

The background of the cover is a vibrant, multi-colored plaid pattern. The colors include red, blue, yellow, black, and white. Overlaid on this plaid is a grid of thin, semi-transparent lines in various colors, including yellow, blue, and red, creating a layered, geometric effect.

EDINBORO  
UNIVERSITY

2011-2012

Graduate Catalog

EUP reserves the right to repeal, change, or amend the policies, regulations, and courses contained in this catalogue at any time. Tuition and fees are also subject to change.

Press date: August 2011

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# University Calendar 2011-2012

## Fall Semester

Classes Begin	Monday August 29, 2011
Last day for potential December graduates to submit graduation card	Friday, September 2, 2011
Last day to drop a class on SCOTS	Saturday, September 3, 2011
Last day to totally withdraw with 100% tuition adjustment	Saturday, September 3, 2011
Labor Day Holiday (no classes)	Monday, September 5, 2011
Reading Day (no classes)	Tuesday, October 11, 2011
Thanksgiving Break Begins (at close of classes)	Tuesday, November 22, 2011
Thanksgiving Break Ends	Monday, November 28, 2011
Last Day of Classes	Friday, December 9, 2011
Exam Period Begins	Monday, December 12, 2011
Semester Ends	Saturday, December 17, 2011
Commencement	Saturday, December 17, 2011

## Spring Semester

Classes Begin	Monday, January 23, 2012
Last day for potential May graduates to submit graduation card	Friday, January 27, 2012
Last day to drop a class on SCOTS	Saturday, January 28, 2012
Last day to totally withdraw with 100% tuition adjustment	Saturday, January 28, 2012
Spring Break Begins (at close of classes)	Sunday, March 11, 2012
Spring Break Ends	Monday, March 19, 2012
Last Day of Classes	Friday, May 4, 2012
Final Exam Period Begins	Monday, May 7, 2012
Semester Ends	Saturday, May 12, 2012
Commencement	Saturday, May 12, 2012

## COMMUNICATIONS DIRECTORY

### University Switchboard ..... (814) 732-2000

President .....	732-2711
Executive Assistant to the President .....	732-2711
Provost and Vice President for Academic Affairs .....	732-2729
Vice President for Financial Operations and Administration .....	732-2585
Vice President for Student Affairs .....	732-2313
Dean of Education .....	732-2752
Dean of College of Arts and Sciences .....	732-2477

### Academic Departments

Art .....	732-2406
Biology and Health Services .....	732-2500
Business and Economics .....	732-2407
Chemistry .....	732-2485
Communication and Media Studies .....	732-2444
Early Childhood and Special Education .....	732-2750
Elementary, Middle and Secondary Education .....	732-2830
English and Theatre Arts .....	732-2736
Foreign Languages .....	732-2416
Geosciences .....	732-2529
Health and Physical Education .....	732-2502
History and Anthropology .....	732-2575
Mathematics and Computer Science .....	732-2760
Music .....	732-2555
Nursing .....	732-2900
Organizational Studies .....	732-2407
Philosophy .....	732-2490
Physics and Technology .....	732-2592
Political Science and Criminal Justice .....	732-2409
Psychology .....	732-2774
Social Work .....	732-2013
Sociology .....	732-2573
Speech, Language and Hearing Studies .....	732-2433

### Other Offices

Admissions .....	732-2761
Affirmative Action .....	732-2167
Alumni .....	732-2715
Bookstore .....	732-2456
Bursar's Office .....	732-3502
Center for Career Services .....	732-2781
Continuing Education .....	836-1955
Dining Services .....	732-2635
Edinboro University in Erie - The Porreco Center ..	836-1955
Edinboro University in Meadville -The Buba Center. 1-800-337-7791	
Financial Aid .....	732-3500
Graduate Studies .....	732-2856
Health Center .....	732-2743
International Student Services .....	732-2770
Library .....	732-2273
Office for Adult Student Services .....	732-2701
Office for Students with Disabilities .....	732-2462
Police .....	732-2921
Public Relations .....	732-1731
Records and Registration .....	732-3501
Residence Life and Housing .....	732-2818
ROTC/Military Service .....	732-2562
Student Government .....	732-2910
Technology and Communications Center .....	732-2111
University Center .....	732-2842

## GRADUATE PROGRAM HEADS

**Art** - Professor Lee Rexrode  
East Hall, 111  
814-732-2309 / [lrexrode@edinboro.edu](mailto:lrexrode@edinboro.edu)

**Art Education** – Dr. Penelope Orr  
Doucette Hall G2-G  
814-732-1684 / [porr@edinboro.edu](mailto:porr@edinboro.edu)

**Biology** - Dr. Peter Lindeman  
Cooper Hall, 110  
814-732-2447 / [plindeman@edinboro.edu](mailto:plindeman@edinboro.edu)

**Communication Studies** - Dr. Andrew Smith  
Compton Hall, 202  
814-732-2165 / [arsmith@edinboro.edu](mailto:arsmith@edinboro.edu)

**Counseling** - Dr. Salene Cowher  
Butterfield Hall, 314  
814-732-1116 / [scowher@edinboro.edu](mailto:scowher@edinboro.edu)

**Early Childhood Education** - Dr. Maureen Walcavich  
Miller Research Center, 130  
814-732-2303 / [mwalcavich@edinboro.edu](mailto:mwalcavich@edinboro.edu)

**Educational Psychology** - Dr. Edward Snyder  
Butterfield Hall, 116  
814-732-1099 / [esnyder@edinboro.edu](mailto:esnyder@edinboro.edu)

**Educational Leadership** - Dr. Andrew Pushchak  
Butterfield Hall, 324  
814-732-1548 / [apushchak@edinboro.edu](mailto:apushchak@edinboro.edu)

**Middle & Secondary Instruction** - Dr. Jo Ann Holtz  
Miller Research Center, 04  
814-732-2794 / [jholtz@edinboro.edu](mailto:jholtz@edinboro.edu)

**Nursing (MSN)**

**Reading** - Dr. Heather Kenny  
Butterfield Hall, 122  
814-732-1325 / [Zhkenny@edinboro.edu](mailto:Zhkenny@edinboro.edu)

**School Psychology** - Dr. Joel Erion  
Butterfield Hall, 117  
814-732-2287 / [jerion@edinboro.edu](mailto:jerion@edinboro.edu)

**Social Sciences** - Dr. Ronald Spiller  
Hendricks Hall, 119  
814-732-2966 / [rspiller@edinboro.edu](mailto:rspiller@edinboro.edu)

**Social Work** - Dr. Rosie Scaggs  
Butterfield Hall, 230  
814-732-1658 / [rscaggs@edinboro.edu](mailto:rscaggs@edinboro.edu)

**Special Education** - Dr. Jeanne Faieta  
Miller Research Center, 8 Rm 3  
814-732-2766 /  
[jfaieta@edinboro.edu](mailto:jfaieta@edinboro.edu)

**Speech/Language Pathology** - Dr. Charlotte Molrine  
Compton Hall, 115A  
814-732-2432 / [cmolrine@edinboro.edu](mailto:cmolrine@edinboro.edu)

## EDINBORO AT A GLANCE

Edinboro University of Pennsylvania, a multi-purpose institution of higher learning, is one of the leading educational institutions in western Pennsylvania. Located in the resort community of Edinboro, the University is only 18 miles from Erie and within 100 miles of the educational and major population centers of Buffalo, Cleveland and Pittsburgh.

Edinboro University boasts 42 buildings on a spacious 585-acre campus which includes a five-acre lake, open fields and woods, eight on-campus residence halls for approximately 2,500 students, and a modern seven-story library with more than 480,000 bound volumes and 1.3 million microform units. In addition, Edinboro University in Erie - The Porreco Center consists of 27 acres and 11 buildings. More than one-half of the faculty members at Edinboro University have earned doctorates or the highest degree attainable in their field. Many of them have been recognized nationally and internationally for their outstanding research and scholarly accomplishments. In addition, a number of faculty members have held state and national leadership roles in their professional organizations. The student-faculty ratio is 18:1.

There are more than 100 student-related clubs and organizations which offer a wide variety of activities. Students are involved with formal and informal dances, movies, skiing trips, fraternities, sororities, etc. In addition, there are 16 choral and instrumental musical groups open to students.

The Edinboro University Alumni Association has experienced dramatic growth during the past several years and now has 40,000 members. The alumni have played a major role in fund-raising efforts for student scholarships, and they continue to be some of the best ambassadors for Edinboro University. Among the many graduate and

professional schools attended by recent Edinboro graduates are American University, Berkeley, Eastman School of Music, Georgetown University, Hershey Medical School and the Massachusetts Institute of Technology. Edinboro graduates have brought credit to the University in such positions as government officials, legislators, federal agents, corporate executives and administrators, and college presidents.

The Office for Students with Disabilities administers support services dedicated to enhancing the University's commitment to equal opportunity for students with disabilities. The University provides the largest attendant care program of its kind in the Commonwealth of Pennsylvania making Edinboro University a national leader in services for students with severe disabilities. Edinboro's students with disabilities and many visitors benefit from a campus which is very accessible, disability friendly, and which celebrates diversity.

Recognizing that classroom learning provides only part of a complete education, Edinboro University provides off-campus internships in businesses, industries and offices throughout the tri-state area. Students have successfully completed internships with such organizations as General Electric, the Cleveland Browns, CNN, Ford Motor Company, Disney World, the American Cancer Society, and the Pennsylvania House of Representatives.

An international education program provides educational opportunities for students from 40 other countries. Visiting scholars from around the world serve as resource individuals for area schools, businesses and industries, in addition to providing special lectures, seminars and workshops for Edinboro students and faculty.

# GRADUATE PROGRAMS OFFERED

## COLLEGE OF ARTS & SCIENCES

### **Art**

- Master of Arts: Art
- Master of Arts: Art Education\*\*
- Master of Fine Arts
  - Ceramics
  - Jewelry/Metalsmithing
  - Painting
  - Printmaking
  - Sculpture

### **History**

- Master of Arts Social Sciences
  - Anthropology
  - History

### **Social Work**

- Master of Social Work\*\*

### **Speech and Communication Studies**

- Master of Arts Communication Studies\*\*
- Master of Arts Speech/Language Pathology
- Certificate in Conflict Management\*\*

### **Biology and Health Services**

- Master of Science Biology

### **Nursing**

- Master of Science Nursing\*\*\*
  - Family Nurse Practitioner
  - Nurse Educator
- Certificate in Palliative and End of Life Care\*\*

## EDUCATION

### **Professional Studies**

- Master of Arts Counseling
  - Rehabilitation
  - Student Personnel
  - Elementary School
  - Secondary School
  - Community
- Master of Education Educational Leadership\*\*
- Master of Education Reading\*\*
- Master of Education Educational Psychology\*\*
- Master of Science Educational Specialist in School Psychology

### **Middle and Secondary Education**

- Master of Education Middle/Secondary Instruction\*\*
  - Math/Science Teacher Certification
  - English
  - Social Studies
  - Middle Level
  - Thesis
  - Non-Thesis

### **Early Childhood and Special Education**

- Master of Education Early Childhood Education\*\*
- Master of Education Special Education\*\*

## CERTIFICATION PROGRAMS

- Elementary School Guidance Counselor\*
- Secondary School Guidance Counselor\*
- Principal K-12 Certification\*/\*\*
- School Supervision – Special Education\*/\*\*
- Superintendent/IU Director/ Letter of Eligibility\*/\*\*
- School Psychology\*
- Post Master's Licensure Preparation\*
  - Rehabilitation
  - Community Counseling
  - Elementary and Secondary School

## POST-BACCALAUREATE TEACHER CERTIFICATION

- Art Education
- Biology
- Chemistry
- Comprehensive English
- Earth/Space Science
- Early Childhood Education
- General Science
- German
- Health and Physical Education
- Mathematics
- Middle Level - English
- Middle Level – Mathematics
- Middle Level – Science
- Middle Level – Social Studies
- Middle Level – English and Mathematics
- Middle Level – English and Science
- Middle Level – Mathematics and Science
- Middle Level – Mathematics and Social Studies
- Middle Level – Science and Social Studies
- Music
- Physics
- Social Studies
- Spanish
- Speech Language Impairment

\* post master's program

\*\* program offered online

\*\*\* program offered online in consortium with Clarion University



# EDINBORO UNIVERSITY OF PENNSYLVANIA

## School of Graduate Studies & Research

### Accreditation

Edinboro University of Pennsylvania is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pa., 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

Other University accreditations and program approvals include: the Master of Arts in Rehabilitation Counseling by the Council on Rehabilitation Education, the Master of Arts in Counseling: School Counseling–Elementary, School Counseling–Secondary, College Counseling, Student Affairs, and Community Counseling by the Council for Accreditation of Counseling and Related Educational Programs; the Master of Arts in Speech-Language Pathology by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Master of Fine Arts in Studio Art is accredited by the National Association of Schools of Art and Design. The Master of Social Work is accredited by the Council on Social Work Education. The MSN program is accredited by the National League for Nursing Accrediting Commission (NLNAC). Teacher education and school personnel preparation programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Pennsylvania Department of Education. The School Psychology Specialist program is accredited by the National Association of School Psychologists.

### Non-Discrimination Statement, Policies, and Reporting Procedures

Edinboro University of Pennsylvania is an equal opportunity education institution and employer and will not discriminate on the basis of race, color, national origin, sex, and disability in its activities, programs or employment practices as required by Title VI, Title VII, Title IX, Section 504, and the ADA. For information regarding civil rights or grievance procedures, contact the Office of Human Resources and Faculty Relations, Reeder Hall, (814-732-2810) or the Office of Social Equity (814-732-2167), 219 Meadville Street, Edinboro, PA 16444.

For information or assistance regarding services, activities and facilities that are accessible to and useable by persons with disabilities, contact Dr. Robert McConnell, Office for Students with Disabilities (814-732- 2462 V/TTY).

Furthermore, Title IX prohibits discrimination on the basis of sex in education programs and activities. Complaints or concerns of sex discrimination and sexual harassment should be reported to the Director of Social Equity/University Ombudsperson at 814-732-2167 or to the Associate Vice President for Human Resources and Faculty Relations at 814-732-2810. Reports of sexual violence and sexual assault should be reported to the University Police at 814-732-2921 and the Title IX Coordinator at 814-732-2167.

University Policy G005 Equal Opportunity/Affirmative action and Non-Discrimination states: “Edinboro University does not discriminate against individuals or groups because of their race, sex/gender, color, age, religion, national origin, disability, organizational affiliation, sexual orientation/gender stereotype,

marital status, veteran status, or any other protected class status as defined by applicable federal or state law.” Individuals who live, learn, and work on campus are strongly encouraged to read and familiarize themselves with the full content of this policy.

University Policy C006 Harassment, Intimidation and Institutional Vandalism states: The University is committed to creating and maintaining a campus environment that is free of harassment, intimidation, and institutional vandalism. University policy prohibits committed acts that are severe or pervasive enough to have the impact of unreasonably interfering with an individual’s ability to live, learn, and work at Edinboro University. Such acts include, but are not limited to, acts of bullying, including cyber-bullying, intimidation or danger to the person, criminal mischief, harassment by community or address and arson.” Individuals who live, learn, and work on campus are strongly encouraged to read and familiarize themselves with the full content of this policy.

### Social Equity and University Ombudsperson

Most students will complete their education at Edinboro University without the need to pursue a complaint. The Office through its social equity role, among other things, provides leadership as well as assists others in the creation of a campus environment that promotes diversity and values individual differences and similarities, while resolving concerns and complaints pertaining to employees and students in regard to prohibited or unlawful harassment and discrimination. Also, the Office through its ombudsperson role discusses options to resolve concerns and issues such as information on University policies and procedures and as appropriate, intervention, mediation, and referrals to appropriate other individuals on campus. Additionally, the Office takes and tracks reports from faculty, students, staff, and administrators that may include, but are not limited to, troubling or suspicious acts, behavior, or conduct.

### Mission Statement

The mission of Graduate Studies at Edinboro University is to maintain and enhance high-quality education by engaging faculty and students in scholarship and creative activity. Graduate programs will focus on intellectual growth and professional development that will enable our students to work and function in a world increasingly dependent on highly educated individuals with a strong sense of professional ethics.

### Vision Statement

The vision of Graduate Studies at Edinboro University is to promote an environment where students and faculty work in a collaborative atmosphere to help students reach their full potential as scholars and professionals. This environment will encourage students to obtain the knowledge necessary to master their area of study, develop habits of life-long learning and foster a desire to use that knowledge for the betterment of their professions.



## **Standards of Ethics for Graduate Students**

It is expected that graduate students of the University will maintain the highest standards of ethics in connection with all phases of their graduate work. Any form of dishonesty, including lying, cheating or plagiarizing, will not be tolerated.

Plagiarism may be defined as the act of taking the ideas and/or expression of ideas of another person and representing them as one's own. It is nothing less than an act of theft and, as such, is subject to University disciplinary action. The penalty for plagiarism may range from a failing grade on the assignment to expulsion from the University.

Clearly, plagiarism defeats the central purpose of education, namely, to enable one to think and formulate one's own ideas. The student who has doubts about whether or not his/her work may constitute plagiarism should consult with the course instructor prior to submitting the work. The instructor can provide clear guidance on how the student can avoid committing this act of academic misconduct.

When alleged violations of these standards occur, the following procedures will be followed:

1. A faculty member, who has determined to his or her own satisfaction that a graduate student is guilty of lying, cheating or plagiarizing, may penalize the student by adjusting the course grade.
2. If the faculty member feels a more severe penalty is warranted than the adjustment of the course grade, he or she must refer the case to the Student Judicial Affairs Office.

When a graduate student's grade has been adjusted because a faculty member has determined to his or her own satisfaction that the student was guilty of lying, cheating or plagiarizing, the student may, if he or she feels unfairly penalized, appeal the grade by following the Grade Appeal Procedure described elsewhere in this catalogue.

A faculty member who adjusts a student grade because he or she has determined to his or her own satisfaction that the student was guilty of lying, cheating or plagiarizing is to immediately notify the graduate dean of this action.

# ADMISSION POLICIES AND PROCEDURES

The information in this section of the catalog is relevant to all Edinboro University graduate programs. Additional information specific to individual programs (e.g., entrance requirements and application deadlines) is located within the various [program descriptions](#). However, for all graduate programs, admission requires a documented bachelor's degree from a regionally accredited college or university. Graduate admission policies and procedures are identical for online and campus-based programs.

## Application Procedures

All post-baccalaureate applicants must apply for admission directly to the Edinboro University School of Graduate Studies and Research. Post-baccalaureate applicants are not admitted by individual administrators, faculty, or the Office of Undergraduate Admissions. Applicants are encouraged to [apply online](#), although paper application forms are available in the Graduate Office. Applicants are also encouraged to apply at least four weeks in advance of program-specific application deadlines or four weeks in advance of the date of anticipated enrollment in the case of programs with rolling admissions.

*Only complete applications will be given full consideration.* A complete application is defined as one in which all materials required for the admission decision have been received by the Graduate Office. Applicants must arrange for the Graduate Office to receive an official transcript from each college or university at which graduate or undergraduate credit has been earned. *Transcripts must be received directly from the issuing school and will not be accepted if "issued to student."* Applicants who have not yet earned a bachelor's degree may submit a partial transcript at the time the application form is submitted. This may entitle the applicant to conditional admission pending receipt of the official transcript with posting of graduation.

## Admission Requirements

Admission to the graduate school is based on the academic qualifications of the applicant and is made without regard to race, color, creed, national origin, ancestry, age, sex or disability. An earned bachelor's degree from a regionally accredited or state approved United States college or university or an education at a foreign college or university which is judged by the dean to be equivalent to at least a bachelor's degree from a regionally accredited United States college or university is a prerequisite for admission to graduate study. For admission a student must:

1. Provide an official transcript from each college or university at which undergraduate or graduate credit has been earned. **Note:** If you have not yet graduated, file a partial transcript at the time the application is completed and file a complete transcript as soon as the degree is awarded. Transcripts must be received directly from issuing school and will not be accepted if "issued to student."
2. If required for admission, provide an official record of the scores earned on either the Miller Analogies Test or the Graduate Record Examination
3. Provide a photo copy of teaching certificate(s) if applying for admission to any of the master of education programs.
4. Provide letters of recommendations and/or questionnaire when required by specific programs.
5. Complete the personal interview if one is required. Information on whether or not a personal interview is

required will be found in the curricular information section of the listing under admission requirements for the specific program.

6. File the Request for Transfer Credit forms if transfer credit is desired for graduate credit which has been earned.
7. Additional items may be requested upon a department review.

An applicant for admission may be admitted on an unconditional, conditional, special student, non-degree teacher certification, post-baccalaureate certificate, post-master's program basis or denied admission.

**Dispositions.** Dispositions are the character traits, attitudes, beliefs, behaviors, and emotional qualities necessary for specific professions and graduate study in general. If the faculty believes that an individual does not have the appropriate dispositions for the field of study/profession in question, they may recommend to the Dean of Graduate Studies and Research denial of admission even if undergraduate grades and admissions test results are exemplary.

## Admissions Categories

At the time of admission to graduate study, students are classified as degree-seeking, non-degree-seeking initial teacher certification, degree-seeking initial teacher certification, advanced certificate, or special.

**Degree Seeking Student.** An applicant who has been admitted to a master's degree program is classified as degree-seeking. An individual who is seeking admission to a master's degree program but does not have a completed application, will be permitted to enroll as a special student. However, no more than nine semester hours of credit earned prior to official acceptance as a degree-seeking student will be accepted to meet degree requirements.

**Special Student.** An individual who wishes to take graduate courses for purposes of personal or professional development or for transfer to another institution and who is not seeking a degree, certification, or certificate through Edinboro University is classified as a special student. Special students must have a bachelor's degree from a regionally accredited institution and may enroll in any graduate courses for which they have met all the prerequisites. A special student who later wishes to be considered for admission to a degree, certification, or certificate program must meet all of the program requirements. No more than nine credits earned in special student status may be applied to the program. Special students are not eligible for federal and state aid programs.

**Non-Degree Seeking Initial Teacher Certification Student.** An applicant who has been admitted into an initial teacher certification program such as 7-12 Mathematics or Health & Physical Education and who has not applied for a master's degree is classified as non-degree-seeking initial teacher certification. Certification by the Pennsylvania Department of Education allows the successful candidate to teach in Pennsylvania public and private schools.

**Degree Seeking Initial Teacher Certification Student.** An applicant who has been admitted into an initial teacher certification program such as 7-12 Biology or Early Childhood Education and who has also been admitted into a master's degree program is classified as degree-seeking initial teacher certification.

**Advanced Certificate Student.** The University awards an advanced certificate to students who complete the post-master's certification program in school psychology, school administration, superintendent / IU director letter of eligibility, and school counseling. Students admitted to one of these programs are classified as advanced certificate students.

## Post-baccalaureate Plans of Study for Teacher Certification

Both degree and non-degree seeking initial teacher certification students must have an individually designed plan for meeting Pennsylvania certification standards. When possible, students should meet with a Graduate School admissions counselor or the Dean of the School of Graduate Studies and Research to discuss certification options. The School of Graduate Studies and Research creates the initial, tentative plan and sends it to the student and pertinent graduate program head. The student should meet with the program head during the first semester of enrollment to discuss the plan and modifications if any are necessary. Appeals to modify the certification plan may be submitted to either the Dean of Education or the Dean of Graduate Studies and Research. The student's plan of study is automatically approved at the end of the first semester of study unless a written request for modification has been submitted to the Graduate Dean in writing. The certification plan and master's degree plan are not one in the same, and students should discuss the relationship between the two with their academic advisor.

## Reactivation and Readmission

Students who have not been enrolled in an Edinboro University course for one calendar year or more may be deactivated, making it impossible for the student to register for classes. Typically, a letter or email from the student to the Graduate Office requesting reactivation is sufficient. However, if, in the opinion of the graduate dean, too much time has elapsed since the previous registration or if there have been curriculum revisions in the program, the student may be required to meet with the graduate dean and/or reapply to the Graduate School. Students who have not been enrolled for three or more consecutive semesters, including summers, must follow the new curriculum in the event the program has been revised during the interim.

## Switching Programs

Once admitted to a degree or certification program, a student may wish change programs. The student may make the request by submitting a [Change of Program form](#) to the Graduate Office; however, there is no guarantee that acceptance into Program A will automatically translate into acceptance into Program B. Entrance criteria vary from program to program. Students wishing to change programs may need to submit additional items for review.

## Admission Terms

**Unconditional.** A person admitted on an unconditional basis has no conditions attached to the admission. The minimum requirements for unconditional admission are:

1. A score equal to or better than the 50th percentile on either the Miller Analogies Test or each area of the aptitude test of the Graduate Record Examination, if required. Some programs have established higher requirements. These requirements are listed under the curricular information for the specific program.

As a general rule, applicants who have earned a master's degree or a doctorate from a regionally accredited or state approved United States college or university are not required to take the Miller Analogies Test or the Aptitude Test of the Graduate Record Examination.

1. A cumulative quality point average of 2.50 or better (4 point scale) for the junior and senior year of the bachelor's degree or the completion of a master's degree from a regionally accredited or state approved United States college or university. Some programs have established higher requirements. These requirements are listed under the curricular information for the specific program.
2. A recommendation for admission from the program head of the department of the proposed graduate major and the Dean of Graduate Studies and Research.

Some programs have established additional admission requirements. See specific program descriptions. Because some programs have established maximum enrollment figures, there can be no guarantee that individuals meeting the admission requirements described above will be admitted. Final admissions decisions are at the discretion of the Dean of Graduate Studies and Research.

**Conditional.** An individual who meets the requirements listed above for unconditional admission but who is deficient in areas not included in the regulation for unconditional admission, may, with the approval of the departmental program head of the proposed major field of graduate study and the Dean of Graduate Studies and Research, be admitted on a conditional basis. The admission letter will specifically list the conditions which the individual must meet to continue in the degree program and/or be awarded the degree. All post-baccalaureate initial teacher certification students are admitted on a conditional basis.

**Denied.** An individual who fails to meet the requirements for at least conditional admission will generally be denied admission as a degree student. However, the individual may apply for admission as a special student.

## Application Fee

Graduate students applying for admission to the School of Graduate Studies, who had not previously paid an application fee to Edinboro University, are required to pay a \$30.00 application fee. Checks for this fee should be made payable to Edinboro University of Pennsylvania and should be submitted with the application or can be paid online with their online application.

## Correspondence Course Fee

Full standard fees are charged for correspondence courses.

## Course Audit Fee

Full standard tuition and fees are charged for course audits except for individuals age 62 or older who are on social security or equivalent retirement benefits.

## Credit by Competency Examination Fee

A flat administrative fee of \$25.00 per credit hour for each separate examination taken for credit is charged regardless of the number of credits.

## Late Registration Fee

A late registration fee will be charged for any undergraduate or graduate registration which occurs after the established registration date. The late registration fee is \$25.00. A \$100.00 late fee will also be charged for internships, practicum or graduation applications that are submitted after their published due date.

## Life Experience Credit Charges

Fees for evaluating student life experiences with the goal of granting academic credit are as follows:

Preliminary Application Fee \$ 25.00

Evaluation Fee \$100.00

Life Experience Credit Hour Fee \$ 25.00

## Senior Citizen Tuition Waiver

All persons age 62 or over and on social security or equivalent retirement benefits who wish to enroll for credit in, or to audit an undergraduate or graduate credit-bearing course offered by Edinboro University of Pennsylvania will be given a full remission of tuition for classes which have available seats. Individuals interested in accessing this waiver must provide appropriate documentation to the coordinator of records in advance of registering for a course. Consideration for the waiver will be made once the documentation is received and it is verified that seats are available in the course, as determined by the University.

## Entrance Exams

**Miller Analogies Examination.** The [Miller Analogies Examination](#) is given periodically on the campus of Edinboro University. Presently, a \$65.00 non-refundable fee is charged for this examination and an advanced registration is required. A copy of the registration form and a schedule of dates and times may be obtained at the School of Graduate Studies and Research. A list of the test centers may be obtained from the Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498.

**Graduate Record Examination.** The general test is given year-round at computer-based testing centers. In Erie, contact the Sylvan Learning Center at 814-864-6100. For other testing sites see [www.gre.org](http://www.gre.org) or call 800-473-2255.

## International Students

Edinboro University welcomes qualified international students; however, because of educational and cultural differences, applicants must present evidence of a record well above average in scholastic achievement and personality adjustment. The T.O.E.F.L. (Test of English as a Foreign Language) must be taken prior to admission.

A minimum score of 550 on the paper test and 213 on the computer test is required for admission. The T.O.E.F.L. is not administered at Edinboro University. Applications for the test, the testing dates and information on the location of testing centers may be obtained from [www.toefl.org](http://www.toefl.org).

International students need to provide the School of Graduate Studies and Research with an official copy of the score earned on each section of the aptitude test of the Graduate Record Examination if required in specific program. For an application and information on testing dates and foreign testing centers, write to:

Graduate Record Examination  
Educational Testing Service  
P.O. Box 6000  
Princeton, NJ 0854 1-6000  
or visit [www.gre.org](http://www.gre.org)

Students who have earned a bachelor's degree at a college or university outside the United States must have their credentials evaluated by an independent organization that specializes in foreign credential evaluation. Students must select a service that is a member of the National Association of Credential Evaluation Services (NACES). The evaluation is a written report that contains both a description and an interpretation of foreign education qualifications in United States terms. Many applicants have utilized World Education Services ([www.wes.org](http://www.wes.org)).

All correspondence concerning admission to graduate study should be sent to the School of Graduate Studies and Research, 148 Meadville Street, Edinboro University of Pennsylvania, Edinboro, PA 16444.

It is important that the [application for admission to graduate studies](#) be submitted several months in advance of the time of expected departure for the United States. The deadline date for full consideration is May 1 for the fall term, and the deadline date for spring admission is September 20.

International students are expected to provide the School of Graduate Studies and Research with assurance that they possess adequate [financial support](#) for the period of graduate studies. Once offered admission to Edinboro University School of Graduate Studies, additional documentation will be needed to issue a Certificate of Eligibility for Non-immigrant (F-1) Student Status, commonly known as the Form I-20, which is needed to apply for the student visa.

More information for prospective students from abroad is available at the University website <http://cms.edinboro.edu/admissions/index.dot>.

Under no circumstances should the individual depart for the United States without having first received the I-20 from International Student Services for a specific semester or summer session. This I-20 will not be released until the advanced tuition deposit is received. Teacher certification for international students requires that the students demonstrate their intention to become U.S. citizens. This involves permanent residency and then application for citizenship. Any international students intending to return to their home countries are ineligible for certification. For additional information, contact the Pennsylvania Department of Education, [www.pde.state.pa.us](http://www.pde.state.pa.us).

# FINANCES

## Fees and Expenses

All fees and expenses are subject to change without notice

### Tuition Fees Per Academic Semester (All fees are per credit hour)

	PA Resident	Non-resident
Tuition (On-campus)	416.00	624.00
Tuition (On-line)	416.00	457.60
University Center Fee*	29.00	29.00
Technology Fee	20.00	30.00
Instructional Service Fee	65.40	98.10

\*On-line students are not assessed a University Center Fee.

## Residency Classification

A graduate student is classified as a Pennsylvania resident for tuition purposes if he or she has a Pennsylvania domicile. Domicile is defined as the place where one intends to and does, in fact, permanently reside. Continuous residence in Pennsylvania for a period of 12 months prior to the registration for a course is considered to be one of many factors of evidence for a Pennsylvania domicile. Students not having a Pennsylvania domicile are considered to be non-residents of the State and are required to pay the tuition and fees established for non-residents.

The School of Graduate Studies and Research will at the time of admission establish a residency classification for each student. This classification will be based on available information on the student's domicile.

## Refund Policy and Procedures

**Intent.** Edinboro University recognizes the occasional necessity for students to withdraw, either totally or in part, from course work for a variety of valid reasons. It further acknowledges that a fee refund policy must be reasonable and equitable for both the student and the University. The student, through registration, makes a financial commitment to the University upon which the University determines its expenditure patterns and obligations. In most cases, the University is unable to significantly reduce its costs if a student partially or totally withdraws. The refund policy includes a time-related schedule with a reasonable and equitable withdrawal refund deadline.

The refund policy includes a time-related schedule with a reasonable and equitable withdrawal refund deadline. Students who withdraw totally during any enrollment period and have federal financial aid are subject to having aid returned to federal programs (see Return of Title IV Aid Policy in the Financial Aid section).

**Policy.** Refunded fees or account adjustments are automatically credited to student accounts. Unless the student submits a written request to the Accounting Office for a direct refund if they have a credit balance, the credit balance is carried forward for one year. Requests for refund which require exceptions to the refund policy will be forwarded by the vice president for finance and administration to the president or their designee for their consideration.

The new student application fee, semester payment plan fee, and new student advanced registration deposit are non-refundable. The official withdrawal date from room charges is based upon date of departure

from the residence hall by removing all belongings and/or returning the room key or the official University withdrawal date, whichever is later.

### Total withdrawal from the University (All semesters/sessions)

**1. Prior to the first scheduled class meeting.** Students who totally withdraw from all classes prior to the meeting of their first scheduled class are entitled to a 100 percent refund of all fees (except for the new student application fee and the new student advanced tuition deposit) for the semester or session from which they are withdrawing.

**2. Voluntary Total Withdrawal after first scheduled class meeting.** Students officially and totally withdrawing after the first class meeting may seek refunds for tuition, health center fee, University Center fee, instructional service fee, room and meals, if applicable, and student activity fee according to the following schedule:

Refund Period (% of Enrollment Period Completed)	Refund Percentage	Duration (Illustration of Estimated Weeks in Typical Semester)
0 - 8.50%	100%	Through "drop period" *
8.51 - 12.50%	80%	Through week 2 *
12.51 - 19.44%	60%	Through week 3 *
19.45 - 26.39%	50%	Through week 4 *
26.40 - 33.33%	40%	Through week 5 *
>33.33%	0%	

\*Actual dates will be determined each semester/session by the University and published in the online scheduling book for that semester/session. Special start and end date program courses will be adjusted per the published pro-rate policy.

All adjustments will be credited to the student account using the official withdrawal date established by the Registrar with the exception of room charges (see policy above).

**3. Involuntary withdrawal after first scheduled class meeting.** Refunds are not available when a student has been suspended or expelled from the University for disciplinary reasons or for non-payment of fees or other financial reasons.

## Procedure

Individuals desiring to withdraw from or drop all courses and leave the University, will be able to do so via the S.C.O.T.S. system, during the first 10 weeks of the semester. Students are still encouraged to carefully consider such an important decision and its impact on their academic career and financial aid status and to consult with appropriate faculty or staff prior to submitting their withdrawal request on S.C.O.T.S. If a student plans to withdraw during the last five weeks of the semester, the student must meet with the Assistant Vice President of Financial Aid, the Bursar, or the Registrar, located in Hamilton Hall, to discuss their request. During the last five weeks of the semester, or the equivalent period during a summer session, students will receive grades of WP (withdraw passing) or WF (withdraw failing). If a student officially withdraws from all courses and wishes to return to the University at a later date, the student must then apply for reinstatement through the School of Graduate Studies and Research.

All requests for refunds, must be submitted to the Accounting Office for processing to the vice president for finance and administration for approval. Requests for cash refunds must be in writing. Exceptions of appeal to the refund policy will be considered through written request to the Office of the President of the University or their designee.

## Financial Aid Programs

Edinboro University has a coordinated system of disbursing funds available for student financial aid. All financial aid programs are administered by the University's Financial Aid Office. Further information regarding the programs described below is available from that office.

The primary goal of the Financial Aid Office is to provide appropriate financial resources for students to achieve their educational potential while ensuring compliance with the myriad of regulations, rules, policies and procedures from the various sources of financial aid. The University strives to meet the "financial need" of as many students from as many resources as possible.

Major funding sources are from the federal and state governments. For consideration for financial assistance students must complete the Free Application for Federal Student Aid (FAFSA). The *preferred filing date is March 15* for the next academic year. Edinboro University's school code for filing the FAFSA is **003321**. Students who complete the FAFSA will be considered for all aid for which they may qualify based on the available funds.

## Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients

Edinboro University of Pennsylvania has developed standards of Satisfactory Academic Progress (SAP) in accordance with federal regulations. This Policy measures quantity (number of credits completed), quality (cumulative quality point average), and maximum time frames for completion and measures progress incrementally.

The provisions of the Policy apply to students seeking eligibility for Federal Title IV Aid (Federal Perkins Loan, Federal Teach Grant, Federal Stafford Subsidize and Unsubsidized Loans, Federal Work-Study, Federal Graduate Plus Loans, and Federal Nursing Loans), and other programs, which require monitoring of academic progress.

For financial aid purposes, a student is considered to be making satisfactory academic progress if he/she maintains a minimum 3.00 QPA and completes at least 75% of hours attempted.

Graduate students who have attempted 46 credits and/or 6 semesters with or without the benefit of financial assistance are no longer eligible for financial aid. Programs requiring more than 60 credit hours will be review individually for maximum time frames.

The number of semesters is based on full time enrollment of 9 credits or more as full time. An adjustment is made for less than full time enrollment based on financial aid academic status as follows: 6 – 8 credits =  $\frac{3}{4}$  time enrollment or 75% of a semester enrollment; 3-5 graduate credits =  $\frac{1}{2}$  time enrollment or 50% of a semester enrollment.

**Effect of incompletes, withdrawals, failures, and repeats.** All incompletes, withdrawals, failures, and repeats are included as attempts when determining SAP for financial aid.

**Effect of changing major/double major.** A change of academic major or the pursuit of a double major does not automatically extend eligibility for financial aid.

**Effect of summer school enrollment/cooperative education/consortium agreement/study abroad.** Students who enroll in summer school will be charged with 0.5 to 1.0 semester of attendance, depending on enrollment. Credit hours attempted will be used to determine SAP.

Students enrolled in cooperative education will be treated as a regular semester student.

