3
Tier 1 - Lab Science	Lab Science course	3
Tier 2 - Math course	PDE Math #1*	3
Tier 2 - Literature course	PDE Literature*	3
Tier 2 - PDE Education	ECE 115 - Foundations of Education	3
Tier 2 - Any Tier 2 course		3
Tier 2- Any Tier 2 course		3
Tier 3- Any Tier 3 course		3
Tier 3 - Any Tier 3 course		3
Tier 3 - Any Tier 3 course		3

* These are the **recommended** Tier 2 courses for the AAEd program as they meet requirements for PDE as well as Core requirements.

Concentration Requirements

Total Required Credits:		21
Field experience may be required.		
Math course	Math course meeting PDE requirements	3
ECE 115	Foundations of Education (see Tier 2 - Education above)	-
ECE 201	Introduction to Early Childhood Education	3
ECE 202	Child Development and Learning	3
ECE 203	Early Language and Literacy	3
ECE 205	Theory and Practice in Educational Psychology	3
ECE 206	Engaging Learners through the Arts	3
ESP 203	Inclusive Education for All Learners	3

Specializations

Students can use their T2 and T3 General Education courses toward a choice of specializations. The specializations are designed for students who wish to develop a greater depth of knowledge in a particular area that will aid them in the development of their careers as educators. Specializations by themselves do not qualify students for additional state-awarded certifications or endorsements. However, they are recorded on the students' transcripts, and the courses may be applied to future certifications or endorsements.

All students will be required to take the courses on the program/credit breakdown detailed above. Each specialization will not require any additional credits. To earn a specialization students will select at least two of the listed courses for their Tier 2 requirements and at least two of the listed courses for their Tier 3 requirements.

Specialization Areas

Leadership

Tier 2 Courses (Select at least two)

ECON-203	Economics Theory-Micro
PSYC-215	Indust'l & Org. Psych
PHIL-208	Business Ethics

Tier 3 Courses (Select at least two)

HFEX-395	Special Topics (TBD)
HFEX-397	Special Topics (TBD)
HFEX-398	Special Topics (TBD)
HFEX-399	Special Topics (TBD)

Urban Education

Tier 2 Courses (Select at least two)

SOCO-101	Intro Sociology
SOCO-201	Social Problems
SOCO-212	Race, Class, Gender

Tier 3 Courses (Select at least two)

HFEX-395	Special Topics (TBD)
HFEX-397	Special Topics (TBD)
HFEX-398	Special Topics (TBD)
HFEX-399	Special Topics (TBD)

Social-Emotional Behavioral Wellness (SEBW)

Tier 2 Courses (Select at least two)

PSYC-110	Intro to Psychology
PSYC-212	Psyc Health & Illness
SOCO-342	Loss & Grief

Tier 3 Courses (Select at least two)

HFEX-395	Special Topics (TBD)

HFEX-397 Special Topics (TBD)
HFEX-398 Special Topics (TBD)
HFEX-399 Special Topics (TBD)

Infant/Toddler

Tier 2 Courses (Select at least two)
PSYC-110 Intro to Psychology
PSYC-204 Infant & Child Development
SOCO-101 Intro Sociology

Tier 3 Courses (Select at least two)
HFEX-395 Special Topics (TBD)
HFEX-397 Special Topics (TBD)
HFEX-398 Special Topics (TBD)
HFEX-399 Special Topics (TBD)

General Requirements

Students who wish to enroll in the professional educator programs at Holy Family University are required to file an application and be formally admitted to the School of Education. All incoming students should schedule an appointment with the Certification Officer to discuss the admissions process during their first semester enrolled at Holy Family University.

Requirements for Admission to the Professional Educator Programs at Holy Family University (including transfer students):

- Completed a minimum of 48 semester credit hours of university-level coursework.
- Proof of current clearances as listed below:
  - A current TB test
  - PA Child Abuse Clearance (ACT 151)
  - PA Criminal Background Check (ACT 34)
  - Federal Criminal History Records (ACT 114/Fingerprinting)
  - Completed Arrest/Conviction Report and Certification Form (ACT 24)
- Fulfillment of the Basic Skills requirement as specified by the Pennsylvania Department of Education.
- A cumulative GPA of at least a 3.0.
- Completion of at least six semester credits in university-level Mathematics, with a minimum grade of C and at least three semester credits in university-level English Composition and three semester credits of approved Literature with a minimum grade of C.
- All Education courses completed with a minimum grade of C.
- Two faculty evaluation forms.

Students not formally admitted into the School of Education may not enroll in any Education courses required at the Junior or Senior level.

Additional Pennsylvania Department of Education Teacher Certification Requirements

Teacher Certification

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

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

Students should contact the School of Education Certification Officer and Field Placement Assistant for more information on requirements for specific certificates.

Field Experience Requirements
Field experience is an important component of the University's Education programs and is required at every level of study.

The Commonwealth of Pennsylvania mandates that pre-service teachers have the following five clearances on file with the University before entering schools for field observations or clinical experiences.

- PA Child Abuse Clearance (Act 151)
- PA Criminal History Background Check (Act 34)
- Federal Criminal History Record/Fingerprinting (Act 114)
- Tuberculosis (PPD) Test
- Arrest/Conviction Report and Certification Form (Act 24)

It is the student's responsibility to maintain the originals of all clearances and to ensure that current copies of all clearances are uploaded to American Databank prior to entering a school site for field work.

Students are to carry their original clearances with them to the school site on the date of their first visit. School officials may request to review them. Students should maintain possession of originals. If necessary, school officials can make copies.

The normal progression of field experiences for students in the University's teacher preparation programs is (a) classroom observations, (b) one-day per week practicum, and (c) semester-long student teaching.

Observations
Many University courses have observation requirements associated with them. These courses are taken early in a student's program, prior to practicum and student teaching.

Students with observation requirements must maintain current clearances. See the School of Education webpage for clearance information.

Practicum
Practicum is a fourteen-week experience. Practicum students spend one full day a week in a classroom under the guidance of a cooperating teacher and University supervisor. Practicum is typically scheduled for Tuesday.

Students must complete and submit an application for practicum placement to the Field Placement Office.

Clearances must be current as of the first day that the student reports to a school site for practicum.

Professional Semester/Student Teaching
Upon satisfactory completion of the Junior-level Education courses, students are expected to apply for placement as student teachers and enter the professional semester. During the student teaching semester, students register for student teaching. Off-sequence sheet courses taken with student teaching require advisor approval.

Student teaching is a fourteen-week experience. Student teachers are assigned full-time to a classroom under the guidance of a cooperating teacher and University supervisor.

Students must complete and submit an application for student teaching placement to the Field Placement Office.

Application for Student Teaching
Applications for student teaching should be submitted in the Spring semester of the Junior year prior to the year of student teaching. Clearances must be current as of the first day that the student reports to a school site for student teaching.

Admission to student teaching requires that the student meet these requirements:

- Be formally admitted into the School of Education
- Obtain grades of B or better for both semesters of the Junior practicum and satisfactory reports from both field placement supervisors

- Demonstrate a disposition that is conducive to effective teaching (participation in support services provided by the Counseling Center or through the psychology staff may be required)
- Obtain a minimum grade of C in all Education course requirements and have an overall GPA of 2.8
- Obtain a minimum grade of C in the required University writing courses, Public Speaking course, American History course, core mathematics courses, and the approved literature course.
- Secondary Education students only: Obtain a minimum grade of C for all courses in the area of concentration and submit satisfactory recommendations by the school that represents the applicant's field of concentration.

The Field Placement Coordinator reviews applications for student teaching based on the above factors. Students are accepted and placed if they have met the above criteria. If students do not meet the above criteria, remedial activities may be required or the student may be excluded from completing the required student teaching course in their field.

Intern Student Teaching

For teachers currently employed in schools, the requirement for student teaching may be completed in the teacher's own classroom, as long as the teacher's assignment is appropriate for the certificate sought.

Additional School of Education Graduation Requirements

In addition to fulfilling the Holy Family University BA degree requirements for graduation, Education students also must meet the following requirements:

- Passing score on the PDE-430 or the Comprehensive Exam
- Completion of the required course of study for the program

Post-Baccalaureate Teacher Certification

Students who already possess a bachelor's degree in an area other than Education and enroll in the University solely for the purpose of obtaining certification may do so provided that the applicant:

- Has met the requirements for admission into the professional educator program.
- Has submitted for evaluation official transcripts from all institutions previously attended.
- Agrees to undertake continuous registration for coursework and fieldwork until the requirements for the approved program have been met. Students must take a minimum of four courses at the University before student teaching.
- Completion of the approved program, not an accumulation of credit hours, is required for certification purposes.

Certification Options

Secondary Education

To receive Pennsylvania Secondary Education teacher certification, students must complete the teacher education requirements listed below. Secondary Education majors must meet with both their content area adviser and their education adviser when selecting their schedules.

Areas of Certification are: Art (K-12), Biology (7-12), English (7-12), Mathematics (7-12) and Social Studies (7-12).

General Teacher Education Requirements

Field experience may be required.

EDSP 203	Foundations in Inclusive Education for All Learners	3
EDSP 206	Collaboration and Assessment	3
EDSP 304	Collaboration and Best Practices for All Learners	3
EDUC 205	Teaching Reading in the Content Area	3
EDUN 201	Educational Psychology	3
EDUN 303	Meeting the Needs of English language Learners	3
EDUN 315	Practicum I (Field Experience/Mentorship)	1
EDUN 316	Practicum II (Field Experience/Mentorship)	1
EDUN 320	Classroom Management	3

EDUN 331*	General Methods and Technology	3
EDUN 332*	Education Methods and Curriculum in the Content Area	3
EDUN 412	Student Teaching: Secondary Education	6
PSYC 206	Child and Adolescent Development	3

**Not required for Art Education majors*

Certification Area Specific Degree Requirements

Art Education (K-12 Certification)

Total required credits: 134 - 135

Core Curriculum: BA Requirements		45

Studio Arts Requirements

ARTS 213	Art History I	3
ARTS 214	Art History II	3
ARTS 217	Sculpture I	3
ARTS 223	Two-Dimensional Design	3
ARTS 224	Three-Dimensional Design	3
ARTS 225	Drawing and Composition	3
ARTS 226	Drawing from the Model	3
ARTS 310	Elementary Arts Education	3
ARTS 311	Art in the Secondary School	3
ARTS 319	Painting I	3
ARTS 321	Ceramics	3
ARTS 323	Printmaking	3
ARTS 325	Seminar in Art History	3
ARTS 327	Advanced Studio III	3
ARTS 427	Research Seminar	3
ARTS 428	Research Seminar	3
Art Elective	Second Level Studio Course	3

** Art electives must include ARTS 323: Printmaking; ARTS 321: Ceramics; and a second level studio course.*

Related Requirements

ENGL	Approved Literature Course	3
MATH 110	Quantitative Literacy *higher level Mathematics substitution may be possible	3-4
MATH 111	Mathematical Foundations *higher level Mathematics substitution may be possible	3-4
PHIL 303	Philosophy of Art	3

Other Requirements for Art Education

- Portfolio review

Biology (7-12 certification)

Core Curriculum: BA Requirements		45

Biology Requirements

BIOL 120, 121*	Biological Principles I, II	4, 4
BIOL 207, 208	Anatomy and Physiology I, II (with lab)	4, 4
BIOL 211/L	Cell Biology	4
BIOL 304	Principles of Genetics	3
BIOL 324	Inorganic, Organic and Cultural Evolution	3
BIOL 332	Ecology	3
Biology Elective at the 300/400 level		3
GSCI 105	Living in the Environment	3
PHIL 205	Bioethics	3

Related Requirements

CHEM 120, 121	Chemistry Principles I, II (with lab)	4, 4
ENGL	Approved Literature Course	3
GSCI 105	Living in the Environment	3
GSCI 110	The Science of Physics (with lab)	3
MATH 210	Calculus for Biological Sciences	4
	or	
MATH 211*	Calculus I	4
MATH 130	Elementary Statistics	3
PHIL 205	Bioethics	3

At least 9 credits in 200/300-level Biology coursework must be completed at Holy Family to meet degree requirements.

* *May be taken as part of the core requirements*

Other Requirements for Biology with Certification in Secondary Education

Successful completion of a written and oral comprehensive exam

English (7-12 certification)

Core Curriculum: BA Requirements		45

English Requirements

ENGL 201*, 202	Heroes, Myths, & Monsters: World Lit 1, Love, Nature, Revolution: World Lit II	3, 3
ENGL 203, 204	Rakes, Rebels, Pioneers: American Lit I, Post-War Visions: American Lit II	3, 3
ENGL 205, 206	Monsters and Lovers: British Lit I, Crisis, Class, Culture: British Lit II	3, 3
ENGL 207	Introduction to Literary Study	3
ENGL 240	Diversifying the High School Canon	3
ENGL 209	Creative Writing	3
ENGL 415	Advanced Literary Theory	3
ENGL 410	Advanced Writing Workshop	3
ENGL 425	Senior Seminar: Literature	3

Three (3) English electives**	9

* *May be taken as part of the core requirements*
** *One literature course from each level: 200, 300, 400*

Related Requirements

MATH 110	Quantitative Literacy *higher level Mathematics substitution may be possible	3-4
MATH 111	Mathematical Foundations *higher level Mathematics substitution may be possible	3-4

Other Requirements for English with Certification in Secondary Education

Successful completion of the comprehensive examination in English

History/Social Studies (Social Studies 7-12 Certification)

Core Curriculum: BA Requirements		45

History/Social Studies Requirements

ECON 203 or 204	Economic Theory-Micro or Economic Theory-Macro	3
GEOG 205	Principles of Geography	3
HIST 108	Gladiators, Gods, Greeks--Ancient History	3
HIST 109	Medieval History from Samurai to Viking	3
HIST 203	Slavery, Liberty, & War: America to 1820	3
HIST 204	Conflict & Conquest: America 1820--1920	3
HIST 205	Becoming a Superpower: US Since 1920	3
HIST 208	Age of Empire: Modern World History	3
HIST 315	History of Pennsylvania	3
HIST 351	History Seminar I	3
HIST 405	The World since 1945	3
HIST 451	History Seminar II	3
Three (3) History electives*		9
POLS 204	American National Government	3
POLS 210	Introduction to International Relations	3
	or	
HIST 428	Cooperative Education I	3
HIST 429	Cooperative Education II	3
SOCO 212	Race, Class, Gender: Diversity and Equality	3

** At least one course must be a non-western history course.*

Related Requirements

ENGL	Approved Literature Course	3
MATH 110	Quantitative Literacy	3-4
	*higher level Mathematics substitution may be possible	
MATH 111	Mathematical Foundations	3-4
	*higher level Mathematics substitution may be possible	

Other Requirements for History/Social Studies with Certification in Social Studies Secondary Education

- Successful completion of the comprehensive examination in History/Social Studies

Mathematics (7-12 certification)

Core Curriculum: BA Requirements		45

Mathematics Requirements

MATH 210*	Calculus for Biological Sciences	4
	or	
MATH 211*, 212, 213	Calculus I, II, III	4, 4, 4
MATH 220	Linear Algebra with Applications	4
MATH 250	Discrete Mathematics	3
MATH 303	Modern Geometry	3
MATH 308	Probability	3
MATH 316	Modern Algebra I	3
MATH 327	Junior Seminar: History of Mathematics	3
MATH 403	Advanced Calculus	3
MATH 435	Senior Problem Solving Seminar	3
Plus, one course from MATH 221 or the 300 or 400 level MATH offerings		3-4

Related Requirements

CMIS 107	Structured Programming	3
ENGL	Approved Literature Course	3
PHIL 202	Logic	3
PHYS 201	General Physics I (with lab)	4

At least 9 credits in 200/300-level Mathematics coursework must be completed at Holy Family to meet degree requirements.

* *May be taken as part of the core requirements*

Other Requirements for Mathematics with Certification in Secondary Education

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

Pre K-4 Requirements

Total Required Credits: 122

Core Curriculum: BA requirements		45

Concentration Requirements

Field experience may be required.

EDEC 115	Foundations of Education	3
EDEC 201	Introduction to Early Childhood Education	3
EDEC 202	Child Development and Learning	3
EDEC 203	Early Language and Literacy	3
EDEC 205	Theory and Practice in Educational Psychology	3
EDEC 206	Engaging Learners through the Arts	3
EDEC 301	Literacy Assessment and Instruction	3
EDEC 302	Science and the Young Child	3
EDEC 303	Mathematics Theory and Instruction	3
EDEC 304	Social Studies and the Young Child	3
EDEC 310	Language Arts Theory and Instruction	3
EDEC 311	Theory and Practicum I	1
EDEC 312	Theory and Practicum II	1
EDEC 401	Student Teaching Pre K-4	12
EDSP 308	Positive Management Strategies in Special Education	3
EDSP 408	Family and Consultative Models	3
EDSP 410	Secondary School Transition: Process and Issues	3 not a requirement for straight PK4

Related Education Requirements

EDUN 303	Meeting the Needs of English Language Learners	3
EDSP 203	Inclusive Education for All Learners	3
EDSP 206	Collaboration and Assessment	3
EDSP 304	Collaboration and Best Practices	3

Related Requirements

MATH 110	Quantitative Literacy *higher level Mathematics substitution may be possible	3-4
MATH 111	Mathematical Foundations *higher level Mathematics substitution may be possible	3-4
ENGL 201	Heroes, Myths, & Monsters: World Literature I	3

Free Electives

Elective courses (credits)	9

Other Requirements

- Successful completion of the School of Education comprehensive examination

ECE (Early Childhood Education) Pathway PreK-4

This program affords working professionals in the **Early Childhood Education** (ECE) field the opportunity to complete their undergraduate degrees in education while maintaining their daytime employment.

Courses are held in an eight-week blended format. Students complete the program as part of a cohort.

Applicants must meet a basic skills requirement as specified by PDE and have completed an Associate in Arts (AA) degree in CCP's Birth-4th Grade Program or BCCC's PreK-4 Early Education Program. Students must also meet the requirements for entry into the School of Education stipulated for all pre-service teachers. These requirements comprise completion of 48 credits, which includes two college mathematics courses, an approved literature course and an English composition course. Students must submit two faculty evaluations using the Holy Family University Faculty Evaluation forms and have up-to-date clearances. This material must be submitted to the Compliance/Certification Officer in HFU's School of Education. A student must graduate with 122 credits for the degree. Depending on the number of credits that a transfer student brings into Holy Family, the student may need to take additional coursework at Holy Family University to meet the 122 credit degree threshold for the ECE Pathway PreK-4 degree.

ECE Pathway PreK-4 Requirements

(Offered Through the School of Graduate and Adult Admissions Only)

Core Curriculum: BA requirements*	45

Concentration Requirements

Field experience may be required.

ECE 115*	Foundations of Education	3
ECE 201*	Introduction to Early Childhood Education	3
ECE 202*	Child Development and Learning	3
ECE 203*	Early Language and Literacy	3
ECE 205*	Theory and Practice in Educational Psychology	3
ECE 206*	Engaging Learners through the Arts	3
ECE 301	Literacy Assessment and Instruction	3
ECE 302	Science Theory and Instruction	3
ECE 303	Mathematics Theory and Instruction	3
ECE 304	Social Studies Theory and Instruction	3
ECE 310	Language Arts Theory and Instruction	3
EDEC 311	Theory and Practicum I	1
EDEC 312	Theory and Practicum II	1

EDEC 401	Student Teaching	12
ESP 308	Positive Management Strategies in Special Education	3
EDSP 408	Family and Consultative Models	3

Related Education Requirements

EDU 303	Meeting the Needs of English Language Learners	3
ESP 203*	Inclusive Education for All Learners	3
ESP 206	Collaboration and Assessment	3
ESP 304	Collaboration and Best Practices	3

Related Requirements

MAT 110*	Quantitative Literacy	3-4
	(higher level Mathematics substitution may be possible)	
MAT 111*	Mathematical Foundations	3-4
	(higher level Mathematics substitution may be possible)	
ENG 201*	World Literature I	3

*Students who completed an Associate in Arts (AA) degree in CCP's Birth-4th Grade Program or BCCC's PreK-4 Early Education Program completed equivalents to these courses as part of their Associate in Arts degree program.

Free Electives

Elective courses (credits)	9

Note: The following courses are strongly recommended for this program.

ESP 405:	Enhancing Communication and Literacy through Technology	3
ESP 407:	Assessment & Instructional Design in Special Education	3
ESP 409:	Including Students with Significant Support Needs	3

Other Requirements

- Successful completion of the School of Education comprehensive examination

Completion of education courses and field experiences takes 11 sessions (5.5 semesters) or 22 months.

Pre K-4/Special Education K-12 Requirements

Total Required Credits: 125

Core Curriculum: BA requirements	45

Concentration Requirements

Field experience may be required.

EDEC 115	Foundations of Education	3
EDEC 201	Introduction to Early Childhood Education	3
EDEC 202	Child Development and Learning	3
EDEC 203	Early Language and Literacy	3
EDEC 205	Theory and Practice in Educational Psychology	3
EDEC 206	Engaging Learners through the Arts	3
EDEC 301	Literacy Assessment and Instruction	3
EDEC 302	Science and the Young Child	3
EDEC 303	Mathematics Theory and Instruction	3
EDEC 304	Social Studies and the Young Child	3
EDEC 310	Language Arts Theory and Instruction	3
EDEC 311	Theory and Practicum I	1
EDEC 312	Theory and Practicum II	1
EDSP 203	Foundations in Inclusive Education for All Learners	3
EDSP 206	Collaboration and Assessment Practices to Meet the Needs of All Learners	3
EDSP 304	Collaboration and Best Practice Designs to Meet the Needs of All Learners	3
EDSP 308	Positive Management Strategies in Special Education	3

EDSP 405	Enhancing Communication and Literacy through Technology	3
EDSP 406	Student Teaching SPED/Pre K-4	12
EDSP 407	Assessment and Instructional Design in Special Education	3
EDSP 408	Family and Consultative Models	3
EDSP 409	Including Students with Significant Support Needs	3
EDSP 410	Secondary School Transition: Process and Issues	3

Related Education Requirements

EDUN 303	Meeting the Needs of English Language Learners	3

ENGL 201	Heroes, Myths, & Monsters: World Literature I (included in Core curriculum)	3
MATH 110	Quantitative Literacy *higher level Mathematics substitution may be possible	3-4
MATH 111	Mathematical Foundations *higher level Mathematics substitution may be possible	3-4

Other Requirements

- Successful completion of the School of Education comprehensive examination

Special Education PreK-12 Requirements

Total Required Credits: 122

Core Curriculum: BA requirements	45

Concentration Requirements

Field experience may be required.

EDEC 115	Foundations of Education	3
EDEC 202	Child Development and Learning	3
EDEC 205	Theory and Practice in Educational Psychology	3
EDEC 206	Engaging Learners through the Arts	3
EDEC 303	Mathematics Theory and Instruction	3
EDEC 310	Language Arts Theory and Instruction	3
EDSP 203	Foundations in Inclusive Education for All Learners	3
EDSP 206	Collaboration and Assessment Practices to Meet the Needs of All Learners	3
EDSP 304	Collaboration and Best Practice Designs to Meet the Needs of All Learners	3
EDSP 308	Positive Management Strategies in Special Education	3
EDSP 350	Theory and Special Education Practicum I	1
EDSP 351	Theory and Special Education Practicum II	1
EDSP 405	Enhancing Communication and Literacy through Technology	3
EDSP 406	Student Teaching SPED/Pre K-4	12
EDSP 420	Assessment and Instructional Design in Special Education	3
EDSP 408	Family and Consultative Models	3
EDSP 409	Including Students with Significant Support Needs	3
EDSP 410	Secondary School Transition: Process and Issues	3

Related Education Requirements

EDUN 303	Meeting the Needs of English Language Learners	3

Related Requirements

ENGL 201	Heroes, Myths, & Monsters: World Literature I (included in Core curriculum)	3
MATH 110	Quantitative Literacy *higher level Mathematics substitution may be possible	3-4
MATH 111	Mathematical Foundations *higher level Mathematics substitution may be possible	3-4

Other Requirements

- Successful completion of the School of Education comprehensive examination

Minor in Education (6 courses/18 credits)

The minor in Education is designed to provide students who are not seeking teacher certification the opportunity to explore the field of education through the study of educational theory and practice. The Education minor is comprised of foundational courses that introduce students to fundamental issues and variables relevant to a wide variety of educational environments. The minor provides students with opportunities to pursue their professional aspirations, explore areas of personal interest, prepare for graduate study in education-related fields, and prepare for the roles of informed parents and citizens. The Education minor does not lead to teacher certification. The minor consists of 18 credits, including three required courses (9 credits) and three elective courses (9 credits). Minimum grade of C in each course is required. No more than 6 transfer credits will be accepted for the minor.

Required Courses (9 credits)

*EDEC 115	Foundations of Education	3
*EDSP 203	Foundations in Inclusive Education for All Learners	3
*EDUN 201	Educational Psychology	3
	or	
*EDEC 205	Theory and Practice in Educational Psychology	3
Elective Courses		9

Select three courses from the following list in consultation with an advisor:

EDEC 201	Introduction to Early Childhood Education	3
*EDEC 202	Child Development & Learning	3
EDEC 203	Early Language & Literacy	3
EDEC 206	Engaging Learners through the Arts	3
EDUC 205	Teaching Reading in the Content Areas	3

** Requires embedded field work or observations for which clearances are required. A child abuse or criminal record may prevent you from participating in field work or observations. Please contact the School of Education* Certification *Officer and Field Placement Assistant* for specific clearance requirements.

Note: Courses cannot be used to fulfill both major and minor requirements.

School of Nursing and Health Sciences

Mission

To educate students within the University environment, at the graduate and undergraduate levels, to assume a professional role in the delivery of high-quality care in nursing, radiologic science, and health promotion and wellness, and to cultivate a sense of responsibility to be actively involved in service to the human family.

Contact Information

Margaret Harkins, DNP, MBE, MSN, GNP-BC, RN-BC
Dean, School of Nursing and Health Sciences

Jinsy Mathew, DNP, MSN, RN
Vice Dean, DNP Team Lead, and Assistant Professor

Michelle Murphy-Rozanski, PhD, MSN, RN, CRNP-FNP
Vice Dean, Simulation Team Lead, Community/Corporate Partnerships, and Associate Professor

Mai-Ly Pulley, DNP, RN
Assistant Dean, Second Degree Part-Time Evening-Weekend Program Coordinator, and Assistant Professor

Susan Rogers, PhD
Health Promotion and Wellness Program Coordinator and Assistant Professor

Christine Veal, MSN, BSN, RN
Traditional BSN and Second Degree Day Program Coordinator, Instructor

Undergraduate Degree Programs

Associate and Bachelor of Science degree programs includes:

- Nursing (Traditional BSN Track)
- Nursing (2nd Degree BSN Fast Track Day)
- Nursing (2nd Degree BSN Evenings/Weekends Track)
- Nursing (2nd Degree Distance Hybrid BSN Track)
- Health Promotion and Wellness (BS HPWE)
- Nursing (RN – BSN Track) Accelerated – no longer accepting new students

Courses

- Nursing, Health Promotion and Wellness, Health Sciences, Nutrition

Undergraduate Degree Program in Nursing

BSN Program Goals

- To provide a nursing curriculum that is designed to meet global health care needs
- To prepare students to practice as a professional nurse generalist
- To educate students to provide high quality nursing care to diverse populations
- To provide a foundation for graduate study.

BSN Program Outcomes

- Communicate effectively with all members of the health care team to promote health across the lifespan and to facilitate safe patient-centered transitions of care.
- Employ critical thinking behaviors and clinical judgment to optimize patient-centered outcomes.
- Incorporate cultural humility in the delivery and management of safe patient care.
- Implement evidence-based nursing practice in the delivery and management of health across the lifespan.
- Utilize leadership skills to promote quality patient-centered care and achieve organizational outcomes.
- Assume responsibility and accountability for personal and professional behavior, ethical practice, and patient advocacy, especially for vulnerable populations.
- Evaluate the impact of current and emerging technologies on the delivery of safe and quality health care.
- Analyze health care issues at the local, state, national, and global levels from a nursing perspective.

Admission, Progression, and Graduation Policies

Admission

Traditional BSN Admission Policies
Criteria for admission to the Traditional BSN Program

For pre-Nursing majors, academic performance will be reviewed at the end of the third semester. Approval for a change of concentration requires:

• Overall Holy Family GPA is at least 3.0
• Complete all prerequisite courses with a minimum grade of C
• Successful completion of core science course (minimum grade of C)
• Successful completion of at least one concentration-related science course with minimum of one C (BIOL 206, BIOL 207, or BIOL 208)
• Successful completion of core mathematics course (minimum grade of C)

• Science and Mathematics GPA at least 2.75 (courses included in this GPA are BIOL 206, BIOL 207, BIOL 208, core science course, core math course) with a minimum grade of no less than one C.
No more than one original grade of “C” is permitted in the Science and Math courses.
No more than one repeat in any of the above prerequisite (Science and Math) courses due to a grade of “C” or less

Transfer students must have a minimum transfer GPA of at least 3.0 for admission. If transfer students have completed all required science and math courses, they must have a math and science GPA of 2.75 or higher (courses included in this GPA are BIOL 206, BIOL 207, BIOL 208, core science course, core math course) with a minimum grade of no less than one C.
No more than one original grade of “C” is permitted in the Science and Math courses.
No more than one repeat in any of the above prerequisite (Science and Math) courses due to a grade of “C” or less

Criteria for Validation for Entrance to BSN program, second semester sophomore year (200 level).

To be eligible to enter the 200 level Nursing courses students must:

• Complete all prerequisite courses with a minimum grade of C.
Students are required to take a 234-pathway to progress course.
• Achieve a minimum overall Holy Family University GPA of 3.0
• Have a science/math GPA of at least 2.75 (courses included in this GPA are BIOL 206, BIOL 207, BIOL 208, core science course, core math course) with a minimum grade of no less than one C.
No more than one original grade of “C” is permitted in the Science and Math courses.
No more than one repeat in any of the above prerequisite (Science and Math) courses due to a grade of “C” or less

Students who are not validated for acceptance to 200 level courses due to GPA have one additional semester to meet the requirements for validation. Science and Math courses are not included with this.
To be eligible to enter 300 level Nursing courses students must: • Successfully complete all 300 level prerequisite courses with a minimum grade of C+ • Complete all clearances and health information through American Data Bank (see 15.2.2 BSN Clinical Credentials Policy, 15.2.2.2 BSN Procedure for Clearances)

Admission Criteria for Internal Change of Concentration Criteria for internal applicants to be considered for a change of concentration to Nursing are listed below. Approval for a change of concentration is contingent upon the applicant’s qualifications and space availability in the program. For the student who has only attended Holy Family:
1. Overall Holy Family GPA is at least 3.0
2. Has completed a core Science course (minimum grade of C)
3. Has completed at least one concentration-related Science course. One course must be BIOL 207 (minimum grade of C)
4. Has completed core Mathematics course (minimum grade of C)
5. Has no more than one Science/Math/English course with a grade of C or less
6. Science and Math GPA at least 2.75 (Courses included in calculation: BIOL 207, 208, BSN Student Policy Manual | 27 core Science course, core Math course).
7. If the student transferred to Holy Family and began study in another concentration, the overall GPA at the originating institution must be at least 3.0.
– No more than one original grade of “C” is permitted in the above courses.
– No more than one repeat in any of the above prerequisite courses due to a grade of “C” or less. Syllabus of prerequisites courses may be requested for review. Only credits applicable to the program of study will be considered for transfer. Prerequisites courses over 10 years may be accepted and subject to review. A resume will be required for applicants with prerequisite courses over 10 years.

Graduation from Program

To graduate from the Nursing program, a student must:

- Successfully complete all degree requirements.
- Pass a comprehensive examination in accordance with the BSN Handbook

Program Dismissal

Dismissal from the Nursing program occurs when the student:

- Fails two nursing courses.
- Fails any required course for the second time.
- Withdraws from a nursing course being repeated due to a past failure of withdrawal of the same course.
- Demonstrates behavior incongruent with University's mission and core values.
- Fails to demonstrate safe clinical practice.
- Fails to demonstrate professional behavior (8A.15.2.4.2)
- Is verbally, physically, sexually, or emotionally abusive to peers, faculty, staff, patients, patients' families, or other hospital staff.
- Fails to notify the Nursing Program of any changes to criminal or child abuse background with 48 hours.
- Fails to report to clinical/lab/simulation without prior notification to the instructor or course coordinator more than one (1) time in a clinical semester may be subject to program dismissal.
- Commits any act classified as harassment or violated any part of Title IX
- Fails to meet policies for clinical compliance and health regulation.
- Does not have a clear state criminal background, child abuse background, or FBI background check.
- Does not have a clear drug screen.

Licensure and Clinical Policies for all BSN Students

Qualification for Licensure

Graduates of the BSN Nursing program are eligible for licensure in all states in the United States. Satisfactory performance in the National Council Licensure Examination for Registered Nurses (NCLEX-RN), as prescribed by the respective state, results in the designation of registered nurse (RN). A registered nurse is entitled to licensure by endorsement in other states.

Clinical Policies

- Clinical, lab, and simulation will be identified as "clinical."

Entrance into a clinical course is contingent upon the number of clinical spaces for students and the availability of appropriate clinical sites and clinical faculty.

- Students may not request a specific clinical placement.
- Students are responsible for their own transportation to any clinical site. Clinical sites are within a 75-mile radius of the Northeast Philadelphia Campus of Holy Family University.
- Students must wear the required clinical uniform purchased from Holy Family University bookstore and must adhere to the clinical uniform policy.
- Students must complete all clinical compliances by the designated dates in order to be eligible to attend clinical.
- Students who do not demonstrate safe clinical practice are subject to immediate dismissal from the program. Safe clinical practice is defined by:
    - Course objectives
    - Professional behavior and safety criteria for nursing students
    - Clinical conduct and compliance policies
    - ANA scope and standards of practice
    - Nursing's Social Policy Statement
    - Code of Ethics for Nurses
    - The Professional Nurse Practice Act of the Commonwealth of Pennsylvania
- Clinical rotations may be scheduled Sunday through Saturday
- Clinical hours vary by course and program and may be scheduled for 6, 8 or 12 hours
- The hours are based on the clinical agency and faculty availability
- Students may not enroll in evening classes on clinical days unless the specific time for their clinical experience can be guaranteed to be completed by 3:00 p.m.

Clinical Compliance and Health Regulations

Students in the BSN program have a responsibility to maintain high standards of health practice since they have direct contact with individuals who suffer a variety of illnesses. Clinical compliance policies and health regulations

required of students in the clinical setting are determined, in part, by the agencies the students visit and the State Board of Nursing and cannot be waived or changed.

In order to participate in Holy Family University School of Nursing's clinical experiences, all clearances must be complete as specified in the BSN Handbook.

Failure to submit the appropriate compliance documentation into American Data Bank (ADB) (all documents must be visible and in the appropriate location) by the dates specified in the BSN Handbook will result in the student's being administratively withdrawn from the clinical course. No compliance is allowed to expire during a clinical rotation. Students will not be placed on a clinical roster unless they are able to prove that they are in compliance for the entire semester while at the clinical agency.

BSN Requirements

Core Curriculum: BSN requirements (credits) 45

Including the successful completion of the following courses with a minimum grade of C:

- Writing - ENGL 101 and ENGL 102 or ENGL 103 and ENGL 104
- Quantification – Core Math requirement
- Natural Science – BIOL 120 or core lab science course
- Speech - ENGL 115
- Psychology - PSYC 110

  or
- Sociology - SOCO 101
- Psychology - PSYC 208

Concentration-Related

Successful completion of the following courses with a minimum grade of C:

MATH 130	Elementary Statistics	3
BIOL 206/206L	Microbiology	4
BIOL 207/207L	Anatomy & Physiology I	4
BIOL 208/208L	Anatomy & Physiology II	4

Level 200 Courses

Successful completion of the following courses with a minimum grade of C+:

NURS 202	Introduction to Professional Nursing	2
NURS 204	Foundations of Nursing Practice	5
NURS 206	Nutrition	3
NURS 234	Pathway to Progress*	3

(*required for all transfer students and any student who must repeat a nursing course)

Level 300 Courses

Successful completion of the following courses with a minimum grade of C+:

NURS 341	Medical-Surgical Nursing I	7
NURS 343	Applied Pharmacology for Nursing Care	2
NURS 345	Nursing and Older Adult Health Promotion	2
NURS 347	Transition to Clinical Nursing	1
NURS 349	Psychiatric-Mental Health Nursing	3
NURS 351	Medical-Surgical Nursing II	7
NURS 353	Applied Pharmacology for Nursing Care II	2
NURS 355	Research in Nursing Practice	3

Level 400 Courses

Successful completion of the following courses with a minimum grade of C+:

NURS 431	Nursing Care of the Childbearing Family	4
NURS 433	Nursing Care of Children	4
NURS 435	Transition to Professional Role I	1

NURS 442	Aggregate-Based Nursing Care	5
NURS 444	Leadership	5
NURS 446	Transition to Professional Role II	1
NURS 461	Medical-Surgical Nursing II	5

Completion of nursing courses and clinical rotations takes 5-1/2 semesters in the BSN Traditional Track.

Other Requirements

All students in the pre-licensure BSN tracks are required to complete all ATI assignments as outlined in the course syllabi.

Comprehensive Examination - The comprehensive examination represents a significant measure of knowledge integration acquired in the pre-licensure BSN program. The comprehensive examination is scheduled during the student's final semester in the program. Students who are unable to successfully complete the comprehensive examination at the scheduled time are not able to complete program requirements by the expected graduation date *(Volume VII-A Policy 8.18)*

Second-Degree BSN Day Fast Track, Second-Degree Distance Hybrid BSN track, and Part-time Evenings and Weekends Fast Track

The first Baccalaureate degree has to have been earned from an accredited College or University.

- Students must have an overall minimum GPA of 3.0 and a minimum GPA 2.75 in Math and Sciences in order to be considered for admission to the Second Baccalaureate Degree BSN Program.
- Students must progress in the nursing courses as listed on the sequence sheet.
- Each session is 8 weeks.

All non-nursing prerequisites must be completed prior to admission.

The following coursework must be completed with a minimum grade of C or better prior to admission to the program:

BIOL 206/L	Microbiology	4
BIOL 207/L	Anatomy and Physiology I	4
BIOL 208/L	Anatomy and Physiology II	4
NURS 206	Nutrition	3(taught by a Registered Dietician)
MATH 130	Elementary Statistics	3

No more than one grade of "C" is permitted in the above courses.
No more than one repeat in any of the above courses due to grade of "C" or less.

Completion of nursing courses and clinical rotations takes 7 sessions (3.5 semesters) or 14 months for the Second-degree BSN Day Fast Track and Second-Degree Distance Hybrid BSN track

Completion of nursing courses and clinical rotations takes 11 sessions (5.5 semesters) or 22 months for the Second-degree BSN Part-time Evenings and Weekends Fast Track.

Other Requirements

All students in the pre-licensure BSN tracks are required to complete all ATI assignments as outlined in the course syllabi.
Comprehensive Examination - The comprehensive examination represents a significant measure of knowledge integration acquired in the pre-licensure BSN program. The comprehensive examination is scheduled during the student's final semester in the program. Students who are unable to successfully complete the comprehensive examination at the scheduled time are not able to complete program requirements by the expected graduation date (Volume VII-A Policy 8.18)

RN-BSN Track

The focus of the RN-BSN Track is to broaden the RN's knowledge, enhance leadership and management skills, and recognize that registered nurses have diversity in clinical and educational experiences. The nursing curriculum focuses on the development of management and leadership skills, culture-sensitive health care, individual and family assessment skills, and research in the nursing practice. Graduates of the RN-BSN program are prepared to progress to advanced practice programs at the graduate level, e.g., MSN or BSN-DNP programs.

Courses are held in an eight-week Online format.

Up to a maximum of 90 credits (including 51 credits from your RN licensure) can transfer into the BSN program. A minimum of 27 of the 123 credits required for the degree must be taken at Holy Family University. All policies and procedures are listed in the BSN Student Handbook. **(Volume VIII of the University Policy Manual)**.
75 credits may be accepted from a 2-year institution and/or 90 credits from a 4-year institution. A minimum of 39 of the 123 credits required for the degree must be taken at Holy Family University. All policies and procedures are listed in the BSN Student Handbook *(Volume VIII of the University Policy Manual)*.

RN-BSN Requirements

Core Curriculum: BSN requirements (credits)	45
RN Nursing License	51

Concentration

NUR 352	Family Assessment	3
NUR 354	Research in Nursing Practice	3
NUR 358	Global Health	3
NUR 450	Contemporary Issues in Health Care Delivery	3
NUR 452	Leadership in Nursing Practice	3
NUR 404	Nursing Quality and Patient Safety	3
NUR 442	Aggregate-Based Nursing Care	3
NUR 444	Clinical Competence Practicum	3
GNED 400	Interdisciplinary Course Capstone	3

Transfer of Nursing Credits Policy for RNs

Holy Family University and the School of Nursing and Health Sciences recognize and respect the diverse educational background of registered nurses. Nursing credits may be transferred from prior college or RN license or validated through individual evaluations.

Registered nurses who have graduated from an accredited Associate Degree nursing program or a hospital-based nursing program are eligible for the direct transfer of 51 nursing credits upon individual evaluation of professional practice and matriculation at Holy Family University.

Degree Program in Health Promotion and Wellness

The Health Promotion and Wellness (HPWE) program prepares students to assume roles as wellness and health promotion professionals in private business, community organizations, and healthcare agencies. The innovative curriculum that stresses key health concerns identified by *Healthy People 2030* focuses on strategies to promote healthy behaviors and lifestyles with an emphasis on living well. Foundation courses such as anatomy, physiology, nutrition, and human development serve as building blocks for courses in the major where students plan, implement, and evaluate programs to promote healthy behaviors and wellness. This program includes a two-semester internship coordinated by our Experiential Learning program with an off-campus industry leader in promoting healthy lifestyles and wellness.

Program Goals

- Understand core concepts related to health promotion and wellness across the lifespan.
- Identify factors that foster a healthy lifestyle and those associated with health risk and disease.
- Assess needs and challenges related to building healthy behaviors across diverse populations.
- Plan, implement, and evaluate programs to promote healthy behaviors and wellness.
- Exhibit professional and academic skills needed for graduate study or entry-level positions in the field.

Requirements

- Core Curriculum: BS Requirements (credits) 45
- Credits for Degree 122

Concentration

HPWE 101	Introduction to Health Promotion and Wellness	3
HPWE 200	Health Promotion through the Lifespan	3
HPWE 202	Strategies of Stress Management and Wellness	3
HPWE 206	Nutrition	3
HPWE 320	Teaching Strategies for Health Promotion and Wellness	3
HPWE 325	Coaching Principles for Health Promotion and Wellness	3
HPWE 355	Research for Evidenced Based Practice	3
HPWE 360	Health Policy: Global and National Perspectives	3
HPWE 410	Health Promotion and Wellness Program Planning	3
HPWE 444	Internship I	3
HPWE 445	Internship II	3
HPWE 450	Seminar: Contemporary Issues	3

Also required:

BIOL 112	Introduction to Human Biology	3
or		
BIOL 113	Human Physiology	4
BIOL 207	Anatomy & Physiology I	4
BIOL 208	Anatomy & Physiology II	4
PSYC 110	Intro to Psychology	3
PSYC 208	Lifespan Development	3
PSYC 212	Psychology of Health and Illness	3
MATH 130	Elementary Statistics	3
or		
PSYC 311	Statistics for Social and Behavioral Sciences	3

Restricted Electives (Minimum 12 credits):

Restricted electives are selected in consultation with the HPWE faculty advisor. Students are required to make sure all pre-requisites are satisfied for all classes. The following courses meet this requirement:
Courses from Management-Marketing (MNMK), Psychology (PSYC), Sociology (SOCO) departments for the 200-, 300-, or 400-levels.

BIOL 333	Kinesiology and Biomechanics	3
NURS 202	Introduction to Professional Nursing	2
NURS 204	Foundations of Nursing Practice	5
NURS 345	Nursing & Older Adult Health Promotion	2

BUSA 100:	Intro to Business	3
ARTS 202:	Digital Design	3
ARTS 212:	Web Design & E-Commerce	3
ARTS 315:	Graphic Design	3

Free Electives (Minimum 15 credits)

Other Requirements

Successful completion of a comprehensive exam in Health Promotion and Wellness.
Continuation in the Health Promotion and Wellness major requires GPA 2.5 or above.

Minor in Health Promotion and Wellness (6 courses/18 credits)

The minor in Health Promotion and Wellness gives the student an introduction to the content and practices in the discipline. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

Requirements

HPWE 101	Introduction to Health Promotion and Wellness (HPWE)	3

Two Courses (6 credits) Required from the Following:

HPWE 200	Health Promotion Through the Lifespan	3
HPWE 202	Strategies of Stress Management	3
HPWE 206	Nutrition (or equivalent NURS 206)	3
PSYC 212	Psychology of Health and Illness	3

Two Courses (6 credits) Required from the Following:

HPWE 320	Teaching Strategies for HPWE	3
HPWE 325	Coaching Principles for HPWE	3
HPWE 355	Research for EBP (or equivalent NURS 355)	3
HPWE 360	Health Policy: Global and National Perspectives	3
HPWE 410	HPWE Program Planning	3

Choose One Course (3 credits) from the Following:

Restricted electives are to be selected in consultation with the HPWE faculty advisor. *(Students are required to make sure all pre-requisites are satisfied for all classes.)* The following courses meet this requirement:

- Courses from MNMK, PSYC, SOCO departments for the 200-, 300-, or 400-levels
- BIOL 333: Kinesiology and Biomechanics
- NURS 202: Introduction to Professional Nursing
- NURS 204: Foundations of Nursing Practice
- NURS 345: Nursing & Older Adult Health Promotion
- BUSA 100: Intro to Business
- ARTS 202: Digital Design
- ARTS 212: Web Design & E-Commerce
- ARTS 315: Graphic Design

Degree Program in Health Sciences

The Associate of Science in Health Sciences program prepares students to assume roles in health-related fields. The innovative curriculum was developed as part of the newly developed Health Sciences Academy at Holy Family University. This program will be one of the first programs offered to incoming students interested in health-related fields as well as being offered to collaborating high school students participating in the dual enrollment programs. This program is directed at assisting new students entering HFU as undecided with an interest in the healthcare field. Foundation courses such as anatomy, physiology, psychology, health promotion and wellness, sociology, nutrition, and human development serve as building blocks for courses in the major where students plan to strive in health-related fields or to continue their education in one of our many Baccalaureate programs. This program also includes exciting and newly developed course in Informatics, pop culture and health, introduction to healthcare professions, and professional development for health professions

Program Goals

- Understand core concepts related to health-related fields.
- Identify factors related to overall health and healthcare fields.
- Assess needs and challenges related to healthcare in diverse populations.
- Plan, implement, and evaluate programs essential to the healthcare fields.
- Exhibit professional and academic skills needed for entry into Baccalaureate programs or entry-level positions in the field.

Requirements

· Core Curriculum: AS Requirements (credits)	60
· Credits for Degree	60

Concentration

HSCS 101	Pop Culture and Health	3
HSCS 200	Informatics for Healthcare	3
HSCS 210	Introduction to Healthcare Professions	3
HSCS 212	Professional Development for Health Professions	1
HPWE 101	Introduction to Health Promotion	3
HPWE 206	Nutrition	3

Also required:

BIOL 207	Anatomy & Physiology I	4
BIOL 208	Anatomy & Physiology II	4
BIOL 307	Medical Terminology	3
BIOL 340	Introduction to Clinical Practice	3
MATH 130	Elementary Statistics	3
PSYC 110	Introduction to Psychology	3
PSYC 208	Lifespan Development	3
SOCO 101	Introduction to Sociology	3
PSYC 311	Statistics for Social and Behavioral Sciences	3
HFE 100100 BLUEprint		1
HFE 200200 BLUEprint		1

Requirements

Open for students in the Dual Enrollment programs or undecided undergraduate students.

Degree Program in Nutrition

The Bachelor of Science in Nutrition program prepares students to assume roles as for a wide range of career outcomes. The curriculum is built upon a foundation of core nutrition courses and natural science requirements. The innovative curriculum that stresses key concepts for students aiming to become a Registered Dietician. The program builds the foundation necessary to continue into a Master's program for credentialing as a Registered Dietician and eligibility for the certification upon a successful completion in a Master's program. As of 2024, the ACEND requires all students to pursue and complete a graduate program to qualify for the national certification. This program will also offer a strong foundation in undergraduate studies for students who wish to pursue graduate students in areas such as Public Health or Physician Assistant, to name a few. Students who complete the BS in Nutrition at Holy Family University will also earn a Minor in Health Promotion and Wellness. This program includes a one semester internship through our Health Promotion and Wellness courses that is coordinated by our Experiential Learning program with an off-campus industry leader in promoting healthy nutrition lifestyles and wellness.

Program Goals

- Students who wish to pursue ACEND Registered Dietician Certification in a certified Master's program will qualify to pursue a graduate degree (as of 2024, students must pursue a graduate degree to qualify for the certification). Understand core concepts related to health promotion and wellness across the lifespan.
- Understand core concepts in relation to food science and nutrition.
- Assess needs and challenges related to food and lifestyle correlation to health and nutrition.
- Plan, implement, and evaluate programs to promote healthy behaviors related to food and nutrition. .
- Exhibit professional and academic skills needed for graduate study in Nutrition, Public Health, or Physician Assistant programs or entry-level positions in the field.

Requirements

· Core Curriculum: BS Requirements (credits)	45
· Credits for Degree	120

Concentration

NUTR 101	Introduction to Nutrition *	3
NUTR 201	Food Science *	3
NUTR 301	Food Economics *	3
NUTR 310	Lifestyle Nutrition I *	3
NUTR 401	Lifestyle Nutrition II *	3
NUTR 410	Medical Nutrition Therapy *	3
HPWE 101	Introduction to Health Promotion and Wellness	3
HPWE 202	Strategies of Stress Management and Wellness	3
HPWE 320	Teaching Strategies for Health Promotion and Wellness	3
HPWE 325	Coaching Principles for Health Promotion and Wellness	3
HPWE 355	Research for Evidenced Based Practice	3
HPWE 410	Health Promotion and Wellness Program Planning	3
HPWE 444	Internship I	3

Also required:

BIOL 112	Introduction to Human Biology	3
BIOL 206	Microbiology	4
BIOL 307	Medical Terminology	3
CHEM 120	Chemistry Principles I	4
CHEM 121	Chemistry Principles II	4
ENVS 101	Environmental Science	3
MATH 150	College Algebra/Trigonometry	3
PSYC 110	Intro to Psychology	3
PSYC 305	Physiologic Psychology	3
PSYC 311	Statistics for SBS	3
HFE 100100 BLUEprint		1
HFE 200200 BLUEprint		1
HFE 300300 BLUEprint		1
HFEX 400	Interdisciplinary Core Seminar	3

Other Requirements

Four (4) Free Electives
Three (3) Tier 2 Electives
Three (3) Tier 3 Electives

Minor in Health Promotion and Wellness (6 courses/18 credits)

Upon successful completion of the BS in Nutrition program, students will qualify with a minor in Health Promotion and Wellness gives the student an introduction to the content and practices in the discipline. Minimum grade of C is required. Only six transfer credits will be accepted toward the minor.

*Certain courses within this major are offered through a partnership with Rize Education. These courses are all offered in an online, asynchronous format and Holy Family students take these courses alongside students from other universities that participate in the LCMC consortium. All courses have been vetted through Holy Family University's standard faculty governance processes and are assessed using the same methods as courses taught by Holy Family University faculty. Students who successfully complete these courses earn Holy Family University credits that are applied toward their degree.

Designators Used to Identify Courses:

ACCT	Accounting
ARTS	Art
BIOL	Biology
BUIN	Business Analytics
BUSA	Business Administration
BUSI	International Business
CHEM	Chemistry
CMIS	Computer Information Systems
COMM	Communications
CRJU	Criminal Justice
CSCI	Computer Science
CYBR	Cybersecurity
EDEC	Early Childhood Education
EASC	Earth Science
ECON	Economics
EDML	Education Middle Level
EDSP	Special Education
EDUC	Education
EDUN	Education
EDUS	Secondary Education
ENGL	English
ENVS	Environmental Science
FINC	Finance
FREN	French
FSPS	Fire Science and Public Safety Administration
GEOG	Geography
GNED	General Education
GSCI	General Science
HCAM	Healthcare Administration and Management
HFEX	Holy Family Experience
HIST	History
HPWE	Health Promotion and Wellness
HSCS	Health Sciences
ITAL	Italian
MATH	Mathematics
MEDT	Medical Technology
MLSC	Military Science
MNMK	Management-Marketing
MUSC	Music
NUFT	Nursing
NURS	Nursing

NUTR	Nutrition
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PSAM	Professional Sales and Marketing
PSYC	Psychology
RADS	Radiologic Science
RELS	Religious Studies
SCMM	Supply Chain Management
SOCO	Sociology
SPAN	Spanish
SPMM	Sport Marketing-Management
THEA	Theater

Designators Used to Identify Accelerated Courses:

ACC	Accounting
ADM	Administration
ART	Art
BIO	Biology
BUS	Business
CJA	Criminal Justice Administration
COM	Communications
ECE	Early Childhood Education Pre-K
ECO	Economics
EDU	Early Childhood Education Pre-K
ENG	English
ESP	Early Childhood Education Pre-K
FIN	Finance
GND	General Education
HIS	History
HRA	Human Resources Administration
HUM	Humanities
MGT	Management
MKT	Marketing
MTH	Mathematics
NUR	Nursing
PHL	Philosophy
POL	Political Science
PSY	Psychology
REL	Religion
SOC	Sociology
SPN	Spanish

Course Descriptions

Accounting Courses

ACCT 205 Principles of Financial Accounting (3 credits)
Theory and practice of financial accounting, includes fundamentals of the accounting process, analysis of transactions, and the preparation of financial statements. Enhances student's ability to handle all aspects of accounting, inventory control, depreciation, accounts receivable, and control of cash. Students utilize electronic working papers to solve problems.

ACCT 206 Principles of Managerial Accounting (3 credits)
Prerequisite: ACCT 205
Focus on managerial accounting for organizations in terms of planning, control and decision making. Explores corporate financing cost concepts and behavior, budgeting, analytical performance and ration analysis. Students will utilize electronic working papers to solve problems.

ACCT 307 Intermediate Accounting I (3 credits)
Prerequisite: ACCT 206
This course covers accounting topics designed for Accounting Majors. This includes the study of financial and accounting standards, conceptual framework, advanced presentation, an in-depth study of inventory, receivables, property and intangible assets, and other current accounting issues.

ACCT 308 Intermediate Accounting II (3 credits)
Prerequisite: ACCT 307
Course topics go beyond the scope of Intermediate Accounting I, including accounting and financial statement presentation for long-term liabilities, stockholder's equity, dilutive securities and earnings per share, investments in securities, revenue recognition, accounting for income taxes, pensions and leases, the statement of cash flows and the meaning of financial disclosures.

ACCT 309 Intermediate Accounting III (3 credits)
Prerequisite: ACCT 308
Intermediate III is the last of the Intermediate Accounting course series concluding the intensive study begun in Intermediate I and II of the U.S. Accounting Standards known as GAAP. This course continues a more in-depth study of; accounting and reporting for income taxes, pensions and post-retirement, leases, errors and corrections, statement of cash flows, full disclosure, and additionally studies the comparison between U.S. GAAP and IFRS.

ACCT 315 Cost Accounting (3 credits)
Prerequisite: ACCT 206
This course is designed to familiarize students with the theory and application of cost. The subjects covered include; data management, value chain analysis, cost behavior, cost volume profit techniques, manufacturing costing, transfer pricing, unit cost and other cost associated topics.

ACCT 335 Accounting Systems (3 credits)
Prerequisite: ACCT 307
This course is segmented into three sections. Section 1 is a general overview of Accounting Information Systems as it applies to data storage, capture, cloud computing, and data security. Section 2 examines the relationship and role designation between the accountant and systems analysis for system development. Section 3 employs the use of computerized accounting software.

ACCT 404 Auditing (3 credits)
Prerequisite: ACCT 308
This course studies the development and the use of generally accepted auditing concepts and theory employed in the verification of financial statements, evaluation of internal controls, statistical sampling, and the procedural testing used by the auditor. Additionally, ethical considerations and applications will be an important part of this course.

ACCT 413 Introduction to Taxation (3 credits)
Prerequisite: ACCT 206
This course is an introduction to the federal income tax code as it relates to individuals and business entities. The course covers income, deductions and losses comprising of taxable income, property transactions and the

determination of tax liability. Application of the tax law is practiced with basic research, tax planning and tax return preparation.

ACCT 414 Advanced Taxation (3 credits)
Prerequisite: ACCT 413
An advanced study of tax law with emphasis on the formation and operations of business entities and an introduction to tax issues relating to gifts, estates, trusts, and state taxes. Includes tax research case analysis for corporations, property transactions and other selected topics.

ACCT 415 Advanced Accounting (3 credits)
Prerequisite: ACCT 309
This course is designed to familiarize students with the theory and application of advanced accounting subjects such as; equity investing accounting, consolidation accounting, outside ownership, and foreign currency translation of financial statements. Additionally, adjunct subjects such as SEC reporting, reorganizations and tax issues will be covered.

ACCT 416 Government and Not-for-Profit Accounting (3 credits)
Prerequisite: ACCT 307
This course covers the accounting, financial and budgetary reporting for governments and nonprofit organizations based on distinctive concepts, standards and procedures designed to accommodate the needs of their financial report users. It includes student introduction to the unique aspects of government agencies and their accounting, reporting, and auditing procedures and explores Not-for-Profit entities such as: public institutions, charities, educational and healthcare organizations, studying each entity as to its operational and stated objectives.

ACCT 417 Estate Taxation and Financial Planning (3 credits)
Prerequisite: ACCT 413
Advanced study of Taxation related to estate, gift and generation skipping taxes and state transfer taxes. Planning for wealth transference using both *inter vivos* and testamentary plans. Creation of financial plans for differing individuals during different stages of life. Introduction to estate planning documents and other methods of transferring property.

ACCT 427 Financial Fraud and Reporting (3 credits)
Prerequisite: ACCT 309
Advanced study of financial statement reporting, analysis of financial relationships, ratios and other factors as a means of determining business and investment values and identification of fraud and other business improprieties.

ACCT 439 Senior Seminar in Accounting (3 credits)
This course focuses on current issues in accounting with particular emphasis on the role of accounting in contemporary society. The course consists of readings, research, discussions and presentations designed to integrate accounting and business principles. An emphasis will be unethical considerations in the accounting profession.

American Sign Language

ASL 101 American Sign Language I (3 credits)
This course introduces students to the basics of American Sign Language, including comprehension, production, interactional skills, and fundamentals of deaf culture. It is intended for students with no or minimal previous knowledge of American Sign Language.

ASL 102 American Sign Language 2 (3 credits)
This course continues to introduce students to the basics of American Sign Language, including comprehension, production, interactional skills, and fundamentals of deaf culture. It is intended for students some previous knowledge of American Sign Language.

Art Courses

ARTS 102 Art Appreciation (3 credits)
Develops a critical and appreciative attitude toward historical and contemporary painting, sculpture, and architecture. Lectures, slides, museum visits, and studio experiences enhance study of basic elements of the visual arts.

ARTS 202 Digital Design (3 credits)
This course introduces students to the art of publication
layout and design using desktop publishing software and computer technology. Special attention is given to design principles, typography, layout, and production techniques.

ARTS 210, 211 Watercolor I, II (3 credits each)
Exploration of the technical and creative properties of watercolor as a pictorial medium. Attention to color, line and composition, transparent layers of color, and the dry brush technique. ARTS 210 is a prerequisite for ARTS 211.

ARTS 212 Web Design and E-Commerce (3 credits)
A project oriented class where students design, create and maintain a website. At the successful completion of the course students will have samples to show prospective employers to demonstrate the quality of their work.

ARTS 213 Art History: Ancient to Renaissance (3 credits)
General survey of major developments in architecture, painting, and sculpture from prehistoric times to the Renaissance.

ARTS 214 Art History: Renaissance to Modern (3 credits)
General survey of major developments in architecture, painting, and sculpture from the Renaissance through Impressionism.

ARTS 217, 218 Sculpture I, II (3 credits each)
Course structured to give students an understanding of the formal elements of sculpture. Designed to allow students to investigate form, material, and content through projects, slides, field trips, and discussions. Opportunities to investigate and critique historical and contemporary sculpture with an experience of materials and processes that encourages independent thinking and experimentation. ARTS 217 is a prerequisite for ARTS 218

ARTS 221 Art Therapy (3 credits)
An introduction to the field of Art Therapy with a focus on the historical and philosophical bases of the field. Seminars, lectures, and study of artistic production in a therapeutic milieu.

ARTS 223 Two-Dimensional Design (3 credits)
Consideration of design, elements, and principles of organization through creative problems in line, color, and form. Study of the functions of design and use of images in visual communication.

ARTS 224 Three-Dimensional Design (3 credits)
An investigation of the elements of spatial design and the definition, organization and manipulation of three-dimensional space. Projects explore the inter-relationship of materials, concepts and techniques in the exploration of structural and volumetric form.

ARTS 225 Drawing and Composition (3 credits)
Drawing considered as the organization of the visual elements of line, space, shape, value, and texture on paper. Variety of media including pencil, charcoal, pen and ink, and pastel. Work from still life, models, and landscape. Individual creative solutions to drawing problems encouraged.

ARTS 226 Drawing from the Model (3 credits)
Concentrates on rendering the human figure with emphasis on composition, anatomical correctness, and individual observation. The exploration of diverse drawing materials and of personal expression is encouraged.

ARTS 230 Elements of Typography (3 credits)
Elements of Typography is an introduction to typography as a fundamental language to graphic communication. No previous knowledge of typography is presumed. This course will address the use of different typefaces and type layouts to communicate visually desired effects.

ARTS 310 Elementary Art Education (3 credits)
Elementary Art Education provides students with theoretical and practical foundations in teaching art in the elementary classroom. Art activities and productions are important for the direct learning about art and as a tool that can be integrated with other subjects in the elementary school setting.

ARTS 311 Art in the Secondary School (3 credits)
This course equips the student with teaching strategies in developing appropriate curriculum and activity materials, developing assessment techniques, developing classroom management techniques and professional classroom methods. The course will deal with teaching and understanding techniques for Disciplined Based Art Education (DBAE).

ARTS 315 Graphic Design (3 credits)
Students will develop skills in working with text and image as they create solutions to design assignments. Students will work at both the drawing table and at the computer. ARTS 315 is a prerequisite for ARTS 318.

ARTS 316 Digital Photography (3 credits)
This skills course provides a conceptual foundation and hands-on experience in digital photography. Overview of historic and artistic approaches, along with instruction in image acquisitions, composition, image processing, and presentation. Students complete photographic assignments and present portfolios.

ARTS 317 Digital Illustration (3 credits)
Using the computer as a drawing and painting tool, this course explores the world of digital illustration. Students will complete a series of projects based on visual design problems using computer software programs.

ARTS 318 Graphic Design II (3 credits)
Graphic Design II focuses on developing of production studio techniques for graphic designer, including the preparation of art for reproduction using the computer as a graphic design problem solving tool, combining text image and digital design.

ARTS 319, 320 Painting I, II (3 credits each)
Study and practice of basic techniques and materials of oil or acrylic painting. Work in representational and non-representational concepts from the figure, still life, and invented forms. Attention directed to the concepts and stylistic innovations of contemporary painting. ARTS 319 is a prerequisite for ARTS 320.

ARTS 321, 322 Ceramics I, II (3 credits each)
Fundamental techniques of clay building: pinch, coil, and slab. A variety of surface embellishments: stains, underglaze, glazing, painting, burnishing, and bas-relief. Studio instruction supplemented with demonstrations and slides. ARTS 321 is a prerequisite for ARTS 322.

ARTS 323, 324 Printmaking I, II (3 credits each)
Introduction to processes of transferring drawings into prints. Investigation of color, texture, papers, and tools as they relate to the production of prints. Woodcuts, linoleum, and silk screen techniques. Textile printing considered. ARTS 323 is a prerequisite for ARTS 324.

ARTS 325, 326 Seminars in Art History (3 credits each)
In-depth study of a particular movement or era in the history of art.

ARTS 327 Advanced Studio Art III (3 credits)
Prerequisite: Successful completion of the second level of one specific studio art course of the student's choosing. ARTS 211, ARTS 218, ARTS 318, ARTS 320, ARTS 322, or ARTS 324.
In-depth study of the student's area of specialization. Formulation of individual goals related to the possibilities inherent within a given medium. Emphasis on the development of mature skills and individual point of view. Must have successfully completed two levels of one specific studio art course of the student's choosing.

ARTS 330 Digital Photography II (3 credits)
Prerequisite: ARTS 316
Digital Photography II will explore the potential of digital photographic imagery and will develop advanced image editing skills. The course will explore the use of photography as an artistic medium.

ARTS 350, 351 Internship (3 credits each)
Internship at a business that provides students with hands-on experience in commercial art under the supervision of an art teacher and the coordinator of the program.

ARTS 427 Research Seminar (3 credits)
Individualized study and research techniques related to the student's area of interest culminating in a paper as well as a written proposal for an independent project.

ARTS 428 Independent Project (3 credits)
Production and completion of a creative project in the student's area of specialization.

ARTS 433-499 Special Topics (3 credits each)
Series of courses, each focuses on one specific area related to either art history or studio content. Courses vary in content.

Biology Courses

BIOL 108 Freshman Biology Seminar (Starting Spring 2024) (2 credits)
Introductory seminar course structured to highlight various career pathways within the field of biology while providing students with necessary skills and insights into various norms, values, and ethical considerations that will serve them throughout their academic and professional lives.

BIOL 112 Introduction to Human Biology (3 credits)
Introduction to the Human body will highlight the organization, structure and function of one of the most complex organisms to roam the plant, the human being. The course will describe how processes work at the level of the cell and tissues all the way to the body level of organization.

BIOL 113 Human Physiology (Starting Fall 2024) (4 credits)
Human Physiology will highlight the organization, structure and function of one of the most complex organisms to roam the plant, the human being. The course will describe how processes work at the level of the cell and tissues all the way to the body level of organization. Three hours of lecture and one 3-hour lab.

BIOL 115 Introduction to Neuroscience (3 credits)
This course will cover the fundamentals of neuroscience. Core concepts in nerve cell structure, synapses, communication between cells, as well as the structure and function of the central nervous system are discussed, including the somatosensory and motor systems. The biological basis of neurodegenerative diseases, addiction, and mental illness are evaluated. Satisfies the core STC non lab requirement.

BIOL 120, 121 Biological Principles I, II (4 credits each)
Fundamental principles and laws governing biological systems. Structure, origin, and function of the cell serving as basis for study of multicellular organisms and populations.

BIOL 120HNR; 121HNR Honors Biological Principles I, II (4 credits each)
Placement by Honors Program admissions
Fundamental principles and laws governing biological systems. Structure, origin, and function of the cell serving as basis for study of multicellular organisms and populations.

BIOL 206 Microbiology (4 credits)
Prerequisite: BIOL 120 or GSCI 104
Three hours of lecture and one 2-hour lab.
Survey of the microbial world with emphasis on microbes of medical importance, pathogenesis of disease, and immunology. Application of techniques for culturing, study, and identification of bacteria and related microbial forms in lab.

BIOL 207; 208 Anatomy and Physiology I, II (4 credits each)
Prerequisite for BIOL 207: BIOL 120, or GSCI 104
Prerequisite for BIOL 208: BIOL 207
Three hours of lecture and one 2-hour lab.
Mammalian morphology and physiology at the cellular and systemic level with emphasis on the human body. Lab includes gross anatomy of a representative vertebrate and use of classical physiological techniques.

BIOL 211 Cell Biology (4 credits)
Prerequisite: BIOL 120
Three hours of lecture and one 3-hour lab
Detailed examination of the structural and functional components of the cell, presented in terms of the molecular building blocks for each cellular component. Major concepts include protein structure and function, DNA and chromosomes, membrane transport, generation of cellular energy, cell signaling and the cytoskeleton.

BIOL 220 Marine Biology (3)
Two hours lecture/two hours lab
This course examines the ecosystems of the world's oceans, highlighting the abiotic and biotic factors that contribute to the distribution of marine organisms. Emphasis will be placed on scientific literacy through awareness and understanding of the fundamental concepts about the history, function, and use of the ocean.

BIOL 300 Advanced Microbiology (4 credits)
Prerequisite: BIOL 121; CHEM 121
This course will provide the opportunity to study microorganisms in the context of the medical world. This course will introduce the wide field of microbiology and the relationship with the human morbidity and mortality. Several areas of immunology, particularly as it relates to infection, will also be addressed.

BIOL 304 Principles of Genetics (3 credits)
Prerequisite: BIOL 211
Basic principles of heredity and genetic analysis in prokaryotes, eukaryotes, and viruses. Includes topics in classical genetics, genetic analysis of chromosome structure, gene expression, population genetics, and basic biochemical principles of heredity.

BIOL 307 Medical Terminology (1 credit)
This course will provide an introduction to medical terminology including, the structure of medical words, pronunciation, spelling and definition of medical terms. Students will learn to communicate in a professional manner using proper medical terminology pertaining to body systems.

BIOL 312 Cell-Cell Interaction (3 credits)
Prerequisite: BIOL 211
Three hours of lecture.
Detailed study of the mechanisms and implications of intercellular interaction and communication in multicellular organisms. Emphasis on the role of the cell surface in signaling, the physiology and biochemistry of hormonal and neuronal signaling, and the nature and importance of intercellular communication in developing organisms.