If a student is enrolled via a consortium agreement/study abroad, a transcript will be obtained from the visiting school and the credit hours will be included as attempts along with the credit hours earned.

**Effect of credits by examination, military credits, life experience credit.** Transfer credits that have been accepted, will be used as attempts and completes and included when determining SAP.

Academic credits received via examination, military, or life experiences are counted as attempts and as earned credits.

**Failure to meet SAP requirements – Probation/Suspension.** Any student who fails to meet SAP requirements will be placed on financial aid warning for one semester if they have not received a warning or probation period in a prior semester. If at the end of the warning period the student does not meet the requirements for SAP, the student will be placed on financial aid suspension. Students who submit an appeal and academic plan that has been approved are placed on financial aid probation and regain eligibility for financial aid. Failure to follow the academic plan as approved will result in immediate suspension of financial aid without the opportunity to appeal until the student has met the minimum requirements for federal financial aid as a graduate student. Students who are on Financial Aid Warning or Probation must attend a mandatory SAP meeting. Academic and/or personal counseling services are encouraged and can provide the student with additional support to alleviate obstacles that hinder satisfactory academic progress. Students on probation are further encouraged to consult with a financial aid counselor prior to withdrawing from any classes or if midterm grades are not satisfactory.

Students who fail to meet requirements are placed on Financial Aid Suspension without an opportunity to appeal.

**Reinstatement of Aid.** Aid is reinstated based on a successful appeal or meeting the minimum requirements for satisfactory academic progress for financial aid recipients. Periods of non-enrollment or enrollment at other schools does not reinstate the student's aid eligibility for Edinboro University.

**Appeals.** Students who wish to appeal the suspension of financial aid eligibility based on mitigating circumstances (e.g. severe illness, death of close family member, severe injury, other traumatic experiences) may do so by submitting a letter of appeal and supporting documentation to the Assistant Vice President for Financial Aid within thirty (30) days of the last date for the most recent semester or date of the probationary letter or suspension letter, whichever is earlier.

All appeals for reinstatement of aid must include:

- a. A completed appeal form which identifies the reason for unsatisfactory progress
- b. A completed academic plan noting the courses required for progress, the required number of credits, and the number of terms required for satisfactory academic progress signed by academic personnel (advisor, department chairperson, dean, registrar).

The Assistant Vice President for Financial Aid will notify the student of the decision to reinstate or deny aid. If approved, conditions will apply. If the conditions are not satisfied, aid may be denied in a subsequent term. As described in the federal regulations, all decisions at this point are final.

All initial and subsequent appeals, supporting documentation and corrective plans of action must be received within thirty (30) days of notice. The committee will not review incomplete and/or partial appeals. All documentation is retained by the Financial Aid Office for audit purposes.

## Scholarships

**Edinboro University Scholarships.** Edinboro University offers a wide variety of scholarships with different criteria. Scholarships are based upon scholastic achievement, major program of study, athletic prowess, class rank, financial need or a combination of these criteria. Funds for the various scholarship areas are made available through donations by private industry, by faculty, staff and community contributions and through private endowments.

The financial aid office identifies eligible students based on the criteria and submits the list of eligible students to the selection committee. For some scholarships, students who meet the general criteria may be contacted for more information in the event there are criteria that are not stored on the database or if the scholarship requires an essay. A full listing of scholarships is available on the University's web site by typing in the keyword search "scholarship".

**External/Miscellaneous Scholarships.** The Financial Aid Office regularly receive scholarship information from external sources. Students who meet the criteria for these scholarships are sent an email announcing the scholarship, the criteria, deadline date, and contact information.

## Loans

**Federal Stafford Loans.** The federal government provides two Stafford Loan programs. The Federal Subsidized Stafford Loan program is based on the students' calculated unmet need, and academic level. The federal government will pay the interest for students who receive the subsidized Stafford loan while the student is enrolled at least half time. The Federal Unsubsidized Stafford Loan program is based on the amount needed to meet the student's cost of attendance budget (COA) and their academic level. Independent students and students whose parents are ineligible to borrow on behalf of the student may be eligible for additional unsubsidized Stafford loans. The student may pay opt to pay the interest while enrolled in school or have the interest capitalized (added to the principal). For both programs students are limited by the total aid received from all sources and their COA budget. Students must complete entrance counseling which explains their rights and responsibilities and a master promissory note before loans are disbursed. Stafford loans may have origination and/or rebate

fees deducted from the loan amount. Interest rates are established yearly by the federal government,

Graduate students enrolled in a Master's program have a maximum subsidized Stafford amount of \$8500 and an additional unsubsidized Stafford amount of \$12,000.

Graduate students enrolled in the Teacher Certification program and not receiving a master's degree are subject to undergraduate loan limits of \$5,500 Subsidized Stafford and \$5,000 Unsubsidized Stafford.

**Federal Graduate PLUS Loan.** Graduate and Professional students may borrow up to the cost of attendance less all other financial aid and available resources. All general requirements for undergraduate students apply.

**Federal Perkins Loan.** The Perkins Loan Program is awarded to students with exceptional need based using Edinboro's criteria and on completion of the FAFSA. Awards range between \$200 and \$1,500. The repayment period and the interest do not begin until nine months after the student in no longer enrolled at least half time. During repayment, loans bear interest at the rate of five percent a year, and repayment of the interest and principal may be extended over a 10-year period. There are a number of cancellations available to Federal Perkins Loan recipients based on certain types of employment and volunteer activities. Students are required to complete Entrance Counseling which explains their rights and responsibilities related to this loan. Students whose enrollment drops to less than half time status are required to complete exit counseling which serves as a reminder of rights and responsibilities for the loan/s received.

**Nursing Loans.** This program is intended to assist students to achieve careers in nursing by providing long-term, low-interest loans to help meet the costs of education. The maximum loan is \$2,500 for an academic year or the amount of financial need, whichever is less. The total amount of a student's loans for all years may not exceed \$13,000. Loans are interest free during the in-school period enrollments of at least half time.

Repayment may be made over a ten-year period which begins nine months after study has been terminated. Five percent interest accrues during the repayment period. Payments may be deferred up to three years during military service, Peace Corps participation or periods of full-time advanced professional training in nursing.

**Sargent Emergency Student Loan Fund.** Emergency 30-day loans are available to Edinboro University undergraduate and graduate students. Original funds for this program were contributed in memory of Gray Norman and Nicholas Rock, former students, in memory of Dr. Harry Earley, former acting president, and Dr. L. H. Van Houten, former president of the College, and by the Alpha Phi Omega fraternity and by the Edinboro University Alumni Association. Three alumni donors, Mary Alice (Noxon) Sargent, Dr. Harold R. Sargent and Millard B. Sargent, have now commemorated the endowment. Application forms are available at the Office of Student Financial Support and Services. Awards may not exceed \$250.

**Academic Year and Enrollment Requirements.** Students are required to be enrolled in a degree or certificate program in order to be considered for Federal Title IV student. Grants and loans are reduced proportionately for part-time students. State grants require half-time attendance or a minimum of six semester hour credits



attempted each term. Student withdrawals from classes during the rebate period (first five weeks of the semester) will limit the full-time or part-time enrollment designation. Full withdrawal from all classes will result in restricted student aid program eligibility. Withdrawing students should seek financial aid counseling.

**The Return of Title IV Funds Policy as Required by the U. S. Department of Education.** The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Students receiving all F's may be subject to return of aid if it cannot be determined that the student "earned" the F grades.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans, ACG and SMART Grants
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under this Title for which a Return of funds is required (e.g., LEAP)

## Veterans Affairs Office

The Office of Records and Registration is prepared to assist all veterans with their questions and to file for the various educational benefits to which they are entitled. Information and printable forms regarding **Veterans' Education Benefits** and the **Montgomery GI Bill** are available at the Department of Veterans Affairs website, <http://www.gibill.va.gov/>. Mail forms or direct inquiries to: Office of Records and Registration.

## Change of Address or Name

It is the student's responsibility to immediately inform the office of Records and Registration of any change in address or name.

## Graduate Assistantships

Approximately 120 competitive [graduate assistantships](#) are available each year. Full-time students who have been accepted into a master's degree program are eligible. Assistantships are awarded by the School of Graduate Studies & Research based primarily on the recommendations of the program faculty. Students who are employed full-time at the University or elsewhere are ineligible.

Full-time assistantships are for Fall and/or Spring semesters. Summers are not included. Graduate assistants must be enrolled in a minimum of 9 semester hours and a maximum of 15. The assistantship pays for tuition (9 credits) and a stipend of \$7.50 per hour for 270 hours of work each semester. The assistantship does not cover fees. Assistantships in Residential Life also include waiver of charges for a private room in one of the residential halls.

Half-time assistantships are for Fall and/or Spring semesters. Summers are not included. Graduate assistants must be enrolled, full-time, in a minimum of 9 semester hours and a maximum of 15. The assistantship pays for ½ tuition (4.5 credits) and a stipend of \$7.50 per hour for 135 hours of work each semester. The assistantship does not cover fees.

Fall/Spring assistantships are renewable for one additional year based on satisfactory academic progress, the recommendation of the student's site supervisor, and the approval of the Graduate Dean. Graduate assistants in the Master of Fine Arts, Counseling, and Social Work are eligible for a third year of assistantship support. Students who are registered for student teaching or full-time internships are ineligible for assistantships.

Approximately 20 graduate assistantships are available each summer for graduate assistants who have successfully completed the spring semester. Assistantships are awarded by the School of Graduate Studies & Research based primarily on prioritized work site requests. Summer Graduate assistants must be enrolled for at least 6 semester hours.

Full-time summer assistantships pay for 6 semester hours of tuition and require 200 hours of work at \$7.50 per hour. Half-time summer assistantships pay for 3 semester hours of tuition and require 100 hours of work at \$7.50 per hour. The assistantship does not cover fees.

Graduate Assistantships may be revoked at the discretion of the Graduate Dean under the following conditions:

1. The student's cumulative graduate GPA falls below 3.0
2. The student ceases to be a full-time graduate student during any semester in which the assistantship is in effect. In addition, the student will have to remit to the University the

tuition and fees balance for that term as well as pay FICA taxes on stipend earnings already paid to them.

3. The student is found guilty of unethical behavior within the University community
4. The student fails to complete assistantship work assignments in a satisfactory manner.
5. The student is working more than 37 hours per week outside the University.

# ACADEMIC STANDARDS AND POLICIES

The awarding of a master's degree by Edinboro University of Pennsylvania attests that the individual awarded the degree has satisfactorily completed a coherent program of advanced specialized study that has been built upon the academic and professional experiences which the individual possessed at the time the master's program was begun.

The decisive factor in qualifying for the master's degree is the quality of a student's performance and level of achievement. While the number of courses or credits required of individual candidates may vary depending upon their preparation and graduate objectives, each candidate will earn 30 or more semester hours of graduate credit and will have demonstrated achievement of the objectives established for the specific degree programs.

## Academic Advisement and Student Responsibility

Upon entering Edinboro University, each student is assigned a faculty advisor who, by experience, professional background and example, should be particularly qualified to assist the student in planning the program of study, in developing successful strategies for academic success and in providing insight into preparation for a career and the value of the program of study the student has undertaken. Academic advisors are available during regularly scheduled office hours or by appointment to meet with their advisees. The academic advisement process is a critical element in a university education.

The student is responsible for ensuring that all requirements for graduation have been met. It is expected that each student will discuss, on a regular basis, the development and execution of a plan of study for his or her academic program with the assigned academic advisor. However, the final responsibility rests with the student.

## Confidentiality and Privacy of Student Records (F.E.R.P.A.)

University policy is in compliance with the Pennsylvania "Right To Know Law of 1957" and the federal "Family Education Rights and Privacy Act of 1974" concerning the rights of students to confidentiality and privacy of their records.

The release of the following "directory information" is permitted under the law, and it may be released to third persons at the discretion of the coordinator of records without the prior permission of the student:

1. Student's name
2. Campus, local or home address, e-mail address, and telephone number
3. Date, place of birth, weight/height (for members of athletic teams)
4. Dates of attendance, most recent or previous educational institution attended, academic major
5. Date of graduation and degree/awards received
6. Student activity participation (including athletics)
7. Information concerning alumni accomplishments
8. Each student has the right to prevent the release of directory information indicated above by notifying the Office of Records and Registration in writing. Such notification must be submitted to the Office of Records and

Registration no later than the end of the "Add Period" established by the University for each academic session. Once a written request to withhold information has been received, it will remain in effect until the student rescinds the request, in writing, to the Office of Records and Registration

## Maximum Number of "C" Grades

No more than six semester hours of C or C+ grades will be accepted toward meeting degree requirements. If a student earns more than six credits of C or C+ grades, the usual consequence is termination of the student's program. Repeats of C grades are not automatic and require the permission of the graduate dean.

## Cumulative Grade Average

In order to graduate with a master's degree or earn a recommendation for a state certification, a student must have a minimum cumulative grade point average of 3.0 for all courses taken as part of the degree or certification program. Moreover, students are expected to maintain a 3.0 grade point average throughout the program of study. If a student's GPA falls below 3.0, the student will receive a warning letter from the School of Graduate Studies & Research and their programs may be terminated at the Dean's discretion. Two consecutive semesters – including summers – of lower than 3.0 GPA will result in termination of the student's program.

## Undergraduate Courses Taken for Graduate Credit

A maximum of six credits of undergraduate credit at the 400-500 may be applied to meeting degree requirements, courses need to be approved by the student's advisor or department chairperson of the student's graduate major and the Dean of Graduate Studies and Research. Undergraduate courses should not be standard offerings for post-baccalaureate degree programs.

## Transfer of Credit

A maximum of nine (9) semester hours of graduate credit earned at a regionally accredited or state approved college or university will be accepted for transfer to a student's graduate program at Edinboro University of Pennsylvania.

Students in the Master of Fine Arts degree program may transfer a maximum of 15 semester hours. The Dean of Graduate Studies and Research must authorize transfer credits. Transfer credit is, as a general rule, only authorized if the course is not offered by Edinboro University. If the institution granting the graduate credit has placed limitations on the use of this credit, these same limitations will be placed on transfer credit requests.

Transfer credit will only be authorized if (1) a grade of "B" or better has been earned, (2) the credits were completed within a five-year time period from the date of the semester or session in which the student earned the first accepted credits of the master's degree program, (3) the approval procedures have been followed and (4) the School of Graduate Studies and Research is provided with an official transcript for the completed credit.

The Dean of Graduate Studies and Research may deny a student permission to transfer credit when the course is judged to be outdated or inappropriate, or if the proper procedure has not been followed.

1. Students seeking admission to the graduate program who desire acceptance of graduate credit completed at another institution must apply for the transfer of credit when the application for admission to the graduate program is submitted. Copies of the forms needed to request acceptance of [transfer credit](#) may be obtained from the School of Graduate Studies and Research. When an individual is notified of his or her acceptance to the graduate program he or she will also be informed whether or not the request for acceptance of transfer credit has been approved.
2. Students who have already been admitted to the graduate program at the University must have submitted a request for authorization to transfer a course and must have received written approval of this request in order to receive transfer credit for a course to be completed at another institution. This request for transfer credit approval must be submitted at least four weeks prior to the beginning date of the course. The request for [transfer credit form](#) may be obtained from the School of Graduate Studies and Research. Transfer credit will not be authorized if prior written approval for the transfer credit has not been granted by the graduate dean.
3. Students who have been admitted to a graduate program and have a GPA of at least 3.0 may take one or more courses at another institution and transfer those credits to Edinboro University with advance approval using the [transfer credit form](#). The completed form must be date stamped in the Graduate Office at least four weeks prior to the semester in which the course begins. After-the-fact requests for transfer credit will be denied. Transfer credit may not be used to repeat courses already taken at Edinboro University. The Graduate Dean is the final point of approval for all transfer credits.

## Correspondence Courses

No graduate credit is allowed for correspondence courses.

## Credit by Competency Examination

Graduate credit is not awarded for competency examinations. Competency exemption, granted in lieu of a required course in a student's degree or graduate certification program, is recorded on the student's transcript. Competency exemption requires the approval of the program head and the graduate dean. In addition, if a required course is waived, it must be replaced by an elective course approved by the program head.

## Maximum Credit for Independent Study

A maximum of six semester hours of credit (exclusive of the thesis) earned in independent study, individualized instruction and/or independent reading will be accepted in meeting the minimum credit requirements for the master's degree.

## Time Limitations on Meeting Degree Requirements

All requirements for the master's degree must be completed within a five-year time period beginning with the semester or summer session in which the individual completed the first accepted credits of the master's degree program. If unusual circumstances have prevented an individual from the normal pursuit of his or her graduate studies, he or she may apply to the graduate dean for an extension of the five-year time limit.

Candidates for the master's degree must have earned a cumulative grade average of B or better for their degree program. In addition, they must meet other standards as determined by the department offering the program. A student who is unable to meet the standards of quality of work set by a department may be asked to withdraw at the end of any semester or session.

A grade of F renders the course involved unacceptable for degree requirements; however, this grade is included when the grade average is computed.

## Grading System

A – Excellent	(4 Grade Points)
B+	(3.5 Grade Points)
B – Good	(3 Grade Points)
C+	(2.5 Grade Points)
C – Below Average	(2 Grade Points)
F – Failing	(0 Grade Points)
AU – Audit	(0 Grade Points)
R – Research in Progress	
RT – Research Terminated	
S – Satisfactory	(0 Grade Points*)
U – Unsatisfactory	
W – Withdrawal	
I – Incomplete Grade	
WP – Withdrawal Passing	
WF – Withdrawal Failing	
# – Course Still in Progress	
* The “S” grade may be used only in ART700 Seminar in Fine Arts.	

An incomplete grade, I, will be issued when the work is interrupted because of poor health. An instructor may, in unusual circumstances other than poor health, assign an incomplete grade. Incomplete grades must be removed within four weeks of the beginning of the following semester (fall or spring). It is the student's responsibility to see that the work is completed within this four-week period. The incomplete grade will automatically be changed to an F grade if the work is not completed during this time period. If a student has an incomplete grade in the semester of graduation, he/she must complete the work and have the grade assigned by the instructor within two weeks after commencement.

A temporary grade of R is issued to indicate that no grade is presently available because the research/thesis is still in progress. After the research has been completed, the R is replaced with the appropriate letter grade. RT is a permanent transcript grade that automatically replaces the R grade after a period of two calendar years. In order to complete the thesis, a student must reinitiate the proposal process, which includes registering and paying for thesis credits a second time. The satisfactory completion of the thesis does not result in removal or replacement of the RT grade.

A grade of W shows that the student withdrew between the 4th and 10th week of the semester or the equivalent time period of a summer session.

A grade of WP shows that the student withdrew from the course after the 10th week of the semester or the equivalent time period of a summer session and that he or she was, at the time of withdrawal, earning a passing grade.

A grade of WF shows that the student withdrew from the course after the 10th week of the semester or the equivalent time period of a summer session and that he or she was not earning a passing grade at the time of withdrawal.

The grade of AU shows that the student completed the course, but that no credit was earned because the individual registered for the course on an audit basis. A student who registers for a course on an audit basis who fails to complete the course will receive a WP grade.

## Repeating Courses

Courses may be repeated only under extenuating circumstances and then only with the approval of the Dean of Graduate Studies and Research. The grade earned when a course has been repeated is shown on the official transcript along with the original grade. In computing the cumulative grade average the grade earned when the course was repeated is substituted for the original grade.

## Auditing a Graduate Course

A student possessing a bachelor's degree from a regionally accredited college or university may audit a graduate course. This student will not be responsible for course examinations; however, the instructor may, as a condition for approving the auditing of the course, require that the individual be responsible for course assignments. Although no credit or grade is received when a student audits a graduate course, regular course fees and special fees are charged. Students who register on an audit basis may not change to credit status after the end of the "add" period.

Official grade sheets and transcripts will contain the letter "N" to show that the course was completed. If the individual fails to complete the course the official grade report and transcripts will show a "Y" grade.

The student desiring to audit a course shall, prior to his or her enrollment in the course, complete an application for admission to graduate study and obtain the written approval of the instructor to enroll in the course.

## Appeal of a Graduate Grade

This policy provides for due process in the rare instance when a student believes that a final grade assigned in a course is erroneously calculated or recorded, or is a result of prohibited discrimination by the course instructor.

Each academic department of the University shall have an Academic Appeals Committee. Membership of the committee shall consist of at least three faculty members of the department and at least two students who are majors in the department's programs, all of whom shall be elected by the department faculty.

Students wishing to appeal a final grade must initiate the appeal within twenty-five (25) calendar days after the beginning of the semester following the issuance of the grade. Summer school shall not constitute a semester. With the exception of the grade, no part of this procedure will become a part of any individual's University record or file.

## Appeals Procedure

1. The student should initiate the appeal by consulting on an informal basis with the faculty member who gave the final grade. If no satisfactory results are achieved, then the student

may continue the appeals procedure.

2. All grade appeals shall be made by the student in writing directly to the faculty member who gave the grade within twenty-five (25) calendar days after the beginning of the semester following the issuance of the grade. A copy of the appeal must be sent to the chairperson of the department in which the appeal is made. Summer school shall not constitute a semester.
3. Should the faculty member find in favor of the student, the grade change form, initialed by the department chairperson, shall be sent within ten (10) University calendar days to the Coordinator of Records. Should the faculty member find in favor of the grade as given, the student shall be notified in writing within ten (10) University calendar days.
4. Should the student desire, he/she may appeal a negative decision by the faculty member to the Academic Appeals Committee of the department in which he/she received the grade within ten (10) University calendar days after being notified by the faculty member. The appeal shall be made in writing to the chairperson of the departmental Academic Appeals Committee. A copy should be delivered to the department chairperson.

The committee shall hold a hearing within ten (10) University calendar days following the student appeal. Both the faculty member and the student involved shall be invited to attend. The committee shall have the power by simple majority vote to decide cases involving grades erroneously calculated or recorded or where prohibited discrimination is alleged. Should the committee find in favor of the student, a recommendation of a grade change shall be sent to the dean of the appropriate school.

The dean shall thereafter submit the grade change form to the Coordinator of Records after the department chairperson has initialed the grade change form with a copy to the Dean of Graduate Studies and Research. A tie vote of the committee upholds the faculty member's decision. No student or faculty member shall sit in judgment if he/she is involved in the case. With the exception of the grade, no part of this procedure shall become the part of any individual's (faculty or student) University record or file.

5. In cases where the student alleges that the final grade is based on prohibited discrimination, the student may, within ten (10) University calendar days after being notified of the committee's decision, appeal a negative decision of the departmental Academic Appeals Committee, in writing, to the president of the University or his/her designee. The president or his/her designee shall hold a hearing within ten (10) University calendar days. The faculty member, the chairperson of the Academic Appeals Committee, the student involved and the University affirmative action officer shall be invited to attend. The president shall have the right to direct the change of the grade where he/she finds that the grade decision was the result of prohibited discrimination.

## Withdrawal From a Course

A student is not officially withdrawn from a course until he or she has informed the Graduate Office in writing of the withdrawal. Graduate students may withdrawal from one or more classes at any

point in the semester after the third week of classes. Students who withdraw from scheduled courses during the first two weeks of a semester, or an equivalent period during a summer session, will be permitted to drop their classes without academic penalty; no academic record will be kept for those courses. From the fourth through the tenth week, students who withdraw from their classes will receive a W on their academic record for the courses from which they withdraw. An official withdrawal from all classes after the first ten weeks of the semester or equivalent session will result in the student receiving grades of WP (withdrawal/passing) or WF (withdrawal/failing).

Students planning to withdraw from the University under the provision of this policy are subject to the current [refund policy](#) stipulated in the University catalogue. There is no provision for a formal leave of absence.

Graduate students who withdraw from classes, **but not from the University**, are not required to be reinstated to the University. Graduate students have five years to complete a graduate program. They are not required to attend in consecutive semesters.

## **Withdrawal From the University**

Enrolled graduate students who wish to completely withdraw from their courses must inform the staff of the School of Graduate Studies and Research of their intention to leave school. This office is located in Biggers House.

## **Attendance**

Students are expected to attend classes for which they are registered. In the case of unavoidable absences the student bears the responsibility of arranging with the instructor for any necessary makeup work. In determining the course grade, the instructor will take into consideration work missed due to absences.

## **Class Cancellation**

It is the policy of the University not to cancel scheduled classes because of weather conditions. In cases of an emergency which disrupts transportation facilities or creates personal problems, students should make decisions as to attendance which appear appropriate to them in their particular circumstances.

## **Registration Procedures**

Information regarding registration is mailed to all active graduate students prior to each semester and summer sessions. Students may register online using S.C.O.T.S., by fax, mail or by person at the Office of Records and Registration located in Hamilton Hall. If registration is processed during the pre-registration interval, payment can be delayed. Students registering later should be prepared to pay for tuition and fees. A fee of \$25.00 is charged for late registration. Newly admitted students will be informed of the registration process at the time of admission.

## **Adding Courses or Changing Courses**

Students who have completed registration may, prior to the second scheduled class meeting, add a course to their schedule through the SCOTS system. Students who have completed registration may, prior to the end of the add period, change a course on their schedule through SCOTS.

## **Academic Credit and Course Load**

The unit of academic credit is the semester hour which normally represents 50 minutes of lecture or recitation per credit during each week of a 15-week semester. Seminars, research courses and laboratories bear academic credit appropriate to the work expected of the students in the course.

Students attending on a part-time basis while being employed on a full-time basis may enroll for no more than six semester hours of credit a semester. A full-time student may earn 15 semester hours of credit each semester, but it is recommended that they not enroll for more than 12 semester hours.

The policy on course load is designed to permit a student to proceed in the degree program at his or her own rate and yet protect the student from registering for more credits than he or she can reasonably expect to complete satisfactorily in a given semester or summer session. Degree students admitted on a conditional basis are advised to carry a light course load.

Written authorization to carry an academic overload may be granted only by the dean of the appropriate school and must be submitted at the time of registration. However, authorization for a student who is also a graduate assistant must be approved by the Dean of Graduate Studies and Research to carry an academic overload.

## **Earning a Second Master's Degree**

Individuals who have completed a master's degree and who desire to earn another master's degree while attending Edinboro University will be permitted to transfer to this new degree no more than a total of nine semester hours of graduate credit earned as a part of the previous master's degree. However, a student is not permitted to be enrolled in two master's programs simultaneously. Students in the master of arts degree programs in counseling may transfer to a second master's degree a maximum of 12 semester hours earned as part of a previous degree. Students in the master of fine arts degree program may transfer a maximum of 15 semester hours earned as part of a previous graduate degree.

These credits will be accepted for transfer to a student's degree program at the University if (1) the credit is approved by the Dean of Graduate Studies and Research, (2) a grade of B or better has been earned, (3) the credits were earned at a regionally accredited college or university and (4) the credits were earned within a five-year time period from the date of the semester or session in which the individual earned the first accepted credits of the new master's degree program. The application for admission to a second degree program should be obtained from the School of Graduate Studies and Research. The application for admission to a second degree program will be evaluated by the dean. The dean will inform the applicant of the disposition of the application for admission to a second degree program.

## **Enrollment of Undergraduate Students**

Students enrolled in the undergraduate program of a regionally accredited college or university may enroll in a limited number of graduate courses if 60 or more semester hours of credit have been earned, if their cumulative quality point average is 3.0 or better on a 4 point scale, and if they have the written approval of the course instructor, their advisor, the dean of the appropriate school and the Dean of Graduate Studies and Research. Students must complete the ["Permission to Enroll in a Graduate Course"](#) form.



## Enrolment of Seniors in Graduate Courses for Graduate Credit

Undergraduate students who are within 12 semester hours of completing all courses and/or credit requirements for the bachelor's degree may enroll in up to a maximum of nine semester hours of graduate credit provided (1) the student has completed all requirements for admission to graduate study except the earning of the bachelor's degree, (2) the courses are approved by the individual's graduate advisor or the chairperson of the department of his or her graduate major, (3) graduate course fees are paid and (4) the combination of graduate and undergraduate credits taken in one semester does not exceed 15 semester hours and the number of graduate credits does not exceed nine semester hours. Graduate credit will be granted upon completion of the bachelor's degree, if this degree is completed within one calendar year following the completion of the first course.

## Faculty Enrolment in Graduate Courses

The continuing education of faculty is recognized as basic to the vitality of the University. Therefore, faculty are generally encouraged to enroll in graduate courses which will enhance professional growth. Faculty are generally expected to pursue graduate degrees and/or courses leading to promotion and/or tenure at other institutions. It is recognized that retraining of faculty is essential to meet changing program needs.

1. Faculty are encouraged to enroll in graduate courses at the University to provide for their continuing education and professional growth. Faculty are particularly encouraged to enroll in such courses where newly-acquired knowledge and skills will better enable them to respond to the instructional needs of the University.
2. Faculty may not use graduate courses completed at the University after their employment as a member of the faculty to qualify for tenure or promotion. Exceptions to this provision for justifiable reasons may be made with the recommendation of the appropriate dean and the approval of the Vice President for Academic Affairs.
3. Faculty are encouraged to pursue graduate courses and/or programs as retraining which will increase the flexibility of faculty use and will enable existing faculty to meet student needs for courses and programs.

## Independent Study Courses

Independent study is designed to provide students with the opportunity to organize and conduct a piece of research under the supervision of a faculty member but independent of scheduled class meetings and regular assignments.

Enrollment for independent study is limited to an individual who has been admitted as a degree student, a non-degree certification student or an advanced certificate student.

A student may earn a maximum of six semester hours of credit in independent study and/or individualized instruction with no more than three credits earned in a semester or in a summer session. An individual who wishes to register for independent study must, well in advance of the registration period (1) contact his or her advisor to ask for assistance in identifying a faculty member who might serve as the supervisor of the independent study; (2) after the faculty member has been found who will supervise the independent study,

prepare with this faculty member's assistance a prospectus for the independent study and the application requesting authorization to enroll for independent study; (3) submit the prospectus and the application to the chairperson of the department for approval and (4) submit a copy of the prospectus and the application for approval to enroll for independent study, signed by the departmental chairperson, to the dean having jurisdiction over the student's major, and to the Dean of Graduate Studies at least one week prior to the established registration day.

The independent study must be designed so that it will be satisfactorily completed before the end of the semester or summer session in which registration for the independent study took place.

Upon completion of the independent study, a written report of the study will be submitted to three faculty readers who will evaluate the study and recommend the grade to be awarded. The readers are assigned by the departmental chairperson and includes the faculty member who supervised the study. A copy of the completed independent study is filed in the office of the departmental chairperson.

As a general rule independent study will not be authorized as a substitute for a course offered by Edinboro University. Authorization for independent study is a privilege and not a student right.

## Individualized Instruction

Individualized instruction is defined as individual study of a regular course during an academic semester when the course has not been regularly scheduled.

Enrollment for individualized instruction is limited to an individual who has been admitted as a degree student, a non-degree certification student or an advanced certificate student.

Authorization to enroll in individualized instruction requires the approval of the department chairperson, the dean having program jurisdiction over the graduate student's major, the Dean of Graduate Studies and Research for final approval.

The individualized instruction must be designed so that it will be satisfactorily completed before the end of the semester or summer session in which registration for the individualized instruction occurred. Authorization for individualized instruction is a privilege and not a student right.

## Graduation Review and Commencement

It is the student's responsibility to apply for graduation at the appropriate time. To avoid a late fee your [graduation card](#) must be submitted by the end of the add period for the respective graduation semester/session. **All late fees are \$100.**

Upon official verification that your degree requirements have been met and provided you have no holds on your University account, your **diploma** will be mailed a few weeks after the graduation date to your home address unless you request otherwise

## Commencement

Edinboro University holds commencement ceremonies in December and May. The dates of commencement are established by the President. Attendance at commencement is not mandatory.

Individuals who complete degree requirements during the summer session preceding the December commencement ceremony will receive their diploma by mail approximately three weeks after the



graduation date. These individuals are also invited to participate in the December ceremony. Individuals who complete degree requirements during the first semester will participate in the December commencement. Individuals who complete degree requirements at the conclusion of the second semester will participate in the May commencement ceremony.

Graduate students with 3.95 GPA or higher will be given recognition in the commencement program. Diplomas will be mailed to students following official verification of completion of degree requirements.

## ACADEMIC RESOURCES, SERVICES AND SPECIAL PROGRAMS

### Performing Arts Series

The mission of the Office of Performing Arts is to promote the live performance of visual and performing arts. Sponsored by the Edinboro University Student Government Association and Edinboro University of Pennsylvania, the Performing Arts Series provides a diverse programming schedule allowed by available funds. Committed to the University's 21st "Century of Civility," Performing Arts provides programs that reflect this motto and elevate the arts at Edinboro. The Performing Arts Office is located in the Diebold Center for the Performing Arts, phone 814-732-2518.

### Baron-Forness Library

Baron-Forness Library is a progressive, dynamic resource committed to supporting the curricular and research needs of Edinboro University.

As the largest academic library in the region, Baron-Forness provides information and services to members of the University community as well as the residents of northwest Pennsylvania, ever mindful of the challenge of change in an information-driven environment. University faculty and students are increasingly aware of the challenges presented by the pace of technological development and explosion of information. To meet these challenges, the Library provides access to electronic indexes, books, journals and reserve materials as well as multimedia materials, software, and equipment.

Increasing numbers of these resources are available remotely to meet the growing number of commuting and distance education students. The Library's catalog provides a web-based resource for identifying and locating books, periodicals, media, and other resident materials. Among other features, this sophisticated tool enables patrons to check their record for overdue or outstanding items, or renew materials online. Also, they can now search the electronic catalogs and request materials from many of the academic libraries in Pennsylvania. Indexes and databases accessible via the Internet have largely replaced their counterparts in CD-ROM and printed formats. In this way, many of the important indexes in respective fields (e.g. education, psychology) are now accessible to current students, faculty, and staff of the University from any networked PC on campus and, in many cases, from off campus as well. Printing, in black and white or color laser, is available.

As information becomes increasingly reliant upon delivery by electronic means, the Library's home page (<http://www.edinboro.edu/departments/library/>) is the primary vehicle for keeping up with the many exciting changes occurring in the Library. Many traditional printed services are now available in a web-based format including: interlibrary loan requests, reserves, and book suggestion forms. To help in the use of all these resources, library faculty is available seven days a week to provide research assistance. Library faculty also teaches research techniques through classroom presentations, library tours and training sessions. A multimedia lab was recently created to accommodate the needs of those dealing with non-textual types of information. Workshops on a variety of topics assist users of productivity software.

The Library is organized to allow students and faculty easy access to library materials. The open stack plan allows researchers direct access to the book and journal collection. University archives and

special collections rooms are staffed and open to the public. A wireless network in the building ensures ready access to electronic resources and networked services. A computer lab, seminar rooms, classrooms, and A-V previewing rooms are also available. Ample space is provided for individual study with both study tables and carrels. A coffee bar was recently added.

### Technology and Communications, Ross Hall

With state-of-the-art facilities and services, Edinboro University of Pennsylvania is sure to meet all of your technology needs. Read on to discover the many technological resources available to you as an Edinboro student.

#### Academic Resources

- Students can access 60 computer labs with a variety of hardware and software. A number of academic departments operate their own computer labs in conjunction with the University-wide Technology and Communications operations. One lab is available for use overnight. All computer labs are connected to the campus network and the Internet.
- Some of the many resources for students to improve their computer skills include help sheets, web-based information, and computer lab assistants.
- The campus features a \$6 million R. Benjamin Wiley Arts & Sciences Center, which includes cutting-edge teaching and learning facilities with four auditorium-style classrooms, three technology-enhanced classrooms and a distance education classroom. All of the classrooms include a "smart podium," a specially equipped desk that enables faculty members to operate computer and audio-visual equipment from one location. A number of classrooms across the campus are equipped similarly. The distance education classroom links to a number of learning sites in the area, as well as the State System central office in Harrisburg and other State System universities for multipurpose videoconferencing.
- Many courses have web-based supplements, and Edinboro University offers a growing number of web-based courses and programs.

#### Co-Curricular Resources

StudentNet is the term we use for technology services provided for students living in the residence halls. We provide internet connections, cable television service, telephone service, and technicians who are available to assist students with their technology needs. Our traditional residence hall rooms are wired for two high-speed data connections, digital satellite cable television service, and a telephone connection. The telephone features provided include caller ID, call waiting and three-party calling. The new Highlands suite housing units are wired for high-speed data connections and digital satellite cable television service in each bedroom and the common living area. Additionally, wireless internet service is available throughout the buildings. Although telephone service is not available in the units, courtesy phones are provided in each hallway.

Wireless internet access is available in all areas frequented by students including classroom buildings, the library, student lounges, dining areas and residence hall lobbies.

The Student Technology Help Center is located in the lobby of Ross Hall. It was created to provide assistance to students in meeting their technology needs. All students may receive assistance with technology issues by stopping in, calling, or scheduling an appointment with one of our trained student technicians to come to their residence hall room.

**Services available to students include:**

- residence hall internet, cable television, and telephone assistance network, email, S.C.O.T.S. account help
- EUPnet wireless connectivity assistance help to ensure your computer is up-to-date with the latest updates, hot fixes, patches, antivirus & security
- computer hardware sales & service

**Student Resources**

- Students are provided e-mail accounts and network storage space for their academic files. Their e-mail can be accessed via a web browser at any time and from anywhere in the world. Their network storage can be accessed from any computer connected to the campus network.
- Students can create web pages in their account areas and access these pages via <http://users.edinboro.edu/username>.
- Students have access to S.C.O.T.S., our Student-Centered OnLine Transaction System. With it, students can register, add and drop classes, view their academic history, grades, and conduct other University business.
- Students can access their financial aid and bill via S.C.O.T.S. and pay their bill with a credit card.
- Information such as course schedules, course descriptions, and student handbook are available on the University's web site.

For more information on technology at Edinboro, please call Technology and Communications at 814-732-2111.