BIOL 313 Basic Elements of Pharmacology and Toxicology (3 credits)
Prerequisite: CHEM 208
This course offers an overview of the general mechanisms underlying the effects of drugs and chemicals on biological systems in the human body. The principles of drug actions, neuro, cardio, renal, and hepatic pharmacology and toxicology, drug-receptor interactions, drug metabolism, and structure activity relationships will be examined.

BIOL 314 Parasitology (3 credits)
Prerequisite: BIOL 120, 121
Parasitology will introduce students to the basic concepts of parasitology, including types of animal associations, adaptations to parasitic mode of life, and evolution of parasitism. Parasite life cycles (infection, transmission, pathology, symptoms, diagnosis, and treatment) and control of medically and economically important parasites are the main emphasis of this course. Includes a laboratory.

BIOL 320 Molecular and cellular Mechanisms of Human Disease (3 credits)
Prerequisite: BIOL 211
This course will provide a comprehensive examination of the cellular events and alternations in molecular pathways that occur in various human diseases. It will focus on genetically inherited diseases, metabolic diseases, immunological disorders and inflammation, infectious diseases, cardiovascular diseases, carcinogenesis, and neurological diseases. Current therapeutic approaches will be discussed.

BIOL 324 Inorganic, Organic, and Cultural Evolution (3 credits)
Prerequisite: BIOL 121
Recommended prerequisite: BIOL 304
Study of evolutionary processes. Traces the evolution of the universe as well as organic evolution, culminating with the evolution of man both at the biological and cultural level. Particular emphasis on the history of scientific thought.

BIOL 325 Junior Seminar: Scientific Literature (2 credits)
Introduction to the general principles of scientific research and to the literature that documents its development. Includes basic research methodology, training in the use and interpretation of information-dissemination sources, including machine-readable bibliographic databases, and the analysis of selected primary research papers.

BIOL 330 General Immunology (3 credits)
Prerequisite: BIOL 211
Three hours of lecture.
A comprehensive examination of the evolution, structure, and function of the immune system. Emphasis on immunogenetics and histology, humoral, and cell-mediated response mechanisms, and regulatory interactions. Selected examples of the beneficial and pathological consequences of the immune response considered.

BIOL 331 Botany, the Biosphere, and Ecosystems (3 credits)
Prerequisite: BIOL 121
Three hours of lecture.
Introduction to plant biology and ecology. Basic plant morphology, molecular physiology, reproduction, taxonomy, and evolution. Principles of ecology with an emphasis on ecological modeling and problem-solving.

BIOL 332 Ecology (3 credits)
Prerequisite: BIOL 121
Two hours of lecture and one 2-hour lab
Introduction to Ecology with emphasis on biosphere, populations, interactions of organisms, community ecosystems, conservation and environmental concerns. Laboratory assignments will involve measurement of water, soil and organisms in local ecosystems.

BIOL 333 Kinesiology and Biomechanics (3 credits)
Prerequisite: BIOL 207 and PHYS 201
This course examines human motion from an anatomical and mechanical perspective. Principles of skeletal muscle contractions in relationship to joints and motion are explored. The laws of physics governing motion, force, and equilibrium are applied to the anatomical and mechanical mechanisms that regulate musculoskeletal systems during various physical activities.

BIOL 334 Applied Neurodevelopment (3 credits)
Prerequisites: BIOL 120 or BIOL 115 or PSYC 305
This course will cover the fundamentals of neurodevelopment and apply core concepts in a laboratory setting utilizing a zebra fish developmental model. The aim of the course is to explore the cellular and molecular mechanisms underlying neural development. Two hours lecture Two hours lab.

BIOL 335 Animal Behavior (3 credits)
Prerequisite: BIOL 121
This course will examine the remarkable diversity of animal behaviors and the underlying evolutionary and ecological mechanisms. This course will address both the proximate and ultimate causes of animal behavior from perspectives in biology, genetics, and neuroscience.

BIOL 340 Introduction to Clinical Practice (3 credits)
Prerequisite: BIOL 208
This course offers an overview of basic mechanisms used to diagnose medical diseases. It will focus on patient experiences and general medical practices. The class will be introduced to the foundations of clinical diagnostic methods, develop an understanding of clinical data, and learn the limitations of using clinical data.

BIOL 345 Advanced Critical Reasoning (Starting Spring 2024) (3 credits)
Prerequisite: BIOL 211, BIOL 304, CHEM 208, PHYS 202
This course will examine the remarkable diversity of animal behaviors and the underlying evolutionary and ecological mechanisms. This course will address both the proximate and ultimate causes of animal behavior from perspectives in biology, genetics, and neuroscience.

BIOL 350 Forensic Sciences (4 credits)
Prerequisite: CHEM 207
This course focuses in the analysis of physical, chemical, and biological evidence that are commonly used in criminalistics. The theoretical principles underlying the instruments involved in forensic analysis are thoroughly explored. The course includes the discussion of cases including violent crimes, burglary, rape, arson; questioned documents, environmental and industrial crimes.

BIOL 360, 361 Internship I, II (3 credits)
Introductory seminar course structured to highlight various career pathways within the field of biology while providing students with necessary skills and insights into various norms, values, and ethical considerations that will serve them throughout their academic and professional lives.

BIOL 408 Cell and Molecular Techniques (3 credits)
Pre- or corequisite: BIOL 412
Two hours of lecture and one 3-hour lab.
Explores the theoretical background for techniques commonly employed in cell and molecular research. Practical experience in cell culture, cellular immunology, cell fractionation, genetic analysis, and recombinant DNA techniques.

BIOL 411 Microtechniques (4 credits)
Prerequisites: BIOL 207, 208
Two hours of lecture and two 2-hour labs.
Study of the correlation between structure and function of the various plant and animal tissues, organ systems, and individual cells within these systems. Theory and practice of histotechnology, standard and specialized techniques in microscopic tissue preparation and study.

BIOL 412 Molecular Genetics (4 credits)
Prerequisites: BIOL 304
Three hours of lecture and 3-hour lab.
Examination of the biochemical basis for heredity. Emphasis on conceptual and experimental approaches that have been influential in shaping current views of the structure and function of the gene. Topics include the molecular aspects of nucleic acid replication, transcription, translation, regulation of gene expression, recombination, DNA repair and RNA processing.

BIOL 413 Scientific Literacy (Starting Spring 2024) (3 credits)
Prerequisite: BIOL 211, BIOL 304
Science literacy is the ability to use scientific knowledge to accurately evaluate information and make decisions based on evidence. This course allows for the process of inquiry into basic research methodology, interpretation of information, and the analysis of selected primary research papers to explore the "wicked problems " facing scientists and society. Three hours of lecture.

BIOL 414 Scientific Communication (Starting Spring 2024) (2 credits)
Prerequisite: BIOL 413
This course will examine the remarkable diversity of animal behaviors and the underlying evolutionary and ecological mechanisms. This course will address both the proximate and ultimate causes of animal behavior from perspectives in biology, genetics, and neuroscience.

BIOL 417 Modern Concepts in Biochemistry I (4 credits)
Prerequisites: CHEM 207 and CHEM 208
Three hours of lecture and one 3-hour lab.
Principal concepts of the chemistry of cellular constituents as it relates to the structure and function of carbohydrates, lipid, amino acids, proteins, nucleic acids, membranes mechanisms. Lab: Survey of intermediary metabolism with special emphasis on the regulation of metabolic processes.

BIOL 418 Modern Concepts in Biochemistry II (4 credits each)
Prerequisites: CHEM 207, CHEM 208, BIOL 417
Principal concepts of the chemistry of cellular constituents as it relates to the structure and function of carbohydrates, lipid, amino acids, proteins, nucleic acids, membranes, and transport mechanisms. Lab: Survey of intermediary metabolism with special emphasis on the regulation of metabolic processes.

BIOL 419 Reading and Writing Our Environment (3 credits)
Humans are never neutral in their relationship to nature and surroundings. This course addresses a central question that nature writing has attempted since the written word existed: How do humans interact, see, and represent their environment? We will review the historical approaches of how language and art navigate the idea of “Nature” and the environment. To test these approaches, we will immerse ourselves inside environmental spaces and report, create, and describe our experiences during these field studies.

BIOL 427, 428 Research/Internship (2 credits each)
Prerequisite: CHEM 208, BIOL 211. Pre or corequisite: BIOL 325
Research under direction of a faculty advisor or as an intern in an off-campus research institution under supervision. May include preliminary literature survey, experimentation, and frequent discussions with advisor or supervisor. Final written report and poster presentation required.

BIOL 431, 432, 433 Research Practicum I, II (Starting Spring 2024) (1 credit)
Prerequisite: BIOL 413
Students will participate in independent research activities in collaboration with a Full-time Natural Sciences faculty mentor.

Biology – Accelerated Courses

BIO 104 Biology and the Natural World (3 credits)
This course provides an introduction to Biology for the non-science major, focusing on the common connections of all living things in Biology and Biochemistry, structure and function of cells, and genetics. The process of scientific discovery serves as a backdrop for the inquiry-based lab experiences.

BIO 105 Living in the Environment (3 credits)
This course provides the non-science major with the basic knowledge of the principles of ecology. The topics include populations, communities and species interactions. Pollution of both the air and water are related to effects on human health, on food production and on the biosphere.

Business Analytics Courses

BUAN 105 Foundations of Data Analytics I (3 credits)
In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being "data literate" will help you in your chosen field. In this course, you'll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you'll be able to analyze large datasets and present your results. This online class has optional live sessions.

BUAN 205 Foundations of Data Analytics II (3 credits)
Prerequisite: BUAN105
This course is intended as a continuation of Foundations of Data Analytics I. In this course, you'll learn how Data Analytics are applied within the workforce. Particular attention will be paid to the role of the Data Scientist or Analyst, machine learning and the applications of Big Data. By the end of the term, you will be able to design and execute a range of data-driven experiments. This online class has optional live sessions.

BUAN 210 Principles and Techniques of Data Analytics I (3 credits)
Data Analytics combines data, computation and inferential thinking to solve challenging problems and understand their intricacies. This class explores key principles and techniques of data science and teaches students how to create informative data visualizations. It also explores concepts of Linear Algebra which are central to Data Science. This online class features optional live sessions.

BUAN 215 Business Analytics I (3 credits)
Prerequisite: BUAN105 and BUAN205
This course focuses on using the most common business analytics tools in the industry. You'll build foundational skills in SQL and Tableau to extract, analyze, and visualize data. You'll also dive into database design, hypothesis testing, and the nuances of big data in the business landscape.

BUAN 310 Principles and Techniques of Data Analytics II (3 credits)
This course builds on Principles and Techniques of Data Analytics I to provide students with a more robust understanding of the tools of a Data Scientist. Data Analytics combines data, computation, and inferential thinking to solve challenging problems to thereby better understand the world. This class explores key principles and techniques of data science, including quantitative critical thinking and algorithms for machine learning methods. It will also introduce students to the ways in which data analytics is deployed in healthcare, marketing, political science, criminal justice, and other fields. This online class has optional live sessions.

BUAN 315 Business Analytics II (3 credits)
Prerequisite: BUAN105, BUAN205, and BUAN215

This course is intended as a continuation of Business Analytics I. You'll build on your knowledge of business analytics tools by learning advanced SQL and Tableau skills and predictive modeling. This course is oriented around business case studies to apply this newfound knowledge to real-world scenarios.

BUAN 400 Data Analytics Practicum (3 credits)
This course is a capstone project in which students are asked to work through a full data science workflow on a set of real data drawn from sports, politics, business or public health. This course exists to prepare students for the kind of work they will do on Data Science or Analytics teams, and as such, also features an emphasis on interviewing for jobs in the space and communicating results to stakeholders. This online class has optional live sessions.

BUAN 410 Business Analytics Capstone (3 credits)
Prerequisite: BUAN105, BUAN205, BUAN215, and BUAN315
In this capstone course, students engage in a hands-on business analytics project, tackling a real-world data problem from start to finish. This immersive experience equips students with the skills needed for their future roles as analysts, with a special focus on honing job interview skills and communicating findings to stakeholders. Students will also learn how to build a portfolio for their job search. This online class has optional live sessions.

BUIN 101 Introduction to Business Analytics (3 credits)
This course focuses on the application of spreadsheets and presentation software for the processing, manipulation, and reporting of business information.

BUIN 201 Statistical Computing and Visualization (3 credits)
Prerequisite: CMIS 107, BUSA 104 or MATH 130
This course is a survey of popular statistical languages and their use in the processing and visualization of data. The exploration of a Geographical Information System (GIS) is also included.

BUIN 307 Systems Analysis and Design (3 credits)
Study of the systems development life cycle approach of solving corporate problems with a primary focus on the entire cycle from work requests to implementation of data management procedures and maintenance of the system. Use of analysis and graphing software provides hands-on experience.

BUIN 308 Database Management (3 credits)
Examination of data structures, file organizations, and logical design of large scale database systems using relational and object-orientated models. Includes a hands-on database design experience.

BUIN 309 Advanced Database Management (3 credits)
Prerequisite: BUIN 308
This course is a continuation of BUIN 308 with an emphasis on advanced SOL and the design, creation and the use of data warehouse through on-line analytic processing. This course also covers non-traditional data models.

BUIN 402 Data Mining (3 credits)
Prerequisite: BUSA-104 or MATH-130
This course is an exploration of the use of multivariate statistics and machine learning to mine patterns of interest from data.

BUIN 439 Senior Seminar in Business Analytics (3 credits
Analysis of topics in the field of business intelligence, with an emphasis on ethics, data quality, and analysis of very large data sets. Research papers pertinent to the subject will be reviewed and a final report of the analysis of a data set will be required.

Business Administration Courses

BUSA 100 Introduction to Business (3 credits)
This course is a survey of the functions and operations of business organizations in a global marketplace. The course will cover a wide variety of business management subjects including Economics, Business Formations, Global Markets, Management, Marketing, Accounting and Finance. Critical thinking, communications, research and problem solving skills are emphasized via class discussion and assignment.

BUSA 104: Applied Business Statistics (3 credits)
This course provides the business student with a basis in general descriptive and inferential statistical theory as it applies to business practices and organizational management. The course covers concepts related to: data collection methodology, basic probability, discrete and continuous probability distributions, sampling distributions, simple & multiple linear regression, time series analysis, confidence intervals, and hypothesis testing.

BUSA 320 Business Law (3 credits)
Study of the regulation of business by the government, applying the various laws that affect business and the economy, structure of the court system, tort law, criminal law, uniform commercial code, and damage issues.

BUSA 350, 351 Internship (3 credits)
Offers the student the opportunity to work with the Experiential Learning Department in order to identify their career path and learn necessary, job search readiness skills. The students will work toward the goal of putting classroom theory into practice in paid or unpaid, in-field positions under the guidance and supervision of supervisors in a professional work environment.

BUSA 440: Business Core Culmination (3 credit)
This course serves as a culmination of the business core that enables the student to demonstrate the capacity to apply knowledge and skills from an organizational perspective. Thorough reinforcement of the business core is provided, and the comprehensive exam for business administration is administered at the completion of this course.

BUSA 445 Strategic Management (3 credit
Prerequisite: ACCT 206, MNMK 312 and BUSA 100
A capstone course that integrates the understanding and application of knowledge gained from prior study of the various functional subspecialties in business disciplines. Course includes case methodology and a comprehensive research project.

International Business Courses

BUSI 416 International Business (3 credits)
An introduction to the study of business in the international setting, including the opportunities and problems of marketing and management. Questions of culture, trade barriers, international payments, and other factors of the international environment are considered in light of current events.

BUSI 432 International Marketing (3 credits)
Prerequisite: BUSI 416
Managers must seek to develop the empathy, knowledge, sensitivity, and skills required to successfully operate a dynamic global marketplace. This course will enable you to apply previously learned concepts to a global environment. The global marketer must appreciate how culture, environment, government regulation, and economic systems affect a firm's competitive advantage and strategic positioning.

Chemistry Courses

CHEM 120; 121 Chemistry Principles I, II (4 credits each)
Prerequisite for CHEM 120: MATH-150
Prerequisite for CHEM 121: CHEM 120 and MATH 150
Three hours of lecture and one 3-hour lab.
Fundamental concepts of inorganic chemistry for Chemistry, Biology, and Medical Technology concentrators. Includes: atomic structure, chemical bonding, stoichiometry, chemical equilibria, electrochemistry, thermodynamics, and acid-base theory. Lab includes basic chemistry techniques and experiments illustrating fundamental concepts.

CHEM 207; 208 Organic Chemistry I, II (4 credits each)
Prerequisite for CHEM 207: CHEM 120, 121
Prerequisite for CHEM 208: CHEM 207
Three hours of lecture and one 3 hour lab.
Fundamental principles including the relationship between the structure and reactivity of organic compounds. Basic lab techniques investigate selected organic reactions.

CHEM 301; 302 Physical Chemistry I, II (4 credits each)

Prerequisites for CHEM 301: MATH 212 and CHEM 121
Prerequisites for CHEM 302: CHEM 301
Three hours of lecture, one 3 hour lab.
Study of the states and structure of matter, thermodynamics, electrochemistry, statistical mechanics, kinetics, and quantum mechanics.

CHEM 350 Forensic Sciences (4 credits)
Prerequisite: CHEM 207
This course focuses in the analysis of physical, chemical, and biological evidence that are commonly used in criminalistics. The theoretical principles underlying the instruments involved in forensic analysis are thoroughly explored. The course includes the discussion of cases including violent crimes, burglary, rape, arson; questioned documents, environmental and industrial crimes.

CHEM 417 Modern Concepts in Biochemistry I (4 credits)
Prerequisites: CHEM 207 and CHEM 208
Three hours of lecture and one 3-hour lab.
Principal concepts of the chemistry of cellular constituents as it relates to the structure and function of carbohydrates, lipid, amino acids, proteins, nucleic acids, membranes mechanisms. Lab: Survey of intermediary metabolism with special emphasis on the regulation of metabolic processes.

CHEM 418 Modern Concepts in Biochemistry II (4 credits)
Prerequisites: CHEM 207, CHEM 208, CHEM 417
Principal concepts of the chemistry of cellular constituents as it relates to the structure and function of carbohydrates, lipid, amino acids, proteins, nucleic acids, membranes, and transport mechanisms. Lab: Survey of intermediary metabolism with special emphasis on the regulation of metabolic processes.

Communications Courses

COMM 115 Communication and Culture (3 credits)
Students study the history, functions, and structure of media industries including production distribution, and exhibition of mass mediated messages.

COMM 202 Communication Theory (3 credits)
A presentation of theoretical perspectives and empirical research related to the study of communications. Emphasis is placed on evaluation of the various perspectives and an understanding of the relationship between theory/research and practice/application.

Computer Information Systems Courses

CMIS 100 Introduction to IT (3 credits)
Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, you'll be prepared to take your next steps in IT and start solving technology problems on your own.

CMIS 102 Internet History, Security and Technology
To thrive in today's digital world, you need to understand the system that powers it. This course, built in collaboration with Google, will explore the internet and show you how it works. This class focuses on hands-on learning of important topics like cybersecurity, networking, and programming. By the end, you'll be able to evaluate your options for a rewarding career in technology. At minimum, you'll be a much wiser network citizen.

CMIS 107 Introductory Programming (3 credits)
Course is an introduction to programming and its three elementary structures: sequence, selection and iteration. Arrays and functions are also covered. Some data structures will be explored, as well as the complexity of a few elementary algorithms.

CMIS 202 Google Cloud Computing Foundations (3 credits)
Pre-requisite: CMIS-107 or CSCI-105, CSCI-110
This course will introduce you to the fundamentals of Cloud Computing. Infrastructure and Networking, and will explore how the cloud is used in a range of situations, including IT, App Development and Machine Learning. This course uses the Google Cloud Platform (GCP) and was built in concert with the Google Cloud Learning Services team.

CMIS 205 Advanced Programming (3 credits)
Prerequisite: CMIS 107
An introduction to object-oriented programming and data structures. Parallel computing and functional programming will also be covered.

CMIS 207 Network Tech and Communication (3 credits)
Prerequisite: CMIS 100
Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on Network Technologies. This course will teach you how networks work, and how to set up and secure them. By the end of this course, you will be able to manage and maintain a range of different network types.

CMIS 210 Web Design and E-Commerce (3 credits)
Prerequisite: CMIS 107
A project-oriented class where students design, create, and maintain a website that uses active server pages integrated with data bases. At the successful completion of the course students will have samples to show prospective employers to demonstrate the quality of their work.

CMIS 211 Internet Programming (3 credits)
Prerequisite: CMIS 107
A project-oriented class where students design, create, and maintain a dynamic website that uses both client-side and server-side computing.

CMIS 220 Management Information Systems (3 credits)
This course provides the student with a broad view of ways in which computers and information are used in the business world. The course focuses on the use of business information systems hardware and software. A computer simulation of a business information system will be required.

CMIS 233 Health Care Info Systems (3 credits)
This course serves as an introduction to the application of information technology in health care organizations. Legal and ethical considerations of health care information technology are explored. Students are required to assess, develop and evaluate the effectiveness of information systems in health care practice.

CMIS 234 Human-Computer Interaction (3 credits)
Prerequisite: CMIS 211 or CMIS-107
An introduction to computer interface design with the focus on how humans relate to mobile technology. The course will implement best practice design features through the development of webpages and apps for mobile design.

CMIS 303 Networking (3 credits)
Course covers the Internet Layer Model, wireless and mobile networks, security and network management.

CMIS 307 Systems Analysis and Design (3 credits)
Study of the systems development life cycle approach to solving corporate problems, with a primary focus on the entire cycle from work request to implementation of data-management procedures and maintenance of the system. Use of analysis and graphing software provides hands-on experience.

CMIS 308 Database Management (3 credits)
Examination of data structures, file organization, and logical design of large-scale database systems using relational and object-oriented models. Includes a hands-on database design experience.

CMIS 412 Operating Systems (3 credits)
Prerequisite: One programming course
This Course provides a study of computer operating environments and systems, including basic input/output formats and disk structure. Detailed discussion of popular operating systems such as Linux will be covered.

CMIS 417 Project Management and Practice (3 credits)
This course covers the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. Project management software is utilized and a final project will provide hands-on experience.

CMIS 418 Cyber Security (3 credits)
This course gives a comprehensive understanding of the issues of data integrity and security found in the corporate workplace. Topics to be discussed will include viruses, firewalls, and the protection of networked systems.

CMIS 439 Senior Seminar (3 credits)
Analysis of topics and issues in the computer field, with emphasis on computer use in business decision-making. Discussions, papers, case studies, and research project.

Computer Science Courses

CSCI 105 Programming for Everyone I (3 credits)
This course, built in collaboration with Google, provides a gentle, but thorough, introduction to programming using Python. You will learn the core concepts and techniques needed to create programs and perform basic data analysis. By the end of this course, you'll be ready to pursue further study in computer science and unlock more advanced programming courses. This online class has optional live sessions.

CSCI 110 Programming for Everyone II (3 credits)
Prerequisite: CMIS 107 or CSCI-105
This course, built in collaboration with Google, follows on from Programming for Everyone I. In the first half of the course, you will learn how to leverage your Python skills to treat the internet as a source of data. The second half of the course will teach you the fundamentals of Structured Query Language (SQL) and database design. By the end of the course, you will improve your programming skills and learn how to build a range of applications.

CSCI 305 Application Development I (3 credits)
Prerequisite: CMIS 107 or CSCI105 and CMIS 205 or CSCI110
Modern development relies on frameworks which provide developers with powerful tools to speed up development. If you want to build apps, you need to understand how to use frameworks. This course, which has been built in collaboration with Google, will introduce you to Django - a framework used for data-driven web applications. You'll learn the fundamentals of Django, improve your database management skills, and begin developing your own apps.

CSCI 307 Application Development II (3 credits)
Prerequisite: CMIS 305; Co-requisite CMIS 211
This course - built in collaboration with Google - is the second part of the application development series. In this course, you will put your skills into practice and build your own application. By the end of this course, you'll have a greater understanding of the technologies that power modern apps and be able to build your own.

CSCI 310 Introduction to C (3 credits)
Prerequisite: CMIS 107 or CSCI105, CMIS 205 or CSCI110, and MATH 130
In order to become a successful developer, you need to understand how computers interpret code. This course, which was built in collaboration with Google, will introduce you to C - the fundamental language used to write many high-level languages, including Python. By the end of this course, you will have a better understanding of how computers turn your code into ones and zeroes, and be able to use that understanding to build more efficient programs.

CSCI 315 Data Structures (3 credits)
Prerequisite: CMIS 107 or CSCI105 and CMIS 205 or CSCI110
This course, built in collaboration with Google, will teach you how to understand and use data structures. Data structures are used by almost every program and application to store, access and modify the vast quantities of data that are needed by modern software. By the end of this course you'll learn what data structures are and learn how to use them in the applications you build.

CSCI 320 Inside a Microprocessor (3 credits)
Prerequisite: CMIS 107 or CSCI105, CMIS 205 or CSCI110, MATH 130, MATH 211 and CSCI 310

This course is intended as an introduction to computer hardware and builds upon Introduction to C. It covers the techniques used to design and build microprocessors, memory, and other elements of modern-day hardware. Students will learn the fundamentals of machine language (binary) and assembly language, and understand what happens inside of a computer on a fundamental level. Students will also have the opportunity to analyze the C compiler and learn how it produces the necessary strings of ones and zeros that will run on the hardware.

CSCI 325 Product Development (3 credits)
Creating software products is more than just writing code, it also requires an analysis of what your customers want, and how to meet their needs. As a result, understanding product development is key to a successful career in technology. By the end of this course (built in collaboration with Google), you will understand how product teams and processes work, and learn how to develop an idea into an actual product that delights your users.

CSCI 410 Algorithms (3 credits)
Prerequisite: MATH 211 and CSCI 315
This course explores algorithms from a coding-focused perspective, using Python. Students will learn about the issues that arise in the design of algorithms for solving computational problems and will explore a number of standard algorithm design paradigms and their applicability. Students will also become familiar with concepts of runtime, recursion, implementation and evaluation. This course features a heavy emphasis on practical application of algorithms to common development and engineering challenges.

CSCI 440 Capstone Product Launch (3 credits)
Prerequisite: CMIS 102, CMIS 107 or CSCI105, CMIS 205 or CSCI110, CMIS 211, CSCI 305, CSCI 307, CSCI 310, CSCI 315, CSCI 410, MATH 130, MATH 211; Co-requisite: CCI 325
This course is intended as a culmination of all of a student's work in their Computer Science major. Students will work in groups to launch a web app prototype that meets the following requirements: 1. Uses Database concepts from the Computer Science Core, Data Structures, and Algorithms 2. Meets faculty approval Students will pitch their product, select the necessary technologies, work in groups to build an application, and create a webpage from which the application can be accessed. Students will be evaluated based on whether their product meets the goals they initially established, and on their internal project management processes.

Criminal Justice Courses

CRJU 101 Introduction to the Criminal Justice System (3 credits)
Examination of the processing of criminal defendants from the point of entry into the criminal justice system to departure. Study of the functions and structure of agencies of the criminal justice system (police, courts, correctional facilities) and how they operate as a system.

CRJU 200 Introduction to Criminology (3 credits)
In-depth study of the various explanatory theories of crime and delinquency. Critical evaluation of philosophical, sociological, psychological, and legal perspectives with a focus on the qualitative assessment of theory and its impact on public policy.

CRJU 202 Comparative Criminal Justice Systems (3 credits)
Provides students with a cross-cultural view of the central themes and issues of comparative research on criminal justice, particularly the structure and ideology of other countries' criminal justice systems, in an attempt to understand how diverse legal and procedural responses to crime can be.

CRJU 205 Organized Crime (3 credits)
An introduction to traditional and non-traditional organized crime in the U.S. including a historical analysis and examination of the type of individuals and organizations involved in this type of crime, as well as its structural aspects.

CRJU 206 White-Collar Crime (3 credits)
Provides an introduction to white-collar crime and examines the various types of white-collar crimes that exist in society with an emphasis on causes, frequency, control, and social impact.

CRJU 210 Law Enforcement (3 credits)
Prerequisite: CRJU 101

Focuses on the system of processing criminal offenders. Study of the agencies involved, and the historical and philosophical background of criminal law enforcement.

CRJU 212 Police and Community Relations (3 credits)
Prerequisite: CRJU 210
Understanding and resolving the problems and issues confronting police-community relations. Focus on the practical side of this vital service and definition of the "why" and "how to" of such decisive responsibilities as coping with crisis areas, civil disobedience, press relations, training, and social dilemmas.

CRJU 213 Spanish for Criminal Justice (3 credits)
Prerequisite: SPAN 102 or SPAN-104
Prepares students to understand, follow and discuss common operations of the criminal justice system in Spanish. Students will learn about key legal topics, become familiar with relevant cultural aspects, and engage in situational practices necessary for conducting operations with the Hispanic/Latin community in the U.S.

CRJU 219 Victimology (3 credits)
An examination of the legal, procedural, sociological, psychological, and economic effects experienced by crime victims. Students will critically assess victim-blaming arguments, such as victim provocation, precipitation, and facilitation, as well as the criminal justice system's procedures, treatment, and resources for crime victims.

CRJU 222 Women in the Criminal Justice System (3 credits)
Prerequisite: CRJU 101
An examination of the historic and contemporary treatment of women involved in the criminal justice system as offenders, victims, and agents of social control. Specific topics may include criminological theories of women's crime, women's victimization in sexual offenses and domestic violence, and women's experiences in policing, corrections, and the courts.

CRJU 299 Special Topics (3 credits)
Courses on special topics or current issues not yet established as regular offerings. Content varies and several in the series may be taken for elective credit.

CRJU 300 Corrections (3 credits)
Prerequisite: CRJU 101
Study of development and characteristics of the prison system and alternatives to confinement. Analysis of the social and psychological issues concerning detention, punitive philosophy, and rehabilitative treatment. Stresses major objectives of the correctional process, including the "community" concept.

CRJU 305 Transnational Organized Crime (3 credits)
Students in this course will analyze trends in transnational organized crime (TOC) in various countries throughout the world. They will be required to examine policy responses to combat such illicit activities. Moreover, course participants will study and present on different TOC topics to promote their critical thinking and research skills.

CRJU 308 Juveniles and the Law (3 credits)
Prerequisite: CRJU 101
Introduction to juvenile delinquency, theoretical perspectives on causes of juvenile crime, treatment programs and their effectiveness, juvenile gangs, trends in juvenile crime, juvenile status offenses, and efforts to prevent juvenile crime.

CRJU 317 Criminal Law (3 credits)
Prerequisite: CRJU 101
Study of state and federal criminal laws, their foundations and development, and the punishment attached to them. Understanding of the complexities of criminal law as it pertains to the present time.

CRJU 318 The Court System and Court Procedure (3 credits)
Prerequisite: CRJU 101
Overall view of court processes, emphasizing the role of the courts in the criminal justice system. Study of the history and structure of the courts, procedures in court, and issues in the courts today.

CRJU 328 Criminal Investigation & Forensics (3 credits)
This course provides an introduction to the field of forensic science through the exploration of its applications to criminal investigations and clear explanations of the techniques, abilities, findings, and limitations of the modern crime laboratory.

CRJU 330 Junior Seminar in the Social Sciences (3 credits)
Discussion of issues and controversies within the criminal justice system. Students make an in depth study and presentation of a controversial issue in criminal justice and the law.

CRJU 360 Internship for Criminal Justice (3 credits)
Internship is part of the academic program for students majoring in Criminal Justice and are designed to provide professional experiences which blend theoretical and practical learning.

CRJU 403 Probation and Parole (3 credits)
Prerequisite: CRJU 101
Explores the history, structure, and function of probation and parole. Discussion of pre-release programs, community adjustment, supervised liberty, and responses to the therapeutic process. Emphasis on the form and processes of community corrections.

CRJU 407 Ethics in Criminal Justice (3 credits)
This course introduces ethical theories and explores ethical dilemmas facing criminal justice practitioners and practical solutions for these. This course examines the practice of discretion in various positions within the criminal justice system and the ethical decision making associated with these occupations.

CRJU 421 Criminal Profiling (3 credits)
Prerequisites: PSYC 345 or SOCO 208
This course will cover the intersection of psychology and neuroscience. The course will focus on the biological basis of attention, memory, emotion, language, cognitive control, social cognition, neuroscience and the law, and methodology used in this field. Disease/disorders of the brain will also be discussed, including treatment and prevention.

CRJU 423 Advanced Research in Criminal Justice (3 credits)
Prerequisites: SOCO 311 and SOCO 322
A comparative analysis of the methodologies employed in studying contemporary criminal justice issues, with an emphasis on research design, ethics, sampling, validity, and reliability. Intended to expose students to a selection of works that illustrate the relative drawbacks and advantages of utilizing certain research strategies to answer particular policy-related questions.

CRJU 430 Senior Seminar in Social Sciences (3 credits)
Capstone course in the social sciences designed for SOCO and CRJU majors. Focus is on integrating, analyzing, and critiquing material from scholarly and authoritative academic sources in the majors through a topical seminar paper/presentation.

Cybersecurity Courses

CYBR 101 Introduction to Cybersecurity (3 credits)
In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyber-attacks and provide you with the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.

CYBR 201 Cybersecurity and Governance (3 credits)
Prerequisites: CYBR 101
Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, you will get a firsthand look at the methods used to commit cybercrimes. You will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals.

CYBR 202 Modern Cybersecurity (3 credits)
Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks.

CYBR 301 Network Systems & Security (3 credits)
Modern organizations know that even the strongest systems can be vulnerable to cyber-attacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities.

CYBR 302 Cyber Forensics (3 credits)
Prerequisites: CYBR 101 and CYBR 201
When cybercrimes do happen, you need to know how to respond. This course examines the tools and techniques used to perform cyber forensics and conduct investigations into cybercrimes. By the end of the course, you'll be able to gather and analyze important digital evidence and gain skills in analyzing cybercrime that are in demand from companies across the country.

CYBR 401 Ethical Hacking (3 credits)
Prerequisites: CYBR 301 or CMIS 207
To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will be prepped with tools to launch these offensive tactics, and then complete a hands-on project where they are asked to ethically hack a real system.

ECE (Early Childhood Education) Pathway PreK-4 -Course Descriptions

ECE 115 Foundations of Education (3 credits)
Introductory information about education in the 21st century. Students explore education from the perspective of its place within a diverse society, including historical and philosophical developments. Themes include teacher as advocate and understanding of individual differences; ethical and legal issues; collaboration for effective practice; accountability; and professionalism.

ECE 201 Introduction to Early Childhood Education (3 credits)
Course develops basic knowledge, skills, and attitudes in students preparing to teach children in Pre K-4. Students develop their understanding of the field of early childhood education, the work that practitioners do with young children, and the theories that serve as the base for that work including historical, social, and cultural perspectives.

ECE 202 Child Development and Learning (3 credits)
Covers the development of children from conception through 9 years across all developmental domains. Content from research, personal experiences, and observations covered. The varied influences on development and learning of the whole child considered and content from research, observations and life experiences addressed.