**Graduate Student Organizations**

**Graduate Student Council**

The [Graduate Student Council](#) serves as a student council to graduate studies. Of specific concern are issues related to responsiveness of graduate programming to student needs and policies and practices in the presentation of graduate education at Edinboro University. Membership on the Graduate Student Council consists of one representative of each graduate program nominated by the head of each graduate program for a term of office not to exceed two years. However, all graduate students are invited to participate in Graduate Student Council. When deemed appropriate, the president of the Graduate Student Council may be invited to attend Graduate Council meetings.

**Graduate Professional Development Program**

The Graduate Professional Development Program (GPDP) makes funds available for graduate student professional development grants. The grants are intended to help students in scholarly activity, research, and in the presentation of papers at meetings or conferences. The grants can be used to defray registration, transportation, lodging, and meal costs. Further information and application can be found at the [School of Graduate Studies and Research website](#).

**Alpha Epsilon Lambda**

Alpha Epsilon Lambda is the honor society of graduate and professional school students. The mission of Alpha Epsilon Lambda is to: confer distinction for high achievement; promote

leadership development; promote scholarship and encourage intellectual development; enrich the intellectual environment of graduate education institutions; and to encourage high standards of ethical behavior. The Alpha Nu chapter of Alpha Epsilon Lambda was chartered in June, 2004. Applications for admission are available in the School of Graduate Studies and Research and on the [Graduate Studies website](#).

**Other Services**

**The Reading Clinic**, offered by the Department of Elementary Education, is located in the Miller Research Learning Center. The Clinic's primary purpose is to train reading specialists at the graduate level and to introduce clinical concepts to undergraduates. Operating in a clinical setting under the direct supervision and guidance of the Reading Clinic director, the University students in the reading program work with children who have a variety of reading difficulties.

**The Miller Educational Technology Center**, operated by the Elementary Education Department, is located in room 136 of the Miller Research Learning Center. Its primary purpose is to instruct graduate and undergraduate University students in the use of computers and educational technology in school classrooms. In addition, the laboratory is available to education students and faculty to meet personal computer needs including Live Text work.

**The Governor George M. Leader Speech and Hearing Center** provides assessment and treatment services for individuals with communication disorders. A wide range of services are provided for children and adults with needs in the areas of articulation/phonology, accent reduction, augmentative and alternative communication, fluency, voice, receptive and expressive language, cognition, and swallowing. Clients are seen on a regular basis and are accepted from within the University, public and parochial schools, hospitals, nursing homes, and the community at large.

We are a fee-for-service clinic providing services at a reasonable cost. A reduced rate, based on a sliding fee scale, is available for those with low income and/or extreme financial hardship who meet the qualifying guidelines.

All clinical activities are supervised by faculty holding the Certificate of Clinical Competence in Speech/Language Pathology or Audiology from the American Speech-Language-Hearing Association and a Pennsylvania license.

Any interested student or University employee may obtain additional information by contacting the Leader Speech and Hearing Center Office at 814-732-2433.

**Learning Technology Services**, located in the lower level of Ross Hall, provides a variety of services to students, faculty and staff. Falling within the framework of the Technology and Communications Division, the Office provides loan of instructional technology including camcorders, projectors, audio systems, as well as technical support of videoconferencing technology. The Office also provides expertise in the area of audio-visual, and video equipment recommendations and specifications, and other numerous services to faculty and staff including technology training and access to instructional hardware, software, and classroom technology support.

## Student Affairs

The mission of the Division of Student Affairs is to anticipate, plan for, and respond to the needs of a diverse student body in a constantly changing world. This is accomplished by providing programs and services that enhance learning and personal growth. Collaborative efforts with other campus and community entities are fostered to establish a supportive and challenging learning environment, encourage student involvement in shared governance, and create a community essential to advancing the University's goal of excellence.

### Student Judicial Affairs

Standards of scholarship and conduct are established to maintain order, to provide for the safety and well-being of all members of the University community, to support a positive living and learning environment, and to uphold the good name of the University. Students are held accountable for their actions and are encouraged to act as positively contributing members of the University community. Consistent with the educational mission of the University, appropriate efforts are made to foster personal and social development. The Office of Student Judicial Affairs provides the due process through which allegations of misconduct are adjudicated. Copies of the Student Code of Conduct and Judicial Procedures are available at the Office of Student Judicial Affairs in Lawrence Towers and on the University website.

### Student Health Services

The University is genuinely concerned that students remain in their maximum state of health and wellness. Student Health Services is available to provide health care and health education for students. The wellness approach to health care is of utmost importance to the staff of Student Health Services. Maintaining a healthy student population increases class attendance, and improves overall academic performance. Student Health Services is staffed by licensed family physicians, certified registered nurse practitioners, and registered nurses certified in the college health specialty. In 2007 the Student Health Services was accredited by the Accreditation Association for Ambulatory Health Care. This distinction is shared by only eleven student health centers in the state of Pennsylvania. The goal of the staff is to promote wellness, healthier lifestyles, provide health education, increase health consumer awareness, and encourage self-care responsibilities. A wide referral base is maintained for any expertise needed to treat the student. Ambulance service is available from the local community fire department and is utilized at the student's own expense or his/her insurance carrier. Extreme confidentiality is maintained and information will not be released without the student's written permission. Students are encouraged to have open communications with their family or significant other. Short-term observation is available if the staff feels it would be appropriate. A sample of services available at the Health Center include: illness and injury diagnosis and treatment TB testing, allergy injections, physicals, STD testing, pap tests, birth control, immunizations, domestic violence counseling, HIV/AIDS counseling and testing, drug and alcohol counseling, sexual assault counseling, educational programs, weight management, eating concerns, nutrition, stress management, and sexual health. For additional information, please call to schedule an appointment with our professional staff at 814-732-2743.

### Counseling and Psychological Services

Counseling and Psychological Services (CAPS) is part of the

University's comprehensive student health program. It is centrally located on campus and is accessible to all students.

CAPS is committed to the enhancement of the potential of all students by helping them to address and resolve concerns that may interfere with their academic progress, psychological health, personal effectiveness, and satisfaction with student life. Through the provision of high quality psychological services and educational programs that apply knowledge and principles derived from the social and behavioral sciences, CAPS assists all students to obtain the most benefit from their educational experiences.

CAPS provides services to enrolled students without charge on a short-term basis with a focus on facilitating personal and academic growth. The faculty includes psychologists who provide counseling for personal, social, and emotional concerns, as well as brief psychotherapy, crisis intervention, group programs, personal development opportunities, consultations, psychological assessment, and referrals. A listing of the personal development and group programs being offered is available from CAPS. The Sexual Violence Victim Advocate and Wellness Peer Educator programs are coordinated by this office.

Hours are 8:00 a.m.-5:00 p.m., Monday through Friday, during each semester, except when the University is officially closed. Appointments are requested and can be made by phone or in person. At times there may be a waiting list to initiate services, except for emergencies. All services provided are held strictly confidential. For additional information, call 814-732-2252 or visit us at [www.edinboro.edu](http://www.edinboro.edu), search: CAPS.

### Student Government Association

The Student Government Association office is located in the Pogue Student Center. SGA is the official representative body of the students of Edinboro University. SGA responds to various student interests and concerns in order to enhance the quality life for Edinboro University students. SGA officially recognizes student organizations for funding and allocates an annual budget to the various organizations on campus. SGA also sponsors campus-wide programs and activities with funds collected from the Student Activity Fee.

SGA members have many opportunities to enhance leadership skills through participation in weekly congress meetings, serving on a variety of committees, and attending various leadership conferences. Congress applications are accepted at the beginning of each semester. A Congress member serves a term of two semesters.

SGA also operates a convenience store in the Pogue Student Center and provides a shuttle service for on and off campus transportation needs. All students are encouraged to learn about and participate in their Student Government Association. We welcome you to attend our weekly meetings held every Monday at 5:00 pm in the Zahorchak Seminar Room of the Pogue Student Center.

### University Center Information Desk

The University Center information desk is located on the first floor lobby of the Pogue Student Center. This office provides an information exchange for faculty, staff, students and the general university community. The information desk is staffed from 7:30

a.m. to 11:00 p.m. while classes are in session. The telephone number is 814-732-2842. Information that can be obtained at the information desk includes:

- University and student organization meeting information
- Phone numbers for offices, faculty and staff
- Frequently requested local phone numbers
- Events and activities announcements
- University Programming Board sponsored events information
- Student Government Association updates and information
- University concert series information
- University Center programs and activities
- Edinboro varsity and club sports schedules
- Other general University information

## **Volunteer Service**

Volunteer services located in the Campus Life Office works in conjunction with the Community Outreach Center. Over the years, Edinboro University of Pennsylvania students have contributed thousands of dollars and hundreds of service hours to northwest Pennsylvania. Community service and volunteer work are expectations of students at Edinboro University. The Campus Life Office has established a means for students to have opportunities to get involved in community service projects. If students wish, they can document their volunteer work on "pink volunteer" cards. This is one more way the University, students, clubs, and the community work together to create a more positive living/learning environment for the greater Edinboro area. Their service hours can be provided on a transcript, at no charge, to the student for graduate school applications.

## **Campus Life**

The Campus Life Office hosts a number of events throughout the year that are planned and coordinated by students, for students. The University Programming Board is the central event planning group for the campus. This student-run committee provides entertainment and activities for all students. The purpose of these events is to enhance the educational, cultural, social, and recreational aspects of the university experience. Activities include speakers, comedians, recreation, and a wide variety of other events that are free to students. The University Programming Board also oversees the Student Concert Committee, Homecoming Committee, Welcome Week Committee, and SnowFest Committee.

The Student Concert Committee is an organization funded by Student Government Association, and is led by a student concert director, along with a student committee. The series hosts multiple concerts throughout the school year, bringing in music from all types of genres for students to enjoy.

Homecoming is one of the largest events Edinboro University offers. Led by a student chairperson, Homecoming activities include Homecoming king and queen elections, and the ever-popular Homecoming parade.

To celebrate the many snowy days in Edinboro, SnowFest is a weeklong event of fun-filled snow activities that are open to the entire Edinboro community. This student-run event offers activities that include a planetarium show, talent show, a snow carnival, and the snow king and queen pageant. This festival allows all Edinboro residents to enjoy the wonderful, long winter season.

## **Adaptive Athletic Program**

Edinboro University offers a unique opportunity for students with disabilities. The adaptive athletic program offers students with disabilities opportunities in athletic competition. The University offers competition in wheelchair basketball and power lifting. Edinboro was honored to host the 30th Annual National Intercollegiate Wheelchair Basketball Tournament in March 2007.

### **Fitness Center**

The Fitness Center is located on the ground floor of the Pogue Student Center. Two gymnasiums, three racquetball courts, combative sports room and men's and women's locker rooms each with a sauna and steam room as well as a Climbing Gym, elevated track, two aerobics rooms, free weights, circuit training machines and cardio equipment are all available for student use. Also located within the Fitness Center is an equipment room where students can check out a variety of sports balls and equipment.

## **Recreational Sports**

The Recreational Sports Program is located in the Fitness Center of the Pogue Student Center. Looking to participate in a structured recreational sports activity? Stop by and check out all the action! Sports are offered in men's, women's and coed leagues and tournament format in the following sports: basketball, flag football, soccer, tennis, volleyball, racquetball, softball, table tennis and more.

## **Campus Outdoor Recreational Experience (CORE)**

CORE provides the campus community with additional outlets for the expenditure of leisure time. Outdoor recreational trips complete with equipment rentals include white water rafting, skydiving, caving, inline skating, mountain hiking, alpine and cross country skiing, tubing and snowboarding. Interested students may also take instructional non-credit mini-courses in scuba diving, canoeing, bicycle repair and backpacking.

## **Athletics**

Recognized as one of the top programs in the Pennsylvania State Athletic Conference, Athletics continues to promote excellence in and out of the classroom.

Offering 17 intercollegiate sports, seven men's and ten women's, the University has established a rich tradition with its ongoing accomplishments in the arena of collegiate athletics. The foundation of the athletic success is an experienced and knowledgeable staff, consisting of professional coaches and support personnel who have combined to serve Edinboro University for 300 years. Many of the coaches are recognized annually for their statewide and national success.

Athletic scholarships are awarded to deserving student-athletes with aid determined by each individual sport coach.

Overall, it is the goal of the University to provide the best quality educational and athletic experience possible for its student-athletes. The program has also enjoyed success in the classroom with numerous student-athletes earning Academic All-American honors. The department annually recognizes its scholar-athletes at a recognition banquet for those students who have earned a cumulative grade point average of 3.0 or better during their careers. Generally close to 40 percent of all student-athletes meet this criterion.

Edinboro has enjoyed unprecedented individual and team success in recent years, and this past year was no exception. Six teams competed in their respective NCAA championships, including football; men's cross country, volleyball, men's and women's swimming and wrestling. The men's cross country team won the Atlantic Region championship and the wrestling team won its 11th PSAC championship in the last 13 years. The wrestling team also captured its eighth straight Eastern Wrestling League crown and 12th in the last 13 years.

Individually, seven student-athletes earned All-American honors and Jarrod King was named EWL and PSAC Wrestler of the Year, with wrestling head coach Tim Flynn named PSAC Coach of the Year.

Edinboro wrestling competes on the NCAA Division I level, whereas all other remaining sports participate in Division II. Fighting Scots teams compete as representatives of the Pennsylvania State Athletic Conference while the wrestling team is also part of the prestigious Eastern Wrestling League.

The University offers varsity competition in the following 17 sports: men's basketball, cross country, football, swimming, track and field, wrestling; women's basketball, cross country, soccer, softball, swimming, indoor and outdoor track and field, and volleyball. In addition, Edinboro's newest sport, men's and women's tennis, debuted in 2010-11.

The University's athletic facilities have seen huge makeovers in recent years. Most notable is the Mike S. Zafirovski Sports & Recreation Dome, a \$5 million air-supported structure which opened in the fall of 2009. The Zafirovski Dome served as the host of the 2010 PSAC Indoor Track & Field Championships, with the facility receiving rave reviews.

Sox Harrison Stadium, home of the football, women's soccer and women's lacrosse teams, had SportEx, an artificial surface, installed in 2007, along with the addition of lights. The facility's track was redone the year before.

McComb Fieldhouse, the largest on-campus arena in northwestern Pennsylvania, has also seen extensive renovation. The basketball court was refinished in 2007, and a new weight room and aerobics center opened in the fall of 2007. The facility has also undergone improvements in locker rooms in recent years.

All students with valid IDs are permitted free of charge to all University regular season athletic events.

## **Residence Hall Facilities**

Edinboro University offers a blend of contemporary housing in suites as well as traditional residence hall communities. The Highlands at Edinboro University is the largest single new building project undertaken in Edinboro's 150-year history, as well as one of the largest economic development projects in northwestern Pennsylvania. Over \$110 million is being spent to construct residential communities that offer students more privacy in their living options while remaining in close proximity to classes, the student center, dining area, and all of the campus athletic venues. The Highlands at Edinboro University is among the most energy efficient residence halls in the nation, using geothermal energy technology for its climate control systems; it has been designated as a silver LEED project. Both The Highlands and traditional housing offer convenience and commitment from the university community to promote student success. In all residence hall rooms each student has individual furnishings that include a bed, dresser, desk, desk chair and wardrobe/closet. High-speed Internet access and digital

cable television services are included in the room fee. Phone service is provided in traditional halls, and may be selected by those in The Highlands at an additional fee. All residence halls feature common lounges with wireless access, recreation areas, television lounges, vending/snack equipment and coin operated laundry facilities.

Safety and security are among our top concerns. Students living on-campus will reside in facilities that have smoke and heat detection systems and sprinklers throughout the facilities. In addition, card access systems are available in many of the living units. Beyond the equipment that is available, the halls are staffed by well trained professional students and employees who work to maintain a safe and secure environment. Safety education is on-going in the hall communities. In addition, the university police and fire safety officer participate in staff and student education programs.

Students will see and hear the phrase "BORO Living", or in long form "Building Opportunities for Residents On-campus." The mission of Residence Life and Housing is to provide quality residential services that complement the mission of the University by encouraging civility, personal development and student success. This is achieved by offering a just and caring community for everyone. The Residence Life and Housing staff is available to assist new students in making the transition from home to life on campus and to assist students in developing knowledge and skills that will give them a foundation for achieving excellence within and outside of the classroom. The residence hall staff provides activities and opportunities for students to become involved in campus life and community activities. Professional Area Coordinators are assisted by graduate Residence Hall Coordinators and undergraduate Resident Assistants in the operation of each community. The Residence Life and Housing website has suggestions for things to bring to campus, suggestions for a positive roommate relationship, and assists you in choosing the best residence hall community for you. Overall our website has a wealth of information to assist you along the way. Don't ever hesitate to e-mail or call our office if you can't find an answer to your question. Students are encouraged to reside on campus throughout their college career. Living on-campus provides connection to students and faculty, convenience, and comfort. All residents are required to participate in a meal plan. Students sign a Housing and Food Service Agreement for one academic year. Edinboro University makes every attempt to honor building and roommate preferences; however, it maintains the right to make housing assignments for the overall benefit of the students and the institution.

## **Center for Career Development**

The center for Career Development offers a variety of services to undergraduate and graduate students, alumni, and prospective students. Students can meet with professional staff to obtain help with clarifying goals, interests, strengths and weaknesses in relation to choosing a major and planning their career path. In addition to providing counseling and assessment, the center also assists students with resume writing, interviewing, and job searching. The Center for Career Development also delivers workshops to classes and student clubs and organizations on a variety of topics such as career development and planning, resume writing, interviewing, and job searching. Students are encouraged to visit the center early and often.

## **The Office of Adult Student Services**

This office provides special services to assist the adult student. Adult students are usually beyond the age of traditional



undergraduate students who enter the University directly after graduation from high school. They generally have major obligations beyond those of college work, such as full-time employment and/or a household and children for which they are responsible. Services include priority scheduling and oversight of the accelerated means of earning credits option.

The Office of Adult Student Services serves as a resource for both prospective and current adult students.

## **International Student Services**

International Student Services at Edinboro University is founded upon a recognition of the diversity of the world in which we live. The curricular and the co-curricular activities offered by the University reflect the cultural diversity of the University community and the commitment to intercultural and international understanding. Edinboro University provides a comprehensive international program encompassing a wide variety of programming and services to international and domestic students. It also provides educational opportunities in cooperation with colleges and universities abroad. Students are recruited from around the world. Complete information for prospective students from abroad is available from the Undergraduate Admissions Office or on the International Student Services website at <http://cms.edinboro.edu/departments/international/main.dot?host>

## **Multicultural Affairs**

The Multicultural Affairs Office is charged with creating a climate that is sensitive to the needs of its diverse population. The office achieves these objectives by designing and sponsoring programs that lead to an increased understanding of diversity and by providing opportunities to learn, work, and live in a harmonious environment that is free of discrimination.

The Multicultural Affairs Office supports activities of various student organizations including but not limited to the Alliance for Racial Identity and Cultural Acceptance (A.F.R.I.C.A.), Identity, International Students Affiliation, Iota Iota, Iota, Latino Student Organization, The United Brothers of Edinboro, the historically Black Greek Letter Organizations and United Voices of Edinboro. These organizations are established to celebrate cultural diversity and to provide support for the special needs of underrepresented students. Participation on the groups' activities is open to all students who are interested.

## **Off-Campus Facilities**

Some students elect to live in off-campus facilities. Edinboro University assumes no responsibility for the condition of the housing or the safety and well-being of the student while he/she resides off campus. While the University does not provide students with a list of off-campus options, the staff is ready to assist students in making wise decisions about off-campus accommodations and to assist them should any conflicts arise.

## **Commuting**

Students may wish to commute from the residence of a parent or relative if located within close proximity to Edinboro University. Commuting students are encouraged to use the campus dining services and the facilities of the University Center.

## **Parking on Campus**

Parking on campus is by decal which you apply for on line at

<https://secure.edinboro.edu/Apps/EVR/VehReg.pl> or temporary permit which may be obtained 24/7 from the University Police located at the 6N main entrance of the University in the Information Center. Your current University ID and a valid Driver's License and Vehicle Registration must be presented when picking up your parking decal at the University Police Department. To avoid parking problems, all visitors are requested to stop and obtain a temporary parking permit and directions from the University Police prior to parking on campus. Expired University decals may be easily removed with the application of heat.

For additional information or assistance concerning parking on campus, a copy of the Edinboro University Student Vehicle Registration and Parking Regulations may be obtained from the University Police or viewed at any time on the University Police web site at: <http://www.edinboro.edu/departments/police/>. The University Police may be contacted at any time at 732-2700 for assistance.

## **Office for Students with Disabilities**

Edinboro University has been actively involved in providing services to students with disabilities since September 1974. The Office for Students with Disabilities (OSD) provides needed support services to students with various disabilities attending the University. These disabilities include, but are not limited to, physical disabilities, learning disabilities, visual impairments and hearing impairments. Students are required to provide signed medical documentation and/or test evaluations to the OSD. Services are provided based upon documented and expressed need. Services include personal attendant care, van transportation, wheelchair maintenance, peer mentors, meal aides, academic aides, readers, occupational therapy, athletic teams, sign language interpreters, Braille, tactile drawings, alternative test arrangements, priority scheduling and adapted computing equipment. The OSD works closely with disability related agencies including the Office of Vocational Rehabilitation and the Bureau of Blindness and Visual Services. Interested persons should contact the Office for Students with Disabilities.

The Office for Students with Disabilities employs over 200 full-time, part-time and student employees to provide these services. Professional staff include the director, assistant director, learning disabilities coordinator, occupational therapist registered/licensed, registered nurse supervisor, and assistive technology/writing specialist.

## **Identification Cards**

Identification cards can be obtained at the Dining Services and ID Office located in the Van Houten Dining Hall lobby Monday through Friday, 9-11 a.m. and 2-4 p.m. (or other times by appointment). University policy requires that all students, faculty and staff carry the Edinboro University ID card at all times while on campus. ID Cards are required for accessing your meal plan, door access, fitness center admittance, charging books to Financial Aid at bookstore, getting parking passes, checking out books at the Baron-Forness Library, and will provide entry into University athletic games and cultural events. The ID card can also be used as an ATM card if you have a PNC bank account. The ID cards are valid as long as the holder is associated with the University and is in good standing. Initial card cost is \$5.00 and replacement card cost is \$10.00.

## **Dining Services**



The meal program at Edinboro is designed to exceed our customers' expectation. The services provided are reflective of today's active lifestyles, and anticipates both needs and desires. Locations and menus are varied enough to provide diversity for the pallet as well as flexibility for busy schedules. Whether you are returning for another year or attending Edinboro for the first time, we are glad that you have joined us. Your dining locations include:

- **Van Houten Dining Hall** - the all-you-can-eat residential dining center. The "Marketplace" layout features spatial separation of the different menu concepts and is a break from the traditional straight line cafeteria. Comfort foods, ethnic cuisine, vegan and vegetarian options, and traditional favorites are offered daily. **Morning Editions** offers full breakfast bar, eggs and bacon to order, and a wide assortment of continental items, fruit, yogurt, and cereals. Lunch and Dinner feature varied options at the **Fresh Grille, Trattoria, Sandwich Central, Rice Grains & Veggies, Terra Ve, Menutainment, & Culinary Table**. Whether you are feeling adventurous or wanting to stick with favorites there is something for every taste and appetite. We are especially proud of working with Edinboro Food Bank and helping to feed local area shut-ins on a daily basis. So take as much as you want, but please be mindful to eat all you take. A lot of good is done with the portions left in the pan.
- The **Celtic Court** at the Frank G. Pogue Student Center is a convenient space for a quick bite, a study break, or as a gathering place. Special care and quality ingredients are used at their Grill Station as well as their Wrap Station. **Pazzelli's** fine house recipe sauces make our pizza and pasta dishes stand apart. Have your pasta served in a freshly baked bread bowl for a unique and filling entree. On the run? Grab an Outtakes salad, sandwich or dessert. Looking to plug in or chill out? Either way the **Cyber Café** offers wireless and wired connectivity, a fitness room view, multiple flat screen televisions, and some of the best Caribou coffee drinks, smoothies, Panini sandwiches, and Au Bon Pain soups you could hope to find. Located in the Frank G. Pogue Student Center.
- **Skipjack's** at Rose Hall is the finest retail food court in the Pennsylvania State System of Higher Education. **2-Mato** serves thin crust pizzas that are a cut above the norm. **Mondo's Subs** combines fresh baked rolls with the freshest ingredients and are prepared both to order and to individual taste. Hankering for Mexican food? **Habanero's** combines fast food affordability with family restaurant quality. An added bonus to this location is a Grill Station with burgers, chicken, fries and more The front side of this space is home to **Edy's Ice Creamery** featuring hand dipped ice creams, shakes, sundaes and fresh baked cookies. **Seattle's Best** offers up industry leading coffee drinks, Outtakes, and **Scots Chocolates**.
- The Baron-Forness Library houses our flagship **Starbucks** location. You can get an Outtakes sandwich or salad as well as Creamice and teas. Be sure to take advantage of the outdoor seating area and walk-up window when (if) weather permits!
- **Sandella's** award winning flat bread and specialty sauce program can be found on the main level of Van Houten Dining Hall. Whether you are looking for pizza, quesadilla, wraps, or rice bowls... **Sandella's** ingredients can be combined to satisfy. Hot or cold, meat lover or vegetarian, you can't go wrong here.
- **Doucette Outtakes** wall mall features our prepared daily Outtakes, Starbuck's brew program, and Scots Chocolates.

- Five retail locations are operated on an a la carte basis and feature "meal cash credit" for students enrolled in any of the meal plans. If food selections are greater than the meal cash credit value, you may access your flex account or pay cash to cover additional costs. Daily meal specials are offered to meet the meal cash credit value in order to provide a complete meal. The Marketplace will continue to be the "all-you-can-eat" location allowing students to select additional items without additional cost.
- Plans designed specifically for resident and off-campus students are available. It is required for all students residing in the residence halls to participate in the meal plan program. Underclassmen (students living on campus for two or less semesters) must participate in one of the following meal plans: 19, 14, 10 meals per week, the Unrestricted plans or the 210, 175, 150 or 125 block plan with or without flex. Upperclassmen (students living on campus for 3 or more semesters) must participate in one of the following meal plans: 19, 14, 10, or 5 meals per week, the Unrestricted plans or the 210, 175, 150, 125, 105, 75 or 60 block plan with or without flex. Off-campus and commuter students can participate in any meal plan offered. A student ID is required to use your meal program and flex account. Meal plans run from Monday breakfast through Sunday dinner. Block plans run per semester. Meal programs are not transferable.
- **FLEX DOLLARS** - This pre-paid account offers meal plan members the opportunity to make purchases above the meal cash credit. Participants in all the meal plans with flex may add to their flex dollar accounts at any time with a minimum of \$25.
- **CELTIC COIN ACCOUNTS** - A flex only account for off-campus students who buy fewer meals but would still like to have a pre-paid account. Requires a minimum purchase of \$100.
- Off-Campus Students may also choose from all available meal programs: 19, 14, 10, or 5 meals per week, the Unrestricted plans or the 210, 175, 150, 125, 105, 75 or 60 block plan with or without flex.
- Students participating in the dining service programs are required to abide by all relevant dining service rules and regulations.

## Program Highlights

## MASTER OF ARTS IN ART

The Master of Arts (M.A.) degree in Art will fill specific educational needs within the northwestern Pennsylvania region, respond to the mission and goals of the State System of Higher Education and Edinboro University, and make use of the excellent faculty and facilities currently available at Edinboro University. The student may concentrate in art education or studio art.

### ART EDUCATION CONCENTRATION

#### Program Description

The Art Education concentration within the MA Art degree is oriented towards the teaching of art and the building of leadership in elementary and secondary schools. The Art Education program is designed to provide a deeper social and contextual understanding of the teaching of art and promoting leadership in the schools and within the field of art education.

Students who have a baccalaureate degree in art education or other appropriate baccalaureate, and hold certification to teach art, will complete 30 semester hours of graduate work. Course work is rooted in theory and reflects current directions and literature in the field. The field of art education, in the contemporary world, touches upon many diverse content areas, such as psychology, humanities, and interdisciplinary studies, as well as the more traditional content areas such as studio and art history.

#### Contact Information

Dr. Penelope Orr  
Phone: 814-732-1684  
Email: [porr@edinboro.edu](mailto:porr@edinboro.edu)

#### Admission Requirements and Procedures

1. Complete the online application
2. Application fee of \$30 (if non EUP student), or \$7 (if EUP student)
3. Official transcript verifying an earned baccalaureate degree from an accredited institution
4. Undergraduate GPA of a 2.80. For students with a GPA below 2.80 scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.
5. Copy of valid teacher certification in art education

#### Curriculum (30 credits)

ARED 650 Strategies for Art Teachers  
ARED 701 Current Issues in Art Education  
ARED 705 Aesthetics and Art Criticism for Art Education  
ARED 706 Curriculum Development in Art Education  
ARED 715 Critical Readings in Art Education  
ARED 720 Therapeutic Art Education  
ARED 725 Culminating Experience in Art Education (6 credits)  
ARED 750 Research in Art Education  
EDUC 788 Research in Education

#### Degree Requirements

Individuals must comply with the degree requirements of master's degrees listed under *Academic Standards and Policies* in this catalogue. In addition to these requirements the individual must satisfactorily complete the culminating experience.

#### Advising

The program director will serve as the advisor.

#### Program Faculty

Dr. Penelope Orr, [porr@edinboro.edu](mailto:porr@edinboro.edu)  
Dr. Jay Hanes, [jhanes@edinboro.edu](mailto:jhanes@edinboro.edu)

### STUDIO ART CONCENTRATION

#### Program Description

The Master of Arts degree is designed to further develop the artistic competencies for the post baccalaureate student. Students achieve a depth of study by enrolling in at least 12 credits in a specific discipline over the course of the degree. Many M.A. degree students are public school teachers and/or artists seeking to remain current in their field.

#### Contact Information

Please feel free to contact us to schedule a visit, meet with current students, tour campus, attend an open house, and/or answer any questions you may have.

Lee Rexrode  
Phone: 814-732-2309  
Email: [lraxrode@edinboro.edu](mailto:lraxrode@edinboro.edu)

#### Admission Requirements and Procedures

Individuals seeking admission as degree students in this program must comply with the general admission requirements for graduate studies at Edinboro University with the following specific admission requirements for this program:

1. Complete an online application
2. Pay application fee of \$30 (if not a former EUP student), or \$7 (if former EUP student)
3. Submit an official degree conferred transcript verifying an earned baccalaureate degree from an accredited college/university.
4. Submit a letter of intent (If applying for the studio, please indicate the main medium of interest; Ceramics, Metals/Jewelry, Painting, Printmaking or Sculpture)
5. Three letters of reference. These should include at least two faculty members the applicant had as instructors for undergraduate or graduate art courses.
6. Send a CD with at least 10 images in jpeg format of studio pieces recently completed. CD's must be postmarked on or before the application deadline. Include a sheet that lists the title, media, size and date of each image. CD's will not be returned unless the applicant includes a self-addressed, stamped envelope with his/her application. Please do not email images with the online application.
7. A personal interview if notified by the department.

**NOTE:** This program has a limited enrollment; therefore, there is no guarantee that individuals who meet the admissions requirements will be accepted into this program.

## Curriculum

A minimum of 30 semester hours of graduate credit must be earned as a partial requirement for this degree. Master of Arts students must take at least 12 hours in one area as a concentration. These credits need to be earned as follows:

I.	Art Studio/Art Education Art Theory Courses	18-21 credit hours
II.	Related Elective Courses	6 credit hours
III.	Culminating Experience (Select A or B)	3-6 credit hours
	A. Final Exhibition	3 credit hours
	B. Thesis	6 credit hours

Courses eligible include studio Art Courses, Art Education, or Art History courses currently offered at the 600 level or above.

## Degree Requirements

Individuals must comply with the degree requirements of master's degrees listed under *Academic Standards and Policies* in this catalogue. In addition to these requirements the individual must meet the following requirements:

1. Earn a grade of "B" or better for the course ART 735 Final Exhibit (3 credits)
2. Satisfactorily complete a one-person show, the site and duration of which have been pre-approved by the student's graduate committee.
3. Satisfactorily complete an oral examination based on the exhibition.
4. Submit a written artist's statement concerning the work in ART 735 to be displayed during the exhibition
5. Submit a CD with one quality image of each piece documenting the final exhibition and the written artist's statement submitted to the student's Advisor prior to awarding the degree.

## Advising

Each MA student will be assigned an advisor in the program. The advisor will be assigned by the Area faculty and by the Chairperson of the Art Department, selected from the graduate faculty of the student's major area of study. The student may change advisors at any time prior to the Candidacy meeting, with the approval of the department chairperson. The advisor will meet with the student to develop a plan of study. All course registration by the student must be done with the approval of the advisor. In conjunction with the advisor, the MA student will pick a three-person committee to review the student's ongoing work and final exhibition or thesis.

**Plan of Study:** Following acceptance into the MA program and prior to enrolling in classes, the MA student shall meet with the advisor to complete a plan of study for the degree. Changes for this designated plan must be approved by the advisor. Copies of the plan must be kept by the student, the advisor, and provided for the student's file in

the Art Office. Under extenuating circumstances, a student may be unable to meet with his/her advisor before enrolling in classes. In this case, a student may enroll in classes, but must develop a Plan of Study with the approval of his/her advisor before enrolling in his/her twelfth semester hour of degree credit at Edinboro University.

**Candidacy Proposal:** Prior to being accepted for candidacy in the MA degree program, the student must submit a Candidacy Proposal for approval by the student's graduate committee. This proposal should indicate the student's present involvement in the field and possible future direction and goals.

**Candidacy:** It is important for students to read and comply with the Admission to Candidacy section of the University catalogue.

**MA Project Committee:** The MA Project committee shall consist of three graduate faculty members of the Art Department. The three members of the committee shall be chosen by the student in conjunction with the student's advisor. One member of the committee shall serve as chairperson of the committee. The committee shall meet at least once each semester and once during the final exhibition.

**Special Student Provisions:** The MA degree in Art is designed for full-time as well as part-time students. Therefore, students enrolled as graduate special students at Edinboro University shall be eligible to transfer no more than nine semester hours of credit into the MA program with the approval of their advisor, the program head, and the graduate dean.

## Program Faculty

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# MASTER OF FINE ARTS

## Program Description

The Master of Fine Arts degree is a terminal degree designed to develop the technical, aesthetic, and conceptual competencies at the highest level. Students must fulfill a residency requirement in this intensive three-year program. Graduates become studio artists, university professors, or some work in industry. Graduates are prepared for life-long research and routinely exhibit and publish their work in their specific field of study.

## Contact Information

Please feel free to contact us to schedule a visit, meet with current students, tour campus, attend an open house, and/or answer any questions you may have.

Lee Rexrode

Phone: 814-732-2309

Email: [lraxrode@edinboro.edu](mailto:lraxrode@edinboro.edu)

## Admission Requirements and Procedures

Individuals seeking admission as degree students in this program must comply with the general admission requirements for graduate students at Edinboro University and with the following specific admission requirements for this program:

1. Complete an online application
2. Pay application fee of \$30 (if not a former EUP student), or \$7 (if former EUP student)
3. Submit an official degree conferred transcript verifying an earned baccalaureate degree from an accredited college/university.
4. Submit a letter of intent (If applying for the studio, please indicate the main medium of interest; Ceramics, Metals/Jewelry, Painting, Printmaking or Sculpture)
5. Three letters of reference. At least two of these should be faculty members the applicant had as instructors for undergraduate or graduate art courses.
6. Send a CD with at least 20 images in jpeg format of studio pieces recently completed. CD's must be postmarked on or before the application deadline. Include a sheet that lists the title, media, size and date of each image. CD's will not be returned unless the applicant includes a self-addressed, stamped envelope with his/her application. Please do not email images with your online application.
7. A personal interview if notified by the department.

Must have completed by January 15th or October 15th all of the steps necessary for admission, except the personal interview.

Must be able to enroll in this program as a full-time student for at least two consecutive semesters excluding summer. If applicable, submit request for the acceptance of transfer credit.

Note: This program has a limited enrollment; therefore there is no guarantee that individuals who meet the admissions requirements will be accepted into this program or that accepted students will be allowed to enter at a later date.

## Curriculum

A minimum of 60 semester hours of graduate credit must be earned as a partial requirement for this degree. These credits need to be earned as follows:

I. Courses in the major studio area*	30 cr. hrs.
(A minimum of fifteen credits of level I studio courses, and fifteen credits of level II studio work in the major must be completed – see Candidacy.)	
II. Courses in a complementary studio area*	6 cr. hrs.
III. Courses in Art History, Aesthetics, or Criticism**	9 cr. hrs.
IV. ART 700/701/702 Seminar in Fine Arts	3 cr. hrs.
V. Courses in related electives**	9 cr. hrs.
VI. ART 799 Studio Exhibit	3 cr. hrs.

\*The major studio area courses may be taken only in the following studio areas: ceramics, painting, printmaking, sculpture and jewelry/metals. Complementary studio area courses and electives may be taken in these plus drawing, and weaving/textiles.

\*\*May include credits in ART700/701/702

## Degree Requirements

Individuals must comply with the degree requirements of master's degrees listed under *Academic Standards and Policies* in this catalogue. In addition to these requirements the individual must meet the following requirements:

1. Secure pre-approval from the student's graduate committee for the site and duration of the Studio Exhibit;
2. Must satisfactorily complete a thesis exhibition, earning a grade of "B" or better for the course ART799 Studio Exhibit; and
3. Must satisfactorily complete a comprehensive verbal defense of the work in the thesis exhibition as reviewed by the student's graduate committee;
4. Submit a CD of images documenting each piece in the final exhibition and a written artist's statement, to the student's Advisor prior to the awarding of the degree; and
5. Refer to Academic Information section of the Graduate catalogue for general degree requirements.

**Candidacy.** Prior to the eighth week of the semester or the third week of the summer session in which the student is enrolled for his or her fifteenth semester hour of level I course work in the major studio area, the student must submit to the School of Graduate Studies and Research an Application for Admission to Candidacy for the MFA Degree. This application may be obtained from the School of Graduate Studies and Research.

Prior to the student's enrollment in level II courses, the student's MFA Committee will review and evaluate the applicant's progress in the MFA program. This committee will make one of the following recommendations:

1. Admission of the student to candidacy for the MFA degree with authorization given to the student to enroll in the level II course work in the major studio area.
2. Deny the student's request for admission to candidacy with authorization for the student to enroll in up to nine additional semester hours in I level course work in the major studio area. The student would be required to submit a new application for admission to candidacy prior to the eighth week of the semester or the third week of the summer sessions in which the student is enrolled for the ninth additional semester hour of I level course work in the major studio area.

- Deny the student's request for admission to candidacy and deny the student permission to continue as a student in the MFA degree program.

**Note:** To be admitted to candidacy the student must have earned a cumulative quality point average of 3.00 (four point scale) for the course work completed as part of the MFA degree program.

**Studio Exhibit.** It is the student's responsibility to prepare a minimum of one quality digital image of each piece included in the Studio Exhibit. These images on CD must be presented to the student's Advisor and are expected to be at a professional quality prior to receiving a grade for ART799 and subsequently the awarding of the degree. A written artist's statement concerning the work in the Studio Exhibit must be displayed in the exhibition, and included with the images mentioned above. The department chairperson will maintain a file of the images and statement from each Studio Exhibit.

### **Advising**

Students in the MFA program will be assigned an advisor from the MFA faculty of their major studio area. The student may retain this advisor or choose another from within the faculty of the major area any time prior to the Candidacy meeting. A student's progress in the MFA program will be reviewed and evaluated by a three person MFA Committee on a regular basis. This committee shall include the student's advisor who shall serve as chairperson. With the advisor's assent, the student shall select the other two members of the committee from the MFA faculty within their first semester of study. One of these individuals must be from the MFA faculty of the student's studio major providing that more than one member of the graduate faculty serves that studio area.

This committee will meet with the student at least two times per semester until candidacy is approved. Following the first candidacy

meeting, the membership of the student's MFA committee cannot be changed. After this point, the committee will meet at least once per semester and at the time of the Studio Exhibit.

### **Program Faculty**

SUZANNE AMENDOLARA, [samendolara@edinboro.edu](mailto:samendolara@edinboro.edu)  
LISA AUSTIN, [laustin@edinboro.edu](mailto:laustin@edinboro.edu)  
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DIETRICH WEGNER, [dwegner@edinboro.edu](mailto:dwegner@edinboro.edu)  
CHARLOTTE WELLMAN, [cwellman@edinboro.edu](mailto:cwellman@edinboro.edu)



# MASTER OF SCIENCE IN BIOLOGY

## Program Description

The Master of Science degree in Biology is designed to provide graduate training in biology for biology teachers, for individuals preparing for advanced study leading to the earning of a doctorate, or for individuals who have chosen an industrial vocation. The curriculum will enable a student to broaden his or her background in the biological sciences, to specialize in an area of biology and to gain experience in research. There are three areas of emphasis: General Biology, Environmental Studies, and Cell/Molecular Biology.

## Contact information

Biology Department Graduate Program Head:  
Dr. Peter V. Lindeman  
Phone: (814) 732-2447  
Email: [plindeman@edinboro.edu](mailto:plindeman@edinboro.edu)

Biology Faculty Directory:  
[http://www.edinboro.edu/departments/biology/faculty\\_directory.dot](http://www.edinboro.edu/departments/biology/faculty_directory.dot)

## Admission Requirements and Procedures

1. Completed graduate application and application fee
2. Scores from the general aptitude portion of the Graduate Record Examination (GRE)
3. Official transcript reflecting a baccalaureate degree from an accredited institution
4. Three letters of reference
5. Statement of purpose (1 paragraph each) on each of the following 2 questions:
  - a. What area(s) or topic(s) within biology would you like to research for the thesis or independent study project that represents partial fulfillment of this degree program?
  - b. What career options within biology are you considering and how would completion of a Master of Science in Biology support these goals?

## Curriculum

A minimum of 30 semester hours of graduate credit must be earned for this degree:

Courses in the Area of Concentration	15 credit hours
BIOL 701 Seminar in Biology	3 credit hours
Research Component	0–6 credit hours
BIOL 799 Thesis	6 credit hours or
BIOL 793 Independent Study	3 credit hours
Departmental Electives*	0–12 credit hours
Electives in Sciences and Mathematics	0–6 credit hours
Comprehensive Examination	0 credit hours

\*Departmental electives may be selected from any biology course carrying graduate credit, including Pymatuning Laboratory of Ecology courses.

## Degree Requirements

**Research Requirement.** Students must complete a research project. Two options are available: thesis and non-thesis. In each case, the student works with a faculty supervisor and research committee to carry out an original project. The thesis option is the most demanding, requiring the development of a proposal, execution of the

experimental design, and submission of a written summary of the work. The non-thesis option is generally less rigorous, but requires the design and execution of a laboratory or field experiment.

**Comprehensive Examination.** Students must pass an oral comprehensive exam administered by the thesis/research committee. The examination consists of a three parts:

1. Presentation of the thesis/research project, with questioning by the committee
2. Questions related to the students area of concentration, with emphasis on courses taken in the M.S. Biology program
3. General questions, with emphasis on foundational concepts in Biology

**Cumulative Grade Point Average.** Students must maintain a cumulative GPA of 3.0 on a 4.0 scale.

## Advising

Students are assigned an temporary advisor as they enter the program, then choose an permanent advisor/research supervisor as they become familiar with the faculty and their interests. The research committee is selected in consultation with the permanent advisor.

## Program Faculty

John Ashley, Ph.D. Washington State University, 1988  
Botany, Phycology  
TEL: 814.732.1517 / [JASHLEY@EDINBORO.EDU](mailto:JASHLEY@EDINBORO.EDU)

Matthew Foradori, Ph.D. University of New Hampshire, 2003  
Invertebrate Biology, Arachnology  
TEL: 814.732.1519 / [MFORADORI@EDINBORO.EDU](mailto:MFORADORI@EDINBORO.EDU)

Martin Fox, Ph.D Rutgers University, 1992  
Microbiology, Molecular Biology  
TEL: 814.732.1515 / [MFOX@EDINBORO.EDU](mailto:MFOX@EDINBORO.EDU)

David E. Fulford, Ph.D. Medical College of Virginia, 1985  
Pathogenic Microbiology, Immunology  
TEL: 814.732.1516 / [FULFORD@EDINBORO.EDU](mailto:FULFORD@EDINBORO.EDU)

Dale M. Hunter, Ph.D. City University of New York, 1987  
Botany/Ecology  
TEL: 814.732.2499 / [DHUNTER@EDINBORO.EDU](mailto:DHUNTER@EDINBORO.EDU)

Mark S. Kosco, Ph.D.  
University of Minnesota, 1986 Mammalian Reproductive Physiology  
TEL: 814.732.1520 / [MKOSCO@EDINBORO.EDU](mailto:MKOSCO@EDINBORO.EDU)

Peter V. Lindeman, Ph.D. University of Louisville, 1997  
Ecology/Conservation, Herpetology  
TEL: 814.732.2447 / [PLINDEMAN@EDINBORO.EDU](mailto:PLINDEMAN@EDINBORO.EDU)

William Mackay, Ph.D. Carnegie-Mellon University, 1984  
Genetics/Development  
TEL: 814.732.2458 / [WMACKAY@EDINBORO.EDU](mailto:WMACKAY@EDINBORO.EDU)

Kiran Misra, Ph.D. Cornell University, 1984  
Plant Pathology, Genetics  
TEL: 814.732.2232 / [KMISRA@EDINBORO.EDU](mailto:KMISRA@EDINBORO.EDU)

Ulf Sorhannus, Ph.D. City University of New York, 1989  
Molecular Systematics/Evolution  
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Martin J. Mitchell, Ph.D. Bowling Green State University, 1987  
Insect Biochemistry/Endocrinology  
Cooper Hall 152-A  
TEL: 814.732.2938 / [MMITCHELL@EDINBORO.EDU](mailto:MMITCHELL@EDINBORO.EDU)

Craig W. Steele, Ph.D. Texas A&M University, 1986  
Aquatic/Behavioral Toxicology  
TEL: 814.732.2353 / [USORHANNUS@EDINBORO.EDU](mailto:USORHANNUS@EDINBORO.EDU)

Cynthia Rebar, Ph.D. Kansas State University, 1988  
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Nina Thumser, Ph.D. University of Wisconsin-Milwaukee, 1993  
Animal Behavior/Conservation  
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# MASTER OF ARTS IN COMMUNICATION STUDIES

## Program

The study of communication is important to virtually every profession that involves working with people – education, public relations, management, advertising, health, marketing, politics, social services, and many others. Since 1970, the Department of Communication and Media Studies has offered courses designed to provide students with the requisite understanding and skill in a variety of areas related to human communication. The Master of Arts in Communication Studies (MACS) program seeks to develop within students a specialized knowledge of managerial and leadership communication, integrated marketing communication, intercultural and international communication, and conflict resolution theories and practices for application in organizational and institutional contexts of various kinds. A *Master of Communication Studies* develops capabilities to initiate and advance his or her professional career, to work with and serve others in diverse communities with dignity and respect, and to understand the complexities associated with learning and communicating ethical and cultural values. The Master of Arts in Communication Studies program goals are as follows:

- *To provide students with a foundation for successful performance in communicative and decision-making roles essential to the operation of human enterprises and institutions of every description.*
- *To provide students with a sound understanding of the diverse forms of communication and information theory, and how to apply these theories in analysis of and performance in organizational, institutional and other relational contexts.*
- *To enhance students' creative skills, especially in the use of new communication technologies.*
- *To introduce students to quantitative, qualitative, and critical methodologies and procedures of research and analysis in human communication.*
- *To prepare students to design, carry out, and evaluate projects in the communication field.*

The MACS program provides a solid intellectual and practical foundation for enhanced research and practice in communication studies. Students acquire essential communication competencies that are integral to a cross-section of course offerings:

- *Managing diverse persons, groups and interests fairly and effectively.*
- *Developing leadership capabilities at all levels of communication.*
- *Developing integrated marketing capabilities (public relations, advertising, marketing).*
- *Gathering and presenting materials accurately, systematically and credibly.*
- *Developing critical thinking and analytical capabilities.*
- *Working capably with the most recent computer mediated communication technologies.*
- *Constructing public images and texts persuasively, through various mediums.*
- *Reading, writing, listening, reporting, measuring, predicting and interpreting accurately.*
- *Developing linguistic abilities, and knowledge of and appreciation for diverse cultural groups.*

## Description

- *Engaging in constructive problem solving individually and in groups.*
- *Developing conflict management, mediation and resolution capabilities.*
- *Developing respect for and civility toward clients, customers and colleagues.*

**Program Emphases.** In conjunction with the Core Courses, and in addition to the Certificate in Conflict Management, students select courses to develop expertise in one or more of the following emphases:

### Managerial and Leadership Communication

COMM 630 Interpersonal Communication Strategies  
COMM 660 Organizational Communication  
COMM 665 Managing Conflict  
COMM 740 Communication Consulting  
COMM 760 Managerial and Leadership Communication  
JOUR 640 Public Relations Management

### Integrated Marketing Communication

COMM 605 Communication Strategies in Advertising  
COMM 635 Integrated Marketing Communication  
COMM 645 Technology of Communication  
COMM 665 Organizational Communication  
COMM 685 Crisis Management  
JOUR 640 Public Relations Management

### Cultural and International Communication

COMM 640 Small Group Communication  
COMM 675 Intercultural Conflict and Communication  
COMM 680 Gender and Communication  
COMM 700 Language and Human Conduct  
COMM 725 Negotiating Intractable Conflict  
COMM 730 Communication and Social Process

### Public Communication

COMM 607 Criticism of Mass Media  
COMM 645 Technology of Communication  
COMM 655 Political Communication  
COMM 730 Communication and Social Process  
COMM 750 Persuasion and Propaganda  
Elective courses available in web design, digital communication (audio or video), animation, social networking, and cognate areas with permission of advisor or instructor.

## Contact Information

Dr. Andrew R. Smith, Graduate Program Head  
Phone: 814-732-2165  
Email: [arsmith@edinboro.edu](mailto:arsmith@edinboro.edu)

## Admission Requirements and Procedures

1. Complete the online application
2. Application fee of \$30 (if not former EUP student), or \$7 (if former EUP student)
3. Submit an official transcript verifying an earned baccalaureate degree from an accredited institution
4. Scores for the Miller Analogies Test (MAT), or the general aptitude portion of the Graduate Record Examination (GRE). If you possess a master's degree you do not need to complete the exams listed above.

Applicants with at least a 2.8 undergraduate QPA and two years of professional experience are not required to submit MAT/GRE scores, but must submit a writing sample or samples demonstrating research, analytical and writing capabilities.

5. Two letters of reference (educational or professional)
6. Statement of purpose (1-2 pages)

Applicants without full-time professional work experience or at least one semester of full-time field experience at the undergraduate level at time of admission into the degree program may be required to enroll in the internship track and participate in a field experience of at least 6 credit hours.

These credentials will be evaluated by the Departmental Admissions Committee, which will consider such factors as suitability of previous course work, undergraduate scholarship, work experience, and potential for growth as a professional in a communication management field. Any deficiencies in preparation will be cause for the prescription of prerequisite work.

## Curriculum

Each student will be required to complete three *Core* communication courses. It is recommended that each student complete any three of the six *Foundation* courses. All remaining *Elective* courses will be selected in consultation with the student's advisor in the development of the Plan of Study. The program offers the flexibility to individualize the curriculum to meet the interests of each student. Students must satisfactorily complete the following:

<b>Core Courses</b> (required for all students)	<b>9 credits</b>
COMM 600 Communication Theory	3 cr. hrs.
<b>or</b>	
COMM 650 Rhetorical Theory & Criticism	3 cr. hrs.
COMM 610 Communication Research	3 cr. hrs.
<b>or</b>	
COMM 620 Qualitative Communication Research	3 cr. hrs.
COMM 710 Communication Ethics	3 cr. hrs.

<b>Recommended Foundation Courses</b> (3 courses required)	<b>9 credits</b>
COMM 605 Communication Strategies in Advertising	3 cr. hrs.
COMM 630 Interpersonal Communication Strategies	3 cr. hrs.
COMM 640 Small Group Communication	3 cr. hrs.
COMM 655 Political Communication	3 cr. hrs.
COMM 660 Organizational Communication	3 cr. hrs.
COMM 675 Intercultural Conflict & Communication	3 cr. hrs.

## Electives 18 credits

Electives may include *any Foundation course not taken to fulfill the Foundation recommendation*. Students select electives based on their chosen area of emphasis, and may fulfill elective requirements outside of the communication studies curriculum up to 9 credit hours, in consultation with the MACS program head and the faculty member teaching the course.

COMM 607	Criticism of Mass Media
COMM 635	Integrated Marketing Communication
COMM 645	Technology of Communication
COMM 665	Managing Conflict
COMM 680	Gender and Communication
COMM 685	Crisis Management
COMM 700	Language and Human Conduct
COMM 725	Negotiating Intractable Conflict
COMM 730	Communication and Social Process

COMM 740	Communication Consulting
COMM 750	Persuasion and Propaganda
COMM 760	Managerial and Leadership Communication
COMM 770	Communication Issues
COMM 793	Independent Study in Communication Studies
COMM 796	Internship in Communication Studies
COMM 798	Practicum in Communication
COMM 799	Thesis
JOUR 640	Public Relations Management

Students must take a minimum of *three* 700-level courses beyond COMM 710.

## Degree Requirements

**Culminating Experience Options.** Students select one of the following three options in the final hours of their programs:

Option A: Comprehensive Examination and Project/Portfolio

Option B: COMM 799 Thesis (3 credit hours)

Option C: COMM 798 Practicum (3 credit hours)

Students who select comprehensive examination and the non-credit *project* option take 18 credits of electives, are required to take comprehensive examinations, and must submit a portfolio at the end of the program that illustrates their best applied work.

Students who select the *thesis option* complete three credits of thesis research which requires writing a prospectus, conducting systematic inquiry of a communication phenomenon, and applying pertinent communication theories and methodologies. Students then orally defend the thesis to a committee of three faculty.

Students who select the Practicum option must be working professional who wish to conduct a field study in their respective workplaces as part of the culmination of their program.

**Candidacy.** Admission to candidacy will be considered after successful completion (3.0 graduate GPA) of 12 credit hours.

**Cumulative Grade Point Average.** A GPA of 3.0 or better is required for graduation.

## Advising

The program advisor for the Master of Arts in Communication Studies is Dr. Andrew R. Smith, [arsmith@edinboro.edu](mailto:arsmith@edinboro.edu), 814-732-2165. Students are required to contact Dr. Smith soon after admission to schedule a meeting to review requirements and prepare a Plan of Study.

## Program Faculty

Melissa Gibson Hancox, Ph.D. Ohio University,  
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Andrew R. Smith, Ph.D. Southern Illinois University,  
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Terry L. Warburton, Ph.D. University of Denver,  
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## GRADUATE CERTIFICATE IN CONFLICT MANAGEMENT

### Program Description

The Certificate in Conflict Management is offered under the auspices of the Master of Arts in Communication Studies program at Edinboro University of Pennsylvania. Completion of the four course (12 credit hour) Certificate provides students with the knowledge and skills necessary for managing conflict that arises and becomes entrenched in interpersonal, institutional, and intercultural relations. The Certificate is designed especially for those working in organizations and institutions where ongoing tensions, crisis events, grievances, threats, or complaints impede the realization of goals and objectives and undermine productive relationship development internally and externally.

### Contact Information

Dr. Andrew R. Smith, Graduate Program Head  
Phone: 814-732-2165  
Email: [arsmith@edinboro.edu](mailto:arsmith@edinboro.edu)

### Admission Requirements and Procedures

1. Complete the online application
2. Application fee of \$30 (if not former EUP student), or \$7 (if former EUP student)
3. Submit an official transcript verifying an earned baccalaureate degree from an accredited institution
4. Two letters of reference (educational or professional)
5. 2.8 Overall QPA or possess a master's degree
6. Statement of purpose (1-2 pages)

Applicants without full-time professional work experience or at least one semester of full-time field experience at the undergraduate level at time of admission into the degree program may be required to enroll in the internship track and participate in a field experience of at least 6 credit hours.

These credentials will be evaluated by the Departmental Admissions Committee, which will consider such factors as suitability of previous course work, undergraduate scholarship, work experience, and potential for growth as a professional in a communication management field. Any deficiencies in preparation will be cause for the prescription of prerequisite work.

## Curriculum

### COMM 665 Managing Conflict

- Honing mediation skills.
- Analyzing interpersonal and organizational dynamics.
- Developing aptitude for conflict management theory.
- Distinguishing between real and perceived conflict.

### COMM 675 Intercultural Conflict and Communication

- Negotiating conflict between individuals and groups.
- Recognizing cultural from other forms of conflict.
- Understanding cultural influences on needs, interests, values, beliefs.
- Preventing, mitigating and resolving conflict in multicultural contexts.

### COMM 685 Crisis Management

- Recognizing signs of a crisis situation.
- Developing crisis management skills.
- Communicating with external publics.
- Handling controversial information and messages.

### COMM 725 Negotiating Intractable Conflict

- Understanding how enmity develops.
- Analyzing intractable conflicts interpersonally, intercultural, and internationally.
- Learning how and when to intervene and manage polemical positions.
- Promoting practices of hospitality, equity, and reconciliation.

## Advising

The program advisor for the Certificate in Conflict Management is Dr. Andrew R. Smith, [arsmith@edinboro.edu](mailto:arsmith@edinboro.edu), 814-732-2165. Students are required to contact Dr. Smith soon after admission to schedule a meeting to review requirements and prepare a Plan of Study.

## Program Faculty

Melissa Gibson Hancox, Ph.D. Ohio University,  
[mhancox@edinboro.edu](mailto:mhancox@edinboro.edu)

Timothy Thompson, Ph.D. Bowling Green University,  
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Terry L. Warburton, Ph.D. University of Denver,  
[warburton@edinboro.edu](mailto:warburton@edinboro.edu)

# MASTER OF ART IN COUNSELING

## Program Description

The Edinboro University of PA Counseling Programs provide courses of study leading to a Master of Arts degree in Counseling with emphases in school counseling (elementary and secondary), college counseling, student affairs, rehabilitation counseling, and community counseling. School counseling, student affairs, college counseling, and community counseling are all CACREP accredited. Rehabilitation counseling is CORE accredited.

**Overarching Mission Statement.** The students and faculty of the Counseling Programs at Edinboro University of Pennsylvania are a diverse community of learners collaboratively engaged in research, scholarship, leadership and service. Faculty are committed to providing developmentally sound academic and clinical experiences to educate counselors to be effective leader-practitioners in a pluralistic society. Collectively, our mission is to prepare professional counselors who embody ethical behavior, provide services to enhance the mental health and well-being of families, groups, couples, and individuals, and advocate on behalf of both the counseling profession and those who are served.

## COLLEGE COUNSELING EMPHASIS

**College Counseling Program Mission.** In addition to addressing the overall mission for all counseling programs, the College Counseling program provides a high quality learning experience that prepares graduate students to work in a variety of collegiate/academic settings. The program is responsive to changing CACREP standards that emphasize the significance of fully-credentialed college counselors, functioning throughout the campus environment. The program is one of only two fully-accredited College Counseling programs in Pennsylvania.

This academic program prepares College Counseling program graduates to pass national certification and licensure examinations and serves as a strong precursor for supervised experiences in the field.

**College Counseling Program Goals.** The goals of the College Counseling program include providing students:

- Functional knowledge of developmental processes appropriate to college students and the academic community.
- Functional knowledge and application of processes related to the “common language” of diagnosis, assessment, treatment planning, and relevant psychopharmacology within the collegiate/academic environment.
- Ability to communicate effectively with and appropriately advocate for diverse communities within the collegiate/academic environment.
- Ability to plan preventive, interventive, and postventive processes as appropriate for the client and/or the collegiate/academic environment, including research and evaluative applications that assist in refining those processes.
- Functional knowledge of ethical and legal issues impacting college counseling, including application of that knowledge.

**Program Objectives.** Program-specific objectives center upon core counseling areas, as well as specific learning outcomes. Students in

College Counseling will demonstrate:

- knowledge and application of skills that evidence a solid foundation in the historical and contemporary significance of their work in collegiate/academic settings, as well as fundamental and functional knowledge and application of developmental theory.
- functional knowledge and application of processes related to diagnosis, assessment, treatment planning, and related psychopharmacology throughout their coursework and fieldwork experiences.
- their ability to communicate effectively with and advocate for diverse populations within a collegiate/academic environment throughout their coursework and related field experiences.
- their ability to plan preventive, interventive, and postventive processes during coursework, research, and planning-related activities, as well as within the context of their field activities.
- their skill in assessment throughout their coursework experiences, as well as during their field experiences.
- functional knowledge of ethical and legal issues impacting College Counseling, including application of that knowledge during their coursework activities and at field sites.
- advocacy for College Counseling through their class discussions, field work, and community/professional activities.

## REHABILITATION COUNSELING EMPHASIS

**Rehabilitation Counseling Program Mission.** Rehabilitation counseling is a rewarding profession that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to fully develop their personal, social, interpersonal, and vocational potentials. Rooted in a strength-based, holistic approach, the purpose of the rehabilitation counseling program is to equip students with the specialized knowledge and skills to facilitate the independence integration, and inclusion of persons with disabilities in employment and the community.

**Rehabilitation Counseling Program Goals.** The Rehabilitation Counseling Program addresses the knowledge, skills and dispositions expected of graduates of the master’s program, enabling them to assess a person’s needs, develop plans to meet the identified needs, and deliver or arrange for services.

- The program provides students with Council on Rehabilitation Education (CORE) standards-based learning experiences in the following content areas:
  - Professional identity
  - The role of social and cultural diversity
  - Human growth and development
  - Employment and career development
  - Counseling and consultation
  - Group work
  - Methods of assessment and use of data
  - Research and program evaluation

- Medical, functional, and environmental aspects of disability
- Rehabilitation services and resources

The program offers students experiences that promote development of their professional identities as rehabilitation counselors by:

- providing the necessary knowledge and skills to work effectively as a counselor
- facilitating an understanding of the Scope of Practice for rehabilitation counseling
- fostering participation in professional counseling organizations
- encouraging advocacy activities for persons with disabilities
- meeting criteria for professional credentialing, certification and licensure

## COMMUNITY COUNSELING EMPHASIS

**Community Counseling Program Mission.** The students and faculty of the Community Counseling Program at Edinboro University of Pennsylvania are a diverse community of learners collaboratively engaged in research, scholarship, leadership and service. Faculty are committed to providing didactic and experiential learning experiences to educate counselors to be effective clinical practitioners in a pluralistic community. Collectively, our mission is to prepare professional counselors who embody ethical behavior, provide services to enhance the mental health and well-being of families, groups, couples, and individuals, and advocate on behalf of both the counseling profession and those we serve.

**Community Counseling Program Goals.** To provide students with an understanding of the various roles and responsibilities of community counselors in various settings.

- To provide students with the knowledge to design, implement and evaluate psychoeducational programs and clinical interventions to effectively facilitate change in the community.
- To foster enthusiasm and commitment for ongoing professional development and integration of theory, research and practice.
- To promote ethical and legal considerations specifically related to the practice of community counseling.
- To encourage the understanding and use of a biopsychosocial perspective when working with families, groups, couples and individuals.
- To provide a high quality program that enhances the professional identity of the community counselor.

**Community Counseling Program Objectives.** To provide networking opportunities for community counseling students with mental health professionals in the field of counseling.

- To provide diverse training experiences for community counseling students with experts on a variety of mental health topics via video conferencing.
- To increase awareness of, and facilitate critical thinking related to, new treatment interventions, current trends and controversial issues related to community counseling.
- To demonstrate an enthusiasm for learning, ongoing professional development and scholarly work via faculty

participation in research, writing and presentation at local and national conferences.

## SCHOOL COUNSELING EMPHASIS

**School Counseling Program Goals.** It is expected that graduates of Edinboro University of Pennsylvania school counseling program will:

- Be competent professional counselors.
- Be knowledgeable about ethics, theory, clinical skills, and school counselor roles and functions.
- Promote counselor accountability and professional credibility.
- Be psychologically healthy people who use high levels of self-awareness in their work.
- Learn how to become advocates and educational leaders within a pluralistic school and community that will assist in the academic, career and social development of students.
- Students will become familiar with ASCA model of School Counseling.
- Students will be provided learning experiences in the following CACREP identified general content areas:
  - professional identity
  - social and cultural diversity
  - human growth and development
  - helping relationships
  - group work
  - assessment
  - research and program evaluation

**School Counseling Program Objectives.** Demonstrate knowledge of the history, philosophy, and trends in school counseling.

- Development of a “Plan of Study” for each student including 60 graduate credits that meet the educational requirements for certification as a school counselor and counselor licensure in the state of Pennsylvania.
- Demonstrate knowledge of the school setting and curriculum.
- Demonstrate an understanding of the ethical standards and guidelines of the American School Counselor Association (ASCA), of policies, laws, and legislation relevant to school counseling.
- Demonstrate methods of planning and presenting guidance-related educational programs for school personnel and parents.
- Use surveys, interviews, and needs assessments and data to improve the school environment.
- Design, implement, and evaluate a comprehensive developmental school program.
- Implement and evaluate specific strategies designed to meet program goals and objectives.
- Design appropriate developmental structured activities for small groups, peer helper groups, classroom guidance, and programs for a pluralistic school community.
- Demonstrate knowledge of issues which may affect the development and functioning of children and adolescents (e.g., abuse, eating disorders, and attention deficit hyperactivity disorders).
- Demonstrate methods of consulting with parents, teachers, administrators, support staff and community agency personnel.
- Encourage students’ involvement in professional

counseling organizations (e.g., Counseling Club, Chi Sigma Iota Fraternity Inc., Pennsylvania Counseling Association, Pennsylvania School Counseling Association, American School Counseling Association, American Counseling Association, National Rehabilitation Association) by discussing the benefits of such involvement and providing students with membership application material.

## STUDENT AFFAIRS EMPHASIS

**Student Affairs Mission.** Predicated on the belief that higher education can enhance the quality of life for a diverse community of learners, the Student Affairs Program prepares graduate students for careers in postsecondary education. Our mission is to provide a high quality learning experience that emphasizes standards of professional practice, ethical and informed decision making, developmental programming and leadership in a pluralistic environment.

**Student Affairs Program Goals.** To provide learning experiences in the following CACREP identified general content areas:

- o Professional identity
- o Social and cultural diversity
- o Human growth and development
- o Helping relationships
- o Group work
- o Assessment
- o Research and program evaluation
- To equip graduates to effectively work in higher education positions by ensuring that they have standards' based learning experiences in the following specific areas:
  - o Foundations of student affairs (history and philosophy)
  - o Contextual dimensions of student affairs (student characteristics, college environment, student development theory)
  - o Knowledge and skills (leadership, planning and evaluating, legal and ethical issues)
- To encourage a professional identity as both a counselor and a professional in student affairs through pursuit of personal and professional development

## Contact Information

Counseling Programs – Program Head  
 Dr. Salene Cowher  
 Phone: (814) 732-1116  
 E-mail: [scowher@edinboro.edu](mailto:scowher@edinboro.edu)

## Counseling Program Coordinators and Graduate Faculty

College Counseling:  
 Dr. Salene Cowher, [scowher@edinboro.edu](mailto:scowher@edinboro.edu)  
 Community Counseling:  
 Dr. Tammy Mitten, [tmitten@edinboro.edu](mailto:tmitten@edinboro.edu)  
 Dr. Gary Connell, [gconnell@edinboro.edu](mailto:gconnell@edinboro.edu)  
 Rehabilitation Counseling:  
 Dr. Susan Packard, [spackard@edinboro.edu](mailto:spackard@edinboro.edu)  
 School Counseling:  
 Dr. Salene Cowher, [scowher@edinboro.edu](mailto:scowher@edinboro.edu)  
 Student Affairs:  
 Dr. Sue Norton, [scnorton@edinboro.edu](mailto:scnorton@edinboro.edu)

## Admissions Requirements and Procedures

Individuals seeking admission as degree students in the counseling programs must comply with the general admission requirements for graduate students at Edinboro University of Pennsylvania and with the following specific requirements for these programs:

1. Complete the online application
2. Application fee of \$30 (if not former EUP student), or \$7 (if former EUP student)
3. Submit an official degree conferred transcript verifying an earned baccalaureate degree from an accredited institution
4. Scores from either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE)
5. Three letters of reference
6. Writing sample (500 words) addressing one of the following topics:
  - b. Why you chose to be a counselor
  - c. The most important characteristics of a counselor
7. A personal interview, if notified by the department

## Curriculum

### All Counseling Programs Required Core **42 cr. hrs.**

COUN 705 Group Processes  
 COUN 710 Appraisal Techniques in the Helping Professions  
 COUN 712 Human Development Across the Lifespan  
 COUN 715 Career Development and Life Planning  
 COUN 720 Counseling and Consultation Theories  
 COUN 725 Organization and Development of Programs in the Helping Professions  
 COUN 730 Supervised Counseling Practice  
 COUN 735 Counseling Practicum  
 COUN 745 Multicultural Counseling  
 COUN 795 Internship in Counseling  
 EDUC 788 Research in Education

### A. College Counseling Specialized Courses **18 cr. hrs.**

COUN 700 Introduction to the Helping Professions  
 COUN 750 Study of the Individual in Higher Education  
 COUN 752 Law in Postsecondary Higher Education  
 COUN 756 Counseling the College Student  
 Elective  
 Elective

### B. Rehabilitation Counseling Specialized Courses **18 cr. hrs.**

COUN 702 Introduction to Rehabilitation Counseling  
 COUN 780 Medical Information for the Helping Professions  
 COUN 782 Vocational Development, Services and Resources in Rehabilitation  
 COUN 784 Psychosocial Aspects of Disabilities  
 COUN 788 Special Evaluation Techniques  
 Elective

### C. Community Counseling Specialized Courses **18 cr. hrs.**

COUN 704 Introduction to Community Counseling  
 COUN 754 Family Counseling  
 COUN 755 Diagnosis and Assessment  
 COUN 791 Counseling for Substance Abuse and Addictions  
 Elective  
 Elective



**D. School Counseling Specialized Courses 18 cr. hrs.**

COUN 700 Introduction to the Helping Professions  
COUN 740 Individual Development: Childhood through Adolescence  
COUN 742 Developmental Counseling in Schools  
COUN 744 Techniques for Counseling the Student with a Disability

Elective  
Elective

**E. Student Affairs Specialized Courses 18 cr. hrs.**

COUN 700 Introduction to the Helping Professions  
COUN 750 Study of the Individual in Higher Education  
COUN 752 Law in Postsecondary Higher Education  
COUN 753 Student Affairs Practice & Administration

Elective  
Elective

## Degree Requirements

**Candidacy-** Because of the nature of the role of the professional counselor, degree candidates of the programs must demonstrate such qualities as genuineness, warmth, empathy, ethics, professionalism, and interpersonal skills. Students will be evaluated on Knowledge, Skills and Dispositions necessary for professionals at various transition points through the program. Candidacy is the first point where these qualities will be formally evaluated. Both the individual student and faculty will have input into this evaluation. Review of the Application for Admission to Candidacy is seen as very important and this review will include interpersonal skills as well as academic progress. The advisor presents the candidacy application for program staff recommendation. A degree student may not be admitted to Candidacy until (1) at least 12 semester hours of degree credit have been completed, (2) an Application for Admission to Candidacy has been filed with the advisor, and (3) the student has made satisfactory progress in her or his degree program (minimum of a 3.0 QPA).

**Comprehensive Exams-** The student must satisfactorily complete a comprehensive examination. Specific requirements for the comprehensive exams are outline in the Counseling Advisement Guide, which will be made available to each student.

**Culminating Project-** A Master's Project or Thesis is required for graduation. Additional information concerning this requirement can be found in the Counseling Advisement Guide.

**Internship-** All degree seeking students must complete an internship. All students must have completed all core required courses in the area of specialty unless otherwise approved by the advisor and instructor. COUN 730 and COUN 735 must be completed before enrolling for internship. The internship is a twelve (12) credit internship requiring 600 clock hours of on-site experience. Generally speaking, the internship hours must be completed within the time frame of the 15 week semester. Thus, the interns would be on-site 40 hours per week (15 x 40=600). The student must make the necessary plans and arrangements in order to complete an internship. The Internship Manual contains more information regarding the internship experience. NOTE: Graduate assistantships are NOT available during internship. NOTE: Students may opt to divide the internship into two six (6) credit hour segments (300 clock hours each) over two semesters. Students should discuss this option with their advisors. Additional information on 300 hours internships can be found in the Internship Manual.

## Advising

Accepted students will be assigned a faculty advisor. It is expected that the student will make an appointment with the advisor and will develop a Plan of Study within the first semester of attendance. Group advising meetings are also held each semester.

## Faculty

**Gary Connell**, Associate Professor, N.C.C., L.P.C.

B.A. Political Science - University of Maine, 1972

M.Ed. Counselor Education - University of Maine, 1975

Ph. D. Counseling and Human Development - University of Georgia, 1979

Special Interests: Symbolic experiential family therapy, childhood disorders, and techniques of change in therapy.

Published: Dr. Connell has written numerous articles in the field of family therapy and has recently co-authored two books on family relationships and counseling.

**Salene J. Cowher**, Professor, N.C.C., L.P.C.

B.S. English (Secondary), Psychology minor, Slippery Rock University, 1975;

M.A. Student Personnel and Counseling Services, Slippery Rock University, 1980;

Ph.D. Counselor Education majors in individual psychotherapy and program development University of Pittsburgh, 1984.

Special Interests: Ego development, gender issues, program development, individual counseling, psychotherapy, rural issues, conflict resolution, dreamwork in counseling and psychotherapy

NCE Coordinator

**Tammy Mitten**, Assistant Professor, Licensed Psychologist

B.A. Psychology, Indiana University of Pennsylvania, 1982;

M.A. Clinical Psychology, Edinboro University of Pennsylvania 1986;

Ph. D. Marriage and Family Therapy, Purdue University, 1996

Licensed clinical psychologist with small private practice, specializing in marital/family therapy.

Academic interest: symbolic experiential family therapy, childhood mood disorders, qualitative methodology, and the process of change in therapy.

Publishing: Dr. Mitten has written several articles in the field of family therapy and has recently co-authored "Re-shaping Family Relationships."

**Susan C. Norton**, Professor, N.C.C., L.P.C.

B.A. Psychology, Baldwin-Wallace College, 1971;

M.Ed. Counselor Education, University of Dayton, 1984;

Ph.D. Professional Studies in Higher Education, Iowa State University, 1992.

Special Interests: MBTI, college student development, assessment, systemic change, diversity issues.

**Susan H. Packard**, Associate Professor, C.R.C., N.C.C., M.A.C., L.P.C., Licensed psychologist

B.A. Social Science with a focus in Criminal Justice, Edinboro University, 1975;

M.A. Rehabilitation Counseling, Edinboro University, 1977;

Ph. D. Counselor Education, specialization in Rehabilitation Counseling, State University of New York at Buffalo, 1994

Special interests: Rehabilitation counseling, community-based mental health counseling, addictions treatment, integration of rehabilitation counseling with work in the corrections field, and the professional development of counselor education students.

# MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

## Program Description

The Department of Early Childhood and Special Education offers an online graduate program enabling students to obtain a Master of Education in Early Childhood Education. The program qualifies individuals certified in Elementary Education for the additional certification in Early Childhood Education (Pre-K-3).