ECE 203 Early Language and Literacy (3 credits)
Theory-based course in which students are exposed to in-depth study of prevalent schools of thought in the field of literacy instruction. Emphasis is placed on an understanding of theory in order to evaluate and implement major techniques in literacy instruction such as the Language Experience Approach (LEA) and guided reading.

ECE 205 Theory and Practice in Educational Psychology (3 credits)
An introductory level course that provides a basic understanding of teaching and learning. Encompasses theories and principles related to learning and motivation, child development, and individual and group differences, and how such topics relate to teaching. Instructional activities focus on principles of effective teaching and learning based upon current research.

ECE 206 Engaging Learners through the Arts (3 credits)
Explores the role of creativity and the arts in learning. effective lesson planning, establishment of a classroom environment, and successful execution of a lesson. Students develop and implement arts-based lessons in a field

setting. The course further develops students' understanding of the teaching profession through the reflection on one's practice.

ECE 301 Literacy Assessment and Instruction (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
Addresses the application of literacy instructional techniques as well as the mastery of assessment theory in practice. Formal, informal, and portfolio assessment are addressed to prepare pre-service teachers to assess the needs of their students and plan effective instruction. Developmentally appropriate based instructional strategies integrated throughout.

ECE 302 Science Theory and Instruction (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
Provides an overview of the curriculum reform affecting contemporary elementary science education. Standards addressed include: National Science Education Content Standards, PDE Science and Technology Standards, Standards for Environment and Ecology, and the PDE Standards for Health, Safety, and Physical Education. Prepares teachers for effective science instruction in the 21st Century.

ECE 303 Mathematics Theory and Instruction (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
This course is based on the principles of developmentally appropriate practice to provide a theoretical and research-based foundation for the teaching of numbers & operations, algebra, geometry, measurement and data. This course uses the NCTM, PA Core standards and the PDE Program Guidelines as keys to developing effective instructional techniques.

ECE 304 Social Studies Theory and Instruction (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
Course provides a theoretical research-based foundation for those preparing to teach social studies to children. Using the National Council for Social Studies Standards and PDE Program Specific Guidelines, the course is structured around key concepts in civics, government, geography, environment, history, economics, anthropology, and archeology.

ECE 310 Language Arts Theory and Instruction (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
Focuses on the language arts as an integrated system of communication skills and including the relationship of reading, writing and language development. Teaches instructional techniques to enhance development for all phases of language arts. Students will develop standards-based lesson plans using International Literacy Association & PA Core Standards.

EDU 303 Meeting the Needs of English Language Learners (3 credits)
Prerequisite: Enrolled in ECE Pathway program. Field hours required
Enables classroom teachers to provide effective instruction for English Language Learners so that they develop English Language Proficiency and achieve the Pennsylvania Academic Standards. Course will enable teachers to accommodate English Language Learners and adapt instruction for them in an inclusive setting. This course studies language as a system.

ESP 203 Foundations in Inclusive Education for All Learners (3 credits)
Field hours required
Provides introductory information about special education and its role in facilitating education for students with disabilities in grades PreK-12. Topics include history, litigation, legislation, typical and atypical development, and identification of exceptionalities identified by IDEA. Inclusion, funding, diversity, and labeling issues explored.

ESP 206 Collaboration and Assessment Practices to meet the Needs of All Learners (3 credits)
Provides introduction to the collaborative process of identifying and assessing students in the PreK-12 general education classrooms who may have the need for more intensive or individualized instruction. The focus is on Academic and Behavioral Development/Assessment, components and development of the IEP process, and MTSSs.

ESP 304 Collaboration and Best Practice Design (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
Focuses on the collaborative process and collaborative models of delivering effective instruction in the PreK-12 classroom. 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, and Progress Monitoring.

ESP 308 Positive Management Strategies in Special Education (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
Focuses on theoretical concepts supported by positive behavioral support literature with classroom application in the PreK-12 classroom. Course covers positive, proactive classroom management strategies and management of students who exhibit behavioral difficulties including crisis prevention, data collection, technology assisted planning, ethical considerations.

ESP 405 Enhancing Communication & Literacy through Technology (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
This course introduces students in the initial certification program to the definitions of and connections between communication and literacy for Pre-K-12 students who experience disabilities. Students will be introduced to computer and assistive technologies and augmentative communication and their roles in supporting students in increasing their communication and literacy capacities.

ESP 407 Assess & Instruct Design in Special Ed (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
Prepares students to develop learning environments in grades PreK-12 which foster 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.

ESP 408 Family and Consultative Models (3 credits)
Designed to be taken with Student Teaching, this course focuses on the family and the roles they play in effective school programming which is consistent with legal mandates and evidence-based practice in PreK-12 Programs. Consultative models of service delivery are also examined.

ESP 409 Include Stud w/Significant Support Needs (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
Focuses on assessment, management and instructional support needs of individuals with significant disabilities from PreK-12th grade. Topics include deinstitutionalization, systematic instructional strategies, positive behavioral support, Universal Design for Learning, task analysis, functional assessment, data-based training strategies and use of assistive devices.

ESP 410 Secondary School transition (3 credits)
Prerequisite: Enrolled in ECE Pathway program.
This course focuses on Transition as a defined and critical aspect of special education for students in secondary education. Various components will be explored, including rationale, legal requirements, and the impact on regular education, inclusion and community-based education. Self-determination, self-advocacy, and student/family involvement will be critical areas addressed.

Economics Courses

ECON 103 Introduction to Economics (3 credits)
Consideration of economic principles fundamental to an understanding of forces and factors behind production, distribution, and consumption in a market economy, including macro and micro issues.

ECON 203 Economic Theory - Micro (3 credits)
Study of the U.S. economy with emphasis on analysis of the market system, the theory of consumer behavior, economic problems of the business firm, and international trade and payments.

ECON 204 Economic Theory - Macro (3 credits)
Study of the U.S. economy with emphasis on stabilization policies relating to employment theory, inflation, fiscal and monetary policies, and global economic concerns.

Education Courses

EDEC 115 Foundations of Education (3 credits)
Foundations of Education provides students who are considering a career in education with introductory information about education in the 21 century. Students will explore education from the perspective of its place within a diverse society, taking into consideration historical and philosophical developments that impact on one's view of teaching. Through interactive classroom experiences, students will gain an understanding of the role of the teacher in today's classroom. Themes o study include: teacher as advocate and understanding of individual differences; foundation of education; ethical and legal issues; the establishment of collaboration for effective practice; accountability; the use of technology in the classroom to enhance teaching and learning professionalism.

EDEC 201 Introduction to Early Childhood Education (3 credits)
Course develops basic knowledge, skills, and attitudes in students preparing to teach children in Pre K -4. Students develop their understanding of the field of early childhood education, the work that practitioners do with young children, and the theories that serve as the base for that work including historical, social, and cultural perspectives.

EDEC 202 Child Development and Learning (3 credits)
Field experience required
This course covers the development of children from conception through 9 years across all developmental domains (physical growth and motor skills, cognition and language and social and emotional development). It will include an in-depth exploration of theories of child development and issues of major importance in the field of child development and learning. Content from research, personal experiences, and observations will be covered. The varied influences on development and learning of the whole child will be considered and content from research, observations and life experiences will be addressed.

EDEC 203 Early Language and Literacy (3 credits)
Early Language and Literacy is a theory based course in which students are exposed to in-depth study of prevalent schools of thought in the field of literacy instruction. Emphasis is placed on an understanding of theory in order to evaluate and implement major techniques in literacy instruction such as the Language Experience Approach (LEA) and guided reading.

EDEC 205 Theory and Practice in Educational Psychology (3 credits)
Field experience required
The goal of this course is to provide a foundation on which to build knowledge of learners, learning, and teaching, in an effort to understand and improve the teaching and learning process. The course encompasses theories and principles related to learning and motivation, child development, individual and group differences as well as assessment, and more specifically how such topics relate to teaching. Instructional activities focus on principles of effective teaching and learning based upon current research. It is designed as an introductory level course that provides a basic understanding of teaching and learning and provides the groundwork for further educational coursework.

EDEC 206 Engaging Learners through the Arts (3 credits)
Field experience required
This course expands students' understanding of basic techniques and methods for planning, teaching, and assessing learning experiences for children in PreK through grade four. The course has two major goals. The first is to familiarize pre-service teachers with the interplay between effective lesson planning, establishment of a classroom environment, and successful execution of a lesson. The second goal is to explore the role of creativity and the arts in learning. The assignments combine these goals through the development and implementation of arts-based lessons in a field setting. The course further develops students' understanding of the teaching profession through the reflection on one's practice and engagement with families.

EDEC 301 Literacy Assessment and Instruction (3 credits)
Prerequisite: Formal admission to the School of Education
Literacy Assessment and Instruction addresses the application of literacy instructional techniques acquired in previous coursework as well as the mastery of assessment theory in practice. Formal, informal, and portfolio assessment are addressed in order to prepare pre-service teachers to assess the needs of their students and plan effective instruction. Methods and materials are examined and selected that are congruent with the findings of that assessment. Developmentally appropriate based instructional strategies are integrated throughout the course.

EDEC 302 Science and the Young Child (3 credits)
Prerequisites: Formal admission to the School of Education
Provides an overview of the curriculum reform affecting contemporary elementary science education. Standards addressed include: National Science Education Content K-8 Standards, PDE Science and Technology Standards, Standards for Environment and Ecology, and the PDE Standards for Health, Safety, and Physical Education. Prepares teachers for effective elementary science instruction in the 21st Century.

EDEC 303 Mathematics Theory and Instruction (3 credits)
Prerequisites: Formal admission to the School of Education
This course is based on the principles of developmentally appropriate practice to provide a theoretical and research-based foundation for the teaching of numbers & operations, algebra, geometry, measurement and data. This course uses the NCTM, PA Core standards and the PDE Program Guidelines as keys to developing effective instructional techniques.

EDEC 304 Social Studies and the Young Child (3 credits)
Prerequisites: Formal admission to the School of Education
Field Experience Required
Course provides a theoretical research-based foundation for those preparing to teach social studies to young children. Using the National Council for Social Studies Standards and the PDE Program Specific Guidelines for Pre K-4, course is structured around key concepts in civics, government, geography, environment, history, economics, anthropology, and archeology.

EDEC 310 Language Arts Theory and Instruction (3 credits)
Focuses on the language arts as an integrated system of communication skills and including the relationship of reading, writing and language development. Teaches instructional techniques to enhance development for all phases of language arts. Students will develop standards-based lesson plans using International Literacy Association & PA Core Standards.

EDEC 311 Theory and Practicum I (1 credit)
Prerequisites: Formal admission to the School of Education
In this course students experience field experiences at selected school sites and in grade levels 2-4. Observation and analysis activities are integrated with campus coursework and assignments. Clinical experience through selected tutorial and assisting activities and through initial teaching, assessing, and managing responsibilities is obtained. Focus is placed on planning, management and assessment.

EDEC 312 Theory and Practicum II (1 credit)
Prerequisites: Formal admission to the School of Education
In this course students experience field experiences at selected sites and in grade levels PK-1. Observation and analysis activities are integrated with campus coursework and assignments. Clinical experience through selected tutorial and assisting activities and through initial teaching, assessing, and managing responsibilities is obtained. Focus is placed on planning, management and assessment.

EDEC 401 Student Teaching (12 credits)
Provides students with the opportunity to integrate and apply theoretical constructs of the teaching learning experience. Students apply PDE's Program Specific Guidelines for Pre K-4 in the planning, implementation, modification, and assessment of curriculum for young children. Develops skills in communicating with and working with families and school personnel in support of children's learning. On campus meetings will discuss the nature of the professional experience and job related issues.

EDEC 403 Family and Community Relations (3 credits)
Prerequisites: Formal admission to the School of Education
Since families are a crucial ingredient in the teaching and learning experience for young children, course is designed to develop students' understanding of the role of the teacher in bridging the gap between home and school. In addition, students identify resources within the community that support children and families.

EDEC 425 Summative Field Experience for PreK-4 (12 credits)
Prerequisites: Formal admission to the School of Education
This course provides replacement credits for students who are unable to complete the student teaching experience successfully. The course is available only to students who are unable to complete student teaching, on the recommendation of the Field Placement Coordinator and with the approval of the Associate Dean of the School of Education.

EDSP 203 Foundations in Inclusive Education for All Learners (3 credits)
Field hours required.
Provides introductory information about special education and its role in facilitating education for students with disabilities in grades PreK-12. Topics include history, litigation, legislation, typical and atypical development, and identification of exceptionalities identified by IDEA. Inclusion, funding, diversity, and labeling issues explored.

EDSP 206 Collaboration and Assessment Practices to Meet the Needs of All Learners (3 credits)
Provides introduction to the collaborative process of identifying and assessing students in the PreK-12 general education classrooms who may have the need for more intensive or individualized instruction. The focus is on Academic and Behavioral Development/Assessment, components and development of the IEP process, and MTSSs.

EDSP 304 Collaboration and Best Practice Designs to Meet the Needs of All Learners (3 credits)
Prerequisites: Formal admission to the School of Education - EDSP 206
Focuses on the collaborative process and collaborative models of delivering effective instruction in the PreK-12 classroom. 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, and Progress Monitoring.

EDSP 308 Positive Management Strategies in Special Education (3 credits)
Prerequisites: Formal admission to the School of Education
Focuses on theoretical concepts supported by positive behavioral support literature with classroom application in the PreK-12 classroom. Course covers positive, proactive classroom management strategies and management of students who exhibit behavioral difficulties including crisis prevention, data collection, technology assisted planning, ethical considerations.

EDSP 350 Theory & Special Education Practicum I (1 credit)
Prerequisite: Formal admission to the School of Education
In this course students experience field experiences at selected school sites and in elementary grade levels. Observation and analysis activities are integrated with campus coursework and assignments. Pre-service teachers gain experience through initial teaching, assessing, and managing responsibilities. Focus is placed on planning, management and assessment.

EDSP 351 Theory & Special Education Practicum II (1 credit)
Prerequisite: Formal admission to the School of Education
In this course students experience field experiences at selected school sites and in secondary grade levels. Observation and analysis activities are integrated with campus coursework and assignments. Pre-service teachers gain experience through initial teaching, assessing, and managing responsibilities. Focus is placed on planning, management and assessment.

EDSP 405 Enhancing Communication and Literacy through Technology (3 credits)
Prerequisites: Formal admission to the School of Education
This course introduces students in the initial certification program to the definitions of and connections between communication and literacy for Pre-K-12 students who experience disabilities. Students will be introduced to computer and assistive technologies and augmentative communication and their roles in supporting students in increasing their communication and literacy capacities.

EDSP 406 Student Teaching SPED/Pre K-4 (12 credits)
Prerequisites: Formal admission to the School of Education
Provides the opportunity to integrate and apply theoretical constructs of the teaching and learning process as well as child development theory and information regarding exceptionalities. A collaborative experience with the student teacher receiving support from the cooperating teacher and a college supervisor. Requires attendance at periodic seminar classes on campus.

EDSP 407 Assessment and Instructional Design in Special Education (3 credits)
Prerequisites: Formal admission to the School of Education, EDSP 203, EDSP 304
Prepares students to develop learning environments in grades PreK-12 which foster 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 408 Family and Consultative Models (3 credits)
Prerequisites: Formal admission to the School of Education
Designed to be taken with Student Teaching, this course focuses on the family and the roles they play in effective school programing which is consistent with legal mandates and evidence based practice in PreK-12 Programs. Consultative models of service delivery are also examined.

EDSP 409 Including Students with Significant Support Needs (3 credits)
Prerequisites: Formal admission to the School of Education
Focuses on assessment, management and instructional support needs of individuals with significant disabilities from PreK-12th grade. Topics include deinstitutionalization, systematic instructional strategies, positive behavioral support, Universal Design for Learning, task analysis, functional assessment, data-based training strategies and use of assistive devices.

EDSP 410 Secondary School Transition: Process and Issues (3 credits)
Prerequisites: Formal admission to the School of Education
This course focuses on Transition as a defined and critical aspect of special education for students in secondary education. Various components will be explored, including rationale, legal requirements, and the impact on regular education, inclusion and community-based education. Self-determination, self-advocacy, and student/family involvement will be critical areas addressed.

EDSP 420 Student Teaching-Special Education PK-12 (12 credits)
Prerequisites: Formal admission to the School of Education. Must take EDSP-408 concurrently.
This is the student teaching course for students pursuing the Special Education PK-12 stand-alone certification. Provides the opportunity to integrate and apply theoretical constructs of the teaching and learning process as well as child and adolescent development theory and information regarding exceptionalities. A collaborative experience with the student teacher receiving support from the cooperating teacher and college supervisor. Requires attendance at periodic seminar classes on campus.

EDSP 425 Summative Field Experience for EDSP/PreK-4 (12 credits)
Prerequisites: Formal admission to the School of Education
This course provides replacement credits for students who are unable to complete the student teaching experience successfully. The course is available only to students who are unable to complete student teaching, on the recommendation of the Field Placement Coordinator and with the approval of the Associate Dean of the School of Education.

EDUC 205 Teaching Reading in the Content Areas (3 credits)
Course designed to help pre-service teachers understand the reading process and its application to teaching in the content areas. A theoretical base formulated from which congruent classroom instruction emerges. A variety of instructional techniques and strategies to provide a strong repertoire for creating effective instruction for all children.

EDUN 201 Educational Psychology (3 credits)
Prerequisite: PSYC 206
Field hours required.
Provides the foundation on which to build knowledge of learners, learning and teaching, to understand and to improve the teaching and learning process. Encompasses theories and principles related to learning and motivation, child and adolescent development, individual and group differences and assessment, and how such topics relate to teaching.

EDUN 303 Meeting the Needs of English Language Learners (3 credits)
Prerequisite: Formal admission to the School of Education -10-hour field-based observation required.
Enables classroom teachers to provide effective instruction for English Language Learners so that they develop English Language Proficiency and achieve the Pennsylvania Academic Standards. Course will enable teachers to accommodate English Language Learners and adapt instruction for them in an inclusive setting. This course studies language as a system.

EDUN 308 Positive Management Strategies (3 credits)
Prerequisite: Formal admission to the School of Education
Focuses on theoretical concepts supported by the positive behavioral support literature with classroom application in theoretical settings and classrooms. Course covers positive, proactive management strategies to include: crisis prevention strategies, data collection, completion of Functional Assessment and Behavior Intervention planning as well as ethical considerations in behavior management. This course does not meet requirements for PDE teacher certification.

EDUN 315 Practicum I (Field Experience/Mentorship) (1 credit)
Prerequisite: Formal admission to the School of Education
Supervised field experiences at selected school sites and varied grade levels; observation and analysis activities integrated with campus coursework and assignments; clinical experience through selected tutorial and assisting activities and through initial teaching and managing responsibilities.
Telescoped Practicum: Telescoped Practicum may be approved (a minimum of ten consecutive days) under certain conditions. Telescoped Practicum is an exception, not an option, for full-time students. Contact the Field Placement Office for additional information.

EDUN 316 Practicum II (Field Experience/Mentorship) (1 credit)
Prerequisite: Formal admission to the School of Education
Continuation of supervised field experiences at selected school sites and varied grade levels; observation and analysis activities are integrated with campus coursework and assignments; clinical experience through selected tutorial and assisting activities and through initial teaching and managing responsibilities.
Telescoped Practicum: Telescoped Practicum may be approved (a minimum of ten consecutive days) under certain conditions. Telescoped Practicum is an exception, not an option, for full-time students. Contact the Field Placement Office for additional information.

EDUN 320 Classroom Management (3 credits)
Prerequisite: Formal admission to the School of Education
Assists pre-service teachers in the examination of models for effective classroom management based on theoretical approaches. Field practicum experience provides students with practical experiences and approaches for dealing with classroom organization and management. Emphasis placed on students' analysis of classroom management issues. Develops an awareness of instructional activities with library/internet research-based assignments.

EDUN 331 General Methods and Technology (3 credits)
Prerequisite: Formal admission to the School of Education
Designed to prepare prospective teachers in the art and science of teaching. Course focuses on planning, lesson design, classroom management, motivation, learning styles, teaching/thinking models, teaching techniques, differentiated instructions, and evaluation. Use of technology as a learning/presentation tool is an integral part of activities and assignments. Students develop and present a website and a technology-based lesson.

EDUN 332 Education Methods and Curriculum in the Content Area (3 credits)
Prerequisite: Formal admission to the School of Education - EDUN 331
Designed to use the skills acquired in EDUN 331 and incorporate them in the development of technology-based lessons and units in students' specific content areas. Concentrates on: the creation of a portfolio, project-based learning evaluation, and selection of appropriate internet materials and sites, and the review and application of local and national standards.

EDUN 412 Student Teaching – Secondary Education (6 credits)
Prerequisite: Formal admission to the School of Education - Completion of all Education Program Requirements;
In tandem with Senior Seminar, course provides students with the opportunity to integrate and apply theoretical constructs of the teaching-learning process, full-time for an entire semester. Collaborative experience with the student teacher receiving support from both cooperating teachers and a university supervisor.

EDUN 425 Summative Field Experience for Secondary Education (6 credits)
Prerequisites: Formal admission to the School of Education
This course provides replacement credits for students who are unable to complete the student teaching experience successfully. The course is available only to students who are unable to complete student teaching, on the recommendation of the Field Placement Coordinator and with the approval of the Associate Dean of the School of Education.

English Courses

ENGL 100 Reading in the Disciplines (3 credits)
This course will help students increase their ability to read and think critically through the engagement with texts from a variety of academic disciplines. Students will develop language awareness, systematic and critical reading strategies and the ability to analyze a text.

ENGL 101 Writing I (3 credits)
A course in writing based upon reading, discussion and extensive writing of texts including fiction, non-fiction, drama and poetry. Essays reflect such rhetorical modes as description, exposition analysis and argumentation as well as literary criticism. Introduction to research methods including evaluation of sources and citation. Assessment of student work through criteria.

ENGL 102 Writing II (3 credits)
Prerequisite: ENGL 101
A course in writing that continues the development of reading and writing skills initiated in Writing I. Emphasis is on research technique. Instruction in the development of the research paper, from topic selection to the final draft and oral presentation to the class.

ENGL 103 HNR Honors Writing I (3 credits)
Placement by Honors Program admissions
Intended for the advanced writer. Emphasis on refining critical writing and thinking skills through a variety of challenging texts.

ENGL 104 HNR Honors Writing II (3 credits)
Placement by Honors Program admissions
Prerequisite: ENGL 103
Intended for the advanced writer. Further emphasis on academic writing with focus on research methods including evaluation and syntheses of primary and secondary sources and MLA citation method.

ENGL 115 Public Speaking (3 credits)
This course develops the communication skills necessary for effective oral communication in both academic and professional settings. Emphasis is placed upon building self-confidence, organizing messages, and making presentations, oral and written self-and peer-critiquing; individual attention as needed.

ENGL 115 HNR Honors Public Speaking (3 credits)
Placement by Honors Program admissions
This course develops the communication skills necessary for effective oral communication in both academic and professional settings. Emphasis is placed upon building self-confidence, organizing messages, and making presentations, oral and written self-and peer-critiquing; individual attention as needed.

ENGL 201 Heroes, Myths, & Monsters: World Lit 1 (3 credits)
Study of representative works from the ancient world through the Renaissance.

ENGL 202 Love, Nature, Revolution: World Lit II (3 credits)
Study of representative works from Neo-Classicism through the Modern Age.

ENGL 203 Rakes, Rebels, Pioneers: American Lit I (3 credits)
Study of American literary development from the Colonial Period through the 18th Century, and to the Romantic Age, represented in the writings of major authors.

ENGL 204 Post-War Visions: American Lit II (3 credits)
Study of American literary development from Whitman and Dickinson through Local Color, Realism and Naturalism, to the Modern Age, represented in the writings of major authors.

ENGL 205 Monsters and Lovers: British Lit I (3 credits)
Study of British literature from Beowulf through the 18th century, represented in the writings of major authors.

ENGL 206 Crisis, Class, Culture: British Lit II (3 credits)
Study of British literature from the Romantic period through the 20th century, represented in the writings of major authors.

ENGL 207 Introduction to Literary Study (3 credits)
A foundational course for English majors, focusing on research in English, literary terminology, basic literary theory, and the historical, social, and philosophical movements applicable to literature. Critical thinking skills in literature are emphasized.

ENGL 209 Creative Writing (3 credits)
Analysis of the creative forms of writing, such as short story, drama, and poetry. Workshop assignments provide experiences in critical evaluation and editing. Outstanding creative works printed in Folio, the University literary journal.

ENGL 216 Professional and Technical Writing (3 credits)
Prerequisite: ENGL 102 or ENGL 104
This course is designed to help students develop and refine the written and oral communication skills necessary to communicate effectively in a business environment through the planning, composing, and evaluating of written communication, report writing, and oral presentations. Additional focus will be placed on interpersonal skills, mechanics of writing, team participation skills, and professionalism.

ENGL 235 Understanding Movies (3 credits)
Exploration of American feature films. Examination of the cinematic and thematic elements of movies. Study of the evolution of genre and non-genre films within larger cultural contexts in which they are produced. Screening of films.

ENGL 240 Diversifying the High School Canon (3 credits)
An exploration of literary depictions of a common high school canon theme across various cultural and historical contexts. Emphasizes reading and analyzing texts as well as building relationships between writing and its cultural context. Intended to hone students' reading and writing skills and support future curricular work as educators.

ENGL 241 Introduction to Literature (3 credits)
Exploration of a theme, major author, genre, movement, etc. Courses vary in content from year-to-year.

ENGL 242 The Short Story (3 credits)
Exploration of the short story as an art form and as a reflection of the human condition. Consideration given to short fiction from different periods and diverse cultures.

ENGL 245 Modern American Novel (3 credits)
Examination of modern novels that reveal through their form and content the moral, ethical, and spiritual conflicts inherent in the American experience.

ENGL 246 Literature of Terror (3 credits)

ENGL 247 Irish Literature (3 credits)
Study of modern Irish works, their relation to Ireland's literary and historical past, and their portrayal of Irish character and culture.

ENGL 248 Modern Drama (3 credits)
Examination of representative plays of the modern era through print and film. Emphasis on movements and counter-movements in the drama from the late 19th century to the present.

ENGL 257 Coming of Age in Fiction (3 credits)
Exploration of the maturation theme in fiction. Emphasis on the handling of this theme in classic and realistic modern novels, as well as in horror and fantasy fiction.

ENGL 263 American Studies (3 credits)
A multi-disciplinary course that will look at America (which shares geographic but not temporal borders with the United States) from a variety of perspectives: architecture, art, film, history, literature, music, religion, and television. Students will study the ideas and values by which people interpret and find meaning in their lives, using perspectives of race, religion, gender, class, and diversity. Emphasis will be placed on students' analytical skills, close reading practices, and critical thinking.

ENGL 265 Contemporary Fiction (3 credits)
Exploration of form and content in postmodern fiction. Consideration given to questions of gender and culture, as well as to the psychological, sociological, political, and spiritual content of assigned novels.

ENGL 266 Love in Modern Fiction (3 credits)
Investigation of the theme of love and its aberrations in modern fiction. Emphasis on the differing ways authors express their visions of this abstract and complex concept through both the form and content of their works.

ENGL 267 African American Literature and History (3 credits)
This course examines the African American experience from the colonial period to the contemporary era through the intersection of literature and history; analyzes how African American authors influenced, and were influenced by, social conditions; and highlights the diverse experiences and discourses that characterize African American literature and history.

ENGL 275 Literary Publishing (3 credits)
Intensive examination of literary editing and publishing, with a focus on online publications of poetry, fiction, and creative non-fiction. Instruction in use of submittable and Squarespace platforms will inform student participation in Folio's editorial processes. Students will compose and disseminate submissions of creative writing, book reviews, or interviews to literary journals.

ENGL 302 Shakespeare (3 credits)
Examination of Shakespeare as poet and playwright. Concentrated reading of selected plays and previewing of selected films against the background of the Elizabethan age.

ENGL 305 Seventeenth-Century Literature (3 credits)
Study of representative British writers of the 17th century. Emphasis on the Jacobean drama, metaphysical poets and Milton.

ENGL 306 Eighteenth-Century Literature (3 credits)
Investigation of literary productions in the Age of Reason from the beginnings of Neo-Classicism through Pre-Romanticism with emphasis on the philosophic mindset and satiric spirit. Consideration of the rise of the novel and its growing popularity as a literary genre.

ENGL 311 Fiction Writing (3 credits)
Prerequisite: ENGL 209
Fiction Writing is an introduction to narrative techniques, manuscript mechanics, and reading like a writer. This course includes short stories and longer prose forms, it provides a space for students to write and review their own fiction in a supportive, constructive setting.

ENGL 312 Creative Non-Fiction Writing (3 credits)
Prerequisite: ENGL 209
Creative nonfiction Writing teaches students to incorporate narrative techniques into factual writing and to read from the perspective of a writer. This course includes travel writing, satire, and personal essay, and it provides a writing space for students to write and review their own nonfiction in a supportive, constructive setting.

ENGL 315 Poetry Writing (3 credits)
Prerequisite: ENGL 209
Poetry Writing introduces students to the study of poetry and its cultural, social, and historical contexts. Content includes terminology and methods for composing, analyzing, and evaluating poetry.

ENGL 316 Themes in Graphic Narratives (3 credits)
Prerequisite: ENGL 101 or ENGL 103
An examination of how psychological theories and literary narratives imagine the workings of the mind. Emphasis is on identifying and analyzing psychological principles in creative writing and film.

ENGL-321 Literature and Disability (3 credits)
An investigation of literary, autobiographical, and sociological depictions of the experience of disability. Consideration given to the
intersection of disability with other categories of identity such as race, class, gender and sexuality. Emphasis is on analyzing texts as well as building relationships between writing and its social and political context.

ENGL-322 Women and Literature (3 credits)
An in-depth investigation of the aesthetic and cultural contributions made by women writers. Emphasis is on closely reading and analyzing texts, building relationships between women's writing and its historical and literary context, and evaluating and responding to literary criticism.

ENGL 324 Reading Minds, Writing Minds: Psychology & Literature (3 credits)
Prerequisite: ENGL 101 or ENGL 103; ENGL 115 and PSYC 110
An examination of how psychological theories and literary narratives imagine the workings of the mind. Emphasis is on identifying and analyzing psychological principles in creative writing and film.

ENGL 327 Junior Seminar: Literature (3 credits)
In-depth investigation of a specific author or literary movement. Emphasis on literary analysis and criticism. May be interdisciplinary, with the subject of investigation varying from year to year. Qualified students from other concentrations invited.

ENGL 328 African American Literature and History (3 credits)
Prerequisite: ENGL 101
This course examines the African American experience from the colonial period to the contemporary era through the intersection of literature and history; analyzes how African American authors influenced, and were influenced by, social conditions; and highlights the diverse experiences and discourses that characterize African American literature and history

ENGL 330 American Renaissance (3 credits)
An exploration of the literature produced in America during the first half of the nineteenth century that, in the wake of the Romantic Movement, came of age as an expression of a national spirit. Along with a consideration of the social concerns and cultural values of this period, the course examines the work of several major writers, such as Emerson, Thoreau, Poe, Melville, Hawthorne, Whitman, and Dickinson.

ENGL 335 American Realism (3 credits)
An exploration of the literature produced in America during the second half of the nineteenth century that was devoted to accurate representation and an exploration of American lives in various contexts. Along with a consideration of the social concerns and cultural values of this period, the course examines the work of several major writers, such as Twain, Howells, James, Wharton, Chopin, Crane, Jewett and Norris.

ENGL 350 Internship I (3 credits)
Internship in communications that offers students options to explore career opportunities in an off-campus professional setting. Regular meetings with campus supervisor, periodic reports, as well as a final paper relating to the work experience are required.

ENGL 351 Internship II (3 credits)
Prerequisite: ENGL 350
Second semester of Cooperative Education.

ENGL 400 The English Language (3 credits)
Prerequisite: ENGL 102 or ENGL 104
Examination of the history and structure of English. Includes a sampling of the literature of Old and Middle English. Provides students with a knowledge of the development of English within the larger framework of language. Addresses phonology, morphology, grammar, and syntax.

ENGL 401 The Romantic Period (3 credits)
Intensive examination of the writing process and the dynamics of composing. Focuses on the interrelated aspects of writer, subject, reader, and form as these aspects pertain to nonfiction writing. Instruction in packaging and submitting manuscripts and selecting markets for potential publication.

ENGL 403 Twentieth-Century Poetry and Drama (3 credits)
Selected poetry and drama of the 20th century. Study of representative American, British, and Irish writers.

ENGL 404 Twentieth-Century Novel (3 credits)
Study of early to mid-20th century British and/or American novelists, their literary techniques and visions of reality.

ENGL 405 Asian American & Pacific Islander Poetry (3 credits)
This course will provide a comprehensive survey of contemporary poetry by AAPI (Asian American & Pacific Islander) writers, addressing assumptions and dominant narratives about AAPI culture, history, and identity. Beginning with an overview of immigration policies, we will consider US presence in Asia, and Asian presence in the US. This seminar course will equip students with the skills to analyze both individual and collective artistic expression within broader social and political contexts.

ENGL 406 Reading and Writing Our Environment (3 credits)
Humans are never neutral in their relationship to nature and surroundings. This course addresses a central question that nature writing has attempted since the written word existed: How do humans interact, see, and represent their environment? We will review the historical approaches of how language and art navigate the idea of "Nature" and the environment. To test these approaches, we will immerse ourselves inside environmental spaces and report, create, and describe our experiences during these field studies.

ENGL 410 Advanced Writing Workshop (3 credits)
Prerequisite: ENGL 102 or ENGL 104
Intensive examination of the writing process and the dynamics of composing. Focuses on the interrelated aspects of writer, subject, reader, and form as these aspects pertain to nonfiction writing. Instruction in packaging and submitting manuscripts and selecting markets for potential publication. Workshop setting fostering a supportive community of writers intent on skill development.

ENGL 412 Literature and Culture (3 credits)
This course offers an immersive exploration of the rich and vibrant literary and cultural heritage of New Orleans. Renowned for its distinct blend of French, Spanish, African, and Caribbean influences, New Orleans has long been a fertile ground for artistic expression and cultural exchange. Through a diverse selection of literary texts, music, visual arts, and film, students will delve into the unique history, traditions, and identities that have shaped the city's cultural landscape. By the end of the course, students will gain a deeper understanding of the unique cultural dynamics of New Orleans, honing their critical thinking, analytical, and communication skills in the process.

ENGL 415 Advanced Literary Theory (3 credits)
Prerequisite: ENGL 101, ENGL 102 and ENGL 207
Students in this course will study the great works and schools of literary theory, apply them to works of literature, poetry, film and drama, and develop original scholarship responding to and developing these works.

ENGL 425 Senior Seminar: Literature (3 credits)
Intensive investigation of an author. Emphasis on literary analysis and criticism. May be interdisciplinary. Qualified students from other concentrations invited.