The online Master's program in Early Childhood Education is designed to be completed by students in less than two years of part-time study. Students may enroll in one course per semester if they desire and may also begin the program in the summer or spring, although the sequence of course offerings is optimal with a fall start. A one-week summer residency is completed during the first summer of the program.

## Contact Information

Early Childhood Graduate Program Head:

Dr. Maureen Walcavich

Phone: (814) 732-2303

Email: [mwalcavich@edinboro.edu](mailto:mwalcavich@edinboro.edu)

Department Chairperson:

Dr. Mary Jo Melvin

Phone: (814) 732-2154

Email: [mmelvin@edinboro.edu](mailto:mmelvin@edinboro.edu)

Assistant Chairperson:

Dr. Lisa Brightman

Phone (814) 732-1328

Email: [lbrightman@edinboro.edu](mailto:lbrightman@edinboro.edu)

## Admission Requirements and Procedures

1. Completed online application
2. Application Fee: \$30.00 for new students, and \$7.00 for Edinboro Alumni
3. Official transcript: Submit an official transcript reflecting baccalaureate degree from an accredited institution.
4. Verification of possession of a valid elementary education or early childhood teaching certificate
5. Minimum undergraduate GPA of 2.8 or satisfactory scores on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE)

## Curriculum

Required Courses (27 CREDITS)

ECED 700 Development of Young Learners

ECED 710 Issues and Trends in Early Literacy Development

ECED 715 Curriculums in Early Childhood Education

ECED 720 Math and Science for Young Children \*\*

ECED 730 Observation, Documentation, and Assessment in Early Childhood \*\*

ECED 740 Family, School and Community: Partnerships in Early Childhood Education

ECED 750 Play, Research and Advocacy

EDUC 788 Research in Education

SPED 710 Seminar in Exceptionalities

\*\*Completed during summer residency

Elective Choices (3 CREDITS)

ECED 705 A Comparison of Early Childhood Education Models in Europe and the United States

ECED 760 Kindergarten Education

SPED 760 Early Intervention and Working with Families

## Degree Requirements

Individuals must comply with the degree requirements for the Master's Degrees listed under *Academic Standards and Policies* in this catalogue. In addition to these requirements, the individual must meet the following requirements:

**Research Requirements.** Candidates for the Master of Education Degree in Early Childhood must conduct an independent study related to their major field. This action research project is conducted while enrolled in ECED 750 Play, Research and Advocacy.

There are two requirements that you need to fulfill before being cleared to graduate: 1) Complete the Knowledge, skills and dispositions survey on Live text and 2) Complete a brief exit interview and email it back to the program head.

Certification procedures in the Commonwealth of Pennsylvania require that if candidates have taken and passed the Fundamental Subjects Praxis test within the last ten years of when you finish taking the required ECE courses, you do not need to take another Praxis exam. If you have not taken this Praxis exam or took it longer than 10 years ago, you will need to pass it to get your PA certification.

**Comprehensive Examination.** Prior to the granting of the Master's Degree, the degree candidate must satisfactorily complete a comprehensive examination. The comprehensive examination will be developed and administered by faculty of the student's graduate major and may be written, oral, or both written and oral.

It is the student's responsibility to schedule the comprehensive examination. This must be done through the program director of the department of the student's major. It is the responsibility of the department program director to inform the student, the advisor, and the Dean of Graduate Studies and Research as to whether or not a student satisfactorily completed the required comprehensive examination.

**Cumulative Grade Point Average.** A candidate for a degree must have achieved a cumulative grade average of "B" or better for all of the credits earned as part of the degree program. Students with a grade point average of less than 3.0 are subject to dismissal at the discretion of the Dean of Graduate Studies and Research.

## Advising

The program director will serve as the advisor.

## Program Faculty

Dr. Lisa Brightman, [lbrightman@edinboro.edu](mailto:lbrightman@edinboro.edu)

Dr. Virginia McGinnis, [vmcginnis@edinboro.edu](mailto:vmcginnis@edinboro.edu)

Dr. Mary Jo Melvin, [mmelvin@edinboro.edu](mailto:mmelvin@edinboro.edu)

Dr. Rosemary Omniewski, [romniewski@edinboro.edu](mailto:romniewski@edinboro.edu)

Dr. Sandra Waite-Stupiansky, [swaite@edinboro.edu](mailto:swaite@edinboro.edu)

Dr. Maureen Walcavich, [mwalcavich@edinboro.edu](mailto:mwalcavich@edinboro.edu)

# MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

## Program Description

The coursework and related experiences prepare the M.Ed. candidate to promote the success of all students by being a leader within their classroom, school, or district. Emphasis is placed on determining candidate's own personal leadership vision and leadership style while at the same time learning to lead others. Common educational leadership threads throughout the program include: (a) Research and Scholarship, (b) Use of Data, and (c) Operational Language.

## Contact Information

Dr. Andrew J. Pushchak, Program Head  
Department of Professional Studies  
324 Butterfield Hall  
Phone: 814-732-2548  
Fax: 814-732-2233  
Email: [apushchak@edinboro.edu](mailto:apushchak@edinboro.edu)

## Admission Requirements and Procedures

Individuals seeking admission as degree students in this curriculum must comply with the general admission requirements for graduate studies at Edinboro University. In addition, the applicant must:

1. Complete an application for admission to the M.Ed. in Educational Leadership program
2. Have earned an undergraduate cumulative quality point average of 3.0
3. Complete the required writing sample (500 word) answering the question. Why have you chosen to be an educational leader?
4. Submit a copy of valid teaching certificate. If not certified submit letter stating *access to* a school building/leader or educational agency.
5. If applicable, apply for the acceptance of transfer credit prior to the beginning of the program (when possible)

## Curriculum

30 semester hours of prescribed graduate credit is required as a partial requirement for the degree. These required graduate credits should be earned as follows:

SCHA 700 Introduction to Educational Leadership  
SCHA 711 Educational Leadership in a Pluralistic Society  
SCHA 716 Educational Leadership from a Global Perspective  
SCHA 720 Dynamics and Processes for Leading Change  
SCHA 731 School and Community Relations  
SCHA 741 Curriculum Leadership  
SCHA 745 Instructional Leadership  
SCHA 775 Educational Leadership Theory and Practice  
SCHA 795 Technology Standards for Educational Leaders  
EDUC 788 Research in Education

## Degree Requirements

In addition to successful completion of the prescribed 30 graduate credits of course work for the M.Ed. in Educational Leadership, the individual will be required to satisfactorily complete a comprehensive exam administered in the final semester of their program. No more than six semester hours of "C" grade will be accepted toward meeting the 30 semester hours of credit required for the M.Ed. in Educational Leadership.

## Advising

All Educational Leadership graduate students will be assigned a program faculty advisor upon acceptance into the program. Although this faculty member will serve as the primary contact for the graduate student, all program faculty may provide assistance to Educational Leadership graduate students throughout their programs.

## Program Faculty

Dr. Janet Baker, [jbaker@edinboro.edu](mailto:jbaker@edinboro.edu)  
Dr. Susan Curtin, [scurtin@edinboro.edu](mailto:scurtin@edinboro.edu)  
Dr. Mary Desmone, [mdesmone@edinboro.edu](mailto:mdesmone@edinboro.edu)  
Dr. Barbara Miller, [bjmiller@edinboro.edu](mailto:bjmiller@edinboro.edu)  
Dr. Andrew Pushchak, [apushchak@edinboro.edu](mailto:apushchak@edinboro.edu)  
Dr. Dawn Snodgrass, [dsnodgrass@edinboro.edu](mailto:dsnodgrass@edinboro.edu)  
Dr. Michael Vetere, [mvetere@edinboro.edu](mailto:mvetere@edinboro.edu)  
Dr. John Ziegler, [jfziegler@edinboro.edu](mailto:jfziegler@edinboro.edu)

## PA PRINCIPAL CERTIFICATION (K-12)

### Program Description

**Option 1:** For individuals who have an M.Ed. in Educational Leadership from Edinboro University of PA

**Option 2:** For individuals who have a master's degree OTHER THAN the M.Ed. in Educational Leadership from Edinboro University of PA

The coursework and related experiences prepare the candidate to promote the success of all students by becoming a building level leader within the K-12 school system. "Leadership for Student Achievement" is the common thread throughout the program. Upon successful completion of the program, individuals will make application for PA Principal K-12 certification. Individuals who have successfully completed another master's degree program may also be eligible to receive the M.Ed. in Educational Leadership from Edinboro University of PA along with the PA Principal K-12 certification.

### Contact Information

Dr. Andrew J. Pushchak, Program Head  
Department of Professional Studies  
324 Butterfield Hall  
Edinboro, PA 16444  
Phone: 814-732-2548  
Fax: 814-732-2233  
Email: [apushchak@edinboro.edu](mailto:apushchak@edinboro.edu)

### Admission Requirements and Procedures

Individuals seeking admission as students in this curriculum must comply with the general admission requirements for graduate studies at Edinboro University. In addition, the applicant must:

1. Complete the online application
2. Application fee of \$30 (if non EUP graduate), or \$7 (if EUP graduate)
3. Submit official transcripts verifying an earned baccalaureate and masters degree from an accredited

institution.

4. Writing sample, reflecting your understanding on how educational leaders shape learning and your philosophy of promoting student achievement and success for all students
5. Completed [mentor form](#)
6. Submit copy of professional certificate
7. Proof of five years of satisfactory, professional, certificated experience.
8. If applicable, apply for the acceptance of transfer credit prior to the beginning of the program (when possible)

## Curriculum

**Option 1.** Individuals who have satisfactorily completed the 30 semester hours of Master of Education in Educational Leadership degree program offered by Edinboro University may complete 15 additional semester hours of prescribed graduate credit as a partial requirement for the PA Principal K-12 certification program. These additional required graduate credits should be earned as follows:

SCHA 721 Collaborative Leadership for Evaluation  
SCHA 760 Legal Aspects of Educational Leadership  
SCHA 765 Financial Aspects of Educational Leadership  
SCHA 789 Elementary Principal Internship  
SCHA 794 Secondary Principal Internship

**Option 2.** 27 semester hours of prescribed graduate credit is required as a partial requirement for the PA Principal K-12 certification program. These required graduate credits should be earned as follows:

SCHA 700 Introduction to Educational Leadership  
SCHA 721 Collaborative Leadership for Evaluation  
SCHA 731 School and Community Relations  
SCHA 741 Curriculum Leadership  
SCHA 760 Legal Aspects of Educational Leadership  
SCHA 765 Financial Aspects of Educational Leadership  
SCHA 775 Educational Leadership Theory and Practice  
SCHA 789 Elementary Principal Internship  
SCHA 794 Secondary Principal Internship

**Additional Requirements.** In addition to successful completion of the prescribed 15-27 graduate credits of course work for the PA Principal K-12 certification, the individual will be required to: conduct and present a focus project on student achievement in each of the two required internships and meet the cut off score for the PRAXIS 0410 Educational Leadership: Administration and Supervision. No more than three semester hours of "C" grade will be accepted toward meeting the 15 semester hours of credit required for the PA Principal K-12 certification.

**Student Responsibility.** It is the responsibility of individuals completing requirements for PA Principal K-12 certification to submit the appropriate forms needed to obtain the certification from the Commonwealth of Pennsylvania to the Dean of Education as soon as the certification requirements have been completed.

## Advising

All Educational Leadership graduate students will be assigned a program faculty advisor upon acceptance into the program. Although this faculty member will serve as the primary contact for the graduate student, all program faculty may provide assistance to Educational Leadership graduate students throughout their programs.

## Program Faculty

Dr. Janet Baker, [jbaker@edinboro.edu](mailto:jbaker@edinboro.edu)  
Dr. Susan Curtin, [scurtin@edinboro.edu](mailto:scurtin@edinboro.edu)  
Dr. Mary Desmone, [mdesmone@edinboro.edu](mailto:mdesmone@edinboro.edu)  
Dr. Barbara Miller, [bjmiller@edinboro.edu](mailto:bjmiller@edinboro.edu)  
Dr. Andrew Pushchak, [apushchak@edinboro.edu](mailto:apushchak@edinboro.edu)  
Dr. Dawn Snodgrass, [dsnodgrass@edinboro.edu](mailto:dsnodgrass@edinboro.edu)  
Dr. Michael Vetere, [mvetere@edinboro.edu](mailto:mvetere@edinboro.edu)  
Dr. John Ziegler, [jfziegler@edinboro.edu](mailto:jfziegler@edinboro.edu)

## PA SUPERVISOR OF SPECIAL EDUCATION CERTIFICATION

The coursework and related experiences prepare the candidate to promote the success of all students by becoming a district level leader for Special Education within the K-12 school system. "Leadership for Student Achievement" is the common thread throughout the program. Upon successful completion of the program, individuals will make application for PA Supervisor of Special Education certification. Individuals who have successfully completed another master's degree program may also be eligible to receive the M.Ed. in Educational Leadership from Edinboro University of PA along with the PA Supervisor of Special Education certification.

## Contact Information

Dr. Andrew J. Pushchak, Program Head  
Department of Professional Studies  
324 Butterfield Hall  
Edinboro, PA 16444  
Phone: 814-732-2548  
Fax: 814-732-2233  
Email: [apushchak@edinboro.edu](mailto:apushchak@edinboro.edu)

## Admission Requirements and Procedures

Individuals seeking admission as students in this curriculum must comply with the general admission requirements for graduate studies at Edinboro University. In addition, the applicant must:

1. Complete the online application
2. Application fee of \$30 (if not former EUP student), or \$7 (if former EUP student)
3. Submit official transcripts verifying an earned baccalaureate and master's degree from an accredited institution.
4. Writing sample, reflecting your understanding on how educational leaders shape learning and your philosophy of promoting student achievement and success for all students
5. Completed [mentor form](#)
6. Submit copy of professional certificate
7. Proof of five years of satisfactory, professional, certificate experience in Special Education on a Special Education certificate.

## Curriculum

Individuals pursuing the PA Supervisor of Special Education certification follow the same program, curriculum, and certification requirements as either PA Principal K-12 certification – Option 1 or PA Principal K-12 certification – Option 2 programs with the following exceptions:

1. Individuals must possess a current and valid teaching

- certificate in Special Education.
2. Individuals must demonstrate five years of satisfactory, professional, certificated service in Special Education on a Special Education certificate
  3. Individuals complete SCHA792 School Supervision Internship (6 credits) and not SCHA789 Elementary Principal Internship and SCHA794 Secondary Principal Internship
  4. Individuals not possessing an M.Ed. in Special Education must demonstrate previous graduate course work in Special Education or take additional graduate course work in Special education as prescribed by the Program Head for Educational Leadership as part of their Supervisor of Special Education certification program.

SCHA 700 Introduction to Educational Leadership  
 SCHA 721 Collaborative Leadership for Evaluation  
 SCHA 731 School and Community Relations  
 SCHA 741 Curriculum Leadership  
 SCHA 760 Legal Aspects of Educational Leadership.  
 SCHA 765 Financial Aspects of Educational Leadership  
 SCHA 775 Educational Leadership Theory and Practice  
 SCHA 792 School Supervision Internship

**Additional Requirements and Procedures.** In addition to successful completion of the prescribed 27 graduate credits of course work for the PA Supervisor of Special Education certification, the individual will be required to: conduct and present a focus project on student achievement in the required internship and meet the cut off score for the PRAXIS 0410 Educational Leadership: Administration and Supervision. No more than three semester hours of "C" grade will be accepted toward meeting the 27 semester hours of credit required for the PA Supervisor of Special Education certification.

**Student Responsibility.** It is the responsibility of individuals completing requirements for PA Supervisor of Special Education certification to submit the appropriate forms needed to obtain the certification from the Commonwealth of Pennsylvania to the Dean of Education as soon as the certification requirements have been completed.

### Advising

All Educational Leadership graduate students will be assigned a program faculty advisor upon acceptance into the program. Although this faculty member will serve as the primary contact for the graduate student, all program faculty may provide assistance to Educational Leadership graduate students throughout their programs.

### Program Faculty

Dr. Janet Baker, [jbaker@edinboro.edu](mailto:jbaker@edinboro.edu)  
 Dr. Susan Curtin, [scurtin@edinboro.edu](mailto:scurtin@edinboro.edu)  
 Dr. Mary Desmone, [mdesmone@edinboro.edu](mailto:mdesmone@edinboro.edu)  
 Dr. Barbara Miller, [bjmiller@edinboro.edu](mailto:bjmiller@edinboro.edu)  
 Dr. Andrew Pushchak, [apushchak@edinboro.edu](mailto:apushchak@edinboro.edu)  
 Dr. Dawn Snodgrass, [dsnodgrass@edinboro.edu](mailto:dsnodgrass@edinboro.edu)  
 Dr. Michael Vetere, [mvetere@edinboro.edu](mailto:mvetere@edinboro.edu)  
 Dr. John Ziegler, [jfziegler@edinboro.edu](mailto:jfziegler@edinboro.edu)

## PA LETTER OF ELIGIBILITY FOR SUPERINTENDENTS

The coursework and related experiences prepare the candidate to promote the success of all students by becoming a district level leader within the K-12 school system and the Intermediate Unit. "Leadership for Student Achievement" is the common thread throughout the program. Upon successful completion of the program, individuals will make application for PA Superintendent's Letter of Eligibility.

### Contact Information

Dr. Michael Vetere  
 Department of Professional Studies  
 324 Butterfield Hall  
 Edinboro, PA 16444  
 Phone: 814-732-1468  
 Fax: 814-732-2233  
 Email: [mvetere@edinboro.edu](mailto:mvetere@edinboro.edu)

### Admission Requirements and Procedures

Individuals seeking admission as students in this curriculum must comply with the general admission requirements for graduate studies at Edinboro University. In addition, the applicant must:

1. Complete the online application
2. Application fee of \$30 (if not former EUP student), or \$7 (if former EUP student)
3. Submit official transcripts verify an earned baccalaureate and masters degree from an accredited institution
4. Writing sample, reflecting your understanding on how educational leaders shape learning and your philosophy of promoting student achievement and success for all students
5. Completed [mentor form](#)
6. Completion of a masters of education program
7. Submit professional administrative and /or supervisory certificate
8. Six years of satisfactory professionally certified service of which three of the six years must have been in a certificated supervisory or administrative capacity.

### Curriculum

30 semester hours of prescribed graduate credit is required as a partial requirement for the PA Superintendent's Letter of Eligibility program. These required graduate credits should be earned as follows:

SCHA 785 Personnel Leadership and Labor Relations  
 SCHA 796 The Superintendency  
 SCHA 797 Educational Technologies and Facilities  
 SCHA 798 Strategic Planning and Policy Analysis  
 SCHA 799 Superintendent's Internship

Individuals must also complete or provide documentation of prior completion of the following courses:

SCHA 716 Educational Leadership from a Global Perspective  
 SCHA 731 School and Community Relations  
 SCHA 741 Curriculum Leadership  
 SCHA 765 Financial Aspects of Educational Leadership  
 SCHA 775 Educational Leadership Theory and Practice

**Additional Requirements.** In addition to successful completion of the prescribed 30 graduate credits of course work for the PA Superintendent's Letter of Eligibility, the individual will be required to conduct and present a focus project on student achievement during the required internship. No more than three semester hours of "C" grade will be accepted toward meeting the 30 semester hours of credit required for the PA Superintendent's Letter of Eligibility.

**Student Responsibility.** It is the responsibility of individuals completing requirements for PA Superintendent's Letter of Eligibility to submit the appropriate forms needed to obtain the certification from the Commonwealth of Pennsylvania to the Dean of Education as soon as the certification requirements have been completed.

## **Advising**

All Educational Leadership graduate students will be assigned a program faculty advisor upon acceptance into the program. Although this faculty member will serve as the primary contact for the graduate student, all program faculty may provide assistance to Educational Leadership graduate students throughout their programs.

## **Program Faculty**

Dr. Barbara Miller, [bjmiller@edinboro.edu](mailto:bjmiller@edinboro.edu)

Dr. Andrew Pushchak, [apushchak@edinboro.edu](mailto:apushchak@edinboro.edu)

Dr. Michael Vetere, [mvetere@edinboro.edu](mailto:mvetere@edinboro.edu)

Dr. John Ziegler, [jfziegler@edinboro.edu](mailto:jfziegler@edinboro.edu)



# MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

## Program Description

The master of education degree in educational psychology has been designed to give the interested student a broad theoretical and practical background in the areas of education and psychology. The program will be of interest to those planning to pursue certification in school psychology after the master's degree, those wishing to broaden their understanding of human development and learning, and those wishing to learn more about evaluation and research.

Respect for diversity among individuals, groups, and communities are emphasized throughout the curriculum. The goal of our program is to help each candidate to identify and apply his/her unique talents while utilizing problem-solving, data-based approaches that allow him/her to work with children and families having a broad range of needs. The focus of our program is on the application of empirically supported approaches to assist all children in achieving academic success, social competence, and emotional and physical health. This program is a fall start only program.

## Contact Information

Dr. Edward Snyder  
Program Head, Educational Psychology  
Phone: 814-732-1099  
Email: [esnyder@edinboro.edu](mailto:esnyder@edinboro.edu)

## Admission Requirements

Individuals seeking admission as degree students in this curriculum must comply with the general admission requirements for graduate studies at Edinboro University. In addition, the applicant must:

1. Complete the online graduate application
2. Application Fee: \$30. (if not former EUP student); \$7 (if former EUP student)
3. An official transcript verifying an earned baccalaureate degree from an accredited institution.
4. Applicants should obtain scores averaging at or above the 30<sup>th</sup> percentile for verbal, quantitative, and analytical writing sections of the Graduate Record Examination (GRE). Edinboro University's GRE code is 003321.
5. Minimum 3.0 QPA for junior and senior year of bachelor's degree
6. Three letters of reference
7. Professional resume
8. Submit an essay (1-2 pages) answering the following questions:
  - a. What attracted you to the field of educational/school psychology?
  - b. What attributes do you possess that will enable you to succeed as a graduate student and ultimately as a practitioner?
  - c. What are your professional goals?

## Curriculum

### Required Courses (21 credits)

APSY 625 Collaborative Consultation in Educational Settings  
APSY 720 Learning Theories  
APSY 727 Psychoeducational Counseling and Interviewing  
APSY 789 Seminar in Educational and Psychological Research  
APSY 796 Crisis Management and Violence Prevention in Schools  
EDUC 788 Research in Education

SPED 710 Seminar in Exceptionalities

### Elective Course (9 credits; 6 with APSY or SPED prefix)

APSY 615 Introduction to School Psychology (for school psychology certification students)  
APSY 721 Biological, Social, and Cultural Bases of Personality  
APSY 724 Psychoeducational Assessment of Behavioral and Developmental Disabilities  
COUN 740 Individual Development: Childhood through Adolescence  
EDUC 781 Statistical Methods in Education  
READ 706 Foundations of Literacy: Theory and Instruction  
SPED 628 Classroom and School-wide Behavior Management Strategies for Inclusive Settings  
SPED 720 Advanced Assessment  
SPED 725 Seminar in Mild to Moderate Disabilities  
SPED 785 Applied Behavior Analysis

## Degree Requirements

The master's degree in Educational Psychology will be awarded to candidates who satisfactorily complete the previously described curricula, have a cumulative grade point average of 3.5 or better for the credits earned as part of the program and satisfactorily complete the comprehensive examination.

**Comprehensive Examination.** All students must take the written comprehensive examination and receive a score of 70% correct or higher.

The Educational Psychology comprehensive examination is available online. Students must contact the program head and request to take the examination. Requests can be made by phone (814 732-1099) or by e-mail ([esnyder@edinboro.edu](mailto:esnyder@edinboro.edu)). The exam should be taken during the last semester before graduation. Once the request for taking the comprehensive exam is approved, student will find access to the examination via D2L.

The comprehensive exam covers 5 key courses (APSY 625, APSY 720, APSY 727, APSY 789, and APSY 796). There are 25 questions related to each course. The format of the exam is multiple-choice for questions. Students have 2 hours to complete the examination. To pass the examination, students must receive a cumulative percentage of correct responses at 70% or higher. If a student fails to pass the exam, they must discuss the results of the exam with the program head. They may be allowed to retake a second version of the exam after discussion with the program head. Students will be notified of their results immediately after taking the online exam.

## Advising

Upon acceptance into the program, candidates will be assigned an advisor. Candidates are strongly encouraged to contact their advisor prior to the start of each semester to discuss course, field, and examination requirements.

## **Program Faculty**

The following faculty are most active in teaching classes, supervising field experiences, and providing advising.

### **Joel Erion, Associate Professor**

B.S. Elementary Education, Clarion University of Pennsylvania  
M.Ed. Educational Psychology, Indiana University of Pennsylvania  
School Psychology Certification, Indiana University of Pennsylvania  
Ed.D School Psychology, Indiana University of Pennsylvania  
Professional interests: Parent involvement, response to intervention, and program assessment.

### **Edward P. Snyder, Professor**

B.A. History, minor: education, Bucknell University  
M.S. Education, Bucknell University  
School Psychology Certification, Bucknell University  
Ph.D. School Psychology, Lehigh University  
Professional interests: Behavior disorders, functional assessments, self-determination, goal setting, and school-based intervention

# MASTER OF EDUCATION IN MIDDLE & SECONDARY INSTRUCTION

## Program Description

There are several options for students wishing to obtain Master of Education in Middle and Secondary Instruction.

Students not holding teacher certification may obtain this master's degree along with teacher certification in a wide variety of areas. The purpose of this program is to provide candidates with development of pedagogy and professional skills that will enable them to gain classroom proficiency. The program is structured for non-education majors who wish to pursue an advanced degree and to secure certification as a teacher. For the future educator, the program is designed to prepare candidates to practice the art of teaching in accordance with the ethical principles of educators as they strive to educate the nation's children.

For students already holding teacher certification, several options, including foci in social studies, middle level and English, exist. The purpose of this program is to provide further development of content knowledge through the academic strands while also increasing practitioners' professional skills that will enable them to gain increased classroom proficiency. The program is also structured for education majors who wish to pursue an advanced degree. For the practitioner, the program is designed to prepare candidates to practice the art of teaching in accordance with the ethical principles of educators as they strive to educate the nation's children.

Students who are currently teaching math and/or science with an emergency certificate or have a bachelor's degree in math or the sciences may use this program to obtain a master's degree and certification in math or science. By passing the Praxis II in the content areas of math or science (Mathematics, Physics, Earth Space Science, Biology, Chemistry, and General Science) and meeting university and state requirements, students are offered the opportunity to earn their Pennsylvania teaching certificate. Students may need to take an undergraduate course in composition and/or literature to meet state requirements for certification. Field experience and student teaching must be completed in area schools associated with Edinboro University's student teaching placement options.

## Contact Information

Middle and Secondary Education Department Graduate Program  
Head:

Dr. Jo Holtz  
(814) 732-2794  
[jholtz@edinboro.edu](mailto:jholtz@edinboro.edu)

For information or assistance regarding services, activities and facilities that are accessible to and usable by persons with a disability, contact Dr. Robert McConnell, Office for Students with Disabilities (OSD), at (814) 732-2462 t/tty or [mcconnell@edinboro.edu](mailto:mcconnell@edinboro.edu). For additional information, visit the [OSD web page](#).

## Admission Requirements and Procedures

Individuals seeking admission as degree students in this curriculum must comply with the general admission requirements for graduate studies at Edinboro University. In addition, the applicant must:

1. Submit a completed Graduate Application
2. Submit an official transcript reflecting baccalaureate degree

3. Have a minimum 2.8 overall undergraduate QPA. The MAT or GRE and/or Praxis I tests are required for undergraduate QPA lower than 2.8
4. Copy of teaching certificate (for students holding teacher certification)

## Curriculum

### I. CORE CONTENT (15 semester hours)

- EDUC 788 Research in Education
- SEDU 702 Teaching in the Contemporary Multicultural Classroom
- SEDU 731 Applications of Technology Integration in Education
- SEDU 786 Secondary and Middle School Curriculum
- SPED 710 Seminar in Exceptionalities

### II. STUDENTS SEEKING TEACHER CERTIFICATION

#### Classes for students seeking teacher certification in the areas listed below\* (18 semester hours)

- SEDU 607 Content Literacy in the Middle and Secondary School
- SEDU 692 Seminar on Teaching Adolescents
- SEDU 700 Educational Assessment of Students in the Middle and Secondary Schools
- SEDU 774 Issues in American Education
- SEDU 797 Action Research
- SPED 725 Seminar in Mild to Moderate Disabilities

#### The following courses are required for teacher certification (9 semester hours)

- (1) SEDU 475 Field Experience for Middle and Secondary Education OR  
SEDU 575 Secondary Education Field Experience
- (2) SEDU 675 Teaching Methods for Middle and Secondary Classrooms
- (3) SEDU 495 Student Teaching OR  
SEDU 695 Student Teaching

Additional courses in content area as needed.

#### Classes for students seeking math/science teacher certification (21-27 semester hours)

- SEDU 607 Content Literacy in the Middle and Secondary School
- SEDU 675 Teaching Methods for Middle and Secondary Classrooms
- SEDU 695 Student Teaching (6-12 hours)
- SEDU 700 Educational Assessment of Students in the Middle and Secondary Schools
- SEDU 774 Issues in American Education
- SPED 725 Seminar in Mild to Moderate Disabilities

### III. STUDENTS NOT SEEKING TEACHER CERTIFICATION

#### Non-thesis Option (15 credits)

SEDU 692 Seminar on Teaching Adolescents  
SEDU 797 Action Research  
Electives (9 SH)

#### Social Studies Focus (non-thesis) (15 credits)

SEDU 692 Seminar on Teaching Adolescents  
SEDU 797 Action Research  
Electives (Graduate level ANTH or HIST courses; 9 SH)

#### Middle Level Focus (non-thesis) (15 credits)

SEDU 607 Content Literacy in the Middle and Secondary School  
SEDU 675 Teaching Methods for Middle and Secondary Classrooms  
SEDU 692 Seminar on Teaching Adolescents  
SEDU 700 Educational Assessment of Students in the Middle and Secondary Schools  
SEDU 774 Issues in American Education

#### English Focus (non-thesis) (15 credits)

SEDU 692 Seminar on Teaching Adolescents  
SEDU 797 Action Research  
Electives (Graduate level ENGL courses; 9 SH)

#### Thesis Option (15 credits)

SEDU 692 Seminar on Teaching Adolescents  
SEDU 799 Thesis  
Electives (9 SH)

#### \*Certification programs available in the following areas:

8112 Comprehensive English  
8115 Earth and Space Science  
8116 Mathematics  
8119 Biology  
8120 Chemistry  
8121 General Science  
8123 Physics  
8124 Social Studies  
8126 Mid Level – English/Language Arts/Reading  
8127 Mid Level – Mathematics  
8128 Mid Level – Science  
8129 Mid Level – Social Studies  
8130 Mid Level – Math and English/Language Arts/Reading  
8131 Mid Level – Math and Science

8132 Mid Level – Math and Social Studies

8133 Mid Level – Science and English/Language Arts/Reading

8134 Mid Level – Science and Social Studies

### Degree Requirements

Individuals must comply with the degree requirements established by Edinboro University for the Master of Education Degree. A degree will not be awarded solely on the basis of credit earned. Non-education candidates for the degree will be required to earn teaching certification before the master's degree is awarded. Students in this program must also complete the following:

**Candidacy.** Those completing certification need Teacher Candidacy as required by the state.

**Comprehensive Exams.** Required if graduate QPA is below 3.25.

**Cumulative Grade Point Average.** Students must maintain 3.0.

**Teacher Certification.** Required for master's in Middle and Secondary Instruction.

**Research Requirement (Thesis Option).** Students taking the thesis option must select a thesis advisor from among the graduate faculty members in the Department of Middle and Secondary Education, register for 3 credits of SEDU 799, and select a committee with the assistance of the thesis advisor. The master's thesis must conform to the style of the most recent edition of the *American Psychological Association Manual*. Any student planning for doctoral study in the future is strongly encouraged to take the Thesis option.

### Advising

Students pursuing Teacher's Certification along with their Master's Degree should meet with their advisor or co-advisor every semester, at least until certification is earned.

Advisors: Dr. Kathleen Benson, Dr. Jo Holtz

### Program Faculty

Dr. Kathleen Benson  
Dr. Dennis Buckwalter  
Dr. Charles Cross  
Dr. Jo Holtz  
Dr. Gwen Price  
Dr. Thomas Roden  
Dr. Stacey Wolbert

[kbenson@edinboro.edu](mailto:kbenson@edinboro.edu)  
[dbuckwalter@edinboro.edu](mailto:dbuckwalter@edinboro.edu)  
[ccross@edinboro.edu](mailto:ccross@edinboro.edu)  
[jholtz@edinboro.edu](mailto:jholtz@edinboro.edu)  
[gprice@edinboro.edu](mailto:gprice@edinboro.edu)  
[troden@edinboro.edu](mailto:troden@edinboro.edu)  
[swolbert@edinboro.edu](mailto:swolbert@edinboro.edu)

# MASTER OF SCIENCE IN NURSING

Clarion and Edinboro Universities

## Program Description

The Master of Science in Nursing program is sponsored jointly by Clarion and Edinboro Universities. There are two concentration areas: family nurse practitioner (FNP) and nurse educator (NE). The FNP concentration is 45 semester hours in length and includes 600 hours of clinical practice. FNP graduates are prepared to provide primary care in medically under-served areas in Western Pennsylvania and are eligible to apply to the Pennsylvania State Board of Nursing for legal certification as certified registered nurse practitioners (CRNP) in family health after passing professional certification exams through either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The NE concentration is 36 semester hours in length and includes 135 hours of mentored teaching experience. NE graduates learn to design, implement, and evaluate instruction and are prepared to teach in diploma and associate degree programs as well as to fill clinical education and staff development position in hospitals and other health care institutions. NE graduates meet the educational requirements to sit for the National League for Nursing Certified Nurse Educator exam. Courses for both program concentrations are delivered online with the exception of clinical practica and a limited number of skill labs and workshops. Graduates of the program receive a joint degree granted by both universities. Students may select one university site for advisement and may utilize facilities and services of both universities. The MSN program is accredited by the National League for Nursing Accrediting Commission (NLNAC). Students should check the program Website for the most up-to-date program information: <http://www.clarion.edu/msn/> Information about program requirements and administrative matters is also available at both universities.

**Program Objectives.** The Master of Science in Nursing program affords advanced practice nurses the opportunity to develop as expert clinicians or nurse educators, participate in shaping health policy, and contribute to research that improves patient care or nursing education. The nursing program provides the foundation for a life-long process of personal and professional growth as well as for doctoral education. Specifically designed for the working professional, all didactic courses are taught via the internet. Most students study on a part-time basis.

**Program Outcomes.** Graduates will:

1. Synthesize knowledge from nursing, the sciences, and humanities into advanced nursing practice.
2. Demonstrate critical thinking and diagnostic reasoning in decision-making activities.
3. Use theoretical knowledge and research findings as a foundation for advanced nursing practice.
4. Incorporate professional/legal standards and moral/ethical values into a culturally sensitive practice.
5. Apply nursing knowledge and related theories to nursing and health through nursing education and advanced clinical practice.
6. Build a professional system that includes interdisciplinary communication, collaboration, and teamwork.
7. Participate in legislative and policy-making endeavors that influence health care services and practices.
8. Contribute to nursing knowledge through advanced clinical practice and/or education and research.

## Contact Information

Debbie Ciesielka, DEd, MSN, ANP-BC  
MSN Program Coordinator  
Clarion University–Pittsburgh Site  
4900 Friendship Ave.  
Pittsburgh, PA 15224  
Telephone: 412-578-7277  
E-mail: [dciesielka@clarion.edu](mailto:dciesielka@clarion.edu)

## Admission Requirements and Procedures

The admission requirements for both MSN concentrations are the following:

1. Payment of the application fee.
2. Evidence of an earned baccalaureate degree in nursing from an accredited program.
3. Licensure as a registered nurse in the state where they plan to complete clinical practicum.
4. An undergraduate grade point average of 2.75 on a 4.0 scale or
5. A graduate grade-point average of 3.0 on a 4.0 scale (if seeking second MSN degree)
6. One year of recent full-time clinical practice or two years of part-time clinical practice (2,000 hours)
7. Evidence of completion of a college level statistics course with a 'C' or better.

**Application Deadlines.** Early admission deadline is November 1. All completed applications received by November 1 will be reviewed and considered for early admission into the MSN program for the upcoming fall term. Students meeting the criteria for early admission will be notified by December 15.

Regular admission deadline is April 1. All completed applications received by April 1 will be reviewed and considered for regular admission into the MSN program for the upcoming fall term. Students meeting the criteria for admission will be notified by May 15. In addition to meeting the criteria for admission, students will be accepted on a 'seat available' basis.

An applicant may be placed on a waiting list for the upcoming fall admission or for the following fall admission. All students will be notified by May 15 of their admission status.

For detailed instructions and to request an application, please visit: <http://www.clarion.edu/16475/>

## Curriculum

The following core courses are required of all students graduating with a Master of Science in Nursing:

NURS 601: Advanced Concepts in Pathophysiology\*  
NURS 602: Pharmacologic Applications  
NURS 605: Evolution of Nursing Theory\*\*  
NURS 610: Advanced Concepts in Nursing Research  
NURS 614: Health Promotion: Family and Community Perspectives\*\*\*  
NURS 615: Advanced Health Assessment

NURS 616: Advanced Health Assessment Practicum  
NURS 645: Nursing and Public Policy  
NURS 800: Scholarly Project/Thesis

*\* NURS 601 is a prerequisite to NURS 602 and is a prerequisite or co-requisite to NURS 615 and NURS616.*

*\*\* NURS 605 is a prerequisite to NURS 610.*

*\*\*\* NURS 614 is a prerequisite to the clinical courses and is a prerequisite to NURS 620 and 621*

Students in the family nurse practitioner concentration take the following additional courses:

NURS 620: Clinical Decision Making  
NURS 621: Clinical Decision Making I Practicum  
NURS 630: Clinical Decision Making II  
NURS 631: Clinical Decision Making II Role Seminar  
NURS 632: Clinical Decision Making II Practicum  
NURS 640: Clinical Decision Making III  
NURS 641: Clinical Decision Making III Role Seminar  
NURS 642: Clinical Decision Making III Practicum  
NURS 750: Family Nurse Practitioner Internship

Students in the nurse educator concentration take the following additional courses:

NURS 675: Nursing Curriculum Development  
NURS 676: Educational Strategies in Nursing  
NURS 677: Evaluation and Assessment in Nursing  
NURS 751: Nurse Educator Internship

## Degree Requirements

To fulfill degree requirements for graduation, the student must complete 45 semester hours or required course work for the family nurse practitioner concentration and 36 semester hours of required course work for the nurse educator concentration. The student must maintain a QPA of 3.0 or better on a 4.0 scale. Successful completion of a comprehensive assessment in the form of a professional portfolio is required. A scholarly project/thesis is also required for graduation. All degree requirements must be completed within six years of the first date of enrollment.

## Advising

Upon admission to the MSN Program, students are assigned a faculty advisor at the university closest to their home. Before beginning the first course, successful applicants should meet with the graduate advisor for orientation and assistance in planning their program of studies. This can be accomplished face-to-face, by phone, email, or desktop conferencing.

## Program Faculty

**Professors:** A. Conway (EUP), D. Kubinski (EUP)

**Associate Professors:** D. Carlson (EUP), D. Ciesielka (CUP), L. Reiser (CUP)

**Assistant Professors:** A. McClune (EUP), C. Stiller (EUP)

## Second Master's Degree Family Nurse Practitioner

Individuals holding a graduate degree in nursing may earn a second masters in nursing degree in the Clarion and Edinboro Universities Family Nurse Practitioner concentration. In order to qualify for a second master's degree, regardless of where the first degree was

earned, graduate students must successfully complete a minimum of 30 hours of credit in the Clarion and Edinboro Universities Program beyond the first master's degree and meet program requirements with respect to the required semester hours of credit and courses for the major. Second master's degree students would typically have transfer credits in nursing theory and research that could apply to the requirements of NURS 605: Evolution of Nursing Theory, NURS 610: Advanced Concepts in Research, and NURS 800: Scholarly Project/Thesis. Students may petition for life experience credits for NURS 614: Health Promotion: Family and Community Perspectives and NURS 645: Nursing and Public Policy. Clinical courses and the internship are required of all degree students regardless of prior advanced education.

## POST MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE

A Post-Master's Family Nurse Practitioner Certificate option is available to Master of Science in Nursing graduates. A program of study that meets all requirements to sit for national certifying exams will be tailored to the needs of the individual.

## POST MASTER'S CERTIFICATE IN NURSING EDUCATION

A post-master's certificate is available to individuals who hold a master's degree in nursing from an accredited program. This includes nurses who have graduate degrees as nurse practitioners. The purpose of this certificate program is to prepare nurses for teaching positions in nursing in both academic and non-academic settings. A minimum of 15 credits is required to earn a certificate.

## PALLIATIVE AND END OF LIFE CARE CERTIFICATE

### Program Description

This multidisciplinary certificate program in palliative and end-of-life care is designed to prepare healthcare professionals across multiple disciplines to assume leadership roles within a variety of agencies to incorporate and improve palliative and end-of-life care to patients and families.

The 15-credit multidisciplinary certificate in Palliative and End-of-Life care consists of three theory-based courses and a six-credit clinical practicum that can be completed in the student's workplace.

At the completion of the multidisciplinary certificate in palliative and end-of-life care the graduate will be prepared to:

- 1) Assume leadership roles within healthcare agencies in order to provide quality palliative and end-of-life care.
- 2) Synthesize data and evidence-based practice guidelines to address issues within the delivery of palliative and end-of-life care.
- 3) Be multiculturally sensitive, competent, and ethically aware in palliative and end-of-life care.
- 4) Collaborate with interdisciplinary team members in the provision of palliative and end-of-life care.
- 5) Identify legal and ethical principles in the analysis of complex



- issues in palliative and end-of-life care.
- 6) Assess multiple dimensions including physical, psychological, social, and spiritual needs to improve palliative and end-of-life care.
  - 7) Communicate effectively and sensitively with the patient, family and healthcare team about palliative and end-of-life issues.
  - 8) Explore the experience of suffering, grief, loss and bereavement for the patient, family and healthcare provider.

## Contact Information

Dr. Patricia Nosel  
Chairperson, Nursing Department,  
Health & Human Services Building  
(814) 732-1127 / (814) 732-2900  
[nosel@edinboro.edu](mailto:nosel@edinboro.edu)

## Admission Requirements

1. A completed Edinboro University application ([online.edinboro.edu](http://online.edinboro.edu))
2. Application fee: \$30.00 for new students, \$7.00 for returning Edinboro students
3. Official transcripts (GPA of a 2.75 is required)
4. Personal statement as to why the applicant wishes to pursue this certificate and how it will benefit her/him as professionals and the people for whom she/he cares.

5. Resume
6. Three letters of recommendation

## Curriculum

Students who do not currently hold a baccalaureate degree will register for NUHL 560, NUHL 561, NUHL 562 and NUHL 563. Students who have previously earned a baccalaureate degree will enroll in NUHL 760, NUHL 761, NUHL 762, and NUHL 763. Differences in 500 level courses and 700 level courses include learning objectives, course assignments and evaluation methods.

## Program Faculty

Faculty from nursing, social work, counseling and speech/language will be teaching and supervising students within their disciplines within this multidisciplinary certificate program.

Dr. Patricia Nosel  
Chairperson, Nursing Department,  
Health & Human Services Building  
(814) 732-1127 / (814) 732-2900  
[nosel@edinboro.edu](mailto:nosel@edinboro.edu)

Dr. Roselle Scaggs  
Social Work Department, Butterfield Hall 230  
(814) 732-1658  
[rscaggs@edinboro.edu](mailto:rscaggs@edinboro.edu)

# MASTER OF EDUCATION IN READING

## Program Description

This program will enable students to obtain a Master's Degree in Reading and will qualify them for certification as a reading specialist (upon passing the PRAXIS exam). This professional training is essential in diagnosing and helping children overcome reading disabilities, as well as in promoting developmental and interventional reading practices in schools.

## Contact information

Masters in Reading and Reading Specialist Certification  
The Graduate Program Head  
Dr. Heather Kenny [hkenny@edinboro.edu](mailto:hkenny@edinboro.edu)  
Graduate Programs in Reading Office  
120 Butterfield Hall,  
Edinboro University of PA  
Edinboro, PA 16444.  
814-732-1325

## Admission Requirements and Procedures

Individuals seeking admission as degree students in this curriculum must comply with the general admission requirements for graduate studies at Edinboro University.

1. Completed graduate application
2. Application fee: \$30.00 (if not former EUP student), \$7.00 (if former EUP student)
3. Official transcript reflecting a baccalaureate degree from an accredited institution
4. Minimum 3.0 overall QPA
5. Copy of valid teaching certificate or complete a program of study approved by the Dean of Education, leading to certification as an elementary or secondary school teacher *prior* to completion of the program

## Curriculum

A minimum of 30 semester hours of graduate credit is required to complete the degree. These credits should be earned as follows:

- READ 702 Literacy Interventions for Striving Readers
- READ 704 Comprehensive Literacy Curriculum: Design and Implementation
- READ 706 Foundations of Literacy: Theory and Instruction
- READ 707 Literacy Instruction for the Content Area Professional
- READ 708 English Language Learners in the Literacy Curriculum
- READ 709 Literacy Difficulties: Assessment and Intervention
- READ 710 Organization, Supervision and Administration of Reading Programs
- READ 712 Reading Clinic
- READ 717 Language Arts Instruction: Design and Implementation
- READ 794 Research Design in Reading

## Degree Requirements

Degree candidates must comply with the degree requirements for the Master of Education degree listed in the Graduate Catalogue.

**Research Requirement.** The graduate student will demonstrate evidence of research competency by creating a viable research proposal which articulates a well-conceived design and methodology.

The proposal must be submitted prior to graduation.

**Form and Style to be Used in Writing Graduate Papers.** There is not a thesis requirement in the Master's in Reading Program. However, specialized courses offered by the University are designed in part to develop skills in written expression with specific emphasis placed on a review of the style and format considered by the academic community to be the appropriate style and format for course papers, research projects, independent study and thesis. Students enrolled in graduate courses should also assume that correct style format, spelling and grammar will be considered in evaluating the quality of written material submitted. Course requirements in the Masters in Reading Program shall conform to the style and form as found in **The Publication Manual of the American Psychological Association [APA]**.

## Candidacy: Graduate Requirements in Progress [GRIP].

Admission to graduate study as a degree candidate does not automatically mean that the student will meet all requirements and complete the Masters in Education: Reading at Edinboro University.

The academic record of each Masters in Education: Reading degree candidate is reviewed at the conclusion of the semester or summer session in which the candidate is enrolled for his or her 15<sup>th</sup> credit at the University. Students who have made satisfactory progress in the degree program will be approved for continuation. This approval includes the satisfactory completion of 15 hours of course work, a cumulative average of "B" or better, and appropriate Dispositions. After this approval, a student may be removed from the program based on the recommendations of the graduate faculty, Program Head with supporting evidence, and approved by the Dean of Education and the Dean of Graduate Studies and Research.

It is the student's responsibility to submit the GRIP Form to the Graduate Program Head of Reading.

**Comprehensive Exit Exam.** The *Reading Specialist PRAXIS* exam is the exit exam requirement for all students in the Master's in Reading Program. It is the student's responsibility to register for the PRAXIS exam. Students who are completing the M.Ed. in Reading, but do not desire the Reading Specialist Certification and cannot provide evidence of a passing score on the *Reading Specialist PRAXIS* exam, must assume responsibility to schedule the *Comprehensive Examination* with the Graduate Program Head of Reading.

**Cumulative Grade Point Average.** Students must satisfactorily complete the course requirements of this program. To do so, the student must earn a cumulative average of "B" (3.00) or better. Students must not earn more than 6 semester hours of credit with a grade of "C".

## Certification: PRAXIS II: Reading Specialist Exam 0300.

The Master of Reading program prepares students for certification as a Reading Specialist. It is the student's responsibility to register for the *Reading Specialist PRAXIS* exam and to apply for Reading Specialist Certification. For students seeking certification outside of the Commonwealth of PA, it is the responsibility of the student to know the certification requirements for that state so that their state requirements are met.

**Exit Survey.** Each candidate will complete a survey prior to or shortly after graduation. This survey helps in providing constant review and evaluation of program requirements as an avenue of updating and improving the program on a consistent basis.

**Information Shell.** Candidates should access the *Information Shell* in D2L for detailed information about the Graduate Reading Program.

## **Advising**

Students in the online program will follow a prescribed sequence that is shared through a *Plan of Study*.

## **Faculty**

Dr. Scott Baldwin [sbaldwin@edinboro.edu](mailto:sbaldwin@edinboro.edu)

Dr. Marian S. Beckman [mbeckman@edinboro.edu](mailto:mbeckman@edinboro.edu)

Dr. Linda Best [lbest@edinboro.edu](mailto:lbest@edinboro.edu)

Dr. Kathleen Dailey [dailey@edinboro.edu](mailto:dailey@edinboro.edu)

Dr. Heather Kenny [hkenny@edinboro.edu](mailto:hkenny@edinboro.edu)

Dr. Lisa Tong [ltong@edinboro.edu](mailto:ltong@edinboro.edu)

# MASTER OF SCIENCE EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY

## Program Description

The Educational Specialist Degree in School Psychology is a 75 credit program of study that in conjunction with passing scores on the National School Psychology Exam leads to Pennsylvania School Psychologist Certification and recognition as a Nationally Certified School Psychologist.

The School Psychology Program prepares its graduates for the professional practice of psychology in the schools by emphasizing a scientist-practitioner model of training. The mission of the program is to prepare school psychologists who are capable of providing high quality, ethical psychological services. The program provides a solid foundation of instruction, research, and field experience, which reflects current, empirically supported methods in psychology and education. These experiences prepare graduates to provide assistance and expertise in the assessment and treatment of problems experienced by children, schools, and communities.

Respect for diversity among individuals, groups, and community is emphasized throughout the curriculum. The goal of our program is to help each candidate to identify and apply his/her unique talents while utilizing problem-solving, data-based approaches that allow him/her to work with children and families having a broad range of needs. The focus of our program is on the application of empirically supported approaches to assist all children in achieving academic success, social competence, and emotional and physical health.

## Contact Information

Please feel free to contact us to schedule a visit, meet with current students, tour campus, attend an open house, and/or answer any questions you may have.

Dr. Joel Erion  
Coordinator, School Psychology Program  
814-732-2287  
[jerion@edinboro.edu](mailto:jerion@edinboro.edu)

## Admission Requirements

1. Applicants must submit an ETS (R) Personal Potential Index (ETS PPI) Evaluation Report by going to [www.ets.org/ppi/](http://www.ets.org/ppi/) and setting up an account. Current GRE Applicants and those who took the GRE General Test after 5/1/2009 can send the report for free. The evaluation report should include feedback from three or evaluators, one of whom must be a supervisor. Find evaluators who know you well.
2. A one-two page essay answering the following questions:
  - a. What attracted you to the field of school psychology?
  - b. What attributes do you possess that will enable you to succeed as a graduate student and ultimately as a practitioner?
  - c. What are your professional goals?
3. A professional resume.
4. GRE results (Scores averaging the 30<sup>th</sup> percentile or above for the verbal, quantitative, and analytical writing sections are preferred.)
5. Transcripts showing a grade point average of 3.0 or better (4 point scale) for the junior and senior year of the

bachelor's degree. For those who have earned a master's degree a grade point average of 3.5 or better is required.

6. Passing scores for the Praxis I reading, writing, and math exams are required for Pennsylvania certification.

Upon receipt of all application materials you will be contacted for an interview. Materials should be received by February 15 for an applicant to be considered for a graduate assistantship. Application materials may be considered after this date for enrollment in the program.

In order to obtain certification, you must be a U.S. citizen. If you are not a U.S. citizen you must have a permanent immigrant visa which permits you to seek employment within the United States. Additionally, you must intend to become a citizen and file a notarized form titled, "Declaration of Intent to Become a Citizen of the United States" (part of Foreign Supplement Package available from the Bureau of Teacher Certification and Preparation).

## Curriculum

### Fall Year One

APSY 615 Introduction to School Psychology  
(15 days of practicum included)  
APSY 720 Learning Theories\*  
EDUC 781 Statistics in Education  
SPED 710 Seminar in Special Education and Exceptionalities\*

### Spring Year One

APSY 724 Psychoeducational Assessment of Behavioral and Developmental Disabilities (15 days of practicum included)  
APSY 727 Psychoeducational Counseling and Interviewing\*  
COUN 740 Individual Development through Adolescence\*  
SPED 725 Seminar in Mild to Moderate Disabilities\*

### Summer Year One

APSY 721 Cultural, Social, and Biological Bases of Personality Development  
APSY 796 Crisis Management and Violence Prevention  
(Contains one week residency.)\*

### Fall Year Two

APSY 625 Collaborative Consultation in Educational Settings\*  
APSY 722 Individual Psychological Assessment I  
APSY 725 Clinical Practicum in School Psychology  
EDUC 788 Research in Education\*

### Spring Year Two

APSY 723 Individual Psychological Assessment II  
APSY 735 Advanced Clinical Practicum in School Psychology  
APSY 789 Research II: Seminar in Ed. /Psych. Research\*  
READ 706 Foundations of Literacy\*  
**Explore M. Ed. eligibility with your advisor**  
**Education Psychology comprehensive exam**

### Summer Year Two

APSY 790 Seminar in School Psychology

### Year Three

APSY 795 Internship in School Psychology (18 credits)

1200 hour minimum

### **Take and pass Praxis II exam**

\*Required courses for the master's degree in educational psychology and are offered online.

## **Degree Requirements**

The Educational Specialist Degree in School Psychology will be awarded to candidates who satisfactorily complete the previously described curricula, have a cumulative grade point average of 3.5 or better for the credits earned as part of the program, satisfactorily complete the comprehensive examination, successfully complete internship, and pass the National School Psychology Examination.

**Comprehensive Examination.** Toward the end of the internship students are required to complete a comprehensive examination designed to assess their mastery of knowledge in areas relevant to the practice of school psychology and the objectives of this program. The exam requires a written response to questions tied to each program objective followed by an oral defense and review of a case study completed during internship. Students who do not pass the comprehensive examination after two attempts will be asked to withdraw from the program.

**Internship.** APSY795 Internship in School Psychology is a field-based experience, which is completed on a full-time basis during one academic year. The internship is the culminating experience of the program. It is a two-semester (1200 clock hour minimum) field placement during which the student functions under the direct supervision of a certified school psychologist. Students must complete at least 600 hours of the internship in an approved school setting. In non-school settings, supervisory personnel hold an appropriate credential for that setting. Where employed, a rationale specifies its appropriate relationship to the practice of school psychology. The student functions in a carefully supervised, but relatively independent manner. During this time the student progressively assumes the role and functions of a psychologist in the schools. Students are placed in urban, rural, and/or suburban settings but must be exposed to the fullest extent possible to children and families with diverse backgrounds.

**National School Psychology Exam.** A product of Educational Testing Service, this instrument is designed for use by school psychology candidates and should be taken toward the end of the program. Questions focus on content and process issues relevant to the school setting. The main content areas include data-based decision making; research-based academic practices; research-based behavioral and mental health practices; consultation and collaboration; applied psychological foundations; and ethical, legal, and professional foundations. Qualifying scores vary by state.

## **Advising**

Upon acceptance into the program, candidates will be assigned an advisor. Candidates are strongly encouraged to contact their advisor prior to the start of each semester to discuss course, field, and examination requirements.

## **Program Faculty**

The following faculty are most active in teaching classes, supervising field experiences, and providing advising.

### **Joel Erion, Associate Professor**

B.S. Elementary Education, Clarion University of Pennsylvania  
M.Ed. Educational Psychology, Indiana University of Pennsylvania  
School Psychology Certification, Indiana University of Pennsylvania  
Ed.D School Psychology, Indiana University of Pennsylvania  
Professional interests: Parent involvement, response to intervention, and program assessment.

### **Edward P. Snyder, Professor**

B.A. History, minor: education, Bucknell University  
M.S. Education, Bucknell University  
School Psychology Certification, Bucknell University  
Ph.D. School Psychology, Lehigh University  
Professional interests: Behavior disorders, functional assessments, self-determination, goal setting, and school-based intervention

# MASTER OF ARTS IN SOCIAL SCIENCES

## Program Description

The History Department offers a program which results in the earning of a master of arts degree with a major in social sciences. The department also offers graduate courses in history which may be taken by students enrolled in the master of arts degree program with a major in social sciences.

This degree is designed to be multi-disciplinary, giving men and women in education, business and government the opportunity to develop their own program of study. Options and flexibility are kept at the maximum level possible. This allows the professional in education, urban affairs, criminal justice, gerontology, international trade and commerce, etc. to attain a graduate degree in his or her career.

## Contact Information

Please feel free to contact us to schedule a visit, meet with current students, tour campus, attend an open house, and/or answer any questions you may have.

Dr. Ronald Spiller  
Coordinator, Social Sciences Program  
814-732-2287  
[rspiller@edinboro.edu](mailto:rspiller@edinboro.edu)

## Admission Requirements and Procedures

1. Complete the online application
2. Application fee of \$30 (if not a former EUP student), or \$7 (if former EUP student)
3. Official degree conferred transcript reflecting baccalaureate degree from an accredited institution
4. Test scores from either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE)
5. Three letters of reference; forms are available at the forms link on the School of Graduate Studies and Research homepage.
6. Professional Resume
7. Typed essay (2-3 pages) answering the following questions:
  - a. What attracted you to the profession of social sciences?
  - b. What professional goals do you have for the next 10 years, and how will the Master of Arts in Social Sciences help you attain those goals?
  - c. What attributes do you possess that suggest success in graduate school and as a practicing social scientist?

## Curriculum

This curriculum contains both a thesis track and a comprehensive examination track. Both tracks require the earning of 36 semester hours of graduate credit as a partial requirement of the degree. These credits must be earned as follows:

1. Multidisciplinary Research Course (3 credits)  
Recommended Course Options: HIST 660, SOC 500, POLI 770, HIST 700, HIST 793, ANTH 795
2. Primary Social Science Field (15-18 credits)\*
3. Secondary Social Science Field (6 credits)\*\*
4. Free Electives (9 credits)
5. Thesis, ANTH 799, HIST 799 or SSCI 799 (3-6 credits)  
OR

- Comprehensive Written Exam and Historiographical Essay or Literature Review (0 credits)
6. Final Oral Examination and Thesis Defense  
OR  
Oral Defense of the Comprehensive Exam and Historiographical Essay or Literature Review

\* Students will complete a 15-18 credit concentration in one of the following disciplines (15 if writing a thesis and 18 if taking the Comprehensive Exam): History, Anthropology, Sociology, or Political Science. Because of faculty teaching loads, not all disciplines may be available as a program concentration.

\*\*Students will complete 6 credits in one of the aforementioned disciplines. In consultation with the Program Director, other disciplines may also be used in this category, including Economics, Communications, Psychology, and Counseling.

## Degree Requirements

Students must comply with the degree requirements for the Master of Arts degree listed in the Graduate Catalogue.

Students registering for thesis must submit, with their registration materials, an application for authorization to enroll for Thesis which has been signed by the advisor. This application form may be obtained at the School of Graduate Studies and Research.

Students not completing the thesis must complete a Comprehensive Examination.

## Advising

Upon acceptance into the program, candidates will be assigned an advisor. Candidates are strongly encouraged to contact their advisor prior to the start of each semester to discuss course, field, and examination requirements.

## Faculty

The following faculty are most active in teaching classes and providing advising.

Max Azicri,	Political Science
Lenore Barbian,	Anthropology
Ihor Bemko	History
Xin-zhu Chen	History
Ivan Chompalov	Sociology
Martha Donkor	History
Irene Fiala	Sociology
Dennis Hickey	History
Jerra Jenrette	History
Werner Lange	Sociology
Joseph Laythe	History
Rhonda Matthews	Sociology
Nazir A. Mughal	History
Steven R. Nachman	Anthropology
David Obringer	Library
Ronald L. Spiller	History
Lee Williams	Sociology
Renata B. Wolyneec	Anthropology



# MASTER OF SOCIAL WORK

## Program Description

The Social Work Department offers a program leading to a Master of Social Work (MSW) degree. Social work is a profession dedicated to enhancing the quality of life, the pursuit of social justice, and helping a wide range of individuals to reach their full potential.

The MSW program at Edinboro University of Pennsylvania (EUP) prepares students for advanced social work practice providing services to all system levels with an emphasis on families. The program is fully accredited by the Council on Social Work Education (CSWE) through 2017.

Upon completion of the MSW program, new graduates may apply to the licensure board to take the exam to get their LSW (Licensed Social Worker) license. Licenses are granted for graduates of accredited programs who apply and pass a national examination developed by the Association of Social Work Boards (ASWB). After two years of full-time clinical work under the supervision of a Licensed Clinical Social Worker (LCSW), LSWs may apply to take the exam for the next level of licensure, the LCSW.

The MSW program is a 60 credit hour program consisting of 16 classes and 2 internship experiences. Students enrolled full time in the program complete requirements in two academic years (four semesters). Students enrolled part time in the program complete the requirements in four academic years (eight semesters).

An accelerated advanced standing tract is available for qualified students who have completed (within the last five years) an undergraduate degree in social work from a CSWE accredited program with a minimum 3.0 GPA. The entire MSW program is also delivered online and can be completed on a part-time basis only.

## Contact

MSW Program Director  
Roselle Scaggs, Ph.D.  
(814)732-1658

## Admission Requirements and Procedures

All admissions materials should be sent to: Edinboro University School of Graduate Studies and Research, Biggers House, 148 Meadville Street, Edinboro, PA 16444 or via email: gradstudies@edinboror.edu or via fax: 814-732-2611

1. Complete the online graduate application ([www.edinboro.edu/departments/graduate\\_studies/Admissions/](http://www.edinboro.edu/departments/graduate_studies/Admissions/))
2. Application fee of \$30 (if not former EUP student), or \$7 (if former EUP student)
3. Official transcript reflecting a baccalaureate degree from an accredited institution. This should include one course evidencing significant content in human biology, as well as a minimum of 21 semester hours of credit (or equivalent) distributed within a liberal arts curriculum in humanities, mathematics, physical and biological sciences, social and behavioral sciences, and fine arts.
4. Minimum GPA of 2.8 (3.0 for Advanced Standing applicants). Applicants with an overall GPA of less than 2.80 must produce scores from the Miller Analogies Test (MAT) or the general aptitude portion of the Graduate

Record Examination (GRE). Required scores are related to the applicant's GPA level.

5. A professional resume. At the bottom of the resume, please include a statement of professional goals and how earning an MSW will help you reach these goals.

**Admission to Advanced Standing program.** Eligibility for the Advanced Standing tract requires a completed baccalaureate degree in social work received within the last five years from a program accredited by the Council on Social Work Education, a minimum GPA of 3.0, references that indicate readiness for advanced social work practice, copies of field internship evaluations, a supportive letter from the applicant's undergraduate field and a professional resume. At the bottom of the resume, please include a statement of professional goals and how earning an MSW will help you reach these goals.

## Curriculum

The Master of Social Work degree requires a minimum of 60 semester hours of professional training and a minimum of 900 clock hours of supervised internship. The program has only one concentration, advanced social work practice providing services to all system levels with an emphasis on families. The curriculum is divided into two levels, the foundation year and the concentration year.

The foundation year and the concentration year each requires completion of 30 semester hours of credit. The curriculum provides a carefully designed sequence of courses which build upon prior learning. Courses must be taken in sequence. Practice and Field courses (SOWK 612, 613, 622, 623, 717, 719, 722, and 723) are only available to students who have been formally admitted to the degree program.

### I. Foundation Year

- SOWK 600 HBSE I
- SOWK 602 HBSE II
- SOWK 604 Social Welfare, Social Policy, & Social Work
- SOWK 606 Social Policy and Social Policy Practice
- SOWK 608 Social Work Research I
- SOWK 609 Social Work Research II
- SOWK 612 Social Work Practice I
- SOWK 613 Social Work Practice II
- SOWK 622 Field Education Internship I
- SOWK 623 Field Education Internship II

### II. Concentration Year

- SOWK 717 Social Work Practice with Families I
- SOWK 719 Social Work Practice with Families II
- SOWK 722 Field Education Internship III
- SOWK 723 Field Education Internship IV
- SOWK 740 Family Diversity
- SOWK 744 Administration and Supervision
- SOWK 798 Integrative Seminar I
- SOWK 799 Integrative Seminar II
- Electives (6 SH)

**Advanced Standing.** Through the advanced standing tract, students can generally receive a waiver for the first semester of MSW study (12 credits). Further course waivers are dependent on the specific course equivalency to the required MSW courses at EUP.

Admission to Advanced Standing is competitive and the amount of course credit waived is dependent on equivalency to courses at Edinboro University. Course syllabi may be requested. No credit will be given for life or work experience or by examination. Students admitted to Advanced Standing must complete all of the prerequisite courses with a grade of B or better: two semesters of Social Welfare History and Policy, two semesters of Human Behavior in Social Environment, two semesters of Research, two semesters of Social Work Practice (macro and micro), and a minimum of 400 clock hours of field instruction. In addition, students must complete SOWK699: Introduction to Principles of Advanced Social Work Practice with Families with a grade of B or better. This three-credit course is offered during the summer preceding fall entry into the program. Students may be admitted to the Advanced Standing tract on either a full-time or part-time basis.

### **Degree Requirements**

Students must maintain a cumulative quality point average of 3.00 or better to remain in good standing in the program. A maximum of six semester hours of "C" grades will be accepted. Only one "C" grade will be accepted for any field internship (SOWK 622, 623, 722 or 723).

Students are expected to comply with the Code of Ethics for the National Association of Social Workers and to demonstrate appropriate professional behavior. Failure to do so may result in termination from the program.

### **Advising**

Students will be assigned an advisor from the MSW faculty. Students are expected to consult with their advisor as their program progresses.

### **Program Faculty**

#### **MSW Program Director**

Roselle Scaggs, Ph.D. [rscaggs@edinboro.edu](mailto:rscaggs@edinboro.edu)

#### **MSW Faculty:**

Suzanne McDevitt, Ph.D. [smcdevitt@edinboro.edu](mailto:smcdevitt@edinboro.edu)

David Pugh, Ph.D. [dpugh@edinboro.edu](mailto:dpugh@edinboro.edu)

Hillary Copp, Ph.D. [hcopp@edinboro.edu](mailto:hcopp@edinboro.edu)

# MASTER OF EDUCATION IN SPECIAL EDUCATION

## Program Description

There are two options available for students wishing to pursue Master of Education Degrees in Special Education.

**OPTION 1** Individuals who hold undergraduate certification in Elementary Education (K-6, P-4 or 4-8) from an accredited institution may enroll in the M.Ed. in Special Education with certification. The courses are designed to meet all Pennsylvania Department of Education Special Education guidelines and Council for Exception Children standards. The program is 36 credits and requires a one-week residency on campus during the first summer of your program.

**OPTION 2** The Master of Education degree program for students who are currently certified in Special Education is designed to develop and improve knowledge of and performance in core professional competencies related to the field of special education. Additionally, students develop expertise in a chosen area of specialization, (mild/high incidence disabilities, autism, or behavior management). The program is 30 credits and requires a one-week residency on campus during the first summer of your program.

## Contact Information

Dr. Mary Jo Melvin, Department Chair of Early Childhood and Special Education

Office Phone: 814-732-2154

Email (Preferred Contact): [mmelvin@edinboro.edu](mailto:mmelvin@edinboro.edu)

## Admissions Requirements and Procedures

1. Complete the online application
2. Application fee of \$30 9if not former EUP student), or \$7 (if former EUP student)
3. Submit an official transcript verifying an earned baccalaureate degree from an accredited institution
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.
5. Copy of valid teacher certification

## Curriculum

### OPTION 1 (36 cr. hrs.)

#### M. Ed. Special Education Seeking Certification

##### Required Courses

APSY 789 Research in Education II  
EDUC 788 Research in Education  
SPED 695 Graduate Field Experience in Special Education  
SPED 710 Seminar in Exceptionalities  
SPED 715 Creating Inclusive Classrooms  
SPED 720 Advanced Assessment  
SPED 725 Seminar in Mild to Moderate Disabilities  
SPED 735 Explicit Instructional Strategies in Special Education  
SPED 740 Issues Effecting Individuals with Severe Disabilities  
SPED 745 Language and Literacy-based Instruction in Special Education  
SPED 750 Behavior Disorders and Positive Behavior Supports  
SPED 755 Collaboration, Partnerships, and IEP Development

### OPTION 2 (30 cr. hrs.)

#### M. Ed. in Special Education (currently certified in Special Education)

##### 18 Credit Core:

APSY 789 Research in Education II  
EDUC 788 Research in Education  
SPED 610 Secondary Transition  
SPED 628 Classroom and School-wide Behavior Management Strategies for Inclusive Settings  
SPED 760 Early Intervention and Working with Families  
SPED 765 Response to Intervention, Progress Monitoring and Data Management

##### 12 Credit Specializations (choose one area to specialize)

##### Mild/High Incidence

SPED 725 Seminar on Mild Disabilities  
SPED 750 Behavior Disorders and Positive Behavior Supports  
SPED 775 Instructional Techniques for Students with Mild/High Incidence Disabilities  
SPED 795 Graduate Internship in Special Education

##### Autism

SHLD 708 Autism Spectrum Disorders and Augmentative and Alternative Communication  
SPED 770 Autism Spectrum Disorders  
SPED 785 Applied Behavior Analysis  
SPED 795 Graduate Internship in Special Education

##### Behavior Management

(SPED 628, SPED 765, and APSY 789 taken in core)  
APSY 796 Crisis Management and Violence Prevention in Schools  
SPED 750 Behavior Disorders and Positive Behavior Supports  
SPED 785 Applied Behavior Analysis  
SPED 795 Graduate Internship in Special Education

NOTE: Additional areas of specialization may be developed in the future.

## Degree Requirements

Students in these programs must comply with the course requirements for the master of education degree. In addition, students must satisfactorily complete a non-credit master's project using Applied Behavior. This project is typically developed and completed during the two research courses.

**Note:** Students who enter the Special Education M.Ed. program seeking teacher certification in special education must also meet the requirements for such certification, (including PRAXIS exams) before the M.Ed. will be conferred.

## Advising

Faculty advisors are assigned to students at the time of admission.

## Program Faculty

Dr. Juanita Kasper, [jkasper@edinboro.edu](mailto:jkasper@edinboro.edu)  
Dr. Jeanne Faieta, [jfaieta@edinboro.edu](mailto:jfaieta@edinboro.edu)  
Dr. Donna Murphy, [dmurphy@edinboro.edu](mailto:dmurphy@edinboro.edu)

# MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLOGY

## Program Description

Edinboro University of Pennsylvania's Master of Arts program in Speech-Language Pathology provides students with the academic knowledge and clinical experience for careers in a variety of professional settings. Our alumni are employed in hospitals, regular schools, special schools, rehabilitation facilities, clinics, and private practice. They provide services to people of all ages who have communicative, cognitive, and/or swallowing disorders. By engaging students in the acquisition and application of knowledge, Edinboro University faculty members encourage students to become thoughtful and insightful decision makers. Students work closely with faculty and supervisors as they learn to make informed professional judgments and use contemporary approaches to diagnosis and remediation of communicative, cognitive, and/or swallowing disorders. Students must complete all academic courses and clinical practicum required for clinical certification by the American Speech-Language-Hearing Association. The Speech-Language Pathology program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology and the Pennsylvania Department of Education.

## Admission Requirements and Procedures

Individuals seeking admission as degree students in this curriculum must comply with the general admission requirements for graduate studies at Edinboro University and with the special admission requirements of this curriculum listed below:

1. Completed graduation application through CSDCAS or through CollegeNet.
2. Application fee of \$25.00 (if you have never applied to Edinboro before) and are doing so through CollegeNet.
3. An official transcript reflecting a baccalaureate degree in "speech and hearing disorders" from an accredited institution with an overall 3.0 QPA or be prepared to complete prerequisite course material.\*
4. A copy of Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores.
5. Three letters of reference, preferably from CSD faculty.
6. Typed essay (1-2 pages) answering the following questions: a. What was the best advice you have ever been given? b. How have you applied it in your life choices? c. How has this advice influenced your approach to learning?

**Note: All materials** must be received at CSDCAS by February 1 or at the School of Graduate Studies and Research by March 1 to be considered.

## Undergraduate Prerequisite Courses and Requirements

Undergraduate courses equivalent to the Edinboro University courses listed below are required for admission to the MA in Speech-Language Pathology program. Students with insufficient undergraduate preparation will be required to complete undergraduate prerequisite courses prior to fulfilling course requirements for the master's program.

SHLD 125 Psychology of Communication  
SHLD 230 Intro to Audiology  
SHLD 300 Normal Communication Development Across the Lifespan  
SHLD 355 Anatomy and Physiology of the Speech/Hearing Mechanism  
SHLD 375 Acoustical Phonetics and Phonetic Analysis  
SHLD 320 Managing Articulation and Phonological Disorders

SHLD 340 Managing Language Disorders  
SHLD 350 Speech and Hearing Science  
SHLD 420 Clinical Observation  
SHLD 500 Neuroanatomy  
SHLD 515 Audiologic Rehabilitation  
Minimum of 25 hours of approved clinical observation.  
At least one math course.  
At least one biological and one physical science course.  
At least six hours in behavioral/social sciences.

## Curriculum

The Master of Arts curriculum is designed to maximize learning in an efficient and appropriately sequenced manner. It is ultimately designed to prepare students to meet the needs of today's clients/patients and employers, and to be eligible for ASHA certification and state licensure. A minimum of 54 semester hours of graduate credit (non-thesis track) is required as a partial requirement of this degree. These credits should be earned as follows:

### I. Core Courses (36 cr. hrs.)

SHLD 605 AAC Assessment and Intervention  
SHLD 611 Seminar in Clinical Methods  
SHLD 616 Audiology for the Speech Language Pathologist  
SHLD 630 Fluency Disorders  
SHLD 635 Phonological Disorders  
SHLD 640 Language Disorders  
SHLD 650 Aphasia/Neurological Disorders  
SHLD 655 Swallowing Disorders  
SHLD 706 Professional Issues in Speech-Language Pathology/Audiology  
SHLD 740 Voice Disorders  
SHLD 772 Research Methods in Communication Disorders  
SHLD 790 Communication Disorders in the Educational Setting

### II. SLP Program Electives (3 cr. hrs.)

SHLD 675 Topics in Communication Disorders  
SHLD 745 Early Intervention in Speech-Language Pathology  
SHLD 793 Independent Study

### III. Clinical Education (15 cr. hrs.)

SHLD 711 Advanced Clinical Practice--on campus  
SHLD 711 Advanced Clinical Practice--off campus  
SHLD 711 Advanced Clinical Practice--on campus  
SHLD 711 Advanced Clinical Practice--Pediatric  
SHLD 711 Advanced Clinical Practice--Adult

### IV Thesis (optional)

SHLD 799 Thesis

**Certification.** To be recommended for Pennsylvania Instructional I Certification in Speech Language Impaired, the student must:

1. Complete all requirements for the Master of Arts degree in Speech-Language Pathology.
2. Demonstrate transcript evidence of two math courses, one English composition course, and one English literature course.
3. Meet all other requirements, such as the Praxis I and II tests (including the National Examination in Speech Pathology) currently stipulated by the Pennsylvania Department of Education.

## Degree Requirements

Individuals must comply with the degree requirements for the Master of Arts degree listed in this catalogue. Either a thesis or a noncredit master's project must be completed. The student must also complete the National Examination for Speech Pathology (NESP). It is the student's responsibility to schedule this test through ETS prior to completion of the graduate program.