English – Accelerated Courses

ENG 101 Writing I (3 credits)
This course is designed to improve one's written communication skills. The process of expressing oneself in writing is emphasized. Students learn to edit, revise, and write for different audiences. Note: If not transferred, ENG 101 must be completed within first 6 sessions.

ENG 102 Writing II (3 credits)
This course examines the practical uses of writing–composing formal essays, persuasive writing, and research papers. Note: If not transferred, ENG 102 must be completed within first 6 sessions.

ENG 115 Public Speaking (3 credits)
This course develops the communication skills necessary for effective oral communication in both academic and professional settings. Emphasis is placed upon building self-confidence, organizing messages, and making presentations, oral and written self-and per-critiquing/ individual attention as needed.

ENG 201 World Literature I (3 credits)
This course explores contemporary non-Western and post-colonial literature, including short stories, poems, essays, and memoirs. Critical reading and writing skills are developed through in-class discussions, presentations, and several written response and analytical papers.

ENG 221 Interpersonal Communication (3 credits)
This course is designed to introduce the student to a myriad of communication situations, primarily in the business environment. Areas include organizational communication, small group communication, the interview process, negotiation, and leadership skills. Students participate via class presentations, group discussions and in-class exercises.

Environmental Science Courses

ENVS 101 Living In the Environment (3 credits)
Two hours lecture, Two hours lab.
This course provides an overview of environmental science principles. Students will explore how organisms interact with one another and the environment, and how these dynamic interactions are influenced by human activities. Labs are a scientific approach to understanding the abiotic and biotic factors of life on earth.

Finance Courses

FINC 301 Financial Management (3 credits)
Corequisite: ACCT 205
Development of the student's logic and methodology in identifying factors in corporate financial decision-making situations and in analyzing those factors to reach supportable conclusions compatible with the objectives of the firm. Focus of the course is on forms of business organization, financial statement and cash flow analysis, risk assessment, capital budgeting, the time value of money, and bond and stock valuation.

FINC 435 Advanced Financial Management (3 credits)
Prerequisite: FINC 301
This course is designed as a continuance of FINC 301: Financial Management for students who will be involved in corporate finance. An in-depth study is made in the pay-out policies, working capital management, derivatives, mergers, international finance, and as intrinsic study of capital budgeting beyond the level taught in FINC 301. The course will benefit students who plan a career in corporate and public accounting and finance.

French Courses

FREN 101, 102 Introductory French I, II (3 credits each)
Prerequisite for FREN 102: FREN 101
Fundamental proficiency in listening comprehension, speaking, reading, and writing. Intended for beginners.

FREN 103, 104 Intermediate French I, II (3 credits each)
Prerequisite for FREN 104: FREN 103
Progressively increased proficiency in listening comprehension, speaking, reading, and writing. Intended as a continuation of previous study.

FREN 201, 202 Grammar and Conversation I, II (3 credits each)
Prerequisites: FREN 103, 104
Emphasis on syntax and style to achieve mastery in both oral and written expression. Intensive conversational and writing exercises..

General Education Courses

GNED 400 Interdisciplinary Core Capstone (3 credits)
This course will provide students the opportunity to integrate fully the breadth of knowledge housed within the General Education Curriculum, via a unique and interdisciplinary experience.

GNED 400 HNR Honors Interdisciplinary Core Capstone (3 credits)
Placement by Honors Program admissions
This course will provide students the opportunity to integrate fully the breadth of knowledge housed within the General Education Curriculum, via a unique and interdisciplinary experience.

General Education – Accelerated Learning Courses

GND 400 Interdisciplinary Core Capstone (3 credits)
This course will provide students the opportunity to integrate fully the breadth of knowledge housed within the General Education Curriculum, via a unique and interdisciplinary experience.

Geography Courses

GEOG 205 Principles of Geography (3 credits)
Introduction to the nature of geography, the problems it investigates, and the methods it uses. Discusses the physical, cultural, economic, regional, and political factors affecting humans and their lives.

General Science Courses

GSCI 104 Biology and the Natural World (3 credits)
This course provides an introduction to Biology for the non-science major, focusing on the common connections of all living things in Biochemistry, structure and function of cells, and genetics. The process of scientific discovery serves as a backdrop for the inquiry-based lab experiences.

GSCI 105 Living in the Environment (3 credits)
This course provides the non-science major with the basic knowledge of the principles of ecology. The topics include populations, communities, and species interactions. Pollution of both the air and water are related to effects on human health, on food production, and on the biosphere.

GSCI 106 Chemistry and the Environment (3 credits)
This non-science major course addresses basic chemical principles in the context of environmental issues. Students explore topics including air pollution, ozone depletion, and global warming. Topics enhance the students' understanding of the chemical aspects of each issue as well as the interconnection with social, political, and economic realities.

GSCI 108 The Environment of Planet Earth (3 credits)
Earth Science for non-science majors. This course focuses on the dynamic nature of the interactions of the physical factors of the earth and space; physical geology, historical geology, oceanography, meteorology, and astronomy. Emphasis will be placed upon the environment of the earth, and human responsibility of stewardship.

GSCI 110 The Science of Physics (3 credits)
This is a course in basic Physics for the non-science student. Some of the topics discussed are: the metric system, density, motion both linear and non-linear, energy and energy transductions, temperature and heat, light, and specific heat. The laboratory experience reinforces lecture concepts and is algebra based.

GSCI 115 Introduction to Forensic Science (3 credits)
This course focuses on the analysis of physical, chemical, and biological evidence that are commonly used in criminalistics. The theoretical principles underlying the instruments involved in forensic analysis are thoroughly explored. Two hours of lecture and two hours of lab.

Healthcare Administration and Management Courses

HCAM 201 Health Systems of the US (3 credits)
This course is your introduction to the US healthcare system and the practice of healthcare management. You'll learn how the healthcare industry functions and explore the roles and impacts of its various parts. You'll also have the opportunity to compare and contrast the US healthcare system with those of other nations. By the end of this course, you'll know the ins and outs of the American healthcare system. This online class has optional live sessions.

HCAM 303 Health Law and Ethics (3 credits)
This course is your overview of healthcare law in the United States. You'll learn about the ethical and legal issues that healthcare providers and administrators are confronted with in the modern workforce. By the end of this course, you'll understand how the legal environment shapes the medical profession and how to analyze and respond to a range of ethical and legal issues. This online class has optional live sessions.

HCAM 305 Health Data and Analytics (3 credits)
This course will help you understand the process of analyzing patients and other healthcare data to drive change and achieve greater efficiencies in healthcare systems. You'll build the programming and scripting skills (no prior experience needed) you need to analyze and explore data sets. By the end of this course, you'll be able to perform statistical analyses of healthcare data and turn it into actionable information to improve healthcare systems. This online class has optional live sessions.

HCAM 311 Healthcare Finance (3 credits)
This course teaches you how to apply concepts of finance and accounting to healthcare. You'll learn how to track and evaluate the financial status of a healthcare organization. Additionally, you'll learn how healthcare systems finance growth, and other projects. By the end of this course, you will be able to analyze issues and trends in healthcare finance and use financial information to support healthcare decision-making. This online course has optional live sessions.

HCAM 320 Healthcare Service Operations (3 credits)
This course is your introduction to healthcare operations. You'll learn about operations and systems management within the context of healthcare systems, how hospital supply chains work, and how to analyze operational processes to improve efficiencies. By the end of this course, you'll know how to evaluate and optimize hospital processes. This online class has optional live sessions.

HCAM 349 Healthcare Strategy Capstone (3 credits)
This course is the culmination of your work in the Healthcare Administration and Management program. You'll learn to apply strategic thinking to healthcare management and complete a major project in which you propose a systemic change to a hospital or hospital system. By the end of this course, you'll have honed and improved your relevant skills and created a portfolio project to show future prospective employers. This online class has optional lives sessions.

Health Promotion and Wellness Courses

HPWE 101 Introduction to Health Promotion and Wellness (3 credits)
This course introduces foundational concepts in health promotion and disease prevention. There is a focus on strategies for promoting health and wellness, risk reduction, factors that contribute to injury, behavioral and environmental factors associated with this field, and the intersection of this field with economics, public policy, and culture.

HPWE 200 Health Promotion Through the Lifespan (3 credits)
Prerequisites: PSYC 208
The principles of health promotion, risk reduction, and health education are explored. Leading health indicators for healthy people serve as the basis for assessing current health risks and behavior across the lifespan. Strategies to reduce selected health risk behaviors are developed across the lifespan. Strategies to reduce selected health risk behaviors are developed and evaluated through current science, evidence, and public health concerns.

HPWE 202 Strategies of Stress Management and Wellness (3 credits)
This course provides theoretical and scientific foundations for understanding stress and its impact on individuals, workplace, and society. The application of strategies for stress management is explored using multiple approaches.

HPWE 206 Nutrition (3 credits)
Prerequisites: BIOL 207.
This course emphasizes healthy people. Initiatives for health promotion and health restoration are studied. Students develop knowledge and critical thinking skills necessary to provide nutrition education, care for individuals and families from various cultures, and identify community resources for nutritional care.

HPWE 320 Teaching Strategies for Health Promotion and Wellness (3 credits)
Pre-requisite: Junior Standing
This course introduces foundational concepts for teaching methods and strategies used as related to health and wellness. The course is focused on understanding factors associated with learning; learning and teaching theories are explored; planning and evaluation of the learning outcomes and teaching activities are discussed.

HPWE 325 Coaching Principles for Health Promotion and Wellness (3 credits)
Prerequisites: HPWE 101, HPWE 200, HPWE 202
This course introduces foundational concepts and principles for coaching. Strategies to promote healthy lifestyle change are examined as students engage in practical application of coaching behavior.

HPWE 355 Research for Evidence Based Practice (3 credits)
Prerequisites: HPWE 101, MATH 130 or PSYC 311
The course focuses on student's understanding of the research process and appraising the research evidence in order to read, interpret, and evaluate research findings for application to practice.

HPWE 360 Health Policy: Global and National Perspectives (3 credits)
Prerequisites: HPWE 101, HPWE 200, HPWE 202
Evaluating current trends/topics related to health challenges that influence global and U.S. health policies. Themes may include: Major challenges confronting global human development; evolving health challenges caused by (non)communicable disease; solutions for improving global health equity; detecting/responding to emerging health threats; and funding global health initiatives.

HPWE 410 Health Promotion and Wellness Program Planning (3 credits)
Prerequisites: HPWE-101
This course will provide students with the information and resources that will enable them to develop skills in program planning for health promotion. Needs assessment, goal and objective formulation, instructional methods, implementation and evaluation of program planning will be included.

HPWE 444 Internship I (3 credits)
Prerequisites: HPWE-101, HPWE-200, HPWE-202
An internship designed to provide professional experiences that blend theoretical learning and practical skills. Students must contact their internship instructor prior to registration.

HPWE 445 Internship II (3 credits)
Prerequisites HPWE 444
An internship designed to provide professional experiences that blend theoretical learning and practical skills. Students must contact their internship instructor prior to registration.

HPWE 450 Seminar: Contemporary Issues (3 credits)
Co-requisite: HPWE 444
This course will integrate previous coursework through exploration of the current and important issues in the field of health promotion and wellness. Selected readings provide basis for student-led presentations and discussion.

Health Sciences Courses

HSCS 101 Pop Culture and Health (3 credits)
This course examines the influences of pop culture and trends on health behaviors across different generations, and how those health behaviors affect individuals in the present and future. Students will consider how pop culture influences both negative and positive behaviors by examining specific health challenges associated with each generation.

HSCS 200 Informatics for Healthcare (3 credits)
The specialty of informatics in healthcare is explored. Emphasis is placed on technology designed to improve patient safety and clinical decision making. Selected topics in the application and evaluation of technologic initiatives, ethical and legal issues will be investigated. The content focuses on information systems that assist in monitoring outcomes and quality improvement in the healthcare setting, patient safety, and evaluation and selection of patient care technology and consumer health information sources. Legal, federal, and ethical issues related to information systems and patient care technology will be explored.

HPWE 210 Introduction to Healthcare Professions (3 credits)
This course is designed to engage students who have interest in the healthcare professions. Students will explore a variety of health-related career options. The course will review career potential for nursing and other healthcare designated fields.

HPWE 212 Professional Development for Health Professions (1 credits)
This course This course examines a variety of content specific to healthcare professional. Topics of discussion will include professional development for a healthcare provider, career planning, soft skills, advocacy, and leadership skills. Students will discuss interaction and diversity in the workplace. Communication and discussions on interdisciplinary engagement amongst healthcare workers and team building will be evaluated.

History Courses

HIST 108 Global History to 500 C.E. (3 credits)
Global History to 500 C.E. is an examination of the development of civilizations through the impact of migrations and the development of global trade in Asia, Africa, the Near East, and Europe from the Paleolithic Period to 500 C.E.

HIST 108 HNR Honors Global History to 500 C.E. (3 credits)
Placement by Honors Program admissions
Global History to 500 C.E. is an examination of the development of civilizations through the impact of migrations and the development of global trade in Asia, Africa, the Near East, and Europe from the Paleolithic Period to 500 C.E.

HIST 109 Global History 500-1700 (3 credits)
This course is a historical examination of the interconnection of Africa, Asia, the Middle East, and Europe during the Middle Ages, the High Middle Ages, and the Early Modern Period. Focus is on the economic, political, social, and epistemological foundations of modern institutions and thought.

HIST 203 American History to 1820 (3 credits)
Analysis of American History from the development of pre-contact Native American cultures through the period of European exploration and first contact, the colonial era, the American Revolution, and the Early Republic.

HIST 204 American History, 1820-1920 (3 credits)
Analysis of American History from the growth of sectionalism, the Civil War, and Reconstruction through the period of industrialization and overseas expansion as the United States moved toward great-power status.

HIST 204 HNR Honors American History, 1820-1920 (3 credits)
Placement by Honors Program admissions
Analysis of American History from the growth of sectionalism, the Civil War, and Reconstruction through the period of industrialization and overseas expansion as the United States moved toward great-power status.

HIST 205 Amer Hist since 1920 (3 credits)
Analysis of American History examining the rise of the United States to superpower status. Topics to be studied include American foreign policy, economic development, the creation of the welfare state, civil rights and women's rights, and American political trends.

HIST 208 Global History 1700-Present (3 credits)
An examination of global dynamics of the modern period including the Enlightenment and its philosophical successors, colonization, industrialization, nationalism, and global warfare. Decolonization, the emergence of the third world, and globalization will also be a focus of the course.

HIST 263 American Studies (3 credits)
A multi-disciplinary course that will look at America (which shares geographic but not temporal borders with the United States) from a variety of perspectives: architecture, art, film, history, literature, music, religion, and television. Students will study the ideas and values by which people interpret and find meaning in their lives, using perspectives of race, religion, gender, class, and diversity. Emphasis will be placed on students' analytical skills, close reading practices, and critical thinking.

HIST 304 Jeffersonian and Jacksonian Democracy (3 credits)
This course examines the economic, social, and political decisions that both forged a new nation and laid the groundwork for its possible destruction as a result of the Civil War.

HIST 308 The 1980s on Film (3 credits)
Tier III interdisciplinary course using film to understand the global Cold War, the major geopolitical events and socio-political trends of the 1980s, and the ways in which the 1980s have shaped today's world.

HIST 312 American Immigration History (3 credits)
This course addresses a defining aspect of American history, immigration. This course will survey the forces that have brought migrants to America, their experiences in America, and the reactions of native-born citizens to the new inhabitants.

HIST 313 Women in America (3 credits)
A survey of women's history in America, from pre-contact through the present. This course will encourage students to consider how women have shaped and been shaped by American history, to examine changing definitions of womanhood, and to explore the diversity of women's experiences.

HIST 315 History of Pennsylvania (3 credits)
This course examines the development of Pennsylvania from a multi-ethnic Native American and European colonial settlement to the industrialized, urbanized, and heterogeneous state that exists today. The course will give attention to Pennsylvania's religious, political, economic, and social development.

HIST 316 American Foreign Policy (3 credits)
Through its position on the UN Security Council, its role in NATO, its economic power, and its cultural influence, the U.S. has had a dominant role in world affairs. This course will consider how the U.S. has risen to this dominant position by examining the political, military, economic, and cultural facets of American foreign policy.

HIST 317 Revolutionary America (3 credits)
Students in this course will use primary and secondary sources to investigate the causes and consequences of the American Revolution, including the political and economic
foundations of the United States, and the disparate impact the revolution had on Americans of different ethnicities, classes, sexes, regions, and political loyalties.

HIST 318 Atlantic Worlds (3 credits)
Considers how the interaction among European, American, and African peoples has impacted the history and development of each of these groups; to study the foundations of American political, economic, and cultural history, and examine how these foundations laid in the 15th through 17th centuries have influenced subsequent United States history.

HIST 320 Genocide in Modern World History (3 credits)
Course concerns genocide in modern world history. It focuses on the Armenian Genocide, the Holocaust, the Cambodian Genocide, and the Bosnian Genocide. Discussion includes the steps leading to genocide, perpetrators and victims of genocide, and the implications of applying the term, "genocide", to situations of mass killing.

HIST 330 World War II (3 credits)
Course focuses on World War II. We will examine the ideological, economic, and geopolitical roots of the war, the military and human implications of the ensuing conflict, and the consequences of the war's conclusion. The class will also discuss the many complicated academic and moral questions raised by the war.

HIST 340 The American Civil War (3 credits)
Considers political, social, economic, and military matters, character and dynamics of antebellum northern and southern societies, and causes and conduct of the Civil War.

HIST 351 History Seminar I (3 credits)
A course devoted to research on a historical topic. Historical methodology to be determined by topic, period, or movement.

HIST 402 Social Movements in History (3 credits)
Analysis of selected topics in either European or American social movements: communitarianism, religious revivalism, feminism, anarchism, socialism, and radicalism.

HIST 405 The World since 1945 (3 credits)
A study of how scientific and technological advances have created an interdependent, post-industrial world in which the undermining of traditional values has led to increasing pressures in all areas of life.

HIST 428, 429 Internship I, II (3 credits each)
Internship that offers students options to explore career opportunities in city, state, or federal government, as well as historical associations.

HIST 451 History Seminar II (3 credits)
A course devoted to research on a historical topic. Historical methodology to be determined by topic, period, or movement.

HIST 499 Special Topics (3 credits)
Course treats one special historical topic, period, problem, or interpretation. Content material and focus differ each time; several in the series may be taken for credit.

History – Accelerated Courses

HIS 220 Race and Ethnicity in the United States (3 credits)
This course examines, from a historical prospective, the factors of race and ethnicity in the United States to determine relevance, effect on one's place in society, and evolution.

HIS 232 The American Presidency (3 credits)
This course examines the history of the American Presidency from George Washington to George W. Bush. In particular, students analyze why some presidents have been more successful than others throughout the course of American history. By implementing perspectives from both the individual and the historical era, this course exposes students to the broader trends in American history.

HIS 233 Pennsylvania Business History (3 credits)
This course examines the process of industrialization in Pennsylvania. Emphasis is placed on the nineteenth century and upon key industries such as textiles, iron, coal, oil, steel, and the railroads. Students explore ways in which business played an important role in the national economy. Other methods of historical analysis are discussed, including race, gender, ethnicity, technology, labor, religion, and the environment.

HIS 236 Irish History (3 credits)
This cross-cultural course examines the history of Ireland from Celtic migration to the economic recovery during the 1990s. Students analyze the importance of how Irish history has influenced American and Philadelphia history. Perspectives of historical analysis include race, ethnicity, gender, technology, labor, religion, emigration, and the environment.

HIS 250 History of China (3 credits)
This course examines the political, social and economic development of modern China over the past 400 years.

HIS 252 History of the Middle East (3 credits)
This course is a survey of the political, social, economic, military and cultural development of the lands now known as Egypt, Saudi Arabia, Israel, Palestine, Jordan, Lebanon, Syria, Turkey, Iran and Iraq.

Holy Family Experience

HFE 100 Blueprint 1 Prepare (1 credit)
This is the first course in the Three-Year Blueprint Program. This course consists of a series of eight intensive, highly interactive workshops designed to create an atmosphere of belonging and facilitate a smooth transition into Holy Family University life. In this course students begin to acquire the knowledge skills and aptitudes necessary to become successful college students and persist to degree completion.

HFE 200 Blueprint 2 Persist (1 credit) Coming Spring 2025

HFE 210 Resistance to Violence (1.5 credits)
This course integrates the theory, research, and practice of women's resistance to violence. Focus is placed on psychological and feminist perspectives, but we will also incorporate theory and research from sociology, public health and policy, and law, and explore the cultural assumptions that contribute to gendered violence and rape culture.

HFE 300 Blueprint 3 Pursue (1 credit) Coming Fall 2025

HFEX 310HNR Honors Interdisciplinary Human Research (3 credits) Coming Fall 2024
Interdisciplinary humanities honors research course requiring students to study a topic, period, or problem related to the seminar's theme. Students will engage with multiple research and interpretive approaches including historical, cultural, and sociological methodologies. Content material and focus differ each time.

Italian Courses

ITAL 101, 102 Introductory Italian I, II (3 credits each)
Prerequisite for ITAL 102: ITAL 101
Fundamental proficiency in listening comprehension, speaking, reading, and writing. Intended for beginners.

ITAL 103, 104 Intermediate Italian I, II (3 credits each)
Prerequisite for ITAL 104: ITAL 103
Progressively increased proficiency in listening comprehension, speaking, reading, and writing. Intended as a continuation of previous study.

Mathematics Courses

MATH 106 Introduction to College Mathematics (3 credits)
Enrollment by placement testing only. This course does not satisfy the core Math requirement. This course is not open to students who have successfully completed MATH 107 or higher. Minimum grade required to successfully complete this course is a C.
This course is designed to develop skills in the basic concepts of arithmetic in a lecture/laboratory setting.

MATH 107 Introduction to College Algebra (3 credits)
Enrollment by placement testing only. This course does not satisfy the core Math requirement. This course is not open to students who have successfully completed MATH 110 or higher. Minimum grade required to successfully complete this course is a C.
This course is designed specifically for those students who need to develop a proficiency in algebraic skills that are essential for subsequent Math courses. Topics include: operations with signed numbers, solving equations and inequalities, the arithmetic of polynomials, factoring polynomials, rational functions, graphing exponents, and radicals.

MATH 109 Financial Literacy (3 credits)
This course is an introduction to the uses of college level mathematics in personal finance applications. The subject matter is highly applicable. Topics include simple interest, simple discount, compound interest, annuities, investments, retirement plans, taxes, credit cards, mortgages, and leasing.

MATH 109HNR Financial Literacy Honors (3 credits)
MATH 109HNR provides an introduction to the use of college-level mathematics in personal finance applications. Topics include simple interest, simple discount, compound interest, annuities, retirement plans, taxes, credit cards, mortgages and leasing.

MATH 110 Quantitative Literacy (3 credits)
This course is designed to enable students to make personal, professional, consumer and civic decisions by interpreting, analyzing, and communicating quantitative information encountered in everyday life.

MATH 111 Mathematical Foundations (3 credits)
Through lecture and discussion, students will explore foundational concepts of mathematics including: number systems and operations, algebraic equations and inequalities, geometry and measurement, and probability and statistics. Emphasis will be placed in problem solving and real life applications.

MATH 130 Elementary Statistics (3 credits)
Introduction to collection, presentation, and analysis of statistical data. Includes descriptive and inferential statistics. Emphasizes applications of statistical techniques, rather than mathematical derivations.

MATH 150 College Algebra and Trigonometry (3 credits)

Fractional equations, roots, algebraic equations and inequalities, polynomial functions, exponential and logarithmic functions, applications, introduction to trigonometric functions, applications of trigonometric functions.

MATH 150 HNR Honors College Algebra and Trigonometry (3 credits)
Placement by Honors Program admissions
Fractional equations, roots, algebraic equations and inequalities, polynomial functions, exponential and logarithmic functions, applications, introduction to trigonometric functions, applications of trigonometric functions.

MATH 210 Calculus for Biological Sciences (4 credits)
Prerequisite: MATH 150
Calculus for the Biological Sciences will focus on the application of calculus to biological systems. The development of essential concepts of calculus will be motivated by biological examples. Modeling activities from a biological perspective will be emphasized. Relevant applications will include physiology, pharmacology, cell biology, and population biology.

MATH 211 Calculus I (4 credits)
Prerequisite: MATH 150
An introduction to limits and their properties, differentiation, applications of differentiation, indefinite integration, the Fundamental Theorem of Calculus, numerical integration and applications of integration.

MATH 212 Calculus II (4 credits)
Prerequisite: MATH 211
Further applications of integration, transcendental functions, methods of integration, indeterminate forms and L' Hopital's Rule, improper integrals, and infinite series.

MATH 213 Calculus III (4 credits)
Prerequisite: MATH 212
Plane curves, parametric equations and polar coordinates, vectors and vector-valued functions, partial differentiation with applications, multiple integration with applications, and vector analysis.

MATH 215 Discrete Mathematical Structures (3 credits)
Prerequisite: MATH 211
An introduction to methods of analytical, abstract, and critical thinking; deductive reasoning; and logical and mathematical tools used in information sciences. Topics include logic, sets, functions and relations, elementary probability and combinatorics, matrix algebra, groups and semi-groups, graphs and trees. Does not fulfill the elective requirement for MATH majors.

MATH 220 Linear Algebra with Applications (4 credits)
Prerequisite: MATH 211
An introduction to the concepts and applications of linear algebra with emphasis on employing graphing calculators and MAPLE as analytical tools. Topics include matrices and systems of equations, determinants, vector spaces, linear transformations, orthogonality, eigenvalues and eigenvectors, numerical linear algebra.

MATH 221 Ordinary Differential Equations (4 credits)
Prerequisite: MATH 212 and MATH 220
An introduction to the methods of solution of differential equations. Analytical, numerical, and graphical solutions will be studied. Emphasis will be on mathematical models using ODE's, with applications for a variety of fields of interest. Topics include first and second order linear ODE's, non-linear ODE's, the phase plane. Fulfills the MATH elective requirement for Mathematics and Mathematics Secondary Education.

MATH 250 Discrete Mathematics (3 credits)
Prerequisite: MATH 211
An introduction to topics encountered in advanced mathematics courses with emphasis on mathematical notation, reasoning, and methods of proof. Topics include logic, methods of proof, set theory, relations, functions, Boolean algebra, basic combinatorics, and elementary graph theory.

MATH 303 Modern Geometry (3 credits)
Prerequisite: MATH 150 or MATH 211
Offered in the Fall of odd-numbered years
Axiomatic systems and finite geometries, finite projective planes, Euclidean and non-Euclidean geometries and their significance, and transformations of the Euclidean plane.

MATH 305 Theory of Numbers (3 credits)
Prerequisite: MATH 150 MATH 210 or MATH 211
Divisibility, prime numbers, linear congruencies, continued fractions, Diophantine equations, perfect numbers, Pell's equation and public-key cryptography.

MATH 308 Probability (3 credits)
Prerequisite: MATH 212
Topics include basic probability and counting principles, discrete and continuous random variables, expectation, probability distributions, joint distributions, and the central limit theorem. Emphasis on problem-solving.

MATH 309 Graph Theory (3 credits)
Graph Theory is a subject on the cutting edge of mathematics and has applications to such diverse subject areas as operations research, economics, chemistry, sociology, computer science, and genetics. This course will provide a thorough introduction to graph theory. Topics to be covered include: paths, cycles, trees, planar graphs, graph colorings, digraphs and applications to optimization problems.

MATH 316 Modern Algebra I (3 credits)
Prerequisite: MATH 250
An introduction to the theory of groups, rings, and fields. Understanding and writing mathematical proofs will be emphasized. Topics include groups and subgroups, permutation groups, cyclic groups, homomorphisms and isomorphisms, factor groups, rings, fields and integral domains.

MATH 317 Modern Algebra II (3 credits)
Prerequisite: MATH 316
A study of advanced topics in the field of abstract algebra. The main goal of this course will be to prove the insolvability of the quintic. Topics include rings of polynomials, factor rings, ideals, unique factorization, domains, extension fields, geometric constructions, splitting fields, and Galois theory.

MATH 327 History of Mathematics (3 credits)
Prerequisites: MATH
In-depth study of the historical development of mathematics. Course open to majors and minors.

MATH 401 Statistics (3 credits)
Prerequisite: MATH 308
Sampling distributions, point estimates, confidence intervals, hypothesis testing,
nonparametric methods, contingency tables, and goodness-of-fit.

MATH 403 Advanced Calculus (3 credits)
Prerequisite: MATH 213
Topological concepts underlying the calculus, properties of continuous functions, infinite series and uniform convergence, theory of integration, and general transformations.

MATH 404 Introduction to Complex Variables (3 credits)
Prerequisite: MATH 213
Theory of functions of a complex variable, analytic functions, Cauchy-Riemann equations conditions and integration, Cauchy's theorem and formulae, Taylor and Laurent expansions.

MATH 405 Numerical Analysis (3 credits)
Prerequisites: MATH 213, 220
Floating point arithmetic, iterative methods, finite differences, polynomial approximations, least squares approximations, interpolation theory, numerical differentiation and integration, matrix operations, Gaussian elimination, numerical solutions to differential equations, and error analysis.

MATH 410 Operations Research (3 credits)
Prerequisite: MATH 220
Introduction to the implementation of Operations Research methods for analyzing systems in the real world with emphasis on linear programming models, dynamic programming models, and probabilistic models. Topics include Simplex Method, Duality Theory, the Assignment Problem, the Transportation Problem, game theory, Markov Chains, queuing theory, forecasting, decision analysis, and simulation.

MATH 427 Internship I (3 credits)
Opportunity for students to participate in off-campus internship experience geared toward putting classroom theory into practice. Efforts coordinated jointly by internship advisor and cooperating employers.

MATH 435 Senior Problem-Solving Seminar (3 credits)
This course will provide opportunity for advanced mathematics students to hone their mathematical problem-solving skills and integrate knowledge from various branches of mathematics.

MATH 440 Directed Research (3 credits)
This course provides advanced mathematics students an opportunity to engage in independent mathematical research under the direction of a faculty mentor.

Mathematics – Accelerated Course

MTH 110 Quantitative Literacy (3 credits)
This course is designed to enable students to make personal, professional, consumer and civic decisions by interpreting, analyzing, and communicating quantitative information encountered in everyday life.

MTH 111 Mathematical Foundations (3 credits)
Students will explore foundational concepts of mathematics including: number systems and operations, algebraic equations and inequalities, geometry and measurement, and probability and statistics. Emphasis will be placed in problem solving and real-life applications. Satisfies the Core Math Requirement.

Medical Technology Courses

MEDT 413 Clinical Hematology/Coagulation (6 credits)
Composition and function of blood, diseases related to blood disorders, and the role of platelets and coagulation. Manual and automated techniques of diagnostic tests for abnormalities.

MEDT 414 Clinical Immunohematology (4 credits)
Blood antigens, antibodies, cross-matching, hemolytic diseases, and related diagnostic tests. In-depth study of blood donor service and its many facets such as transfusions, medico-legal aspects, etc.

MEDT 416 Clinical Chemistry (8 credits)
Enzymology; endocrinology; Biochemistry of lipids, carbohydrates, and proteins; metabolism of nitrogenous end products; physiology and metabolism of fluids and electrolytes; and toxicology as related to the body and diseases. Technical procedures include calorimetry, spectrophotometry, electrophoresis, automation, chromatography, and quality control.

MEDT 417 Clinical Microbiology (8 credits)
Identification and clinical pathology of bacteria, fungi, viruses, and parasites. Techniques to isolate, stain, culture, and determine antimicrobial susceptibility. Instrumentation; quality control.

MEDT 418 Clinical Immunology/Serology (3 credits)
Immune response, immunoglobulins, autoimmunity and complement, and related tests and diseases. Survey and demonstration of serological diagnostic tests.

MEDT 420 Clinical Seminar (3 credits)
Emphasis on clinical coordination conferences. Includes other topics that are unique to the individual hospital program.

Management-Marketing Courses

MNMK 205 Email Marketing (3 credits)
Prerequisite: ENGL 101
Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, you'll learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, you'll know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. You'll also build your own marketing campaign.

MNMK 215 Viral and Organic Growth (3 credits)
"Going Viral" is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach you what drives people to share content and how to build content that is shareable and meme-worthy. By the end of this course, you will understand what drives viral sharing and learn how to facilitate it.

MNMK 312 Principles of Marketing (3 credits)
Analysis of marketing as a "total system" of business action. Topics include identification of the target market and management of the marketing mix: product, price, promotion, and distribution. Consumer motivation, marketing research, and advertising techniques are also considered.

MNMK 315 Operations Management (3 credits)
Managerial activities and techniques associated with planning, controlling, and organizing the operations and the operating resources of an enterprise, including topics such as forecasting, facility location, break-even analysis, project planning and scheduling, inventory management, capacity planning, standards, and quality control.

MNMK 316 Digital Marketing (3 credits)
Prerequisites: MNMK 312
This course arms students with a comprehensive understanding of the field of Digital Marketing from both a strategic and tactical perspective.

MNMK 317 Business Project Management (3 credits)
This course covers the factors necessary for successful management of system development or enhancement projects, management projects and marketing projects. Both technical and behavioral aspects of project management are discussed. Project management software is utilized, and a final project will provide hands-on experience.

MNMK 335 Management and Leadership (3 credits)
Prerequisite: BUSA 100
This course prepares the student for personal and organizational success through the study of the theory and practice of management, organizational design, and leadership.

MNMK 340: Managing People in Organizations (3 credits)
This course provides the student with an in-depth coverage of Human Resource Management and its relationship to Organizational Behavior. It includes an analysis of the history and theory of organizations, goal setting, motivation, leadership, decision-making, ethics, organizational patterns, culture and behavior. It provides an emphasis on the human aspect of management through the incorporation of job analysis, interpersonal skills, training & development, evaluation criteria, motivation, goal management, the social environment, and governmental regulations. Contemporary topics include power, networking, mentoring, and future models of organization.

MNMK 355 Entrepreneurship and the New Economy (3 credits)
This course defines entrepreneurship as a way of thinking and problem solving. In the startup process it includes opportunity identification, required resources, financial statement, valuation and investment justification, and development of a business plan appropriate for presentation to funding services.

MNMK 405 Advertising and Promotion (3 credits)
Prerequisite: MNMK 312
Theory and practice relating the purchase and use of all marketing communication tools, including advertising, as part of the integrated marketing mix. Emphasis is on practical applications in message development and campaign management. This course also considers the various media in terms of effectiveness and cost.

MNMK 406 Consumer Behavior (3 credits)
Prerequisite: MNMK 312
Consumer behavior considers the mental, emotional, and physical activities that people engage in when selecting, purchasing, and using products and services to satisfy needs and desires. This course offers an opportunity to observe consumers' behavior and provides insight into purchasing behavior.

MNMK 407 Principles of Marketing Research (3 credits)
Prerequisites: BUSA 104 or MATH 130; MNMK 312
Comprehensive and practical discussion of the design, execution, and analysis of research for marketing decision-making. Examination of decision theory and analysis in the design and conduct of marketing research; use of computer programs in the analysis and interpretation of marketing research.