## Advising

Students will be assigned an advisor from the Speech/Language Pathology faculty. Students are expected to consult with their advisor as their program progresses.

## Program Faculty

### Program Director

**Char Molrine**, PhD, CCC-SLP is a professor with a degree from Kent State University. She is chair of the Speech, Language and Hearing Department and graduate program head of the MASLP Program. She teaches courses in the areas of aphasia/neurologic disorders, dysphagia, and neuroanatomy. She also provides clinical supervision.

Human Services 221  
814.732.2432 / [cmolrine@edinboro.edu](mailto:cmolrine@edinboro.edu)  
ASHA# 00999979 / PA SL: 000572-L

### Faculty

**Cindy Grazio**, MS, CCC-SLP is the director of the Governor George Leader Speech and Hearing Center. She is the advisor for the NSSLHA chapter and teaches courses in clinical methods and clinical observation. She also conducts clinical supervision.

Human Services 215  
814.732.2164 / [cgrazio@edinboro.edu](mailto:cgrazio@edinboro.edu)  
ASHA # 09135089 / PA SL: 005113-L

**Susan Hegel**, PhD, CCC-SLP is an assistant professor with a degree from the University of Oregon. She teaches in the areas of advanced language development/literacy and school-based service delivery. She also conducts clinical supervision.

Human Services 241  
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ASHA #01027610 / PA SL: 005633-L

**Patricia Leigh**, PhD, CCC-SLP is an assistant professor with a PhD in Communicative Disorders and Sciences and Cognitive Science from the State University of New York at Buffalo. She teaches in the areas of early intervention, phonology, language, and alternative/augmentative communication. She also conducts clinical supervision.

Human Services 237  
814.732.1287 / [pleigh@edinboro.edu](mailto:pleigh@edinboro.edu)  
ASHA# 09137670 / PA SL: 009032-L

**Dennis Lutz**, M.A., CCC-SLP is an Instructor with a degree in speech-language pathology from Edinboro University. He teaches in the areas of psycholinguistics, acoustical phonetics, speech and hearing science, and computer applications. He also conducts clinical supervision.

Human Services 248  
814.732.1440 / [dlutz@edinboro.edu](mailto:dlutz@edinboro.edu)  
ASHA# 01087613 / PA SL: 003052-L

**Roy Shinn**, PhD, CCC-A is a professor with a degree from the University of Oklahoma. He is the coordinator of the BASHD Program. He teaches courses in audiology, audiologic rehabilitation, and professional issues. He also conducts clinical supervision.

Human Services 240  
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ASHA# 00000281-02 / PA AT: 000581-L

## GRADUATE COURSE DESCRIPTIONS

### **ANTH 601 Introduction to Museums (3 credit hours)**

This course introduces students to museum work, covering all facets of museum operations, from collections care and utilization to Board responsibility and financial management. Students will have the opportunity to visit regional museums to learn first-hand about daily operations and administration.

### **ANTH 602 Introduction to Historic Preservation and Cultural Resource Management (3 credit hours)**

This course examines public history and archaeology as they pertain to historic preservation and cultural resource management. Knowledge and applications of federal and state historic preservation laws to specific situations prepare the student to deal with real issues in the local, regional, state, federal, and tribal workplace. Assessing site significance, nominating a site for the national Register of Historic Places, and Federal planning related to the Section 106 process are among the topics to be examined by the class.

### **ANTH 615 Ritual, Magic and Myth (3 credit hours)**

This course examines religious belief and ritual in non-literate societies as well as popular movements among followers of world religions. It focuses on religion as an aspect of culture that offers people a means to understand and adapt to a changing world. Topics include theories of religious origins, magic and divination; witchcraft and sorcery; ghosts, spirits, and gods; mythology; and religious movements. Graduate students will demonstrate a deeper understanding of the complexities of the anthropology of religion (Ritual, Magic, and Myth) as determined by the instructor.

### **ANTH 664 Culture, Illness and Curing (3 credit hours)**

This course offers a cross-cultural understanding of health and illness beliefs and practices. It examines the impact of modern biomedicine upon traditional peoples and cultures, problems of communication between health practitioners and patients of other cultures, as well as the confrontation in the United States between biomedicine and alternative systems of healing. Graduate students will demonstrate a deeper understanding of the complexities of medical anthropology (Culture, Illness and Curing) as determined by the instructor.

### **ANTH 671 Introduction to Archeology (3 credit hours)**

This course provides an introduction to the field of archaeology, a sub-discipline of anthropology, which systematically studies man's prehistoric and historic past from the remains of human behavior given certain specified objectives. The course will introduce students to a diversity of research problems, data gathering techniques, analyses, and conceptual frameworks which form an intrinsic part of modern day archaeology. Graduate students will demonstrate a deeper understanding of the complexities of archaeology.

### **ANTH 672 Cultures of the World (3 credit hours)**

This course surveys world cultures and describes the methods anthropologists use to study them. It explores in cross-cultural perspective such topics as adaptation to the environment, language, art, values, politics, law, marriage and the family, as well as culture change and the impact of the West upon traditional societies.

### **ANTH 673 Archeological Field Study (3 -12 credit hours)**

This course has two complementary aspects. During the summer and fall sessions archaeological field techniques are applied to the excavation of actual sites. During the spring semesters archaeological laboratory techniques are applied to the preparation and analysis of archaeological data. Graduate students will demonstrate a deeper understanding of the complexities of archeological field studies.

### **ANTH 674 Indians of North America (3 credit hours)**

This course looks at the traditional and contemporary cultures of Eskimos and North American Indians. It examines Native American adaptations to the environment, social and political organization, religion, life styles and values, histories of contact with outsiders, and problems of survival in the modern world. Graduate students will demonstrate a deeper understanding of the complexities of Native North American societies and cultures as determined by the instructor.



**ANTH 678 Native America Before Columbus (3 credit hours)**

This course surveys the development of Native American cultures, as revealed in the archeological record, for the first 20,000 year before European contact. Models are examined which describe and explain the interrelationships between pre-Columbian cultural systems and their respective cultural and physical environments. Special emphasis is placed upon examining interrelationships among the technological sociological and ideological subsystems of individual pre-Columbian Native American cultural systems. Prerequisite: Sophomore standing or permission of instructor.

**ANTH 795 Internship in Anthropology (3-12 credit hours)**

This internship in anthropology provides practical, on the job experience and enables students to apply concepts and theories to the work environment. Further, it enhances student employability.

**APSY 615 Introduction to School Psychology (3 credit hours)**

This course offers students an introductory overview of the roles and functions of the school psychologist. The historical and legal foundations of the field as well as contemporary demographics and issues of professional identity are reviewed in detail.

**APSY 625 Collaborative Consultation in Educational Settings (3 credit hours)**

This course prepares the student to participate in collaborative consultation services for students experiencing learning and/or behavior problems. It emphasizes enhancing communications skills, interactive teaming, problem solving, case management skills, systems level consultation, and implementation with culturally diverse students. It also reviews multi-tiered service delivery systems, including response-to-intervention.

**APSY 720 Learning Theories (3 credit hours)**

This course examines classic and contemporary theories of learning, particularly in regard to the learning and behavior of children and adolescents. It explores the research base of the major theoretical models and examines the implications of those models for the education and treatment of children and adolescents.

**APSY 721 Cultural, Social, and Biological Bases of Personality Development (3 credit hours)**

Reviews theories on how social and cultural factors influence personality development in children and adolescents. Additionally, drugs commonly prescribed to school-aged children are reviewed. Information on intended effects, side-effects, and monitoring procedures of these medications are discussed in-depth.

**APSY 722 Individual Psychological Assessment I (3 credit hours)**

Develops competence in administering, scoring, and interpreting an intellectual/achievement assessment system and the use of informal assessment to include curriculum-based measurement and curriculum-based assessment. The statistical and psychometric underpinnings of the instruments are examined. The course emphasizes practical application of the results in school settings including report writing, definitional guidelines, progress monitoring, program evaluation, and legal provisions. Closed to non-majors.

**APSY 723 Individual Psychological Assessment II (3 credit hours)**

Develops competence in administering, scoring, and interpreting a variety of norm-referenced and informal psychological and educational assessment instruments. Integrating data from the Wechsler Scales into psychoeducational reports is central. Test construction theory is emphasized. Alternatives to classic psychometric theory and emerging trends are discussed. Guidelines for ethically sound and culturally fair testing are reviewed in detail. Prerequisite: APSY722.

**APSY 724 Psychoeducational Assessment of Behavioral and Developmental Disabilities (3 credit hours)**

Presents an overview of individual psychoeducational instruments commonly used in school settings. These include behavior rating scales, observation systems, measures of adaptive behavior, interview procedures, and some projective techniques. Students will develop skills for the administration and interpretation of these techniques as well as incorporation of obtained information into written reports.

**APSY 725 Clinical Practicum in School Psychology (3 credit hours)**

Provides advanced school psychology students with supervised practical experiences in a university clinic and supplemental experiences in school settings. Students are given opportunities to practice assessment and intervention skills. Prerequisite: APSY722 or permission of instructor.

**APSY 727 Psychoeducational Counseling and Interviewing (3 credit hours)**

This course introduces the various points of view in psychological counseling and interviewing. Readings, discussion, role playing, and actual counseling and interviewing encourage students to develop a theory of therapeutic interaction which is consistent with their views of human nature and their own natural inclinations.

**APSY 735 Advanced Clinical Practicum in School Psychology (3 credit hours)**

This course provides advanced school psychology students with supervised practical experiences in schools and other educational and mental health settings. Students are given enhanced opportunities to practice assessment and intervention skills. Prerequisite: APSY725 or permission of instructor.

**APSY 789 Research II: Seminar in Educational/Psychological Research: (3 credit hours)**

This course teaches skills required for completing data collection for research, evaluating the validity of research results, and presenting research to the public. Single-case design is emphasized. Students are required to complete a manuscript of publishable quality. Pre-requisite: EDUC 788.

**APSY 790 Seminar in School Psychology (3 credit hours)**

Focuses primarily on current issues and problems graduate students face during the internship and the early years of their school practice. It includes legal and ethical issues, common professional problems, and the organization of psychological services in the school setting. Prerequisite: permission of instructor.

**APSY 795 Internship in School Psychology (3-9 credit hours)**

The internship provides advanced school psychology students with opportunities for supervised experiences delivering a broad range of school psychological services. Services include, but are not limited to, assessments and direct and indirect intervention design and implementation. Interns work with children across developmental levels from varied backgrounds that experience educational and behavioral difficulties.

**APSY 796 Crisis Management and Violence Prevention (3 credit hours)**

This course develops an understanding of techniques and issues related to preventing and managing crises situations in schools. It trains students in non-violent interventions for handling aggressive and disruptive school-age individuals. This course is the third and final course in the sequence of courses for the Behavior management Specialist Certificate.

**ARED 650 Strategies for Art Teachers (3 credit hours)**

This course is devoted to specific, current issues in teaching and learning related to Art Education. This course requires each student to undertake an in-depth study and research of issues provided by the instructor in light of its practical application to one's own art teaching situation or context.

**ARED 701 Current Issues in Art Education (3 credit hours)**

This course is devoted to the examination of current issues in art education. The student will develop a professional awareness of global, national, state, and local issues as they apply to their teaching situation. The course will cover an overview of current issues in the field with emphasis on specific issues as determined by the instructor and the needs of the students.

**ARED 704 Art Education Graduate Field II (3 credit hours)**

This course provides graduate level teacher certification students in art education with a variety of activities and experiences in actual school art programs. Serving as art teacher aides, the students devote two half-days per week to this supervised pre-student teaching field experience. Pre-req. ARED 305.

**ARED 705 Aesthetics and Art Criticism for Art Education (3 credit hours)**

This course examines the nature of the aesthetic experience as it relates to the artist, the art object/event, and the observer. Included are topics on the function and methods of art criticism. Questions are raised concerning the creative act, theories of art, context, interpretation, and evaluation, which are particular significance to the art educator in contemporary schools.

**ARED 706 Curriculum Development in Art Education (3 credit hours)**

This course is devoted to the examination of curriculum in art education. An overview of past theory as well as contemporary trends in curriculum will be studied. The development and evaluation of art education curriculums will be the major emphasis of the course.

**ARED 710 Graduate Student Teaching (12 credit hours)**

This course is a culminating experience for graduate level teacher certification in art education. Art education faculty in the art department supervises this course. This student teaching assignment provides the opportunity for the student to display competency in a K-12 public school setting under the direct daily supervision of a qualified cooperating teacher. Prerequisite: ARED704.

**ARED 715 Critical Readings in Art Education (3 credit hours)**

This course will provide foundational reading of critical literature in the field of art education. Students will gain knowledge of the concepts, theories, and developmental history of art education through readings in art education, education, policy, psychology and other related areas that have shaped the field of art education.

**ARED 720 Therapeutic Art Education (3 credit hours)**

On a master's level, art educators need to expand on the foundational courses they took in their pre-service training. This course was created to further the master art teacher's understanding of working with students who have special needs. This course will provide students with the theories and strategies of therapeutic art education and art therapy.

**ARED 725 Culminating Experience in Art (6 credit hours)**

The culminating Experience in Art Education Seminar provides an opportunity for students to demonstrate their proficiency in the field of art education before completing their MA with a concentration in Art Education. This entails the completion of a manuscript in which students synthesize previous theory and practice and extend their learning in their chosen area of interest.

**ARED 750 Research in Art Education (3 credit hours)**

This course explores current research methodology in art education. Research designs studied will be qualitative, quantitative and mixed-methods. Topics will cover historical, philosophical, case study, survey, experimental design, feminist, ethnographic, and action research. Pre-requisite EDUC 788.

**ARHI 730 Special Topics in Art History (3 to 9 credit hours)**

This course will focus on a specific topic in Art History suitable for graduate students in the M.F.A. program, other graduate students with permission of the instructor. The content will vary from semester to semester according to the interests of the students and faculty. May be repeated up to three times for credit.

**ART 700 Seminar in Fine Arts (3 credit hours)**

A seminar designed to encompass all phases of the Visual Arts that apply to the particular study of those attending the class. The seminar will include a summary of current trends as cross-field experiences related to the study areas of those involved, i.e., Ceramics, Painting, Sculpture, Etc. The course is designed to rely on a number of possible approaches to a study of contemporary trends in the fine arts and in professional preparation. The course instructor will assign readings or activities to further these goals. This course is required of MFA students and must be taken during the first year of residence.

**ART 701 Seminar in Fine Arts (3 credit hours)**

A seminar designed to encompass all phases of the Visual Arts that apply to the particular study of those attending the class. The seminar will include a summary of current trends as cross-field experiences related to the study areas of those involved, i.e., Ceramics, Painting, Sculpture, Etc. The course is designed to rely on a number of possible approaches to a study of contemporary trends in the fine arts and in professional preparation. The course instructor will assign readings or activities to further these goals. This course is required of MFA students and must be taken during the first year of residence.

**ART 702 Seminar in Fine Arts (3 credit hours)**

A seminar designed to encompass all phases of the Visual Arts that apply to the particular study of those attending the class. The seminar will include a summary of current trends as cross-field experiences related to the study areas of those involved, i.e., Ceramics, Painting, Sculpture, Etc. The course is designed to rely on a number of possible approaches to a study of contemporary trends in the fine arts and in professional preparation. The course instructor will assign readings or activities to further these goals. This course is required of MFA students and must be taken during the first year of residence.

**ART 703 Book Arts (3-9 credit hours)**

This course introduces book arts as a medium of creative expression. Lectures, demonstrations, and studio work will explore various approaches to book design. Studio exploration will focus on each student's area of experience. Diverse approaches to book design will be supported, including, graphic design, typography, photography, digital-imaging, painting, drawing, and printmaking. Prerequisite: Graduate status.

**ART 735 Final Exhibit (3 credit hours)**

During the last semester of their degree work, students enrolled in the Master of Arts in Art program with an emphasis in studio must mount a one-person exhibition demonstrating growth, maturity, and proficiency in one or more studio areas. Prerequisite: Candidacy and approval of the student's graduate committee chairperson/advisor.

**ART 740 Studio Problems in Painting (3 credit hours)**

A course designed to allow the student to work with the individual instructor in selection of problems suitable to the development of the particular student in painting.

**ART 741 Painting I (3-24 credit hours)**

This graduate course is for the first year MFA student with a major in Painting. Emphasis is on individual development and execution of pictorial problems. The student will work with an instructor on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student in Art or approval of the Painting area MFA faculty.

**ART 742 Painting II (3-24 credit hours)**

This graduate course is designed for the second year MFA student with a major in Painting. Continued individual growth in the development and execution of pictorial problems is expected. The student will continue to work with an instructor on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 hours of **ART741** and a positive review by the Painting area MFA faculty.

**ART 743 Drawing(3-12 credit hours)**

This course emphasizes drawing as an aesthetic experience. Exploration and development of drawing as an independent discipline is expected. Students explore a variety of media, technical processes and conceptual approaches to drawing. Prerequisite: Must be a graduate student in Art.

**ART 750 Studio Problems in Sculpture (3 credit hours)**

This course is designed to allow the student to work with the individual instructor in selection of problems suitable to the development of the particular student in sculpture.

**ART 751 Sculpture I (3-24 credit hours)**

This course concentrates on developing, intensifying and enhancing expressional processes as they relate to sculpture. Emphasis is on individual initiative in both the development and the execution of sculptural problems. The student will work with an instructor on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student in Art or approval of the Sculpture area MFA faculty.

**ART 752 Sculpture II (3-24 credit hours)**

This course is designed to allow the sculpture major to develop artistic, technical and professional competence. The student will work with a member of the Sculpture area MFA faculty on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 semester hours in **ART751** and positive review by the Sculpture area MFA faculty.

**ART 760 Studio Problems in Ceramics (3 credit hours)**

This course is designed to allow the student to work with the individual instructor in the selection of problems suitable to the particular student's interest in Ceramics.

**ART 761 Ceramics I (3-24 credit hours)**

This studio course concentrates on developing the artistic, technical and professional competence of the first year MFA student. The student will work with a member of the MFA Ceramic faculty to develop and explore most fully the potentials of both the student and medium in terms of a plastic visual expression. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student or approval of Ceramic area MFA faculty.

**ART 762 Ceramics II (3-24 credit hours)**

This studio course concentrates on developing the artistic, technical and professional competence of the second year MFA student. The student will work with a member of the MFA Ceramic faculty to develop and explore most fully the potentials of both the student and the medium in terms of a plastic visual expression. Continued growth in the student's vision and competence is expected. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 semester hours of **ART761** and positive review by the Ceramic area MFA faculty.

**ART 770 Studio Problems in Graphics (3 credit hours)**

This course is designed to allow the student to work with the individual instructor in the selection of problems suitable to the development of the particular student in Graphics.

**ART 771 Printmaking I (3-24 credit hours)**

This is a beginning graduate course in Lithography, Intaglio, Relief or Serigraphy. The student will work on an individual basis with an instructor of the student's choice in pursuit of experimental imagery research and technical control. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student in Art or approval of the Printmaking area MFA faculty.

**ART 772 Printmaking II (3-24 credit hours)**

In this advanced course emphasis is placed on refining and developing personal imagery as well as developing the technical proficiency required of the professional printmaker. Student will work on an individual basis with an instructor of the student's choice. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 semester hours of **ART771** and positive review by the Printmaking area MFA faculty.

**ART 775 Studio Problems in Photography (3-24 credit hours)**

This graduate course is designed for Master of Arts in Art students with a focus in photography, and is offered as an elective to other graduate students. Students will concentrate on personal visions in photography and will approach their studies with increasing depth. Students will work with an instructor on an individual basis.

**ART 780 Studio Problems in Crafts (3 credit hours)**

This course is designed to allow the student to work with the individual instructor in the selection of problems suitable to the particular student in either fiber or wood crafts. The student works with the instructor in developing his or her competence in all phases of the media processes. The emphasis is on the development of the student's artistic capabilities and all around competence in the studio.

**ART 791 Jewelry/Metalsmithing I (3-24 credit hours)**

In this course the student selects problems in Jewelry/Metalsmithing suitable for varying levels of experience. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student in Art or approval of the Jewelry/Metalsmithing area MFA faculty.

**ART 792 Jewelry / Metalsmithing II (3-24 credit hours)**

This advanced course is designed to allow the second year Jewelry/Metalsmithing major to develop and extend his or her techniques and visual capabilities. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 semester hours of **ART791** and positive review by the Jewelry/Metalsmithing area MFA faculty.

**ART 793 Independent Study in Art (3 credit hours)**

This course is devised to meet the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in art history or art studio.

**ART 799 Studio Exhibit (2 credit hours)**

Registration for ART799 provides credit for the preparation of the studio exhibit required of all MFA degree candidates. The studio exhibit is presented in the form of a "one person" show expressing the culmination of experiences and achievements of the student's total graduate program. A written statement concerning the work of the exhibition must be exhibited along with the work.

**BIOL 600 Ecology (3 credit hours)**

This course presents a study of plants and animals in relation to their physical and biological environments. Special topics include distribution factors, life zones, food chains and adaptations. Special attention is given to animal and plant communities in Northwestern Pennsylvania. Class consists of lectures, laboratory exercises, and field trips. Prerequisite: BIOL230 and BIOL240.

**BIOL 603 Organic Evolution (3 credit hours)**

The evolution of the modern synthesis and the ability of this theory to explain the genetic structure of populations, molecular evolution, adaptations and speciation will be discussed and investigated through laboratory exercises. Modern methods in phylogenetic systematic/taxonomy will also be presented and implemented through various projects. Prerequisite: BIOL103 and BIOL300. 2 hours lecture and 3 hours of lab

**BIOL 609 Molecular Biology and Genomics (4 credit hours)**

This course will inculcate concepts in molecular biology and genomics and develop laboratory skills in molecular biology/biotechnology and computer skills in genomics, proteomics, and related areas. Three hours lecture and three hours laboratory. Prerequisites: BIOL103 and either BIOL300 or BIOL305, or equivalent.



**BIOL 637 Conservation Biology (3 credit hours)**

This course provides an overview of the history and current status of species extinction and global loss of biodiversity. The course surveys methods used to conserve animal and plant life and wildlife habitat in the United States and around the world, and discusses conservation activities and needs in societal, cultural, economic, and political contexts. Prerequisite: BIOL230 or BIOL 240 or permission of the instructor.

**BIOL 640 Ichthyology (3 credit hours)**

This course studies the taxonomy, ecology, anatomy, physiology, behavior, breeding habits, and growth and development of fishes. A taxonomic and evolutionary approach examines both the diversity and the relationships existing among the major groups of fishes. Laboratory and field work emphasizes fishes of the area. There is a three-hour laboratory each week. Prerequisite: BIOL140 or BIOL309, or equivalent, or permission of instructor.

**BIOL 642 Ornithology (3 credit hours)**

This course will include the identification, classification, and natural history of birds with emphasis on those of Pennsylvania and nearby states. It will involve laboratory, lectures, and much field study. Prerequisite: BIOL240, with lab. 2 hours lecture and 3 hours lab.

**BIOL 643 Mammalogy (3 credit hours)**

This course provides for a study of taxonomy, adaptations, life histories, ecology and distribution of mammals with emphasis on those in this general region of the country. Prerequisite: BIOL140. 2 hours lecture, 3 hours lab.

**BIOL 647 Field Zoology and Systematics (3 credit hours)**

This course is devoted to concepts and procedures of systematics, and to classifying and identifying fauna collected on field trips. Prerequisite: BIOL240 with lab. 2 hours lecture, 3 hours lab.

**BIOL 657 Biological Study Design and Data Analysis (3 credit hours)**

This course examines the design and use of research hypotheses, controlled experiments, and data collection and analysis, as they apply to research in the biological sciences. Emphasis is on the role of statistical inference in the hypothetico-deductive approach to studying living organisms. Prerequisite: BIOL103 and either MATH260 or MATH350.

**BIOL 664 Introduction to Pathology (3 credit hours)**

This course involves the study of abnormal function and structure at the tissue level. Topics covered are inflammation, necrosis, tissue repair, neoplasia and autoimmunity. A detailed unit on blood and electrolyte imbalances is also included. Lecture and demonstrations, no lab. Prerequisite: a course in Human or Animal Physiology or consent of the instructor.

**BIOL 672 Biology of the Higher Invertebrates (3 credit hours)**

Biology of Higher Invertebrates is an exploration of the life styles of the many animals without backbones, including form, function, and taxonomy. Lectures will focus on the unique features of different invertebrate phyla and the interesting ways animals interact with each other and their environments. We will cover topics in animal classification, life history and various types of human-invertebrate interactions. The laboratory section of this course will be composed of field work on campus and at Presque Isle, and laboratory work that examines invertebrate diversity and animal structure and function. Prerequisites: BIOL103 and BIOL 240. 2 hours lecture, 3 hours lab.

**BIOL 682 Behavioral Ecology (4 credit hours)**

Behavior is studied from an evolutionary perspective. Current models of foraging, mating and social behavior are evaluated through classroom and field work.

**BIOL 701 Seminar in Biology (3 credit hours)**

The emphasis in this course is on the presentation and discussion, by students, of topics and research pertinent to the field of biology at the present time. Required of all biology graduate students (M.S. and M.Ed.). Prerequisite: graduate standing.

**BIOL 793 Independent Study in Biological Science (3 credit hours)**

This experience is devised to meet the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of biological science.

**BIOL 799 Thesis (3-6 credit hours)**

Research for the Master's thesis is conducted under the supervision of the advisor.

**COMM 600 Communication Theories (3 credit hours)**

This course is designed as a general introduction to communication theory. It surveys the major approaches, processes and communication contexts of theory building in the human sciences, and examines the primary movements that have influenced thinking about communication as a discipline.

**COMM 605 Communication Strategies in Advertising (3 credit hours)**

This course teaches dynamics of communication in the creation, implementation, and criticism of advertising. Students learn to analyze communication research, message strategies, execution of advertisements, and client-media-consumer relationships from theoretical, critical and applied perspectives. Pre-requisites: Junior status or Permission of Instructor; Graduate status for 600 level enrollment.

**COMM 607 Criticism of Mass Media (3 credit hours)**

This course examines methods for the critical analysis of mass media messages generated through radio, television, film, and newspapers. Students gain insight into the effect of media on society with particular focus on news bias, mediated politics, advertising, censorship, television violence, economic support systems, and media stereotyping. Prerequisites: JOUR364 or Permission of Instructor. Graduate status for 600 level enrollment.

**COMM 610 Communication Research (3 credit hours)**

This course introduces research methods and tools in communication studies. Students become proficient in communication design and analysis using quantitative measures, with particular emphasis databases, constructing and applying measurement instruments, and conducting statistical analyses.

**COMM 620 Qualitative Communication Research (3 credit hours)**

This course provides students with the requisite knowledge and skills to design and carry out qualitative research on communicative practices, interactions and events. Students learn principles of and applications for participant-observation research and how interpretive analysis can serve as the basis for hypothesis generation and quantitative design.

**COMM 630 Interpersonal Communication Strategies (3 credit hours)**

This course reviews recent theories of interpersonal interaction and introduces methods for analyzing communication between persons in significant relationships. Students examine how relationships develop and deteriorate through communication practices, and how differences in gender, ethnicity, age, class and race affect interpersonal perception.

**COMM 635 Integrated Marketing Communication (3 credit hours)**

This course is concerned with the creation and implementation of communication campaigns using a mix of promotional methods including public relations, advertising, and related concepts. Goals and objectives, audience analysis, message strategies, tactics, and evaluation research are presented in an applied communication context with particular emphasis on the non-profit sector.

**COMM 640 Small Group Communication (3 credit hours)**

This course examines the theory and practice of small group communication, with a focus on developing productive interaction in teams, meetings, negotiations, and other group settings. Students take up issues of consensus-building, group leadership and effective decision-making through communication practices.

**COMM 645 Technology of Communication (3 credit hours)**

This course examines how technology is used as a medium of communication, with a particular focus on Computer Mediated Communication (CMC), Group Decision Support Systems (GDSS), and net meetings. It takes up how communication technology structures perceptions and interactions through web pages, digital stories and multimedia texts.

**COMM 650 Rhetorical Theory and Criticism (3 credit hours)**

This course surveys selected theories of rhetoric from the classical to the postmodern, and examines methods for the critical analysis of discourse and texts of various genres.

**COMM 655 Political Communication (3 credit hours)**

This course examines communicative aspects of national political campaigns and related decision-making processes. The role of mass media in political processes is of particular concern, but interpersonal, group, and organizational practices as they pertain to electoral procedures are also examined.

**COMM 660 Organizational Communication (3 credit hours)**

This course examines the major theories, both classical and contemporary, that drive research in organizational communication, with a focus on systems theory, technological development, organizational climate, information networks, management style, and human relations skills.

**COMM 665 Managing Conflict (3 credit hours)**

This course addresses problems of managing conflict in interpersonal, group and institutional contexts. Students learn theories of conflict and strategies for negotiation and mediation. The course takes up social and psychological factors of conflict, conflict management styles, anger management practices, assertive behavior, attitude adjustment, and meanings of peace.

**COMM 675 Intercultural Conflict & Communication (3 credit hours)**

This course focuses on conflict in institutional and organizational contexts between persons and groups with varying histories, ethnicities, interests and needs. Emphasis is on developing, asymmetrical power relations, and perceived threats in order to promote productive working relationships.

**COMM 680 Gender and Communication (3 credit hours)**

This course considers the intersection of communication, culture, and gender. It examines the implications of socially constructed gender roles, identifying and challenging communication practices that create inequities for both men and women. Emphasis is placed on how such knowledge aids in solving communication problems.

**COMM 685 Crisis Management (3 credit hours)**

The purpose of the course is to develop a conceptual understanding of the process of communication and crisis management for application in institutional and organizational contexts. Students explore issues of planning, development, and execution of crisis management plans including risk assessment, media relationships, image restoration, and crisis response strategies.

**COMM 697 Studies in Communication (3 credit hours)**

These topics represent a variety of courses in specialized areas beyond the content of regular courses. Examples include general semantics, creativity and communication, leadership communication, and topics relevant to select to study abroad courses. Specific areas will be developed based on needs and abilities of students in conjunction with available faculty.

**COMM 700 Language and Human Conduct (3 credit hours)**

This course investigates the relation between language and human conduct, as the understanding of this relation has developed in Western thought during the 20th century.

**COMM 710 Communication Ethics (3 credit hours)**

This course focuses on the analysis and interpretation of communicative conduct from ethical points of view. Students examine ethical issues relevant to a variety of interests in interpersonal, corporate, international, mediated and other forms of communication, and interrogate the extent to which a universal communicative ethics is possible.

**COMM 725 Negotiating Intractable Conflict (3 credit hours)**

This course addresses the roles that communication and culture play in the development, management and potential resolution of intractable international and institutional conflicts. Students research issues such as group and cultural identity, nationalism and historicity, institutional interests, power relations, mediation strategies, the rhetoric of reconciliation, and transitional justice.

**COMM 730 Communication and Social Process (3 credit hours)**

This course examines the role of communication in the constitution of institutional and organizational 'realities.' The ways in which persons internalize, legitimate and alter existing social structures through discursive practices are emphasized. Issues of leadership, agency, power, change, positioning and problem resolution in small group contexts are also addressed.

**COMM 740 Communication Consulting (3 credit hours)**

This course presents consulting strategies as solutions to communication problems with a focus on research and intervention in the organizational communication situation. Communication theory is applied in the study of consultant-client relationships, organizational communication audits, and the design and implementation of communication change programs. Legal issues related to consulting such as privacy, liability and property are addressed.

**COMM 750 Persuasion and Propaganda (3 credit hours)**

This course focuses on the communicative aspects of persuasion and the persuasive aspects of propaganda. Students engage in advanced theoretical and critical consideration of the persuasive functions of media, especially television, through an analysis of the rhetoric of popular trials and other media events.

**COMM 760 Managerial and Leadership Communication (3 credit hours)**

This course focuses on the characteristics and practices of management and leadership as communication-based phenomena within the organizational setting. It addresses the demands of management and leadership in business, non-profit, social service, and educational organizations, with emphasis on issues of control and change.

**COMM 770 Communication Issues (3 credit hours)**

This course examines, analyzes, and interprets contemporary communication issues as they relate to a broad spectrum of personal, social and organizational concerns. It explores topics in public relations, management, business, government, the media, international areas, and other communication concentrations.

**COMM 793 Independent Study in Communication Studies (3 credit hours)**

This experience meets the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of communication studies.

Prerequisites: consent of the department chairperson, COMM601, research course, admission to candidacy.

**COMM 796 Internship in Communication Studies (12 credit hours)**

The internship provides an integrating experience, one which allows the graduate student to observe how specific components of the communication process work together and to test conceptual knowledge and skills against the reality of the work place.

**COMM 798 Practicum in Communication (3 credit hours)**

The Practicum in Communication provides students with the opportunity to conduct audits, develop crises management plans, or other communication and conflict case studies in an organization where they currently are employed, or in an institution that they determine has interest in developing such audits, plans or studies. Prerequisite: Candidacy and completion of 24 hours of coursework.

**COMM 799 Thesis (3 credit hours)**

Written under the direction of a graduate faculty member, the thesis is a major piece of scholarship that defines a problem in communication, reviews the relevant literature, explores a specific topic, and offers conclusions using quantitative or qualitative research methods. The final document makes a coherent, cogent, and sustained argument about communication processes, theories, or practices. Prerequisites: consent of the department chairperson.

**COUN 700 Introduction to the Helping Professions (3 credit hours)**

This introductory class is a core experience for students enrolled in the MA Counseling program. It exposes students to the generic components of counseling across settings and enables students to examine in-depth their personal fitness for pursuing a career as a professional helper. It also provides a background for specialized study in each curriculum.

**COUN 702 Introduction to Rehabilitation Counseling (3 credit hours)**

This course is designed to introduce students to the field of rehabilitation with an emphasis on history, legislation, psychosocial aspects of disability and the rehabilitation process.

**COUN 704 Introduction to Community Counseling (3 credit hours)**

This course will provide students with an overview of the historical development and theoretical foundations of the counseling profession. Students will become knowledgeable about the CACREP model and the process of attaining licensure and certification. In addition, the course will provide an understanding of the role of community counselors, types of settings for employment and issues specific to community counseling.

**COUN 705 Group Processes (3 credit hours)**

This course teaches students to understand group processes and their application. Instruction uses both a didactic approach and a laboratory approach wherein students learn through observing their own group experience.

**COUN 710 Appraisal Techniques in the Helping Professions (3 credit hours)**

This course is designed as an overview of assessing individual differences through the usage of group tests and measurements. Competencies will be developed in the areas of selecting, administering, and interpreting group intelligence, aptitude, achievement, interest and personality instruments. Current research involving assessment relative to educational, social, and industrial settings will be examined.

**COUN 712 Human Development Across the Lifespan (3 credit hours)**

This graduate level course traces human development over the life span. Issues for each stage of development in the arenas of physical, cognitive and psychosocial growth are explored. Culture and systemic influences on development are emphasized. Theories and research that have applicability to the counseling profession are examined.

**COUN 715 Career Development and Life Planning (3 credit hours)**

This course allows graduate counseling students to explore, in depth, selected aspects related to vocational psychology, occupational sociology, career development, career choice, career decision making, career counseling and guidance, and other career-related issues and behaviors. The course is designed to acquaint students with the basic theories and constructs that are essential to the understanding and implementation of career development through the life span. Systems of career education, occupational information, decision-making strategies, and life-work planning for special populations are examined.

**COUN 720 Counseling and Consultation Theories (3 credit hours)**

This course involves the study of selected theories and techniques of individual counseling. Also covered are various models of the consultation process focusing on the rationale of why consultation has emerged as an important adjunct to personal counseling.

**COUN 725 Organization and Development of Programs in the Helping Professions (3 credit hours)**

This course prepares students to function productively in entry level and mid-level supervisory positions within institutions/organizations which serve the needs of a specified group of persons. It stresses both theory and application as students experience the cyclical process of program development and modification. It also teaches selected leadership and management roles and functions in organizational settings.

**COUN 730 Supervised Counseling Practice (3 credit hours)**

This course assists students in identifying and developing skills of an effective helper. Students participate in counseling experiences using role-playing and “real life” clients and critique in class audio and video tapes of counseling sessions conducted by students.

Prerequisite: COUN720 Counseling and Consultation Theories.

**COUN 735 Counseling Practicum (3 credit hours)**

The practicum provides an arranged, supervised experience in a specialized area of counseling. It requires prerequisite training and sufficient experience to allow the beginning of autonomous functioning. Prerequisite: COUN730 Supervised Counseling Practice.

**COUN 740 Individual Development: Childhood Through Adolescence (3 credit hours)**

This course enables significant adults (primarily persons whose professions involve them directly in formal education) to base their interactions/interventions with children, adolescents and parents on an understanding of the process of growth and development. Students have the opportunity to engage in a use-oriented project related to their individual interests/needs.

**COUN 742 Developmental Counseling in Schools (3 credit hours)**

This course prepares students to apply the basic counseling skills in a school setting. It emphasizes the various roles of the elementary and secondary school counselor, tools and strategies appropriate in those settings, and in consulting and collaboration with other school personnel.

**COUN 744 Techniques for Counseling the Student with a Disability (3 credit hours)**

This course provides a foundation for graduate students in school guidance to effectively counsel the student with a disability. It emphasizes cultural, historical, and socio-economic issues facing the adjustment of this student, as well as specific counseling procedures for assisting him/her in a school setting.

**COUN 745 Multicultural Counseling (3 credit hours)**

This course enables students to develop knowledge and understanding regarding characteristics and concerns of multiculturally diverse groups, the attitudes and behaviors affected by dominant group membership, and individual and group approaches/interventions appropriate with diverse populations.

**COUN 750 Study of the Individual in Higher Education (3 credit hours)**

This course reviews major theoretical models of student and adult development, developmental aspects of college students, and the effects of the college experience on individuals. Student personnel practitioners learn to design programs to effect positive developmental changes within college/university students.