MNMK 413 Quantitative Methods for Decision-Making (3 credits)
Prerequisites: BUSA 104
Decision-making in business environments with emphasis on quantitative techniques and optimization models such as linear programming, decision trees, expected monetary values, probability concepts, statistical estimation, and computer solutions.

MNMK 415 SEO and SEM (3 credits)
Prerequisite: MNMK 312
How do you find what you're looking for on the internet? Chances are you turn to google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website.

MNMK 416 Social Media Marketing (3 credits)
Prerequisite: MNMK 312
The average consumer spends 2.5 hours per day on social media sites and this course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that.

MNMK 421 Strategic Marketing (3 credits)
Prerequisite: MNMK 312
Emphasizes the study of several formal strategic marketing planning frameworks and provides the student opportunities to apply these frameworks to a series of case studies, team projects, and oral presentations.

MNMK 424 Digital Marketing Analytics (3 credits)
Prerequisite: MNMK 312, core math requirement, and MNMK-205, MNMK 415 or MNMK 416.
Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach you how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition.

MNMK 425 Marketing Data and Analytics (3 credits)
Prerequisite: BUSA 100, BUSA 104
A practitioner-oriented introduction to the methods and application of marketing analytics. Major emphasis is placed on developing an understanding of the data available to marketers, its uses and limitations, and the tools and techniques for predicting and measuring the effectiveness of a company's marketing efforts.

MNMK 439 Senior Seminar in Management and Marketing (3 credits)
Prerequisites: BUSA 435 or BUSA 445 with a minimum grade of C
Analysis of topics and issues in management and marketing through the discussion of current domestic and international issues, through case analysis, business simulation, and through research.

Nursing Courses – Second Degree

NUFT 202 Introduction to Professional Nursing (2 credits)
This course introduces the student to the Holy Family University BSN Program curriculum and the profession of nursing. It is designed to provide the student with opportunities to develop critical thinking skills through the use of the nursing process. Professional values, standards, and guidelines are examined as a basis for discussion of the current and emerging roles of the professional nurse.

NUFT 204 Foundations of Nursing Practice (5 credits)
This course is designed to introduce students to fundamental concepts in nursing care. The nursing process is used as the framework for clinical reasoning. Emphasis is placed on developing basic skills needed to assess, plan, implement, and evaluate selected nursing interventions and technologies. Students gain competency through practice in a supportive and supervised environment in a nursing laboratory.

NUFT 234 Nursing Pathways to Progress (3 credits)
The Pathway to Progress will result in student achievement of nursing course and curricular objectives in which there is a known deficiency using a structured individualized plan of study. Students will participate in the Pathway to Progress the semester after withdrawal from a nursing course or after receiving a failing grade in a nursing course. Students will be permitted to continue to progress in the program after successful completion of the Pathway to Progress pending course space availability.

NUFT 341 Medical-Surgical Nursing I (7 credits)
This course provides the student with an immersion into professional nursing. Health assessment and illness prevention is presented through a concept-based framework. Students are introduced to the nursing care of individuals experiencing selected health alterations with concurrent clinical experiences.

NUFT 343 Applied Pharmacology for Nursing Care I (2 credits)
Pharmacotherapeutic aspects of nursing care are introduced and applied across the life span to individuals and families experiencing selected health alterations. Pharmacologic actions and responses associated with major drug classifications, nursing assessment, and patient/family education are emphasized.

NUFT 345 Nursing and Older Adult Health Promotion (2 credits)
The physiological, psychosocial, cultural, spiritual, and environmental changes experienced by older individuals and their families are examined. Theories of aging, as well as healthy aging, restorative care, and supportive interventions to promote and maintain wellness in older adults are explored. Emphasis is placed on the roles of the nurse as coordinator of care for older adults and their families. The special advocacy issues of older clients and their families are also addressed.

NUFT 347 Transition to Clinical Nursing (1 credit)
This course provides for the integration of concepts and theories into nursing practice. The discussion and presentation of case studies will facilitate synthesis of level content and previous learning. Students will be actively working in groups throughout the semester. The course will facilitate beginning 300 level nursing students' successful transition into clinical nursing courses.

NUFT 349 Psychiatric-Mental Health Nursing (3 credits)
This course introduces students to psychiatric-mental health nursing and focuses on health restoration and maintenance of patients across the lifespan. Concepts of critical thinking, evidence-based practice, communication/collaboration, professional leadership, healthcare policy, cultural humility, professional values, and information technology are presented within the context of the nurse as a member of a profession, provider of care, and leader/manager of health care.

NUFT 351 Medical-Surgical Nursing II (7 credits)
This course provides the student with a continued immersion into professional nursing. Health assessment, illness prevention, health restoration, and palliation are presented through a concept-based framework. The nursing care of individuals experiencing selected health alterations is continued with concurrent clinical experiences.

NUFT 353 Applied Pharmacology for Nursing Care II (2 credits)
Advanced pharmacotherapeutic aspects of nursing care are explored and applied across the life span to individuals and families experiencing selected health alterations. Pharmacologic actions and responses associated with major drug classifications, nursing assessment, and patient/family education are emphasized.

NUFT 355 Research for Evidence-Based Nursing Practice (3 credits)
Using critical thinking skills, students develop an understanding of the research process so that they are able to read, interpret, and begin to evaluate research findings for application to nursing practice.

NUFT 431 Nursing Care of the Childbearing Family (4 credits)
Emphasis is placed on using a family-centered approach to examine the physiological and psychosocial aspects of childbearing. Low and high-risk pregnancies and the impact on the family are explored. Concurrent clinical experiences provide opportunities to apply evidence-based nursing care to address the health promotion, maintenance, and restoration needs of the childbearing family.

NUFT 433 Nursing Care of Children (4 credits)
Promotion, maintenance and restoration of health in infancy and childhood is examined using evidence-based nursing practice. Environmental influences on the child's physical, social and psychological health are explored. Legal, ethical and cultural influences on healthcare in childhood are considered. Multidisciplinary relationships, with the family at the center of care, are discussed in the context of holistic, humanistic and altruistic nursing practice. Concurrent clinical experiences provide opportunities to apply critical thinking.

NUFT 435 Transition to Professional Role I (1 credit)
This course provides the student with a review of the integration of nursing concepts. Students participate in an interactive application through the utilization of exam questions and essential concept review.

NUFT 442 Aggregate Based Nursing Care (5 credits)
The components of nursing and aggregate based care in the community setting are emphasized. Focus is placed on health promotion and disease prevention. Health policy, environmental health risks, and global health are explored. Concurrent clinical experiences facilitate application of course content.

NUFT 444 Leadership (5 credits)
This course provides students with the opportunity to apply leadership principles and evaluate various roles of the professional nurse. Students analyze patient safety initiatives that support safe and effective care based on current evidence-based practices. Students critically appraise current issues and trends in nursing and health care and their effects on patient outcomes and the economy of health care.

NUFT 446 Transition to Professional Role II (1 credit)
This course provides the student with a review of the integration of nursing concepts. Students participate in an interactive application through the utilization of exam questions and essential concept review.

NUFT 461 Medical-Surgical Nursing III (5 credits)
This course provides an opportunity for the student to care for complex patient in a variety of acute care settings. Nursing care will address health assessment, illness prevention, and health restoration to promote optimal functioning for patients with multiple health care problems. Patients with multiple organ dysfunctions are cared for across the lifespan.

Nursing Courses – Traditional Program

NURS 202 Introduction to Professional Nursing (2 credits)
Prerequisites: GSCI 107 or core lab course, Writing I, Writing II, Mathematics core course, BIOL 207, BIOL 208
Corequisites: NURS 204, NURS 206, BIOL 206, PSYC 208
This course introduces the student to the Holy Family University BSN Program curriculum and the profession of nursing. It is designed to provide the student with opportunities to develop critical thinking skills through the use of the nursing process. Professional values, standards, and guidelines are examined as a basis for discussion of the current and emerging roles of the professional nurse.

NURS 204 Foundations of Nursing Practice (5 credits)
Prerequisites: GSCI 107 or core lab course, Writing I, Writing II, Mathematics core course, BIOL 207, BIOL 208
Corequisites: NURS 202, NURS 206, BIOL 206, PSYC 208
This course is designed to introduce students to fundamental concepts in nursing care. The nursing process is used as the framework for clinical reasoning. Emphasis is placed on developing basic skills needed to assess, plan, implement, and evaluate selected nursing interventions and technologies. Students gain competency through practice in a supportive and supervised environment in a nursing laboratory.

NURS 206 Nutrition (3 credits)
Prerequisite: GSCI 107 or core lab course, Writing I, Writing II, Mathematics core course, BIOL 207, BIOL 208
Corequisites: NURS 202, NURS 204, BIOL 206, PSYC 208
This course emphasizes Healthy People. Initiatives for health promotion and health restoration are studied. Students develop the knowledge and critical thinking skills necessary to provide nutrition education, care for individuals and families from various cultures, and identify community resources for nutritional care.

NURS 234 Nursing Pathways to Progress (3 credits)
Prerequisite: Withdrawal from or receiving a failing grade in a nursing course; all transfer students
The Pathway to Progress will result in student achievement of nursing course and curricular objectives in which there is a known deficiency using a structured individualized plan of study. Students will participate in the Pathway to Progress the semester after withdrawal from a nursing course or after receiving a failing grade in a nursing course. Students will be permitted to continue to progress in the program after successful completion of the Pathway to Progress pending course space availability.

NURS 341 Medical-Surgical Nursing I (7 credits)
Prerequisite: BIOL 206, PSYC 208, 200 level NURS courses
Corequisites: NURS 343, NURS 345, NURS 347, MATH 130
This course provides the student with an immersion into professional nursing. Health assessment and illness prevention is presented through a concept-based framework. Students are introduced to the nursing care of individuals experiencing selected health alterations with concurrent clinical experiences.

NURS 343 Applied Pharmacology for Nursing Care I (2 credits)
Prerequisites: BIOL 206, PSYC 208, 200 level NURS courses
Corequisites: NURS 341, NURS 345, NURS 347, MATH 130
Pharmacotherapeutic aspects of nursing care are introduced and applied across the life span to individuals and families experiencing selected health alterations. Pharmacologic actions and responses associated with major drug classifications, nursing assessment, and patient/family education are emphasized.

NURS 345 Nursing and Older Adult Health Promotion (2 credits)
Prerequisites: BIOL 206, PSYC 208, 200 level NURS courses,
Corequisites: NURS 341, NURS 343, NURS 347, MATH 130
The physiological, psychosocial, cultural, spiritual, and environmental changes experienced by older individuals and their families are examined. Theories of aging, as well as healthy aging, restorative care, and supportive interventions to promote and maintain wellness in older adults are explored. Emphasis is placed on the roles of the nurse as coordinator of care for older adults and their families. The special advocacy issues of older clients and their families are also addressed.

NURS 347 Transition to Clinical Nursing (1 credit)
Prerequisites: BIOL 206, PSYC 208, 200 level NURS courses
Corequisites: NURS 341, NURS 343, NURS 345, MATH 130
This course provides for the integration of concepts and theories into nursing practice. The discussion and presentation of case studies will facilitate synthesis of level content and previous learning. Students will be actively working in groups throughout the semester. The course will facilitate beginning 300 level nursing students' successful transition into clinical nursing courses.

NURS 349 Psychiatric-Mental Health Nursing (3 credits)
Prerequisite: NURS 341, NURS 343, NURS 345, NURS 347, MATH 130
Corequisites: NURS 351, NURS 353, NURS 354
This course introduces students to psychiatric-mental health nursing and focuses on health restoration and maintenance of patients across the lifespan. Concepts of critical thinking, evidence-based practice, communication/collaboration, professional leadership, healthcare policy, cultural humility, professional values, and information technology are presented within the context of the nurse as a member of a profession, provider of care, and leader/manager of health care.

NURS 351 Medical-Surgical Nursing II (7 credits)
Prerequisites: NURS 341, NURS 343, NURS 345, NURS 347, MATH 130
Corequisites: NURS 349, NURS 353, NURS 354
This course provides the student with a continued immersion into professional nursing. Health assessment, illness prevention, health restoration, and palliation are presented through a concept-based framework. The nursing care of individuals experiencing selected health alterations is continued with concurrent clinical experiences.

NURS 353 Applied Pharmacology for Nursing Care II (2 credits)
Prerequisites: NURS 341, NURS 343, NURS 345, NURS 347, MATH 130
Corequisites: NURS 349, NURS 351, NURS 354
Advanced pharmacotherapeutic aspects of nursing care are explored and applied across the life span to individuals and families experiencing selected health alterations. Pharmacologic actions and responses associated with major drug classifications, nursing assessment, and patient/family education are emphasized.

NURS 355 Research for Evidence-Based Nursing Practice (3 credits)
Prerequisites: NURS 202, 204, 341, 343, 345, 347, 461
Corequisites: NURS 351, 353, 349
Using critical thinking skills, students develop an understanding of the research process so that they are able to read, interpret, and begin to evaluate research findings for application to nursing practice.

NURS 390 Essential Elements of Perioperative Nursing Practice (4 credits)
This introductory course to perioperative nursing practice is designed to facilitate articulation for the nursing graduate or experienced RN to a professional operating room nurse through classroom and preceptored clinical experiences. The course focuses on developing perioperative nursing skills. Peer support and continuous feedback will be provided throughout the experience.

NURS 431 Nursing Care of the Childbearing Family (4 credits)
Prerequisites: NURS 349, NURS 351, NURS 353
Corequisites: NURS 433, NURS 435, NURS 461
Emphasis is placed on using a family-centered approach to examine the physiological and psychosocial aspects of childbearing. Low and high-risk pregnancies and the impact on the family are explored. Concurrent clinical experiences provide opportunities to apply evidence-based nursing care to address the health promotion, maintenance, and restoration needs of the childbearing family.

NURS 433 Nursing Care of Children (4 credits)
Prerequisites: NURS 349, NURS 351, NURS 353
Corequisites: NURS 431, NURS 435, NURS 461
Promotion, maintenance and restoration of health in infancy and childhood is examined using evidence-based nursing practice. Environmental influences on the child's physical, social and psychological health are explored. Legal, ethical and cultural influences on healthcare in childhood are considered. Multidisciplinary relationships, with the family at the center of care, are discussed in the context of holistic, humanistic and altruistic nursing practice. Concurrent clinical experiences provide opportunities to apply critical thinking.

NURS 435 Transition to Professional Role I (1 credit)
Prerequisites: NURS 349, NURS 351, NURS 353
Corequisites: NURS 431, NURS 433, NURS 461
This course provides the student with a review of the integration of nursing concepts. Students participate in an interactive application through the utilization of exam questions and essential concept review.

NURS 442 Aggregate Based Nursing Care (5 credits)
Prerequisites: NURS 431, NURS 433, NURS 435, NURS 461
Corequisites: NURS 444, NURS 446
The components of nursing and aggregate based care in the community setting are emphasized. Focus is placed on health promotion and disease prevention. Health policy, environmental health risks, and global health are explored. Concurrent clinical experiences facilitate application of course content.

NURS 444 Leadership (5 credits)
Prerequisites: NURS 431, NURS 433, NURS 435, NURS 461
Corequisites: NURS 442, NURS 446
This course provides students with the opportunity to apply leadership principles and evaluate various roles of the professional nurse. Students analyze patient safety initiatives that support safe and effective care based on current

evidence-based practices. Students critically appraise current issues and trends in nursing and health care and their effects on patient outcomes and the economy of health care.

NURS 446 Transition to Professional Role II (1 credit)
Prerequisites: NURS 431, NURS 433, NURS 435, NURS 461
Corequisites: NURS 442, NURS 444
This course provides the student with a review of the integration of nursing concepts. Students participate in an interactive application through the utilization of exam questions and essential concept review.

NURS 461 Medical-Surgical Nursing III (5 credits)
Prerequisites: NURS 349, NURS 351, NURS 353
Corequisites: NURS 431, NURS 433, NURS 435
This course provides an opportunity for the student to care for complex patient in a variety of acute care settings. Nursing care will address health assessment, illness prevention, and health restoration to promote optimal functioning for patients with multiple health care problems. Patients with multiple organ dysfunctions are cared for across the lifespan.

Nutrition Courses

NUTR 101 Introduction to Nutrition (3 credits)
The choices we make about food and nutrition shape our health and wellness throughout our lives. This course dives into the factors influencing our dietary choices, from cultural influences to personal tastes. We'll explore macronutrients, micronutrients, governmental dietary guidelines, and practical assessment tools to design nutrition plans that improve well-being and weight management. This online class has optional live sessions.

NUTR 201 Food Science (3 credits)
Prerequisite: NUTR 101
Food Science lives at the intersection of culture, health, and innovation. By understanding the composition of foods, we can determine the best methods for their preparation, and how different cooking and preservation techniques affect food quality, safety, and nutritional value. Learn about food categories, such as the role of lactose and casein in dairy, and the science behind various preparation methods. This online class has optional live sessions.

NUTR 301 Food Economics (3 credits)
Prerequisite: NUTR 101, 201
Food Economics isn't just about numbers-it's about people. Inequalities in our global food system often mirror the broader disparities in society. By understanding these systems, we can bring about transformative change. This course tackles the essentials: preventing foodborne illnesses, mastering procurement, and ensuring production quality. You'll learn the real-world calculations behind food costs and discover how food systems can save lives. This online class has optional live sessions.

NUTR 310 Lifecycle Nutrition I (3 credits)
Prerequisite: NUTR 101, 201, 301
From preconception to adolescence, nutrition shapes our health trajectories. This course explores how early choices, like breastfeeding or formula feeding, impact a child's development milestones and potential food allergies. As children grow, we'll examine how dietary needs and relationships with food evolve, especially during adolescence. Learn about the pivotal role of nutrition during early life and how it can mold health and self-perception. This online class has optional live sessions.

NUTR 401 Lifecycle Nutrition II (3 credits)
Prerequisite: NUTR 101, 201, 301, 310
In adulthood, nutritional habits solidify. We'll explore how early adulthood sets foundational food choices, and middle adulthood introduces complexities with work, family, and the onset of chronic diseases. Lastly, we'll explore the challenges faced in geriatric nutrition, including the impacts of polypharmacy. Throughout, a recurring theme will be weight management, emphasizing its role in promoting sustained health and activity. This online class has optional live sessions.

NUTR 410 Medical Nutrition Therapy (3 credits)
Prerequisite: NUTR 101, 201, 301, 310
Through this course, students will gain insights into how medical and social histories play a crucial role in accurate nutrition diagnoses. The course also highlights various counseling techniques and introduces therapeutic diets tailored to address specific health challenges. Emphasizing the importance of monitoring and evaluating outcomes, this course prepares students for effective and informed interventions. This online class has optional live sessions.

Philosophy Courses

PHIL 101 Philosophy and the Good Life (3 credits)
This course explores timeless philosophical questions such as: Is there any objective goodness, truth, beauty, meaning, and/or purpose? Is there any God? Do we have souls? How can we know anything? Are we free? What is the best way to live? History, context, and key figures will be examined.

PHIL 101 HNR Honors Philosophy and the Good Life (3 credits)
Placement by Honors Program admissions
This Honors course explores timeless philosophical questions such as: Is there any objective goodness, truth, beauty, meaning, and/or purpose? Is there any God? Do we have souls? How can we know anything? Are we free? What is the best way to live? History, context, and key figures will be examined.

PHIL 104 Political Philosophy (3 credits)
Political philosophy arises out of the very nature and practice of politics because it addresses itself to the question, "How should we live together?" This course is an examination of historical and contemporary answers to that perennial question.

PHIL 201 Philosophy of Human Nature (3 credits)
Investigation into the principles characterizing human nature and human destiny from historical and contemporary perspectives. Study of issues such as the relationship between human beings and other animals; the nature of soul and mind and brain; the relation between thought and action; the character of laws of human behavior and their implications for freedom of will.

PHIL 202 Logic (3 credits)
Rules and principles of informal logic, and formalized systems of deductive logic, including syllogisms, truth-functions, and quantificational logic. Introduction to symbolic logic and formal methods of proof.

PHIL 205 Bioethics (3 credits)
Analysis of ethical principles in their relationship to medicine, nursing, and scientific research. The problems of the rights of patients. The rights and duties of physicians and nurses. Specific problems such as euthanasia, artificial insemination, and dying.

PHIL 207 Philosophy of Religion (3 credits)
This course is a philosophical exploration of religion. As such it addresses such questions as: Does God exist? What is the nature of religious belief? What is the relationship between faith and reason? Is it reasonable to believe in God when there is so much suffering in the world?

PHIL 208 Business Ethics (3 credits)
Examination of selected major ethical problems specific to the American business world. Considers theoretical issues relating business activities to various concepts of human good in the light of actual case studies.

PHIL 210 Asian Philosophy (3 credits)
This course will examine the thought of classical philosophers in the Indian, Chinese, Japanese, and Korean traditions, focusing on how the metaphysical beliefs in various traditions have given rise to contrasting views of how to live well, our obligations to one another, and the purpose of life.

PHIL 212 Philosophy of Education (3 credits)
The task of philosophy of education is to ask meta-questions about education and learning, such as: What is education and what is its purpose? How should human nature inform pedagogy? Who should be in control of education? How is education different than indoctrination? Is meritocracy in education just?

PHIL 215 Existentialism (3 credits)
This course introduces students to existentialism by engaging with questions like: What should our attitude be to the scientific and technological domination of the world? What are the ramifications of the death of God? Is the existentialist emphasis on freedom, choice, and living authentically compatible with social responsibility?

PHIL 216 Philosophy of Love (3 credits)
This course is a philosophical exploration and analysis of love. Course topics might include the following: familial love, friendship, romance, the love of God, courtly love, marriage and divorce, intimacy, gender and identity, feminist reflections on love, sex, and the family, and more.

PHIL 218 Philosophy of Science (3 credits)
This course addresses philosophical questions concerning the nature and history of science, the epistemic status of scientific knowledge, the metaphysical assumptions underlying scientific inquiry, and the ethical dimensions of scientific research.

PHIL 301 Ethics (3 credits)
Critical examination of the problems and concepts of moral philosophy in classical and contemporary contexts. Detailed analysis of ethical theories such as utilitarianism, deontology, communitarianism, and virtue theory.

PHIL 303 Philosophy of Art (3 credits)
Analysis of aesthetic work, experience, person, and act. Study of topics such as the analysis of beauty, aesthetic judgment, representation and expression, art and moral responsibility, art and religious expression, the creative activity, the relation between art and theory, and the task of aesthetic criticism.

PHIL 307 Social Ethics (3 credits)
Analysis of contemporary social issues such as world hunger, gender equality, pornography and censorship, and affirmative action. Emphasizes critical reading of diverse views on the central ethical questions raised by such issues.

PHIL 325 Junior Seminar (3 credits)
Intensive study of the work of a major philosopher, a particular philosophical problem, method, or period. Recommended for Humanities majors.

PHIL 425 Senior Seminar (3 credits)
Intensive study of the work of a major philosopher, a particular philosophical problem, method or period. Recommended for Humanities majors.

Philosophy – Accelerated Courses

PHL 101 Introduction to Philosophy (3 credits)
This course challenges and supports participants to develop the basic skills employed in philosophical thinking. Major philosophical questions to be addressed include: human nature, the nature of reality and being, the existence of God, sources of knowledge, and the foundations of ethics and morality.

PHL 202 Logic (3 credits)
Rules and principles of informal logic and formalized systems of deductive logic, including syllogisms, truth functions and quantificational logic. Introduction to symbolic logic and formal methods of proof.

PHL 205 Bioethics (3 credits)
Analysis of ethical principles in their relationship to medicine, nursing, and scientific research. The problems of the rights of patients. The rights and duties of physicians and nurses. Specific problems such as euthanasia, artificial insemination, and dying.

PHL 304 Contemporary Moral Ethics (3 credits)
This course challenges students to develop the conceptual and reasoning skills necessary for addressing the moral issues confronted in everyday life and enable them to make better decisions. A final paper involves presenting and defending a moral issue.

Physics Courses

PHYS 104 Introduction to Physics (credits)
This course will explore the most fundamental of the sciences, Physics! In this course you will learn the basics of energy, matter, motion and their interactions. Physics is the basis for all other
sciences, such as biology and chemistry because it explains the fundamental way the universe works.

PHYS 201 General Physics I (4 credits)
Prerequisite: MATH 210 or MATH 211
Three hours of lecture and one 2-hour lab.
Basic physical properties and applications. Vectors, force, rectilinear motion, rotational motion, motion in a plane, momentum, gravitational fields, work, energy, periodic motion, elasticity, heat, kinetic theory, nature of waves and sound.

PHYS 202 General Physics II (4 credits)
Prerequisites: PHYS 201
Three hours of lecture and one 2-hour lab.
Electrostatics, electric fields, potential, capacitance, D.C. circuits, magnetic fields, magnetic forces, induced EMF, nature and physical properties of light, geometrical optics, basic atomic and nuclear physics.

POLS 204 American National Government (3 credits)
Structure and operation of the American system of government on local, state, and national levels with reference to the contemporary political scene.

Political Science Courses

POLS 210 Introduction to International Relations (3 credits)
This course offers an introduction to the nation-state system; the development and organization of nation-states, blocs and international organizations and the factors, both external and internal, that affect stability and change in the system.

Political Science – Accelerated Course

POL 210 Introduction to International Relations (3 credits)
This course provides an introduction to international relations. Specifically, students analyze political theories, historical events, national economies, and world geography. Particular emphasis is placed on the impact of American business development in relation to the nation’s foreign policy.

Professional Sales and Marketing Courses

PSAM 101 Relationship Driven Professional Sales (3 credits)
This course will not just teach you about selling, it will teach you how to sell. This experiential learning-based course will provide you with best practice models of selling. It will cover selling from prospecting through relationship building, and through the use of role-plays and other experiential activities it will equip the student with the fundamental knowledge, skills, and attitudes necessary to succeed in a professional selling position. This online class has optional live sessions.

PSAM 201 Negotiation in Business and Sales (3 credits)
You may not realize it, but negotiations are a constant part of life. In business, negotiations are key parts of a corporation’s strategy. In your personal life, negotiations play the same role - you negotiate which movie to watch with your friends or what apartment to rent with your partner. This course will introduce you to the concepts behind negotiation and provide opportunities to practice and develop your own negotiating style. This online class has optional live sessions.

PSAM 301 Sales Leadership (3 credits)
Effective sales leadership requires a mastery of the "hard" analytical skills as well as the "soft" skills for effective management and coaching. This course will explore key sales and management concepts, and give you the opportunity to put them into practice. By the end of this course, you will be able to coach salespeople and excel as a sales leader. This online class has optional live sessions.

PSAM 401 Advanced Relationship-Driven Professional Sales (3 credits)
You've already learned the fundamentals of effective selling. This course will help you hone your sales skills and take them to the next level by teaching you how to think through the sales process as a master planner, listener, negotiator and partner. By the end of this course you will have mastered the skills necessary to be a compelling and credible salesperson. This online class has optional live sessions.

Psychology Courses

PSYC 110 Introduction to Psychology (3 credits)
An introduction to the study of human behavior. Explores the origins of psychology as well as the major subfields within the domain, including: the history of psychology, research methods, biological psychology, social psychology, stress and coping, psychological disorders, treatment of psychological disorders, learning, emotion, motivation, and human development.

PSYC 110 HNR Honors Introduction to Psychology (3 credits)
Placement by Honors Program admissions
An introduction to the study of human behavior. Explores the origins of psychology as well as the major subfields within the domain, including: the history of psychology, research methods, biological psychology, social psychology, stress and coping, psychological disorders, treatment of psychological disorders, learning, emotion, motivation, and human development.

PSYC 111 Behavioral Practitioner Preparation (3 credits)
Behavioral Practitioner and Preparation will help prepare students to begin working in a helping profession supporting individuals utilizing the principles of applied behavior analysis to apply fundamental skills to assist students/clients in acquiring the fundamental skills to allow them to engage in socially significant behaviors.

PSYC 204 Infant and Child Development (3 credits)
This course examines psychological, physical, emotional, cognitive, and familial development during infancy and childhood (prenatal - 11 years). This course integrates theory with empirical evidence while exploring the milestones of these developmental stages. Emphasis is placed on understanding how ethnicity, culture, socioeconomic class, and gender influence infants and children

PSYC 206 Child and Adolescent Development (3 credits)
May not be combined with PSYC 208
The study of human growth and development from conception through childhood and adolescence within the biological, cognitive, and psychosocial domains. Emphasis on contemporary theories and research.

PSYC 207 Adult Development and Aging (3 credits)
May not be combined with PSYC 208
Multidisciplinary exploration of the biological, psychological, and social domains of the lives of adults. Includes theoretical perspectives on changes in adult experience beginning in the second decade.

PSYC 208 Lifespan Development for Non-Majors (3 credits)
May not be combined with either PSYC 206 or PSYC 207
Not recommended for psychology majors
Multidisciplinary study of human growth from conception until death within the biosocial, social, cognitive, and psychosocial domains. Emphasis on contemporary theories and research.

PSYC 210 Gender Issues (3 credits)
Analysis through reading and discussion of the physiological, social, emotional, and cultural correlates of gender. Expectation for gender-typed behavior is contrasted with the realities of men's and women's lives.

PSYC 211 Scientific Writing for the Social and Behavioral Sciences (3 credits)
Prerequisite: PSYC 110 or PSYC 101 and ENGL 104
Provides a solid foundation for writing in APA style, communicating research findings, and improving upon basic writing skills. Students will write documents used to communicate information from scientific literature in the social and behavioral sciences and will learn to write in a variety of formats (e.g., abstracts, poster presentations, journal-style manuscripts).

PSYC 212 Psychology of Health and Illness (3 credits)
Explores the relationship between psychological factors and the development of illnesses, the role that these factors play in maintaining a healthy lifestyle and preventing disease, and how psychologists can assist in the management of chronic and terminal illnesses.

PSYC 213 Adolescent Development (3 credits)
This course examines psychological, physical, emotional, cognitive, peer, familial, and social development during adolescence (ages 11-18). This course integrates theory with empirical evidence while exploring the milestones of these developmental stages. Emphasis is placed on understanding how ethnicity, culture, socioeconomic class, and gender influence adolescents.

PSYC 215 Industrial and Organizational Psychology (3 credits)
Demonstration via case studies of the use of psychological principles to deal with work problems. Consideration of employee selection and training, behavior modification in industry, leadership styles, and motivational techniques.

PSYC 220 Addictions-A Lifespan Perspective (3 credits)
An overview of central issues in various dependencies including chemical, eating, and gambling. Addresses conceptual and definitional issues as well as different perspectives on diagnosis, intervention, treatment, and prevention. Exploration of psychosocial, structural, and cultural aspects of addictions.

PSYC 275 The Sociology and Psychology of Sport (3 credits)
Emphasizes the societal context of sport as a social institution, as well as the psychological aspects of involvement in the world of sports. Discusses the relationship between societal values, culture, and the behavior of men and women participating in sports.

PSYC 305 Physiological Psychology (3 credits)
Prerequisite: PSYC 110 or BIOL 120
Explores the neurological and physiological foundations of behavior with an emphasis on functional neuroanatomy, genetics, and the physiological bases of sensation, perception, emotion, motivation, learning, and higher mental functions.

PSYC 309 Multiculturalism Perspectives on Mental Health (3 credits)
The exploration of multicultural perspectives on psychological disorders. Emphasis on both empirically-based research and diverse first-person accounts.

PSYC 311 Statistics for Social and Behavioral Sciences (3 credits)
Introduction to the statistical analysis of behavioral and social data, including descriptive and inferential statistics. Designed to provide students with the applications of statistical concepts rather than an emphasis on their mathematical derivations.

PSYC 312 History and Systems of Psychology (3 credits)
Prerequisite: PSYC 110
This course explores the evolution of modern psychological thought and methodology, from early theoretical paradigms to more contemporary perspectives. Major contributors to the field are highlighted, as is the influence of cultural and political forces on psychological theory and practice.

PSYC 315 Psychopharmacology (3 credits)
Prerequisite: PSYC 110 or BIOL 115
This course is intended to acquaint students with fundamentals of psychotropic drugs. The course will cover the major classes of drugs, the behavioral, psychological, and physiological effects of these drugs, along with their use in the treatment of disorders.

PSYC 318 Globalization (3 credits)
This course examines contemporary global issues from various perspectives within the social sciences. Specifically, this course will attempt to broaden the student's worldview and expand knowledge of global issues by emphasizing the sociological, psychological, geographical, political, and economic influences on globalization.

PSYC 319 Psychology of Play (3 credits)
Study of the educational, therapeutic, and recreational role of play in children. Application of theory and scientific findings to create meaningful, inclusive play experiences is emphasized.

PSYC 320 Research Design in Applied Behavior Analysis (3 credits)
Prerequisite: PSYC 333
This course will provide the student with information regarding the rationale, design, and application of research designs in applied behavior analysis with a focus on single subject designs. The student will have the opportunity to propose and design a study that utilizes the principles of applied behavior analysis.

PSYC 322 Research Methods (3 credits)
Prerequisite: PSYC 311
Introduction to qualitative and quantitative research methods such as experimentation, survey, interview, secondary data analysis, and observation. Consideration of design, measurement, and sampling issues, emphasizing detailed planning prior to data collection and analysis. Students will learn how to collect data, which are then analyzed using statistics.

PSYC 324 Qualitative Research Methods (3 credits)
Introduction to qualitative research methods such as narrative analysis, phenomenological investigation, grounded theory, case study, and ethnography. Consideration of the richness of qualitative data, and insights and generalizations that can be made through such data. Students will collect and analyze data using statistics and other methods.

PSYC 330 Positive Psychology (3 credits)
Study of Positive Psychology, including optimism, flow, happiness, well-being, meaning-making, and strengths. Empirically-based practical applications are emphasized.

PSYC 331 Sensation and Perception (3 credits)
Prerequisite*: PSYC 110 or BIOL 120*
Discussion of structure, function, and interpretative properties of the senses. Emphasis on vision and hearing.

PSYC 332 Cognitive Processes (3 credits)
Prerequisite: PSYC 110 or BIOL 120
Discussion of higher mental functions such as memory, thinking, language, and problem-solving through examination of contemporary research in the field.

PSYC 333 Behavior Modification (3 credits)
Prerequisite: PSYC 110
Introduction to principles of learning through discussions of early and contemporary learning theory, including applied behavior analysis (ABA). Application of principles in educational and therapeutic settings are also examined.

PSYC 338 Reading and Writing Minds: Psychology & Literature (3 credits)
Prerequisite: ENGL 101 or 103; ENGL 115 and PSYC 110
An examination of how psychological theories and literary narratives imagine the workings of the mind. Emphasis is on the identifying and analyzing psychological principles in creative writing and film.

PSYC 341 Family Violence (3 credits)
A family systems perspective on physical, sexual, and emotional abuse of and by family members. Studies spousal, parental, child, sibling, and elder abuse and neglect as they exist in American society. Highlights common elements in all types of abuse as well as treatment and prevention.

PSYC 342 Loss and Grief (3 credits)
Examination of the dynamics of loss and mourning, societal attitudes about death, and the stress of grief and mourning. Explores cultural variations in dealing with loss and death.

PSYC 343 Social Psychology (3 credits)
Prerequisite: PSYC 110
Study of the individual within the social context. Addresses the reciprocal influences between everyday social situations and the individual. Special topics include: aggression, relationships, person perception, conformity and obedience, prejudice, and group processes.

PSYC 344 Group Dynamics (3 credits)
Study of the dynamics of group life and the variables that affect it from a theoretical and experiential perspective. Active participation by students is encouraged.

PSYC 345 Psychopathology (3 credits
Prerequisite: PSYC 110
Study of abnormal behavior in individuals; theoretical formulations of psychopathology; classification, etiology, and treatment of the major classes of abnormal behavior including schizophrenia, depression, anxiety disorders, substance abuse, psychosomatic problems, and organic syndromes.

PSYC 346 Theories of Personality (3 credits)
Prerequisites: PSYC 110
Survey of major personality theorists, attempting to critique, integrate, and apply their major constructs and research findings.

PSYC 347 Introduction to School Counseling (3 credits)
This course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for P-12 students and the national model and standards for school counseling programs. In addition, information will be provided as to the diversity of roles, job outlook, and specializations within the counseling field.

PSYC 348 Child Life Theory and Practice (3 credits)
This course provides an overview of the field of child life and the role of child life specialists in promoting the well-being of children and families in health care settings and other challenging environments. Students will strengthen their theoretical knowledge and clinical skills to prepare themselves for supporting children and their families in the healthcare setting. This course will cover the six required topics set forth by the Association of Child Life Professionals (ACLP): (1) Official ACLP documents; (2) Scope of practice; (3) Impact of illness, injury and healthcare on patients and families; (4) Family-centered care; (5) Therapeutic play; and (6) preparation.

PSYC 350 Internship I (3 credits)
Designed to provide professional experiences that blend theoretical and practical learning. Students must contact psychology internship instructor prior to registration.

PSYC 351 Internship II (3 credits)
Prerequisites: PSYC 350
This course is a continuation of the internship experience. Students must contact psychology internship instructor prior to registration.

PSYC 352 Junior Seminar in Psychology (3 credits)
Provides psychology majors with resources in career planning toward specific post-graduation goals of either seeking psychology-related employment or applying for graduate school. The course is designed to facilitate preparation for senior year in college, an internship placement at psychology-related site (if applicable), and establishment of a successful work identity and goals.

PSYC 354 Introduction to Autism Spectrum Disorders (3 credits)
This course will focus on providing students with a background in Autism Spectrum Disorders. Topics in the course include applied behavior analysis, sensory and auditory integration and social skills training, with an emphasis on the history and etiology of autism, educational opportunities, etiology and cultural attitudes.

PSYC 355 Behavioral Applications of Autism Spectrum Disorders (3 credits)
This course will focus on the theoretical understanding of Applied Behavior Analysis (ABA) and practical applications of methods in this field for individuals with exceptionalities, particularly autism spectrum disorders. Students will apply methods in ABA to identify and measure behavior and develop behavioral intervention plans for individuals and groups.

PSYC 356 Introduction to Clinical Applications (3 credits)
The introductory study of interpersonal, clinical, and interviewing skills as applied to the helping professions, such as psychology and counseling. Emphasis is on empirically-based practical skills.

PSYC 357 Developmental Psychopathology (3 credits)
Study of psychopathology in children and adolescents. Emphasis on diagnostic criteria, etiology, and treatment of psychological disorders, including Intellectual Developmental, Autism Spectrum, Attention Deficit/Hyperactivity, Conduct, Trauma and Stressor-related, Anxiety, Mood, Eating, and Substance-related disorders.

PSYC 358 Behavior Change Procedures (3 credits)
This course will focus on the practical applications of behavior change procedures for individuals with exceptionalities, particularly autism spectrum disorders, and those seeking behavioral changes. Students will apply methods in ABA to identify and measure behavior and develop behavioral intervention plans based on function for individuals and groups.

PSYC 421 Criminal Profiling (3 credits)
Prerequisite: PSYC 345 or SOCO 208
This course will cover the intersection of psychology and neuroscience. The course will focus on the biological basis of attention, memory, emotion, language, cognitive control, social cognition, neuroscience and the law, and methodology used in this field. Diseases/disorders of the brain will also be discussed, including treatment and prevention.

PSYC 425 Psychological Assessment (3 credits)
Prerequisite: PSYC 110
Introduction to psychological and educational testing, both individual and group. Exploration of theoretical foundations and current trends. Critical evaluation of test materials and data interpretation emphasized.

PSYC 431 Seminar: Contemporary Issues in Psychology (3 credits)
Integration of previous coursework through exploration of current issues in the field. Selected readings provide basis for student-led presentations and discussion.

PSYC 433 Advanced Research in Psychology (3 credits)
Prerequisite: PSYC 322
Focuses on the methods commonly used in psychology with emphasis on experimental design. Empirical research project culminating in a paper presentation.

PSYC 450 Research Practicum I (3 credits)
Students will participate in independent research activity in collaboration with a full-time psychology faculty mentor.

PSYC 451 Research Practicum II (3 credits)
Students will participate in independent research activity in collaboration with a full-time psychology faculty mentor.

PSYC 499 Special Topics (3 credits)
Prerequisite: PSYC 110
Exploration of a topic of current and specialized interest. Content varies and several in series may be taken for credit.

Psychology – Accelerated Courses

PSY 110 Introduction to Psychology (3 credits)
An introduction to the study of human behavior. Explores the origins of psychology as well as the major subfields with the domain including: the history of psychology, research method, biological psychology, social psychology, stress and coping, psychological disorders, treatment of psychological disorders, learning, emotion, motivation, and human development.

PSY 206 Child and Adolescent Development (3 credits)
The study of human growth and development from conception through childhood and adolescence within the biological, cognitive, and psychosocial domains. Emphasis on contemporary theories and research.

PSY 207 Adult Development and Aging (3 credits)
Multidisciplinary exploration of the biological, psychological, and social domains of the lives of adults. Incudes theoretical perspectives on changes in adult experience beginning with the second decade.

PSY 208 Lifespan Development for Non-Majors (3 credits)
Multidisciplinary study of human growth from conception until death within the biosocial, social, cognitive, and psychosocial domains. Emphasis on contemporary theories and research.

PSY 210 Gender Issues (3 credits)
Analysis through reading and discussion of the physiological, social, emotional, and cultural correlates to gender. Expectation for gender-types behavior is contrasted with the realities of men's and women's lives.

PSY 211 Scientific Writing for the Social and Behavioral Sciences (3 credits)
Prerequisites: PSY 110 and ENG 102
Provides a solid foundation for writing in the APA style, communicating research findings, and improving upon basic writing skills. Students will write documents used to communicate information from scientific literature in the social and behavioral sciences and will learn to write in a variety of formats (e.g. abstracts, poster presentations, journal-style manuscripts).

PSY 212 Psychology of Health and Illness (3 credits)
Explores the relationship between psychological factors and the development of illnesses, the role that these factors play in maintaining a healthy lifestyle and preventing disease, and how psychologists can assist in the management of chronic and terminal illnesses.

PSY 215 Industrial and Organizational Psychology (3 credits)
Demonstrates via case studies the use of psychological principles to deal with work problems. Consideration of employee selection and training, behavior modification in industry, leadership styles, and motivational techniques.

PSY 220 Addictions- A Lifespan Perspective (3 credits)
An overview of central issues in various dependencies including chemical, eating, and gambling. Addresses conceptual and definitional issues as well as different perspectives on diagnosis, intervention, treatment, and prevention. Exploration of the psychosocial, structural, and cultural aspects of addiction.

PSY 305 Physiological Psychology (3 credits)
Prerequisite: PSY 110
Explores the neurological and physiological foundations of behavior with an emphasis in functional neuroanatomy, genetics, and the physiological bases of sensation, perception, emotion, motivation, learning, and higher mental functions.

PSY 311 Statistics for Social and Behavioral Sciences (3 credits)
Introduction to the statistical analysis of behavioral and social data, including descriptive and inferential statistics. Designed to provide students with the applications of statistical concepts rather than an emphasis on their mathematical derivations.

PSY 312 History and Systems of Psychology (3 credits)
Prerequisite: PSY 110
This course explores the evolution of modern psychological thought and methodology, from early theoretical paradigms to more contemporary perspectives. Major contributions to the field are highlighted, as is the influence of cultural and political forces on psychological theory and practice.

PSY 318 Globalization (3 credits)
This course examines contemporary global issues from various perspectives within the social sciences. Specifically, this course will attempt to broaden the student's worldview and expand knowledge of global issues by emphasizing the sociological, psychological, geographical, political, and economic influences on globalization.

PSY 322 Research Methods in Social Sciences (3 credits)
Prerequisite: PSY 311
Introduction to quantitative and qualitative research methods such as experimentation, survey, interview, secondary data analysis, and observation. Consideration of design, measurement, and sampling issues, emphasizing detailed planning prior to data collection and analysis. Students will learn how to collect data which are then analyzed using statistics.

PSY 331 Sensation and Perception (3 credits)
Prerequisite: PSY 110
Discussion of structure, function, and interpretative properties of the senses. Emphasis on vision and hearing.

PSY 332 Cognitive Processes (3 credits)
Prerequisite: PSY 110
Discussion of higher mental functions such as memory, thinking, language, and problem-solving through examination of contemporary research in the field.

PSY 333 Behavior Modification (3 credits)
Prerequisite: PSY 110
Introduction to the principles of learning through discussion of early and contemporary learning theory. Application of principles in educational and therapeutic settings are also examined.

PSY 341 Family Violence (3 credits)
A family systems perspective on physical, sexual, and emotional abuse of and by family members. Studies spousal, parental, child, sibling, and elder abuse and neglect as they exist in American society. Highlights common elements in all types of abuse as well as treatment and prevention.

PSY 342 Loss and Grief (3 credits)
Examination of the dynamics of loss and mourning, societal attitudes about death, and the stress of grief and mourning. Explores cultural variations in dealing with loss and death.

PSY 343 Social Psychology (3 credits)
Prerequisite: PSY 110
Study of the individual within the social context. Addresses the reciprocal influences between everyday social situations and the individual. Special topics include: aggression, relationships, person perception, conformity and obedience, prejudice, and group processes.

PSY 345 Abnormal Psychology (3 credits)
Prerequisite: PSY 110
Study of abnormal behavior in individuals, theoretical formulations of psychopathology; classification, etiology, and treatment of the major classes of abnormal behavior including schizophrenia, depression, anxiety disorders, substance abuse, psychosomatic problems, and organic syndromes.

PSY 346 Theories of Personality (3 credits)
Prerequisite: PSY 110
Survey of major personality theorists, attempting to critique, integrate, and apply their major constructs and research findings.

PSY 350 Internship 1A (1.5 credits)
Designed to provide professional experience that blend theoretical and practical learning. Students must contact psychology internship instructor prior to registration.

PSY 351 Internship 1B (1.5 credits)
Prerequisite: PSY 350
This course is a continuation of the internship experience. Students must contact psychology internship instructor prior to registration.

PSY 352 Junior Seminar in Psychology (3 credits)
Provides psychology majors with the resources in career planning toward specific post-graduation goals of either seeking psychology-related employment or applying for graduate school. The course is designed to facilitate preparation for senior year in college, as internship placement at psychology-related site (if applicable), and establishment of a successful work identity and goals.

PSY 425 Psychological Assessment (3 credits)
Prerequisite: PSY 311
Introduction to psychological and educational testing, both individual and group. Exploration of theoretical foundations and current trends. Critical evaluation of test materials and data interpretation emphasized.

PSY 431 Seminar: Contemporary Issues in Psychology (3 credits)
Integration of previous coursework through exploration of current issues in the field. Select readings provide the basis for student-led presentation and discussion.

Radiologic Science Courses

RADS 102 Patient Care in Radiologic Science (2 credits)
Prerequisite: Admission to Program; Corequisite: RADS 104/104L, RADS 106/106L, RADS 120
Basic concepts of patient care, including the physical and psychological needs of the patient and family, routine and emergency patient care procedures, and infection control procedures. The role of the radiographer in patient education will be identified.

RADS 104, 104L Radiographic Imaging I (3 credits)
Prerequisite: Admission to Program; Corequisites: RADS 102, RADS 106/106L, RADS 120
Online learning activities supplement two hours lecture, two hours laboratory.
Introduction to principles of radiographic exposure including density, contrast, recorded detail, distortional factors and conditions influencing choice of exposure technique including accessory equipment.

RADS 106, 106L Radiographic Procedures I (3 credits)
Prerequisite: Admission to program; Corequisites: RADS 102, RADS 104/104L, RADS 120
Online learning activities supplement two hours lecture, two hours laboratory.
Provides an introduction to anatomy, terminology and procedural considerations related to Radiograph. Essential and nonessential radiographic projections used for imaging selected body parts presented. Simulation laboratory performance evaluation required.

RADS 108, 108L Radiographic Procedures II (3 credits)
Prerequisite: RADS 120; Corequisites: RADS 122, RADS 204/204L, RADS 215
Online learning activities supplement two hours lecture, two hours laboratory.
Continuation of Radiographic Procedures I, discussion expands to contrast media, fluoroscopic imaging and adjunct equipment in Radiologic examinations. Essential and nonessential radiographic projections are presented. Simulation laboratory performance evaluation required.

RADS 114, 114L Radiographic Procedures III (3 credits)
Prerequisite: RADS 122; Corequisite: RADS 200
Online learning activities supplement two hours lecture, two hours laboratory.
Continuation of Radiographic Procedures II; completes required essential/nonessential radiographic projections of the body. Includes strategies and techniques for adapting procedures to pediatric and geriatric patients, trauma, protocols, mobile equipment and imaging during surgical procedures. Simulation laboratory performance evaluation required.

RADS 120 Clinical Education I (2 credits)
Prerequisite: Admission to program and eligibility for clinical placement; Corequisites: RADS 102, RADS 104/104/L, RADS 106/106L
Sixteen hours per week.
Orientation to patient care skills, ethics, and an introduction to Radiologic Science as an allied health profession. The student is assigned to a designated clinical agency where the student is expected to transition from observation to active participation under the direct supervision of clinical preceptors.

RADS 122 Clinical Education II (2 credits)
Prerequisite: RADS 120; Corequisites: RADS 108/108L, RADS 204/204L, RADS 215
Sixteen hours per week.
Observation, participation, and performance at assigned clinical site supervised by clinical preceptors.

RADS 200 Clinical Education III (3 credits)
Prerequisite: RADS 122; Corequisite: RADS 114/114L
Twenty-four hours per week.
Rotation to a new clinical site affords opportunities for students to perfect competency skills demonstrated previously and develop additional competency skills completing new procedures. Concurrent classroom and laboratory instruction including cranium and facial bones, trauma and mobile radiography.

RADS 204, 204L Radiographic Imaging II (3 credits)
Prerequisite: RADS 120; Corequisites: RADS 108/108L, RADS 215
Course evaluates fundamental components of film/screen, PS Panel FPD imaging systems and explores methodologies for development of exposure technique guides. Includes laboratory and supplemental online learning activities.

RADS 205 Sophomore Seminar (3 credits)
Prerequisite: RADS 222; Corequisites: RADS 216, RADS 217, and RADS 232
A comprehensive seminar requiring students to synthesize and apply knowledge encompassing the entire ASRT Radiography Curriculum content. Three hours of seminar includes student case studies.

RADS 206 Advanced Imaging I (3 credits)
Prerequisite: RADS 200; Corequisites: RADS 207, RADS 218, and RADS 222
Current topics in diagnostic imaging including interventional and invasive procedures, mammography, digital image, and picture archiving computer systems are described to include methodology, acquisition utility, operation, value, and cost-benefit.

RADS 207 Introduction to Computed Tomography (1 credit)
Prerequisites: RADS 200. Corequisites: RADS 206, RADS 218, RADS 222.
The course is designed to introduce the student to computed tomography (CT) principles and practice. The course includes basic physics, instrumentation, exposure technique and protocols, positioning, oral and IV contrast, sectional anatomy, as well as safety considerations.

RADS 215 Imaging Physics I: X-Ray Physics (3 credits)
Prerequisite: RADS 120; Corequisites: RADS 108/108L, RADS 204/204L, and RADS 122
Physical principles underlying radiologic technology are introduced with special attention to specific equipment required to generate x-radiation. The nature and behavior of x-radiation and its interaction with matter is analyzed. Online learning component supplements lecture.

RADS 216 Image Evaluation: Radiographs (3 credits)
Prerequisite: RADS 222; Corequisites: RADS 205, RADS 217, and RADS 232
Theory and practice for the identification and correction of radiographic image error. Students are introduced to critical image evaluation techniques, applying image assessment and error identification and elimination. Three hours of seminar to include student prepared image evaluation presentations.

RADS 217 Radiographic Pathology (3 credits)
Prerequisite: RADS 222; Corequisites: RADS 205, RADS 216, and RADS 232
Radiographically significant disease processes affecting the skeleton, genitourinary, gastrointestinal, respiratory, and cardiovascular systems are introduced. Emphasis placed on traumatic injury to the skeletal system. Gross changes from normal radiographic appearance and effects of disease processes on technical considerations are emphasized.

RADS 218 Radiation Health Physics (3 credits)
Prerequisite: RADS 200; Corequisites: RADS 206, RADS 207, and RADS 222
Evaluation of NCR regulations regarding radiation safety, shielding requirements, radiation monitoring and related topics. Physical principles underlying effects of ionizing radiation on organisms, including documented effects in humans. Emphasis equally on radiation interactions at molecular, cellular and organic levels.

RADS 222 Clinical Education IV (3 credits)
Prerequisite: RADS 200; Corequisites: RADS 206, RADS 207, RADS 218
Twenty-four hours per week.
Rotation to a new clinical site again affords opportunities for students to perfect skills in which competence has been demonstrated and develops additional skills completing new competency procedures, focusing on fulfilling competency requirements necessary to satisfy graduation requirements.

RADS 232 Clinical Education V (3 credits)
Prerequisites: RADS 222; Corequisites: RADS 205, RADS 216, and RADS 217
Students continue perfecting skills and finish competency requirements necessary to satisfy graduation requirements. Elective rotations in CT, MR, vascular-interventional, ultrasound, nuclear medicine, and radiation therapy are available after completing all graduation competency requirements.

RADS 250 RADS Professional Seminar (1 credit)
Prerequisites: HFE 100, HFE 200, current 200-level ASRS students
This seminar course examines varied content specific to the discipline of radiologic technology. Topics including career planning, professional development, advanced career opportunities, leadership skills, diversity in the workplace, and interdisciplinary approaches will be discussed.

RADS 401 Sectional Anatomy and Pathology in Medical Imaging (3 credits)
Prerequisite:(ARRT) certification.
Course is designed to prepare the certified radiographer to recognize and identify normal and abnormal gross anatomy/pathology as demonstrated in Computed Tomography and Magnetic Resonance imaging and learn appropriate protocols to utilize for specific imaging situations.

RADS 402 Principles of CT Imaging (3 credits)
Prerequisite: (ARRT) certification.
Principles of CT Imaging provides the licensed Radiologic Technologist with foundations of patient care and radiation safety in CT.

RADS 404 Quality Management/MQSA (3 credits)
Prerequisite: BSRS program admission and (ARRT) certification.
Quality Management/MQSA evaluates radiographic systems to ensure consistency in the production of diagnostic radiographic images. Includes comprehensive theory and assessment of quality management principles and MQSA guidelines.

RADS 405 Advanced Radiation Health Physics (3 credits)
Prerequisite: BSRS program admission and ARRT certification.
Course offered only online.
Advanced radiation health physics presents topics including human cellular biology; molecular and cellular radiobiology, including early and late effects, cellular survival curves, and factors affecting cellular radio sensitivity; establishing risk estimates; and regulations pertaining to current radiation protection practices.

RADS 407 MR Imaging Procedures (3 credits)
Prerequisite: (ARRT) certification.
MR Imaging Procedures explores the use of magnetic resonance to image body systems. Imaging instruction includes the gastrointestinal, neurological, cardiovascular, musculoskeletal, genitourinary, and respiratory systems. Includes anatomy & physiology, imaging planes, scanning orientation, pathological considerations, protocol considerations, contrast usage, and all aspects of patient positioning.

RADS 408 VI Equipment & Instrumentation (3 credits)
Prerequisite: (ARRT) certification, Malpractice insurance fee.
Course is designed to provide an overview of radiographic and ancillary equipment and materials necessary to perform diagnostic and therapeutic interventional procedures.

RADS 409 VI Imaging Procedures (3 credits)
Prerequisite:(ARRT) certification, Malpractice Insurance fee
Course is designed to present a systematic approach to the techniques and procedures radiologic science practitioners use in the performance use in the performance of selective vascular and nonvascular procedures.

RADS 412 Image Production in CT (3 credits)
Prerequisite:(ARRT) certification.
Image Production in CT provides the learner with an introduction to CT equipment, operations, and instrumentation for clinical application. This course engages the learner to become familiar with CT equipment, image formation, and archiving.

RADS 414 MR Imaging Physics (3 credits)
Prerequisite:(ARRT) certification.
MR Physics covers the physical principles and properties of Magnetic Resonance. Includes image acquisition, processing, storage, and the use of a magnetic field to image a patient in multiplanar diagnostic imaging.

RADS 415 Medical Imaging Pathology (3 credits)
Prerequisite: BSRS program admission and (ARRT) certification.
The course evaluates disease processes of skeletal, renal, digestive, respiratory, vascular and central nervous systems, as visualized on radiographs, CT and MR including contrast. Radiographic imaging techniques to demonstrate disease processes is assessed. Clinical case studies used to analyze patient physiological changes to organ systems.

RADS 417 MR Safety & Applications (3 credits)
Prerequisite: (ARRT) certification.
MR Safety & Applications covers the screening, safety, and applications protocols required to prevent patient and operator injury during MR imaging procedures. Includes discussion of implants, prosthetics, and other medical devices that are MR safe and the conditions to maintain patient safety.

RADS 418 VI Patient Management (3 credits)
Prerequisite:(ARRT) certification, Malpractice fee.
Course is designed to provide strategies for patient assessment and management prior to, during, and following completion of interventional procedures. Theories and applications of patient physiologic monitoring and recording during (VI) procedures are explored.

RADS 424 Clinical Education in Computed Tomography I (CT) (3 credits)
Prerequisite:(ARRT) certification, Malpractice Insurance fee; Corequisites: RADS-401, RADS-402
Sixteen hours per week.
Clinical Education in Computed Tomography I (CT) integrates comprehensive patient care standards in computed tomography practice. Practitioners acquire CT skills and complete ARRT Experience Requirements in an accredited facility under direct supervision of a certified CT technologist.

RADS 427 Clinical Education in Magnetic Resonance Imaging I (3 credits)
Prerequisite: (ARRT) certification, Malpractice Insurance fee.
Sixteen hours per week.
Clinical Education in Magnetic Resonance Imaging provides practitioners an opportunity to acquire skills required to perform quality Magnetic Resonance examinations under direct supervision of a certified Magnetic Resonance (MR) technologist.

RADS 429 Clinical Ed in (VI) I (3 credits)
Prerequisites: (ARRT) certification, Malpractice Insurance fee, acceptance into certificate track
Vascular Interventional (VI) I is a post-primary imaging modality that provides the technologist a tool for imaging vascular systems with detail and definition to identify normal and abnormal pathology. Clinical education in VI provides practitioners an opportunity to acquire skills to perform quality VI procedures under direct supervision of a certified Vascular Intervention (VI) technologist.

RADS 434 Clinical Education in Computed Tomography II (3 credits)
Prerequisite: (ARRT) certification, Malpractice Insurance fee, RADS 401, RADS 402 and RADS 424; Corequisites: RADS 412
Sixteen hours per week.
Clinical Education in Computed Tomography II (CT) integrates advanced-level comprehensive patient standards of care in specialized computed tomography imaging procedures. Practitioners acquire CT skills in an accredited facility under direct supervision of a certified CT technologist.

RADS 437 Clinical Education in Magnetic Resonance (MR) II (3 credits)
Prerequisite: RADS 427
Co-requisite: RADS 437
Sixteen hours per week.
Magnetic Resonance II (MR) is a post-primary imaging modality that provides the technologist a tool for imaging soft tissue anatomy and body organs with detail and definition not available using other imaging modalities.

RADS 439 Clinical Education in Vascular Intervention (VI) II (3 credits)
Prerequisites: RADS 429A and RADS 429B.
Vascular Interventional (VI) II is a post-primary imaging modality that provides the technologist a tool for imaging vascular systems with detail and definition to identify normal and abnormal pathology. Advanced clinical experience in VI provides practitioners an opportunity to acquire skills to perform quality VI procedures under direct supervision of a certified Vascular Interventional (VI) technologist.

RADS 450 Contemporary Issues in Radiologic Science (3 credits)
Contemporary Issues in Radiologic Science provides an overview of contemporary radiologic health care issues in the United States. Trends in professional radiologic science practice and health services are explored

Religious Studies Courses

RELS 104 World Religions (3 credits)
Survey of basic beliefs and practices of major contemporary religious traditions with an emphasis on comparing their perspectives on truth, ultimate reality, human destiny, and morality.

RELS 104 HNR Honors World Religions (3 credits)
Placement by Honors Program admissions
Survey of basic beliefs and practices of major contemporary religious traditions with an emphasis on comparing their perspectives on truth, ultimate reality, human destiny, and morality.

RELS 105 Introduction to the Four Gospels (3 credits)
Investigation of the formation, authorship, historicity, and the main theological themes of the four canonical gospels.

RELS 105 HNR Honors Introduction to the Four Gospels (3 credits)
Placement by Honors Program admissions
Investigation of the formation, authorship, historicity, and the main theological themes of the four canonical gospels.

RELS 106 Introduction to the Hebrew Scriptures (3 credits)
Historical and theological study of the Torah, prophets, and writings. The course examines key biblical themes: God, creation, covenant, sin, justice, and worship.

RELS 107 The Gospel According to Mark (3 credits)
Introduction to “gospel” as a unique literary form, the origin of the gospels, specific characteristics of Mark’s Gospel, the teaching of Jesus, and the requirements of Christian discipleship.

RELS 108 Basics of Catholic Faith (3 credits)
Examination of fundamental beliefs and practices of the Catholic Church. Provides an overview of Catholic teaching, both historical developments and contemporary viewpoints.

RELS 109 The Gospel According to Matthew (3 credits)
Study of the sources, purpose, and structure of Matthew’s Gospel. Emphasis on such themes as: the reign of God; the public life, death, and exaltation of Jesus; the Church; the New Law; Christian discipleship then and now.

RELS 110 The Gospel According to Luke (3 credits)
Study of the particular purposes and theological themes of Luke’s Gospel. Exegesis of the text as well as the spirituality common to the Gospel and its companion volume, The Acts of the Apostles.

RELS 112 History of Christianity I (3 credits)
Study of Christianity from its Judaic and Hellenistic sources to the Protestant and Catholic Reformations of the 16th century. Emphasis on early Christological controversies that led to the formulation of dogma. Cultural contributions and restoration of Western civilization.

RELS 113 The Sacraments (3 credits)
Study of the personal and ecclesial dimensions of the sacraments. Examines both the concept of sacrament as central to Christian life as well as the seven sacraments of the Church.

RELS 202 Methods in Religious Education (3 credits)
Planning, implementing, and evaluating sound, creative programs of religious Education in parish and school structures. Emphasis on the catechist’s role as the primary means of sharing Christian faith. Principles and techniques applicable to teaching scripture, liturgy, and morality in the contemporary church.

RELS 203 The Gospel According to John (3 credits)
Investigation of key theological themes in John's Gospel: Jesus as revelation of the Father; the "signs" of Jesus' death and resurrection; the spirit; human participation in God's life; faith and love; the sacraments.

RELS 205 Prophets of Israel (3 credits)
Historical and theological study of the principal prophets of the Hebrew tradition, their religious message, and their relevance to contemporary issues of social justice and peace.

RELS 206 Women and Religion (3 credits)
Historical and theological survey of the image of women in the Judeo-Christian tradition. The biblical perspective on human liberation serves as a starting point for investigating the condition of women in religious and secular contexts.

RELS 207 Introduction to Saint Paul (3 credits)
Investigation of early Christianity as presented in the letters of Paul. Particular attention to such themes as: God's plan of salvation, Christ as the answer to the human search for meaning, the mysteries of sin and grace, the Church's early formation as compared with contemporary renewal.

RELS 210 Jesus the Christ (3 credits)
A study of the life and message of Jesus. Students will examine the teachings of and about Jesus found in Scripture, Christian tradition, and contemporary thought.

RELS 210 HNR Honors Jesus the Christ (3 credits)
Placement by Honors Program admissions
A study of the life and message of Jesus. Students will examine the teachings of and about Jesus found in Scripture, Christian tradition, and contemporary thought.

RELS 212 History of Christianity II (3 credits)
Survey of Church history from the 16th century reformation era to the Second Vatican Council and subsequent developments. Emphasis on evangelization of the non-Western world and problems confronting the Church during modern times.

RELS 213 History of the Catholic Church in the United States (3 credits)
Growth and development of the Catholic Church in the United States from the foundation of the first permanent Catholic colony in the 17th century to the post-Vatican II era. Focus on such questions as lay-trusteeism, nativism, Education, so-called "Americanism," national churches, Church-state relations, relations with the Holy See, various social issues, and aggiornamento.

RELS 215 Religion in America (3 credits)
Historical survey of the rich American religious heritage. Examination of the unique spirit, beliefs, and practices of the major religious denominations in the United States with focus on public Protestantism as a phenomenon of American civil religion.

RELS 301 Christian Morality (3 credits)
A study of the foundations and dynamics of Christian ethics. The course examines aspects of morality in light of Church teaching-conscience, natural law, sin, and magisterium, as well as perspectives on contemporary issues of morality.

RELS 310 Christian Marriage in the Modern World (3 credits)
A study of the covenantal nature of Christian marriage. The course reviews theological and pastoral issues related to contemporary marriage and family life from the perspective of Scripture and Church teaching.

RELS 315 The Gospel of Peace and Justice (3 credits)
Basic concepts of peace and justice from the perspective of biblical faith. History of Judeo-Christian attitudes toward war and peace and other social issues. Questions and decisions facing the Christian conscience today in the light of Christ's Gospel and Church teaching.

RELS 325 Junior Seminar (3 credits)
An in-depth study of a particular topic, time period, or movement of religious significance. The course requires extensive student research and class contributions.

RELS 350, 351 Internship I, II (3 credits each)
Internship related to the student's particular option within the department. The co-op will be arranged in cooperation with a local parish, school, or agency.

RELS 405 Life and Death: Christian Decision-Making (3 credits)
Moral elements of the life-centered questions of contraception and sterilization, abortion, artificial insemination and sperm-banking, in vitro fertilization, genetic counseling, and prenatal diagnosis. Discussion of the moral problems related to care of the dying, defining death, euthanasia, and suicide.

RELS 408 The Church in the Modern World (3 credits)
The Church's role and challenge in today's society. Study of the meaning and implementation of the documents of the Second Vatican Council. Change and progress since Vatican II and the Church's mission in the future.

RELS 409 Christian Mysticism (3 credits)
Study of the mystical dimension of the Christian experience through writings from
the apostolic, patristic, and medieval ages of the Church. Readings from contemporary sources. Themes of faith, prayer, and love emphasized.

RELS 425 Senior Seminar (3 credits)
An in-depth study of a particular topic, time period, or movement of religious significance. The course requires extensive student research and class contributions. If appropriate, the seminar may be combined with other Humanities disciplines.

RELS 499 Special Topics (3 credits)
In-depth studies of religious topics of special interest. Students may register for up to six credits in special topics courses. Varies from semester to semester.

Religious Studies – Accelerated Courses

REL 104 Religions of the World (3 credits)
This course is a survey of the central beliefs and distinctive practices of seven major faith traditions: Christianity, Judaism and Islam; Hinduism and Buddhism; Confucianism and Taoism. Participants compare and contrast these.

REL 215 Religion in America (3 credits)
This course provides a descriptive and analytical introduction to religion in the United States. It examines major religious denominations which have dominated the American scene from Colonial times. A historical approach is taken.

Supply Chain Management Courses

SCMM 201 Forecasting and Logistics (3 credits)
Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. This online class has optional live sessions..

SCMM 202 Sourcing and Operations (3 credits)
In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. This online class has optional live sessions.

SCMM 301 Supply Chain Management and Technology (3 credits)
This course covers the major relevant supply chain technologies and systems. In this course you'll survey the systems that enable the supply chain in best-in-class supply chain organizations. Understanding of how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus in this course. By the end of this course, you will have gained a basic understanding of how supply chain systems work and how they make the supply chain more efficient and effective. This online class has optional live sessions

SCMM 302 Supply Chain in Action (3 credits)
Everything from the best concert you saw, to your Covid-19 vaccine relies on the existence of effective supply chains. In this course, you'll learn about the application of supply chain systems to vital real-world functions. By the end of this class, you'll have a much better understanding of why supply chain management is vitally important, how it intersects with business, national and global interest, and how supply chains literally save the world. This online class has optional live sessions

SCMM 400 Supply Chain Capstone (3 credits)
This course - built in collaboration with corporate advisors - is the culmination of your work as a student of supply chain management. In this course you'll be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals. This online class has optional live sessions.

Sociology Courses

SOCO 101 Introductory Sociology (3 credits)
Broad introduction acquaints the student with basic concepts, including society, culture, socialization, stratification, minority groups, social organization, and social institutions. Focuses on the development of a sociological perspective.

SOCO 201 Social Problems (3 credits)
Survey of macro-level social problems, such as poverty, inequality, healthcare, ecological problems, crime, and mental health. Emphasizes the need to analyze issues in order to understand, treat, or change aspects of the problems.

SOCO 206 Marriage and the Family (3 credits)
Introductory-level course focusing on the American family system; includes comparison of family systems through history and across cultures. Uses social research findings, key sociological concepts, and social theory to examine various patterns of family behavior. Particularly examines current trends, functions, and dysfunctions of family relationships.

SOCO 207 Adult Development and Aging (3 credits)
Multidisciplinary exploration of the biological, psychological, and social domain of the lives of adults. Includes theoretical perspectives on changes in adult experience beginning in late adolescence.

SOCO 208 Social Deviance (3 credits)
Exploration of processes by which societies attempt to maintain social order and limit deviant behavior. Dynamics of how societies label some behavior as deviant and respond to this definition. In-depth study of selected areas of behavior labeled and treated as deviant in our society, including violent crime, alcohol and drug addiction, sexual deviance, and suicide.

SOCO 210 Gender Issues (3 credits)
Analysis through reading and discussion of the physiological, social, emotional, and cultural correlates of gender. Expectation for gender-typed behavior is contrasted with the realities of men's and women's lives.

SOCO 212 Race, Class and Gender: Diversity and Inequality (3 credits)
Introductory-level course about the diversity of people based on social class, racial and ethnic identity, and gender. Examines cultural diversity and multiculturalism within the context of structured inequality. Focuses on the structures and processes through which difference becomes disadvantage.

SOCO 219 Victimology (3 credits)
Examines legal, procedural, sociological, psychological, and economic effects on victims of crime. Focuses on analysis of patterns, trends, and categories of crime victims. Critical assessment of victim-blaming arguments, as well as the criminal justice system's procedures, treatment, and resources for crime victims.

SOCO 220 Addictions: A Lifespan Perspective (3 credits)
An overview of central issues in various dependencies, including chemical, eating, and gambling. Addresses conceptual and definitional issues as well as different perspectives on diagnosis, intervention, treatment, and prevention. Exploration of psychosocial, structural, and cultural aspects of addictions.

SOCO 311 Statistics for Social and Behavioral Sciences (3 credits)
Introduction to the statistical analysis of behavioral and social data, including descriptive and inferential statistics. Designed to provide students with the applications of statistical concepts rather than an emphasis on their mathematical derivations.

SOCO 318 Globalization (3 credits)
This course examines contemporary global issues from various perspectives within the social sciences. Specifically, this course will attempt to broaden the student's worldview and expand knowledge of global issues by emphasizing the sociological, psychological, geographical, political, and economic influences on globalization.

SOCO 322 Research Methods (3 credits)
Introduction to qualitative and quantitative research methods such as experimentation, survey, interview, secondary data analysis, and observation. Consideration of design, measurement, and sampling issues, emphasizing detailed planning prior to data collection and analysis. Students will learn how to collect data, which are then analyzed using statistics.

SOCO 341 Family Violence (3 credits)
A family systems perspective on physical, sexual, and emotional abuse of and by family members. Studies spousal, parental, child, sibling, and elder abuse and neglect as they exist in American society. Highlights common elements in all types of abuse as well as treatment and prevention.

SOCO 342 Loss and Grief (3 credits)
Examination of the dynamics of loss and mourning, societal attitudes about death, and the stress of grief and mourning. Explores cultural variations in dealing with loss and death.

SOCO 343 Social Psychology (3 credits)
Prerequisite: PSYC 110
Study of the individual within the social context. Addresses the reciprocal influences between everyday social situations and the individual. Special topics include: aggression, relationships, person perception, conformity and obedience, prejudice, and group processes.

Sociology – Accelerated Courses

SOC 101 Introductory Sociology (3 credits)
Broad introduction acquaints the student with basic concepts, including society, culture, socialization, stratification, minority groups, social organization, and social institutions. Focuses on the development of a sociological perspective.

Spanish Courses

SPAN 100 Spanish for Travelers (3 credits)
This course aims to prepare students to understand, follow and discuss vocabulary and culture needed to travel to a Spanish speaking country. Students will learn key vocabulary phrases associated when making arrangements for travel and how to communicate properly and culturally appropriately when visiting a Spanish speaking country. Students will become familiar with relevant cultural aspects and engage in situational practices and role playing necessary for living in a Spanish speaking country. This course emphasizes practical applications of the Spanish language as it applies to different situations one may encounter while traveling to a Spanish speaking country.

SPAN 101, 102 Introductory Spanish I, II (3 credits each)
Prerequisite for SPAN 102: SPAN 101
Fundamental skills in listening, speaking, reading, and writing.

SPAN 103, 104 Intermediate Spanish I, II (3 credits each)
Prerequisite for SPAN 104: SPAN 103
Review and improvement of listening, speaking, reading, and writing skills.

SPAN 105, 106 Spanish for Healthcare I, II (3 credits each)
Prerequisite for SPAN 106: SPAN 105
Provides solid foundation in the basic skills of speaking, listening, reading, and writing for beginning students of Spanish whose goal is to enter the health field serving Spanish-speaking patients with limited English. It focuses on "real-world" language with grammar practice in context providing cross-cultural insights significant to patient care.

SPAN 114 Spanish for Educators (3 credits)
This course aims to prepare students to understand, follow and discuss common operations of the school system in Spanish. Students will learn about key education topics, become familiar with relevant cultural aspects, and engage in situational practices necessary for conducting operations with the Hispanic/Latino community in the U.S.

SPAN 201, 202 Advanced Grammar and Conversation I, II (3 credits each)
Prerequisites for SPAN 201-202: SPAN 103-104
Review of grammatical concepts and development of oral and writing skills.

SPAN 204 Spanish-American Civilization (3 credits)
Prerequisites: SPAN 201-202
Examination of the social, political, and artistic characteristics of Spanish-American civilization from historical and contemporary perspectives.

SPAN 211 Creative Writing in Spanish (3 credits)
Pre-requisite: SPAN-104 or SPAN-202
This course explores how creative writing in Spanish works. Students will survey, discuss, write about, comment, and research the elements of fiction, creative non-fiction, and poetry in Spanish.

SPAN 213 Spanish for Criminal Justice (3 credits)
Prerequisite: SPAN 102 or SPAN 104
Prepares students to understand, follow and discuss common operations of the criminal justice system in Spanish. Students will learn about key legal topics, become familiar with relevant cultural aspects, and engage in situational practices necessary for conducting operations with the Hispanic/Latin community in the U.S.

SPAN 302 Hispanic Influences in the United States (3 credits)
Study of Hispanics in the United States and their contributions in politics, social development, the arts, and popular culture. Taught in English.

SPAN 303 Latino Pop Culture (3 credits)
SPAN 303 is a Latino culture course for Spanish majors and non-Spanish majors. It addresses a series of topics pertaining to contemporary products, practices and perspectives within the Latino pop culture and their influences in the USA. Key topics selected are: media, music, arts, sports, foods, holidays, cultural traditions and folklore. The course will identify and explore Latino icons and themes that have been incorporated in the USA mainstream culture. This is a General Education course taught in English.

SPAN 308 Applied Linguistics (3 credits)
Prerequisites: SPAN 201-202
Introduction to the concepts of linguistic theory and their applications in foreign language teaching.

SPAN 309, 310 Conversation and Language Activities I, II (3 credits each)
Prerequisites: SPAN 201-202
The courses are not sequential; SPAN 309 is not a prerequisite for SPAN 310.
Development of conversational competence and those skills necessary to communicate successfully in a range of social and professional contexts.

SPAN 311 Spanish Non-Fiction (3 credits)
Prerequisites: SPAN 201-202
Analysis of authentic Spanish-language texts selected from films, print, and electronic media.

SPAN 314 Civilization of Spain and Latin America (3 credits)
Pre-requisite: SPAN-104 or SPAN-202
Examination of the social, political, and cultural characteristics of the civilizations of Spain and Latin America from historical and contemporary perspectives; reading and discussion in Spanish.

SPAN 315 Literary Analysis (3 credits)
Introduction to the terms, concepts, characteristics, and evolutionary highlights of the different literary genres in Spanish.

Spanish – Accelerated Courses

SPN 302 Hispanic Influences in the United States (3 credits)
Study of Hispanics in the United States and their contributions in politics, social development, the arts, and popular culture. Taught in English.

Sport Marketing-Management Courses

SPMM 110 Introduction to Games (3 credits)
Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot. This online class has optional live sessions Registration in this course is restricted to students enrolled in the ESports and Gaming Administration Minor.

SPMM 120 Introduction to ESports Management (3 credits)
Esports is one of the fastest growing industries, attracting 450 million viewers and generating over $1bn in revenue in 2020. This course will introduce you to the history of competitive gaming and will explore its ecosystem. You will learn to navigate Esports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. Furthermore, you'll get firsthand experience in analyzing the space. Registration in this course is restricted to students enrolled in the ESports and Gaming Administration Minor.

SPMM200 Introduction to Sport Management (3 credits)
This course provides an introduction to the principles and practices of sport marketing management, exploring the unique challenges and opportunities in the dynamic sports industry.

SPMM 210 Event and Trade Show Planning (3 credits)
Prerequisite: SPMM 110
Esports and Gaming companies rely heavily on conventions for marketing. Shows like TGS, PAX and E3 attract audiences from 60,000-300,000 and are tremendous opportunities for companies to generate excitement and drive sales. This course will teach you how to turn a gaming convention into a big win. By the end of this course, you'll understand how to handle planning, marketing and logistics for a corporate presence at a major convention. This online class has optional live sessions Registration in this course is restricted to students enrolled in the ESports and Gaming Administration Minor.

SPMM 220 Sales and Sales Management (3 credits)
Focuses on developing and maintaining relationships with customers and managing the sales process of finding, concerting, and keeping customers while achieving the organization’s goals. Communication techniques, career planning, selling strategies and tactics, as well as sales duties, responsibilities, and problems are included.

SPMM 280 Sports Media and Content Production (3 credits)
Presents an overview of the roles of reporting and broadcasting with respect to sporting events. Topics include trends and philosophies of sport reporting, the working of the sports desk, the history of radio and television sports broadcasting, as well as the business of sports reporting and broadcasting. The advantages in technology as applied to sports reporting and broadcasting will also be covered.

SPMM 310 Economics of Sport (3 credits)
Prerequisites: ECON 203 or ECON 204
The application of economic analysis to the organization, behavior, and outcomes in the world of sport. Sport data are used to test and develop economic hypotheses, which may address broader issues such as income distribution, the theory of the firm, the nature of team productive processes, industry structure, and various other topics.

SPMM 320 Sport Marketing and Promotion (3 credits)
Prerequisite: MNMK 312
Marketing concepts applied to the sport industry. Students study the historical development of sport marketing, the sport consumer and segmentation process, integration of the marketing mix, marketing principles and strategies as they relate to sport. Development of computer skills as applied to sports.

SPMM 330 Distribution of Games (3 credits)
Pre-requisite: MNMK-312, SPMM-110
The role of a publisher in the games industry is to ensure that a game can get in front of its audience successfully. To do that, a publisher must consider a variety of distribution strategies and channels. This course will teach you how publishers promote games and bring them to market. By the end of this class you will be able to plan a game's launch and promotion. This online class features optional live sessions. Registration in this course is restricted to students enrolled in the ESports and Gaming Administration Minor.

SPMM 355 Entrepreneurship and the New Economy (3 credits)
This course defines entrepreneurship as a way of thinking and problem solving. In the startup process in includes opportunity identification, required resources, financial statement, valuation and investment justification, and development of a business plan appropriate for presentation to funding services.

SPMM 420 Legal Issues in Sport (3 credits)
This course will focus on corporate law (formation, business disputes, formalities, importance of and how to write a business plan, etc.), civil litigation issues and institutional and personal tort liability and its implication to sports administration. Students will be taught the fundamentals of the formation, development and implementation of a business and a sports risk management program. Legal issues pertaining to equal opportunity for both female and male athletes, as well as for the handicapped, will also be examined.

SPMM 430 Sport Facility and Event Management (3 credits)
Prerequisite: BUSA 100
This course introduces the student to sport facility management. Students learn how to plan special events. Students learn to critically examine alternatives such as leasing, outsourcing, technology, scheduling, print media, and television pertain to the management of facilities, such as stadiums, golf courses, resorts, swimming pools, tennis courts, and fitness clubs.

SPMM 435 Sports Administration and Leadership (3 credits)
Prerequisite: SPMM 310
This course addresses the unique aspects of managing and leading in the sport industry. Starting with a foundation in management and leadership theories, applications are explored in sport entertainment, for-profit and nonprofit sport participation, sporting goods, and sport services.

SPMM 439 Senior Seminar in Sport Marketing-Management (3 credits)
Prerequisites: SPMM 320
This course serves as a capstone course in Sport Marketing-Management for Senior level students. The course integrates concepts from the business core and all 200, 300, and 400 level Sport Marketing-Management courses. The course is a seminar and makes use of case analysis as a learning technique.

Theater Courses

THEA 201 Acting (3 credits)
Introductory acting course. Improvisation and basic acting exercises. Rehearsal and performance of short scenes. Emphasis on characterization. Study of special topic: character study or drama criticism.

Administration

Board of Trustees

William Mandia, Esq.
Chair of the Board

Patrick Ryan, Esq.
Vice Chair of the Board

Sister Celine Warnilo, CSFN ’ 74, Med, H ‘08
Secretary of the Board

James Dever Bennett ’ 82, Esq.
Roger Falloon, ’ 97, MBA
Sister Janice Fulmer, CSFN, PhD, H’ 10
James P. Gallagher, PhD
Daniel P. Kilcoyne ‘04
Larry Lynch
C. William Moffitt, AIF, MBA
Sean O’Hara MBA ‘07
Anne M. Prisco, Ph.D., ex officio
Linda Raichle '70, BS, MS, Ph.D., PACEHP
Joseph Slabinski, III
Albert M. Tantala Sr., PE, H’ 18
Mary Keirans Vassallo ‘85
Karen Wold, MBA
Gerald Wydro ’ 90, M.D.
Sister Linda Yankoski, CSFN, EdD

CSFN Representative
Sister Loretta Theresa Felici, CSFN ’ 79

Trustees Emeritus
Ray Angelo, H’ 03
Albert T. Chadwick, III, H'14
Dennis J. Colgan, H’ 18
Loretta Hennessey ’ 71, H’ 95
Anne Marie Pettit ’ 69, H’ 06
Anthony Szuszczewicz, H’ 11

Lifetime Trustee
Dominic Marano, H’ 13

President Emerita
Sister Maureen McGarrity, CSFN

Executive Officers

Anne M. Prisco, PhD
President

Bindhu Alappat, PhD
Vice President for Academic Affairs

Sister Rita Fanning, CSFN, '89
Vice President for Mission and Diversity

***Mark Green, M.S*.**
Associate Vice President | ***Institutional Effectiveness, IT, and Innovation***

Sherrie A. Madia, PhD
Vice President for Marketing and Communications

Sylvia McGeary, PhD
Executive Vice President & Chief of Staff

Eric Nelson, MBA
Vice President for Finance and Administration and Chief Financial Officer

Wendy K. Parsons, CFRE, M.A.
Vice President for University Advancement

Marianne Price, M.S.
Dean of Students & Title IX Coordinator

Edward P. Wright, M.S.
Vice President for Enrollment Management

President Emeritus

Sister Francesca Onley, CSFN, PhD
Sister Maureen McGarrity, CSFN, '70, PhD

CSFN Representative

Sister Loretta Theresa Felici, CSFN
President/CEO for the CSFN Mission and Ministry (MMI)

President's Office

Anne M. Prisco, PhD
President

Sylvia McGeary, BA, MA, PhD
Executive Vice President & Chief of Staff

Kevin Muldoon
Executive Assistant to the President and Board Secretary

Patricia C. Townsend
Executive Secretary

Christine M. O'Neill
Executive Secretary

Academic Affairs

Bindhu Alappat, PhD
Vice President for Academic Affairs

Jennifer M. DeCicco, PhD
Dean for the School of Arts & Sciences

Margaret Harkins, DNP, MBE, GNP-BC, RN-BC
Dean for the School of Nursing and Health Sciences

Kristi Ringen, EdD
Dean for the School of Business and Technology

Barbara Schwartz-Bechet, EdD
Dean for the School of Education

Mary Becker
Director of Alpha House

Sister Marcella Binkowski, CSFN, EdD
Coordinator: Center for Teaching and Learning – Literacy Specialists
Project Director, Title III Grant

Gloria Carrasco
Instructional Technologist : Center for Teaching and Learning
Academic Technology Services

HRH Prince Adnan El-Hashemite
Executive Director of Global Initiatives

Michael McNulty-Bobholz, MEd
Executive Director for Retention and Persistence

Mark Campbell, MEd
Director of Online Learning

Kelly Canavin
Director of Academic Advising

Sammie Davis
Director of Student Success| Student Life

Brett Fucci
Director| Office *of Internships and Career Service*

Dolores Henchy
Student Success Specialist

Paula Holzworth
Registrar

Mary Carroll Johansen, PhD
Director of the Honors Program

Stephanie King, M.Ed.
Director of Accessibility Services

Jennifer M. McGovern
Executive Assistant

Gina Palumbo, MAS, CA
Interim Director of Library Services

Advancement

Wendy K. Parsons, CFRE
Vice President for University Advancement

Helene Baczkowski
Assistant Vice President for Advancement

LeeAnn Bushar
Annual Giving Manager

Kim Caulfield, BA
Assistant Vice President for Corporate, Foundation, and Government Relations

Ryan Keller, BA
Associate Director, Corporate, Foundation and Government Relations

Janet Linaweaver
Director of Advancement Operations

Mary Kay McGettigan
Executive Director Alumni Engagement & Annual Giving

Amanda Medina León
Director of Advancement Events & Communications

Patti Paluch, BS
Advancement Operations Manager

Julie Rempfer, MBA
Director of Donor Relations and Prospect Management

Ryan Salyer
Advancement Coordinator

Enrollment Management

Edward P. Wright, MS
Vice President for Enrollment Management

Lauren Campbell, MA
Executive Director of Undergraduate Admissions

Janice Hetrick, BA
Director of Student Financial Aid

Shawn Kennedy, MS
Director of Graduate and Adult Admissions

Christopher Jester, MEd
Director of Enrollment Communication

Hany Ramirez, MA
Slate CRM Manager

Jacquelyn Wetzel, BA
Administrative Enrollment Coordinator

Student Life

Marianne Price, MS
Dean of Students/Title IX Coordinator

Robin Arnold
Student Conduct & University Policy Administrator

Louis Cimino, MBA
Administrative Assistant for Student Affairs

Kate Coffey, MCJ
Director of Campus Advocacy, Violence Prevention & Education (CAPE)

La-Riese Eldridge-Garcia, MEd
Associate Dean of Students

Trever Fike, MA
Director of Campus Life

Troy Young, MEd
Director of Residence Life

Finance and Administration

Eric Nelson, MBA
Vice President for Finance and Administration/CFO

Anne McMahon, BA
Associate Vice President of Accounting and Controller

Lisa Radecke, MS
Assistant Vice President for Human Resources

Kerry Sehulster
Director of Facilities

Information Effectiveness, Technology and Innovation

***Mark Green, M.S*.**
Associate Vice President | Institutional Effectiveness, IT, and Innovation

Terence Maguire
Director of Infrastructure and Operations

Paula Holzworth
Director of Enterprise Applications and Data Services

Bernice Purcell, DBA
Director of University Assessment

Colin Emrich, PhD
Senior Data Analyst

Marketing & Communications

Sherrie Madia, PhD
Vice President for Marketing & Communications

Sarah Merrill
Senior Graphic Designer

Zachary Nolter
Graphic Designer

Franchesca Marasco
Senior Web Strategist

Rick Mitchell
Website Administrator

Jeff Gonsiewski
Social Media Manager

Mission and Belonging

Sister Rita Fanning, CSFN
Vice President for Mission and Belonging

Stephanie McCarthy, MS
Director of Campus Ministry

Faculty

School of Arts & Sciences

Jennifer DeCicco
Dean
Professor
BA, Rider University
MA, PhD, The Graduate Center CUNY

Daniel Bramer
Assistant Dean of Humniies
Associate Professor
BA, Mount Vernon Nazarene University
MA, Nazarene Theological Seminary
PhD, Drew University

Jenai Grigg
Assistant Dean of General Education
Professor
BA, Rosemont College
MS, PhD, University of Massachusetts

Stacy McDonald
Assistant Dean, School of Arts & Sciences
Professor
BA, Holy Family University
MA, PhD, University of Delaware

Jaclyn Myers
Assistant Dean of Natural Sciences & Math
Professor
BA, Franklin and Marshall College
PhD, Drexel University

Full-time Faculty

Samantha Barteld
Clinical Director, Radiologic Science
Assistant Professor
BS, Holy Family University
MHSc, Saint Francis University
DHSc, Eastern Virginia Medical School

Elizabeth Carroll
Associate Professor
BS, University of Mary Washington
MS, Virginia Commonwealth University
PhD, Temple University

Patrick Casey
Assistant Professor
BA, University of Pittsburgh
MA, PhD, State University of New York at Stony Brook

Katharine Croce
Assistant Professor
BA, LaSalle University
MEd, LaSalle University
EdD, Saint Joseph’s University

Melinda Parisi Cummings
Associate Professor
BA, Villanova University
MSEd, University of Pennsylvania
PhD, Fordham University

Kimberly Dasch-Yee
Professor
BA, University of Pennsylvania
MA,PhD, University of Delaware

Nicholas DeMarco
Assistant Professor
BA, Wilkes University
MS, The University of Scranton
MS, PhD, Philadelphia College of Osteopathic Medicine

Guo-An Diao
Associate Professor
BS, University of Science & Technology of China
MS, Institute of Mathematics, Chinese Academy of Sciences
PhD, Rutgers, The State University
of New Jersey

Shana DiBenedetto
Director, Radiologic Science Program
Assistant Professor
Certificate, Abington School of Radiologic Technology
BS, Gwynedd-Mercy College
MS, University of Medicine and Dentistry of New Jersey
PhD, Rutgers University

Jennifer Falsone
Clinical Instructor/Clinical Site Liaison, Radiologic Science
Certificate, Albert Einstein School of Radiologic Technology
BS, Widener University

Madigan Fichter
Associate Professor
BA, Columbia University
MA, PhD, New York University

Robert M. Ficociello
Associate Professor
BS, University of Massachusetts
Dartmouth
MFA, University of New Orleans
PhD, University at Albany, SUNY

Pamela Flynn
Coordinator of Fine Arts
Professor
BA, Monmouth University
MA, Kean University
MFA, New Jersey City University

Patricia Griffin
Associate Professor
BS, St. Joseph’s University
MA, University of Delaware
PhD, Temple University

Dian He
Associate Professor
BS, Zhongshan University
MS, Marshall University
PhD, The Ohio State University

Alissa Hochman
Associate Professor
BA, Brandeis University
MA, PhD, University of Massachusetts Boston

Spencer Hochstetler
Assistant Professor
BA, Michigan State
MS, PhD, University of Cincinnati

Reverend Mark J. Hunt
Associate Professor
BA, MA, St. Charles Seminary
STL, STD, Pontifical University
of St. Thomas Aquinas (Rome)

Alexander Hwang
Assistant Professor
BA, University of Illinois
MDiv, Princeton Theological Seminary
MPhil, PhD, Fordham University

Sr. Mary Joan Jacobs, CFSN
Instructor
BA, Holy Family University
MA, Villanova University
EdD, Saint Joseph’s University

Mary Carroll Johansen
Director of the Honors Program in General Education
Professor
BA, Georgetown University
MA, PhD, College of William and Mary

Keith Kopka
MFA in Creative Writing Program Director
Associate Professor
BFA, MFA University of North Carolina, Wilmington
PhD, Florida State University

Anthony Lewis
Instructor
BS, Temple University
MS, Holy Family University

Stanley Mauldin
Professor
BA, MA, University of North Carolina
at Greensboro
PhD, University of North Carolina
at Chapel Hill

Dana McClain
Associate Professor
BA, Arcadia University
MA, Eastern Kentucky University
PhD, Lehigh University

Patrick McElwaine
Director, Graduate Programs in Counseling Psychology
Associate Professor
BS, MS, Holy Family University
PsyD, Philadelphia College of Osteopathic Medicine (PCOM)

Sister Maureen McGarrity, CSFN
President Emeritus
Associate Professor
BA, Holy Family University
MS, Villanova University
PhD, St. Louis University

Diane Menago
Doctoral Program Director and
Director of Clinical Training
Professor
BS, Lock Haven University
MA, PhD, LaSalle University

Melissa Rampelli
Writing Coordinator
Associate Professor
BA, Skidmore College
MAT, Brown University
MA, PhD, St. John’s University

Rochelle A. Robbins
Professor
BS, University of Maryland
MA, PhD, State University of
New York at Stony Brook

Raena Shirali
Associate Professor
BFA, College of Charleston
MFA, The Ohio State University

Hadass Silver
Assistant Professor
BA, Oberlin College
PhD, University of Pennsylvania

Emma Slonina
Assistant Professor
BA, University of MIchigan Dearborn
MA, PhD, Michigan State University

Jill Swirsky
Assistant Professor
BA, Drew University
PhD, Temple University

Andrew Van Kuren
Assistant Professor
BS, MS, The Pennsylvania State University
PhD, Temple University

Edward Waddell
Assistant Professor
AS, Camden County College
BS, MS, PhD, Drexel University

William Worden
Assistant Professor
BS, The City College of New York
MS, PhD, Temple University

School of Business and Technology

Kristi L. Ringen
Dean
BA, Duke University
MBA, The Wharton School of the University of Pennsylvania
EdD, Delaware Valley University

Chris Schoettle
Associate Dean
BS, Chestnut Hill College
MEd, Temple University and Arcadia University
EdD, Gratz College

Full-time Faculty

Karen Alessi
Director of Graduate Business Programs
BS, Penn State University
MBA, Wilkes University

Luanne Amato
Associate Professor
BS, MBA, Rosemont College
EdD, Northeastern University

John Dellipriscoli
Assistant Professor
BA, Manhattan College
MS, University of San Francisco

J. Barry Dickinson
Professor
BS, Rutgers University
MBA, LaSalle University
PhD, Drexel University

Donald Goeltz
Professor
BA, University of Tennessee
MS, Stevens Institute
MBA, New York University
DPS, Pace University

Terese Goelz-Kazzaz
Assistant Professor
BA, Chestnut Hill College
MBA, LaSalle University

Ankit Lal
Assistant Professor
BSBA, Boston University
MA, MBA Columbia University

Karl Malaszczyk
Assistant Professor
BA, William Paterson College
MS, Fairleigh Dickinson University
JD, Widener University School of Law
LLM, Villanova University School of Law

Stephen A. Tolbert, Jr.
Assistant Professor
BA, American University
MA, Villanova University
MA, University of Delaware
MS, University of Louisville

School of Education

Barbara Schwartz-Bechet
Dean, School of Education
Professor
BS, Brooklyn College
MS, College of Staten Island
EdD, Columbia University

Patricia Joergensen
Associate Dean, School of Education
Professor
BS, Fordham University
MA, LaSalle University
EdD, Temple University

Maria Agnew
Director of Field Placement
Professor
BA, Holy Family University
MA, LaSalle University
PhD, Temple University

Roger Gee
Doctoral Program Director
Professor
BS, Mansfield State College
MS, Elmira College
MEd, Temple University
MA, University of Arizona
PhD, University of Pennsylvania

Janet R. McNellis
Program Director: PK4, Secondary, TESOL, Leadership and General Education
Professor
BA, MEd, PhD, University of Florida

Roseanna J. Wright
Program Director: Special Education and Reading Specialist
Professor
BA, Kean College of New Jersey
MEd, Castleton State University
PhD, Temple University

Full-time Faculty

Brian Berry
Professor
BA, Binghamton University
MEd, PhD, Temple University

Carol A. Braunsar
Assistant Professor
BA, MA, EdD, Holy Family University

Geraldine Fitzpatrick-Doria
Assistant Professor
BS, Holy Family University
MEd, East Texas State University
MS, Gwynedd-Mercy College
EdD, Capella University

Kimberly A. Heuschkel
Associate Professor
BA, MEd, EdD, Rutgers, The State University of New Jersey

Helen Hoffner
Professor
BS, West Chester University
MEd, Temple University
EdD, Widener University

Claire Ann Sullivan
Professor
BA, MA, Glassboro State College
EdD, Rutgers, The State University of New Jersey

David E. Wright
Assistant Professor
BS, Juniata College
MEd, East Stroudsburg University
PhD, Marywood University

School of Nursing and Health Sciences

Margaret Harkins
Dean
BSN, Temple University
MSN, GNP-BC University of Pennsylvania
MBE, Albany Medical Center Bioethics Institute
DNP, Chatham University

Jinsy Mathew
Vice Dean, Assistant Professor
BSN, St. Martha’s College of Nursing, India
MSN-Ed, Immaculata University
DNP, Holy Family University

Michelle Murphy-Rozanski
Vice Dean, Associate Professor
BSN, MCP/Hahnemann University
MSN, FNP MCP/Hahnemann University
PhD, Drexel University

Denise Vanacore
Associate Dean Professor
PhD Walden University
MSN Gwynedd Mercy University
Adult Nurse Practitioner Degree
MSN Villanova University
Focus on Nursing Education & Curriculum
Family Nurse Practitioner Maryville University
Psychiatric Nurse Practitioner Drexel University
BSN Gwynedd Mercy University
ADN Gwynedd Mercy University

Mai-Ly Pulley
Assistant Dean, Assistant Professor
Second Degree Part-time Evening/Weekend Program Coordinator
Diploma, St. Francis Medical Center
ASN, Mercer Community College
MSN, BSN, Thomas Edison State University
DNP, Grand Canyon University

Christine Veal
Traditional Program Coordinator, Second Degree Day Program Coordinator, Instructor
Diploma: Nursing, Roxborough Hospital School of Nursing
BSN, Immaculata University
MSN-Ed, Immaculata University

Elaine R. Maruca
MSN Coordinator/Family Nurse Practitioner Coordinator/DNP Director
Assistant Professor
BSN, Indiana University
MSN, Post Master’s FNP-BC, Widener University
DNP, George Washington University

Joeann Hall
Fast Track Second-Degree BSN Day and PTEW Coordinator
Assistant Professor
BSN- Holy Family University
MSN-LaSalle University
DNP, Holy Family University

Rinu Stephen
Second-Degree Distance Hybrid Program Coordinator
Assistant Professor
BSN- Mahatma Gandhi University, India
MSN- Kerala University, India
DNP, Holy Family University

Susan Rogers
Health Promotion Program Coordinator
Assistant Professor
Certified Wellness Practitioner
BA, Holy Family University
MA, University of North Dakota
PhD, Northcentral University

Beena Mathew
Second Degree Distance Hybrid Clinical Coordinator
Associate Degree, Kreda School of Nursing, India
BSN, Immaculata University
MSN, Grand Canyon University

Megan Klose
BSN Clinical Placement Coordinator
BA, Millersville University

Jamie McNamara
BSN Clinical Placement Coordinator
BA in Psychology, LaSalle University

Full-time Faculty

Soumya Arun
Instructor
BSN, The Tamil Nadu Dr. M.G.R. Medical University
MSN, Immaculata University
Post Master’s Adult Gero NP- Gwynedd Mercy University

Renee Bollenbach
Instructor
BSN, Temple University
MSN, Drexel University

Marina Boykova
Associate Professor
Diploma, St. Petersburg - UK
BSc, University of Liverpool
MSc, University of Liverpool
PhD, University of Oklahoma

Beryl K. Broughton
Instructor
BSN, University of the State of New York
MSN, Thomas Jefferson University

Teena Davis
Instructor
BSN, Holy Family University
MSN, University of Phoenix

Patricia Palmer
Assistant Professor
Diploma, Mt. Carmel College of Nursing
BSN, Creighton University
MSN, Fort Hays State University
DNP, Holy Family University

Catherine Tottser
Instructor
BSN, Lycoming College
MSN, Holy Family University

Francesca C. Ezeokonkwo
Assistant Professor
B.S, Nursing, The Catholic University of America
M.S. Nursing Education, Benedictine University
Ph.D., Transcultural Nursing, Duquesne University School of Nursing

Kathleen Healy
Instructor
Diploma, Episcopal Hospital School of Nursing
BSN, Hahnemann Hospital University
MSN, Drexel University

Denise McFadden
Traditional BSN Program Coordinator, Assistant Professor
BS, Holy Family University
MS, Drexel University
DNP, Duquesne University

Mary Jean Ricci
Assistant Professor
BA, Biology, Temple University
BSN, Temple University
MSN, University of Pennsylvania

Niccole M Bracciale Zimmaro
Instructor
BSN, Holy Family University
MSN, Chamberlain, University

Kelly Herninko
Instructor
BSN, Holy Family University
MSN, Holy Family University

Andria Zimmerman
Instructor
Diploma, Aria Health School of Nursing
BSN, Pennsylvania State University
MSN, Drexel University

Maps and Directions

Philadelphia Campus
Campus Facilities

Directions to Philadelphia Campus

9801 Frankford Avenue, Philadelphia, PA 19114-2009

From the East
Take the New Jersey Turnpike to Exit 6 (Pennsylvania Turnpike/I-276).
Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia).
Follow Route 1 south (stay in the inner lanes) and turn left onto Grant Avenue.
Follow Grant Avenue to Frankford Avenue and turn left.

From the West
Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia).
Follow Route 1 south (stay in the inner lanes) and turn left onto Grant Avenue.
Follow Grant Avenue to Frankford Avenue and turn left.

From the North (Northeast Extension/I-476)
Take I-476 south to Exit 20 (Mid-County).
Take the Pennsylvania Turnpike/I-276 (East) to Exit 351 (U.S. Route 1/Philadelphia).
Follow Route 1 south (stay in the inner lanes) and turn left onto Grant Avenue.
Follow Grant Avenue to Frankford Avenue and turn left.

From the North (I-95)
Take I-95 south to Exit 35 (Woodhaven Road) and follow signs for
Bristol Pike/U.S. 13 South.
Turn right at the light (Rt. 13 becomes Frankford Ave).
Proceed along Frankford Avenue, and the campus will be on the left.

From the South
Take I-95 north to Exit 32 (Academy Road).
Turn right at first light onto Frankford Avenue.
Holy Family is at Grant Avenue on the right.

SEPTA Route 66 and Route 84 buses both have stops at Frankford and Grant Avenues.

Regional Rail Line the SEPTA R7 line from Trenton, NJ, or Center City Philadelphia stops at the Torresdale Station (Grant Avenue and State Road). This is within walking distance of the university.

Directions to Holy Family University – Newtown, Bucks County

One Campus Drive, Newtown, PA 18940

From the East
Take the New Jersey Turnpike to Exit 7A (I-195).
Take I-195 west until it becomes NJ-29.
Take NJ-29 north to I-295.
Take I-295 south over the Scudder Falls Bridge to Exit 8 (Newtown/Yardley).
Turn right onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

From the West
Take the Pennsylvania Turnpike to Exit 351 (U.S. Route 1/Philadelphia).
Follow U.S. Route 1 north.
Take the Trenton exit onto I-295 north.
Take Exit 8 (Newtown/Yardley).
Turn left onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

From the North (Northeast Extension/I-476)
Take I-476 south to Exit 20 (Mid-County).
Take the Pennsylvania Turnpike/I-276 East to Exit 351 (U.S. Route 1/Philadelphia).
Follow U.S. Route 1 north.
Take the Trenton exit onto I-295 north.
Take Exit 8 (Newtown/Yardley).
Turn left onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

From the North (I-295)
Take I-295 south to Exit 8 (Newtown/Yardley).
Turn right onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

From the South
Take I-295 north to Exit 8 (Newtown/Yardley).
Turn left onto the Newtown Bypass/PA-332 west.
Turn left onto Campus Drive.

Holy Family
UNIVERSITY

PHILADELPHIA
9801 Frankford Avenue
Philadelphia, PA 19114–2009
215–637–7700

NEWTOWN
One Campus Drive
Newtown, PA 18940–0992
267–341–4000

holyfamily.edu