**COUN 752 Law in Postsecondary Higher Education (3 credit hours)**

This course serves as a legal foundation for graduate students in counseling student personnel services, or related professions in higher education. It emphasizes the legal history in higher education, institutional relationship with administrators, students, faculty, the community; procedural processes; and basic concepts of civil rights, criminal, tort, and contractual law.

**COUN 753 Student Affairs Practice and Administration (3 credit hours)**

This course prepares graduate students for entry level and mid-level student personnel services positions in higher education. It emphasizes the history and philosophy of higher education, student affairs purposes and functional areas, and professional management/leadership issues relevant to higher education institutions.

**COUN 754 Family Counseling Theory and Practice (3 credit hours)**

This course prepares students to counsel families. Students also learn how to use the Diagnostic and Statistical Manual of Mental Disorders for diagnosing and planning treatment with families and individuals.

**COUN 755 Diagnosis and Assessment (3 credit hours).**

This course enables students to recognize the diagnostic features of major mental disorders such as anxiety disorders, mood disorders, schizophrenia, personality disorders and disorders of childhood and adolescence. Students will be able to demonstrate knowledge of medications and therapeutic interventions used in the treatment of specific mental disorders. Students will become familiar with cognitive and personality assessments utilized in diagnosis.

**COUN 756 Counseling the College Student (3 credit hours)**

This course provides a historical perspective and overview of contemporary issues impacting counseling services for postsecondary students in postsecondary higher education. College counselors will learn about factors that place postsecondary students at-risk, including related DSM-IV-TR diagnoses and psychopharmacology. Challenges associated with application of developmental theories within a diagnostic framework will be addressed, as well as issues related to accreditation, credentialing, evaluation, and future directions in college counseling.

**COUN 780 Medical Information for the Helping Profession (3 credit hours)**

This course is designed to provide students with a working knowledge of disabilities and an understanding of basic medical terminology associated with a variety of disorders found in general rehabilitation settings. Areas of focus include: types of disorders, diagnostic and treatment methods, functional issues, arranging physical restoration services, psychosocial and vocational implications of various disorders and the role of the rehabilitation counselor.

**COUN 782 Vocational Development, Services, and Resources in Rehabilitation (3 credit hours)**

This course is designed to equip students with knowledge to assist rehabilitation clients in achieving their vocational potential and independent living objectives. Students develop an understanding of the services and resources utilized to help rehabilitation clients in their vocational development. Emphasis is placed on: (a) legislation affecting employment for persons with disabilities, (b) career development theories for people with disabilities, (c) workplace accommodations and the use of assistive technology, (d) occupational and labor market information, (e) career counseling with diverse populations, (f) employer and job development, (g) supported employment, (h) job placement strategies, (i) disability benefits systems, (j) ways to overcome environmental and attitudinal barriers to employment, (k) case management, (l) ethical considerations, (m) issues related to transition from school to work, and (n) independent living services.

**COUN 784 Psychosocial Aspects of Disability (3 credit hours)**

This course explores the psychological and social aspects of disabilities. Interpersonal as well as intrapersonal issues are examined. Emphasis is placed on the impact of illness, disability, and deviance on the individual and her or his family. The course presents many of the issues and challenges encountered by the rehabilitation professional, including attitudes toward individuals with disabilities and the perspectives of families and professionals. The primary objective is to expand students' perspectives regarding disability and disability-related issues.

**COUN 788 Special Evaluation Techniques (3 credit hours)**

This course is designed to aid students in developing an understanding of the techniques used to evaluate persons with disabilities, including vocational assessment and work adjustment. Students examine a variety of instruments used in vocational assessment. Emphasis is placed on the application of procedures and practices in vocational evaluation, applying job development and placement strategies and procedures, and the importance of empowering people with disabilities in the job search and placement process.

**COUN 790 Topics in Counselor Education (3 credit hours)**

Students in this course will explore in depth specific counselor education topics.

**COUN 791 Counseling for Substance Abuse and Addictions (3 credit hours)**

This course is designed to provide the counselor with an awareness of various types of addictions, treatment modalities, and an understanding of the addictive personality.

**COUN 793 Independent Study in Guidance and Counseling (3 credit hours)**

This experience is designed to meet the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of guidance and counseling.

Prerequisite: consent of the Departmental Chairperson.

**COUN 794 Research Seminar in Guidance and Counseling (3 credit hours)**

This course provides the opportunity for all students enrolled in Counseling programs to apply the knowledge and skills acquired in the beginning research course. Each student is expected to demonstrate the ability to complete a research project in an area of importance to their degree program. The course allows for students to broaden their understanding of important issues within the field of guidance and counseling in addition to the application of research methodology.

**COUN 795 Internship in Counseling (6-24 credit hours)**

The purpose of the internship is to provide the student with one or more experiential approaches in an area of specialization. Basically the approach(es) will be through (a) parallel program(s) - one(s) in which the student is enrolled in academic courses while spending a limited period of time at the internship site and (b) simulated job experience where the intern performs appropriate job tasks/duties which an employee would do. This course will be graded satisfactory/unsatisfactory. Prerequisites: must have completed all core required courses in the area of specialty unless otherwise approved by the advisor and instructor. COUN 730 and COUN 735 must be completed before enrolling for internship. Students must complete 12 credit hours of internship for graduation.

**COUN 796 Thesis (3 credit hours)**

The thesis in counseling is the capstone experience in the master's level study of the art of counseling. Under the supervision of the academic advisor, students prepare a major scholarly paper within the framework of current research methods. A three-member committee is established for each student's thesis. The student's academic advisor serves as the committee chair and assumes primary responsibility for reviewing drafts of the thesis and providing feedback to the student. The other two committee members review the thesis and, when indicated, offer suggestions.

**ECED 700 Development of Young Learners (3 credit hours)**

This course examines characteristics and needs of children prenatal through ten years by studying theories of physical, cognitive, language, social, and emotional development. Emphasis is placed on influences of development and learning as applied to education. Observation techniques are used to collect and analyze data to formulate healthy, respectful, supportive, and challenging learning environments. Includes 10-40 hours of observation.

**ECED 705 A Comparison of Early Childhood Education Models in Europe and the United States (3 credit hours)**

This course explores the historical, cultural, and philosophical foundations of early childhood education in the United States and Europe. It analyzes curriculum concepts, principles, and organizational patterns. Students will travel to Europe to examine, compare, and contrast their early childhood models with those in the United States.

**ECED 710 Issues and Trends in Early Literacy Development (3 credit hours)**

This course provides an in-depth study of current issues and trends relating to literacy acquisition and development in young children. The psychological and sociological factors underlying the development of language and literacy, the identification of best practices, and the evaluation and assessment of literacy environments and materials are examined.

**ECED 715 Curriculum in Early Childhood Education (3 credit hours)**

This course investigates the nature and scope of curriculum development for children, from birth through the primary grades, and analyzes various curriculum concepts, principles, and organizational patterns. It addresses historical foundations, philosophies, learning theories, and contemporary influences on early childhood curriculum.

**ECED 720 Math and Science Experiences for Young Children (3 credit hours)**

This course is designed to provide students with knowledge of the integration of science and mathematics concepts and appropriate teaching pedagogy. This course incorporates the integration of text, lecture, and threaded discussions as students integrate science and mathematics concepts through the utilization of children's literature, creation of a mathematics/science center, and development of web resources for cross curricular study.

**ECED 730 Observation, Documentation, and Assessment in Early Childhood Education (3 credit hours)**

This course identifies appropriate assessment strategies used to evaluate cognitive, physical, and psychosocial development of children and considers implications for curriculum planning. It explores the use of systematic observations, documentation, diagnostics and formative assessment. Candidates use Pennsylvania's Standards Aligned System as an informative source in planning and meeting the standards. A one week residency is required for this course.

**ECED 740 Family, School, and Community: Partnerships in Early Childhood Education (3 credit hours)**

This course investigates the importance of the families' involvement in children's education, the necessity of collaboration between home and school, as well as the role of the school in promoting families' involvement in their children's education. Topics such as family structures, family involvement, effective home-school-community relationships, support services, advocacy, and school-based, home-based and family education programs are examined.

**ECED 750 Play, Research, and Advocacy (3 credit hours)**

This course examines the rationale, value, dynamics, and categories of children's play as defined by classical and contemporary theories. Candidates explore motor skills, cognitive abilities, creativity, social-emotional factors and issues influencing children's play, and develop strategies for curriculum integration. Candidates plan and carry out action research projects and advocacy plans based on their research. Prerequisites: EDUC788.

**ECED 760 Kindergarten Education (3 credit hours)**

This course explores the nature of five- and six-year-olds' learning and development. It investigates specific aspects of the child's social, emotional, cognitive, and physical needs and develops a rationale for kindergarten. It explores curriculum planning and implications of laws and issues, including applicable kindergarten standards.

**EDUC 781 Statistical Methods in Education (3 credit hours)**

This course examines statistical tools used in educational and behavioral research including descriptive measures of central tendency, variation, and relationship. It also covers inferential techniques for evaluation measures and allies (test, analysis of variance, chi-square), employing the hand calculator and computer system to do computations.

**EDUC 788 Research in Education**

This course develops the point of view and skills which enable students to apply research procedures to professional problems. Students gain the expertise necessary to be critical consumers of research and to carry out completed research projects.

**ENGL 675 Study of American Literature (3 credit hours)**

While specific content in "Studies" courses will vary from semester to semester, each course will address an issue of breadth and significance in American Literature. More concentrated in focus than a "survey," such courses will nonetheless engage the work of a number of authors and may extend across a range of genres and/or historical periods. In addition to close reading of primary texts, each course will also involve contextual reading in variety of critical, theoretical, and/or historical texts.

**ENGL 709 Methods for Graduate Literature Study (3 credit hours)**

This course provides graduate students with advanced theory and practice of literary study. It includes forms and readings of the genres of poetry, fiction and drama. It also reinforces and expands theoretical approaches and research methods for this discipline. Prerequisite: None

**ENGL 782 Poetry (3 credit hours)**

This course introduces graduate literature students to forms and techniques of poetry, both Anglophone and non-Anglophone, across time periods.

**HIST 600 Public History (3 credit hours)**

This course offers an examination of public history, that is history practically applied. It is a set of theories, methods, assumptions, and practices guiding the identification, preservation, interpretation, and presentation of historical artifacts, texts, structures, and landscapes for the public. Students will learn the principles and issues and the role of official public policy in public history. They will examine critically the public presentation of history and gain an awareness of the role of public history in contemporary culture as well as its use in the past.

**HIST 605 China, Past and Present (3 credit hours)**

This course briefly examines dynastic changes, philosophy and religions, and family and society of traditional China, but greater emphasis will be placed on contemporary history of China since the Opium War. Graduate students will be required to demonstrate a deeper understanding of Chinese history.

**HIST 609 Japan, Past and Present (3 credit hours)**

This course briefly introduces traditional Japan but focuses on contemporary Japan since the creation of the Tokugawa Shogunate in the 17th century. Graduate students will be required to demonstrate a deeper understanding of Japanese history.

**HIST 610 Oral History (3 credit hours)**

This course offers a detailed examination of oral histories. It introduces the student to oral history as a historical source and the complications of planning, development and operation of oral history projects for colleges, libraries, museums, corporations, professional organizations and public schools. The course will further emphasize finding interview subjects, research and preparation for interviewing, interviewing techniques, post-interview procedures, transcription, legal aspects, management of oral history collections, and the uses of oral history. Prerequisite: Undergraduate degree or completion of HIST200 and HIST400.

**HIST 613 The Middle East: 20th Century (3 credit hours)**

The course will cover the history and politics of the contemporary Middle Eastern Countries – Turkey, Iran, Israel, Jordan, Egypt, Saudi Arabia, Syria, Kuwait, Yemen, and Persian Gulf States, from the First World War until the present time. Special emphasis will be on international factors which contribute to the emergence of the National State System in the area and to the rise of nationalism. The factors leading to Arab-Israeli Dilemma and its impact on the foreign policies of the major powers will be fully examined.

**HIST 614 History of Women in Europe (3 credit hours)**

This course studies the political, social, and economic history of women in Europe from antiquity to the present. It examines and analyzes traditional assumptions about women, but gives particular emphasis to the roles/contributions of women since the Renaissance. Graduate students will demonstrate a deeper understanding of the complexities of women in European history.

**HIST 615 History of Women in the U.S. (3 credit hours)**

This course studies the political, economic, and social history of women in the United States from colonization to the present. Graduate students will demonstrate a deeper understanding of the complexities of U.S. women's history as determined by the instructor.

**HIST 616 History of Women in Global Societies (3 credit hours)**

This course studies the history of women in a global context. It examines their status in precolonial times but concentrates on women since the beginning of the independence movements, analyzing their roles in the struggles for liberation. Graduate students will demonstrate a deeper understanding of the complexities of women's history in global societies as determined by the instructor.

**HIST 623 Readings in Latin American History and Politics (3 credit hours)**

This course provides students the opportunity to do individual readings and study primary sources and secondary materials in colonial and modern Latin American history and politics. The reading will be directed by a faculty member. Readings and topics will vary depending on the interests of student and faculty. Students may register for history or political science credit.

**HIST 624 Seminar in Latin American History and Politics (3 credit hours)**

This course provides directed research in a specific period or topic. The culminating activity of the course is the preparation of a scholarly paper. Topics and periods will vary, depending upon the faculty member. Students may register for history or political science credit.

**HIST 632 Medieval Europe (3 credit hours)**

This course stresses the development of European civilization and culture from the 5th century A.D. to about the middle of the 15th century A.D. Emphasis is placed on major social and economic attainments, on the work of the church, on political developments, and on intellectual movements. Graduate students will demonstrate a deeper understanding of the complexities of Medieval European history.

**HIST 634 History of Christianity (3 credit hours)**

This course studies the political, social, and economic history of Christianity. It also examines the causes and results of Christianity's geographic expansion, and draws comparisons between its various forms and expressions. Graduate students will demonstrate a deeper understanding of the complexities of the history of Christianity.

**HIST 639 History of Modern Germany (3 credit hours)**

This course examines modern German history beginning with the growth of the nation state, influence of the French Revolution, revolution and counter-revolution, World Wars I and II, rise of Hitler, and reconstruction after 1945. It also analyzes the impact of the Cold War and its conclusion on Modern Germany. Graduate students enrolled in this course will be required to demonstrate a deeper understanding of the complexities of Modern German history.

**HIST 642 History of Nazi Germany (3 credit hours)**

This course surveys the origins and development of the NSDAP (National Socialist German Workers Party, or Nazi) which held power in Germany from 1933-1945. It concentrates on the major political leaders and processes, the goals and appeal of the Nazis, and their impact upon Germans and Europeans. Graduate students will demonstrate a deeper understanding of the complexities of history of Nazi Germany as determined by the instructor.

**HIST 652 History of Eastern Europe: 19th and 20th Centuries (3 credit hours)**

This course provides a wide and deep coverage – by lectures, reading, papers, reports – of the political, economic, social, and cultural developments of Eastern Europe with emphasis on the areas of the Hapsburg Empire and the forces that foreshadowed its destruction, and on the impact of new ideologies of the 20th century on the successors of the Empire.

**HIST 655 History of Russia since 1825 (3 credit hours)**

This course examines Russia from 1825 through the present. It covers the Russian Empire, U.S.S.R., and the Russian Federation. Emphases include relationships of economic development, politics, competing ideologies and foreign policies.

**HIST 660 US Historiography (3 credit hours)**

Students in this course will explore the development of the historical theories and schools of the major historians from William Bradford to Allan Nevins. Availability and use of the major source collections will be discussed. The students will prepare a major paper dealing with a controversial problem in American History.

**HIST 664 The Jacksonian Era: United States 1828-2848 (3 credit hours)**

In this course, the background, precursors, philosophy, and ideals of the Jacksonian Era are studied through detailed readings, research, lectures, and discussions. Emphases in this course will be placed on the economic, political, and social changes in the United States which brought about Jacksonian democracy and its inherent influences on our society.

**HIST 675 U.S. Military History (3 credit hours)**

This course is a study of the development of the American colonial and United States military and naval establishments. Emphases are placed on the evolution, growth, and problems of military and naval policy rather than on specific wars. Graduate students will demonstrate a deeper understanding of the complexities of military history.

**HIST 669 History of the New Deal (3 credit hours)**

This course provides an in-depth study of the maze of the shifting and contrary interpretations of this complex era in order for the student to develop a framework of understanding that will provide him/her with the proper perspective to evaluate the social, economic and political significance and legacy of the New Deal.

**HIST 672 U.S. Social and Intellectual History II (3 credit hours)**

The origins and developments of ideas, ideals, and philosophies which led to social movements and the establishment of cultural patterns in the United States will be studied in these courses. This course begins with 1876.

**HIST 697 Africa: Culture and People (3 credit hours)**

This course centers upon the social, political, and economic changes in modern Africa south of the Sahara. Special emphasis is devoted to the impact of European civilization upon traditional African societies, the independence movements, and the role of African states in world affairs.

**HIST 700 Methods of Historical Research (3 credit hours)**

This course introduces students to the scope of history and historical research. It also stresses historiography and a variety of historical interpretations, with emphasis on newer methodologies used by historians. Students will utilize computers and advances in the social sciences. Graduate students will demonstrate a greater understanding of the major sources and historiography of their respective areas of study and produce the first chapter of their thesis or project paper.

**HIST 713 History of Witchcraft (3 credit hours)**

This course examines the history of witchcraft, and allegations of, in Europe and the United States from the early Middle Ages to the present. Its analyzes the role women played in the "witchcraze" through the 17th century in Europe and New England. Special attention focuses on the reaction of Christianity to the real and imagined practice of witchcraft. Graduate students will demonstrate a deeper understanding of the complexities of the history of witchcraft.

**HIST 714 History of African American Women (3 credit hours)**

This course examines the experiences of African-American women from the colonial period to the present. It analyzes the West African heritage, and African-American women's struggle and contributions to the political, economic, and social history of the United States. An important component is an examination of the intersection of race, class, and gender.

**HIST 715 Seminar in Women's History (3 credit hours)**

This course provides an in-depth examination of the political, economic, social and cultural developments of women in history. Students read, research, write, and report on selected problems in women's history.

**HIST 730 Readings in European History (3 credit hours)**

Students registering for this experience will do individual reading and study of sources and secondary materials on specific problems or areas in European history. These readings will be directed by a faculty member. Prerequisite: consent of the chairperson of the History Department.

**HIST 739 Seminar in European History (3 credit hours)**

This course provides directed research in a specific period or topic. The culminating activity of this course is the preparation of a scholarly paper. Topics and periods will vary, depending upon the faculty member presenting the course.

**HIST 760 Readings in United States History (3 credit hours)**

Students registering for this experience will do individual readings and study sources and secondary materials on specific problems or areas in United States history. The reading will be directed by a faculty member. Prerequisite: consent of the chairperson of the History Department.

**HIST 769 Seminar in U.S. History (3 credit hours)**

This course provides directed research in a specific period or topic. The culminating activity of this course is the preparation of a scholarly paper. Topics and periods will vary depending upon the faculty member presenting the course.

**HIST 793 Independent Study (3 credit hours)**

This experience is designed to meet the needs of the students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of history. Prerequisite: consent of the department chairperson.

**HIST 795 Internship in History (3-12 credit hours)**

This internship gives students the opportunity to apply, improve, and develop historical skills in a variety of settings, including historic sites, archives, and other locations where institutional histories are being developed. Graduate students will develop a deeper understanding of the skills acquired through internships in history as determined by the instructor and site supervisor.

**HIST 799 Thesis (3 or 6 credit hours)**

Research for the Master's thesis is conducted under the supervision of the advisor. Prerequisite: consent of the department chairperson.

**JOUR 640 Public Relations Management (3 credit hours)**

This course provides in-depth study of how organizations manage media, consumer, government, investor, employee, and community relations. It focuses on successful program development through the knowledge and application of public relations management principles and communication techniques. Prerequisite: JOUR425 or Permission of Instructor, Graduate status for 600 level enrollment.



**NUHL 560/760 Introduction to Palliative and End-of-Life Care (3 credit hours)**

This introductory course will provide a foundation for the understanding of a multidisciplinary approach to palliative and end-of-life care. Participants will explore their own attitudes, feelings, values and beliefs about end-of-life issues as they assess multiple dimensions of care, including physical, psychological, social and spiritual aspects. National, ethical and legal issues concerning palliative and end-of-life will be explored.

**NUHL 561/ 761 Clinical Issues in Palliative Care Throughout the Life Span (3 credit hours)**

In lecture and seminar format, participants will focus on aspects of multidisciplinary advanced practice in palliative and end-of-life care, including symptom management, pain control, and therapeutic communication skills. Specific disease trajectories will be explored. Evidence-based practice guidelines will be included.

**NUHL 562/762 End of Life, Bereavement, Grief and Beyond (3 credit hours)**

Theory and seminar format will focus on the act of dying across the life span with different illness trajectories. Communication with families, cultural and spiritual rites around dying will be explored. The use of the multidisciplinary team in this end phase of life into the active grief and grieving phase will be emphasized. Plans for moving beyond the individual death into healing for the family will be formulated.

**NUHL 563/763 Clinical Management of the Patients and Families in Palliative and End of Life Care (6 credit hours)**

This clinical practice course is designed for student participants to develop skills in palliative and end-of-life care of patients and families. Emphasis will be on collaborative and multidisciplinary practice. A variety of clinical and home care settings will be utilized depending on the student's professional discipline. A two-hour seminar every two weeks is included to discuss progress.

**NURS 601 Advanced Concepts in Pathophysiology (3 credit hours)**

This course is devoted to the study of the physiological process of disease and the body's response to this process. It is the goal of the course to present broad physiological principles that advanced practice nurses can apply to their clinical experiences. Specific diseases will be used to exemplify pathophysiological concepts, and treatment is examined at the molecular level as response to the pathophysiology. The course investigates exogenous causes of diseases, emphasizing infection, inflammation and the immune response, as well as endogenous diseases of the nervous, endocrine, cardiovascular, hepatic pulmonary, and renal systems. Offered fall annually.

**NURS 602 Pharmacologic Applications (3 credit hours)**

Covers principles of pharmacology as applied to advanced nursing practice. This includes drug effectiveness, mechanism and interaction. Emphasis will be on the pharmacological action of drugs on specific organ systems and the clinical use of drugs in treatment of disease conditions. Emphasis will be on critical decision-making skills in the selection of drug therapy, doses of drugs, routes of administration and preferred therapy. This course focuses upon pharmacologic implications for the family nurse practitioner in working with individuals across the life span. Pre-requisite: NURS 601. Offered spring annually.

**NURS 605 Evolution of Nursing Theory (3 credit hours)**

Focuses on selected aspects of theory development in nursing science. Emphasis is given to the study of epistemological issues related to the evolution of theory in nursing. Varying levels and components of theories are explored. Major strategies for theory development including concept analysis, synthesis, and theory derivation are analyzed. Students gain experience in critically examining major existing theoretical models. Offered fall annually.

**NURS 610 Advanced Concepts in Nursing Research (3 credit hours)**

Examines the relationship and contribution of nursing research to the development of nursing science. The growth of research will be traced over the course of the last century, with particular emphasis on the evolution which has occurred since mid-century. Students will be assisted to increase their ability to critically evaluate published research and to make decisions concerning its application to practice. Additionally, students will develop a proposal for an individual or group research project which may become the foundational work for the scholarly project. Pre-requisite: NURS 605 or by permission of instructor. Offered spring annually and as needed.

**NURS 614 Health Promotion: Family & Community Perspectives (3 credit hours)**

Introduces the advanced practice nurse student to health promotion and disease prevention strategies for families and communities. Students will explore principles of family theory, established models of family development, epidemiology, and demography. An opportunity will be given to develop intervention plans to improve wellness based risk assessment and knowledge of national standards of clinical preventive services. This course is a pre-requisite to all other clinical nursing courses in the nurse practitioner concentration. Offered fall annually.

**NURS 615 Advanced Health Assessment (2 credit hours)**

This course builds upon the basic assessment skills of the nurse. It prepares the advanced practice nurse to conduct focused and comprehensive health assessments of clients across the lifespan. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the client history, physical examination, and diagnostic procedures. Two hours lecture weekly. Must be taken concurrently with NURS 616. Pre- or Corequisite: NURS 601. Offered fall annually and as needed.

**NURS 616 Advanced Health Assessment Practicum (1 credit hour)**

Provides an opportunity for the student to implement the objectives identified in NURS 615. Students may select experiences from a variety of clinical settings appropriate to the course focus. Three clinical hours weekly. This course must be taken concurrently with NURS 615. Pre-requisite: NURS 601. Offered fall annually and as needed.

**NURS 620 Clinical Decision Making (2 credit hours)**

The focus of this course is clinical data gathering skills, diagnostic reasoning, and clinical problem-solving in the management of common health problems of clients throughout the lifespan. Critical thinking skills are emphasized and honed and are used to amplify common sense, intuition, and simple reasoning. Emphasis is placed upon the analysis and synthesis of client data for diagnosis and for identification of appropriate nursing and other therapeutic interventions to be used by the advanced practice nurse. This course is required as a prerequisite to all other clinical nursing courses and is to be taken concurrently with NURS 621. Prerequisite: NURS 615/616. Spring, annually and as needed.

**NURS 621 Clinical Decision Making I Practicum (1 credit hour)**

Provides an opportunity for the student to implement the objectives identified in NURS 620. Students may select experiences from a variety of clinical settings appropriate to the course focus. Three clinical hours weekly. This course must be taken concurrently with NURS 620. Pre-requisite: NURS 615. Offered spring annually and as needed.

**NURS 630 Clinical Decision Making II (3 credit hours)**

Focus is on health promotion, wellness maintenance, disease prevention, early detection of problems, prompt treatment of acute illness, and support for management and self-care during chronic conditions of children (birth through adolescence) and childbearing women. All dimensions of development and the total health of the family are considered. Collaboration with other healthcare providers is fostered. Three lecture hours weekly. Must be taken concurrently with NURS 631 and NURS 632. Pre-requisites: NURS 601, 602 and 614 and minimum grade of "B" in 615 and 620. Offered fall annually.

**NURS 631 Clinical Decision Making II: Role Seminar (1 credit hour)**

Focus of this seminar will be clinical based research questions, client presentation, and effective treatment interventions for children (birth through adolescence) and childbearing women. Students are given an opportunity to discuss alternative approaches to diagnosis, advanced nursing, medical, or collaborative management in a controlled environment. Two laboratory hours weekly. Must be taken concurrently with NURS 630 and NURS 632. Pre-requisites: NURS 601, 602, and 614; Minimum grade of “B” in NURS 615 and 620. Offered fall annually.

**NURS 632 Clinical Decision Making II Practicum (2 credit hours)**

Provides an opportunity for the student to implement the objectives identified in NURS 630. Students may select experiences from a variety of clinical settings appropriate to the course focus. Six clinical hours weekly. Must be taken concurrently with NURS 630 and NURS 631. Pre-requisite: NURS 601, 602, and 614; Minimum grade of “B” in NURS 615 and 620. Offered fall annually.

**NURS 640 Clinical Decision Making III (3 credit hours)**

Focus is on health promotion, wellness maintenance, disease prevention, early detection of problems, prompt treatment of acute illness, and support for management and self-care during chronic conditions of young, middle aged, and older adults. All dimensions of development and the total health of the family are considered. Collaboration with other health care providers is fostered with emphasis upon the coordination and continuity of client care. Three lecture hours weekly. Must be taken concurrently with NURS 641 and NURS 642. Pre-requisites: NURS 601, 602, and 614 and minimum grade of “B” in 615, 620, and 630. Offered fall annually.

**NURS 641 Clinical Decision Making III: Role Seminar (1 credit hour)**

Focus of this seminar will be clinical based research questions, client presentation, and effective treatment interventions for young, middle-aged, and older adults. Students are given an opportunity to discuss alternative approaches to diagnosis, advanced nursing, medical, or collaborative management in a controlled environment. Two laboratory hours weekly. Must be taken concurrently with NURS 640 and NURS 642. Pre-requisite: NURS 601, 602, and 614; Minimum grade of “B” in NURS 615, 620, and 630. Offered spring annually.

**NURS 642 Clinical Decision Making III Practicum (2 credit hours)**

Provides an opportunity for the student to implement the objectives identified in NURS 640. Students may select experiences from a variety of clinical settings appropriate to the course focus. Six clinical hours weekly. Must be taken concurrently with NURS 640 and NURS 641. Pre-requisites: NURS 601, 602, and 614; Minimum grade of “B” in NURS 615, 620, and 630. Offered spring annually.

**NURS 645 Nursing and Public Policy (3 credit hours)**

This course examines the implications of health care financing, structuring, labor market trends, and current health care reform proposals for nursing in general and for advanced practice nursing specifically. Additionally, the student will be stimulated to appreciate the critical need for nurses to engage in activities, individually and as members of professional organizations that will enhance the position of nursing in influencing health care policy and legislation at all levels—local, state, and federal. A pervasive theme throughout the course is the ultimate goal of improving the health care of our citizens. Offered spring annually.

**NUR 675 Nursing Curriculum Development (3 credit hours)**

Examines curriculum development in post secondary nursing programs. Focuses on philosophical issues, learning theories, learner needs assessment, and curriculum design for target populations in various nursing education programs. Enables advanced practice nursing students to develop and evaluate curriculum for selected nursing education programs. Offered fall, every other year and/or as needed.

**NURS 676 Educational Strategies in Nursing (3 credit hours)**

Provides a comprehensive overview of educational strategies for students who desire to function as advanced practice nurses in the educational arena. Provides the necessary theory to implement the instructional process with various populations. Examines issues relevant to educational strategies and their evaluation. Students design and implement a lesson plan. Self-evaluation and critique of others are used as a method to improve teaching. Offered fall, every other year and as needed.

**NURS 677 Evaluation and Assessment in Nursing (3 credit hours)**

Provides a comprehensive overview of evaluation and assessment in learning for students who desire to function as advanced practice nurses in the educational arena. Emphasizes current issues in assessment, establishment and measurement of learning outcomes, and the development and utilization of assessment tools. Students design and use evaluation tools for clinical and classroom application in nursing and health education. Offered spring, every other year and/or as needed.

**NURS 750 Family Nurse Practitioner Internship (3-6 credit hours)**

Provides the opportunity to gain competency in the multifaceted role of nurse practitioner through supervised clinical experience under the guidance of certified nurse practitioners, physician assistants, or licensed physicians approved by the department as preceptors. Prerequisites: All program course work, including completion of NURS 800. Spring, annually and as needed.

**NURS 751 Nurse Educator Internship (3-6 credit hours)**

Provides the opportunity to gain competency in the multifaceted role of nurse practitioner through supervised clinical experience under the guidance of certified nurse practitioners, physician assistants, or licensed physicians approved by the department as preceptors. Prerequisites: All program course work, including completion of NURS 800. Spring, annually and as needed.

**NURS 800 Scholarly Project/Thesis (3 credit hours)**

Students will engage in group research related to an aspect of care relevant to the nurse practitioner or nurse educator professions. The scholarly project is supervised by a research advisor and committee. Prerequisites: NURS 605 and 610.

**READ 702 Literacy Interventions for Striving Readers (3 credit hours)**

Candidates will understand cognitive research on human learning associated with diverse needs of striving readers. Candidates will utilize research validated literacy interventions and evidence-based instructional practices and assessments to meet the needs of diverse learners. Candidates will demonstrate professional learning by observing and investigating reading challenges and planning differentiated instruction for students with reading, writing, speaking and listening disabilities. This course addresses supplemental technology use in educational settings. Prerequisite: READ 706 or permission of instructor.

**READ 704 Comprehensive Literacy Curriculum: Design and Implementation (3 credit hours)**

This course investigates the nature and scope of reading curriculum design and implementation in Pre K – 12 diverse educational settings. Curriculum concepts, principles and organizational patterns are analyzed with specific focus on the integration of literacy components. Development of curriculum aligned with national and state standards is emphasized. This course prepares the reading professional to design and implement literate environments through integrated and differentiated curriculum development. Graduate Reading Majors only OR Permission of Instructor.

**READ 706 Foundations of Literacy: Theory and Instruction (3 credit hours)**

This course develops learning theory and best practice for diverse learners and striving readers at the elementary and middle level. Emphasis is given to the scope and sequence of literacy instruction, instructional strategies, materials, and assessment, used in creating a literate environment to engage students in meaningful ways. An observational field component integrates foundational knowledge for professional leaning and leadership.

**READ 707 Literacy Instruction for the Content Area (3 credit hours)**

Candidate explores methods and materials for content area literacy instruction and assessment in middle and secondary educational settings. Designed for specialized reading teachers and content professionals creating a literate environment. The course promotes research based knowledge reflecting effective practice in content literacy instruction including striving readers. Foundational knowledge for professional learning and leadership are evidenced within an observational field component. Prerequisite: READ 706 or permission of instructor.

**READ 708 English Language Learners in the Literacy Curriculum (3 credit hours)**

Through this course, candidates will develop knowledge of an inclusive, comprehensive, and standards-based literacy curriculum for English Language Learners by investigating literacy theories, research and best instructional practices. Instructional and assessment tools will be analyzed to plan, implement, and evaluate effective ELL literacy instruction taking into consideration learner diversity, instructional development, instructional materials, physical space, technology, and home-community connections. As reading educational professionals, candidates will demonstrate and reflect leadership in culturally diverse environments.

**READ 709 Literacy Difficulties: Assessment and Intervention (3 credit hours)**

This course emphasizes diagnosing and providing instructional intervention for students with literacy difficulties. Emphasis will be placed on appropriate diagnostic techniques, and the development of practical intervention strategies. The candidate will demonstrate effective professional knowledge in analyzing data and communicating finding to appropriate audiences. Foundational knowledge and experience in field is evidenced through the preparation of a detailed case study. Prerequisite: READ 706 or permission of instructor.

**READ 710 Organization, Supervision and Administration of Reading Programs (3 credit hours)**

This course emphasizes organization, supervision and administration of reading programs from kindergarten through high school. Specific focus is given to the role of reading specialist in program development and implementation, organizational patterns in reading programs, communication, and designing and operating professional development programs. Prerequisite: READ 706 or READ 704 or permission of instructor.

**READ 712 Reading Clinic (3 credit hours)**

This course will provide the prospective Reading Specialist with the opportunity to apply the theoretical and instructional constructs of reading. Graduate candidate will administer and analyze assessment data to develop a literate environment which optimizes student learning. Candidates will use their foundational knowledge about literacy to design and implement a comprehensive literacy curriculum responsive to the needs of diverse learners. Prerequisite: READ 709.

**READ 717 Language Arts Instruction: Design and Implementation (3 credit hours)**

This course examines current standards, research-based techniques and materials used in teaching language arts in Pre-K educational settings. Language arts curricular programs, concepts, instructional techniques and assessment functions that positively impact reading and learning are examined. Emphasis is given to the integration of literacy components as aligned with state, district and classroom assessment practices.

**READ 794 Research Design in Reading (3 credit hours)**

This course is designed to develop skills for understanding, analyzing, evaluating, and conceptualizing reading research. Candidates will gain knowledge and skills that promote the critical analysis of reading research and the ability to conceptualize literacy-based investigations in a classroom, school, or district setting. Candidates will learn quantitative, qualitative, and mixed methods designs that are appropriate to investigating reading as a complex, cognitive, and social process. Candidates will develop skills to conduct a review of the literature, explore reading-related research publications, synthesize reading research, and apply research principles to create a research proposal to inform effective reading practices.

**SCHA 700 Introduction to Educational Leadership (3 credit hours)**

This introductory educational leadership graduate course is designed for prospective leaders at all levels of the school organization. Elements of effective leadership, standards informing educational leadership, role conceptions, and personal leadership vision will be presented. Emphasis is placed on the knowledge, skills and abilities necessary to becoming an innovative educational leader.

**SCHA 711 Educational Leadership in a Pluralistic Society (3 credit hours)**

This course is designed to lead prospective educational leaders in critical analysis of their roles in contemporary education in a diverse society. Examination of the historical, philosophical, social/cultural, and political forces on institutions of learning will be conducted through self-reflection stimulated by cognitive dissonance, constructive controversy, and ethical decision-making. Students in this course will engage in personal, professional, and organizational discovery of what is required of educational leaders in an increasingly diverse and connected world.

**SCHA 716 Educational Leadership from a Global Perspective (3 credit hours)**

This course is designed to study the comparative aspects of international education and its link to school leadership, cultural understanding, and critical problems related to a global society. A focus is on the preparation of administrators to transform schools by understanding theoretical, sociological, political, and historical elements as they relate to ethnicity, race, socioeconomic status, gender, exceptionality, language, religion, sexual orientation, and geographic area

**SCHA 720 Dynamics and Processes for Leading Change (3 credit hours)**

This educational leadership graduate course studies the principles, themes, and patterns for implementing educational change. Tools, techniques, and strategies for leading effective change are presented. The educational leader as change facilitator is emphasized.

**SCHA 721 Collaborative Leadership for Evaluation (3 credit hours)**

This course provides the framework for collaborative leadership in order to enhance professional practice through school personnel evaluation. It emphasizes the linkage between evaluation and student achievement. The integration of evaluative tools, methods, and state requirements into the evaluation system is present.

**SCHA 731 School and Community Relations (3 credit hours)**

This course examines the leadership roles of supervisors, principals, and superintendents to communicate effectively within the school and community. It emphasizes the importance of designing school and community relations programs around the needs and issues of the school and the school district. Particular attention is given to communication with, and involvement of, internal and external publics in the school system.

**SCHA 741 Curriculum Leadership (3 credit hours)**

This course studies the leadership and processes required to align course content, academic standards, and assessments of elementary, middle, and secondary schools curricula. It emphasizes the changing nature of curriculum, the essential elements and processes of curriculum development, and the principal as the curriculum leader. Resources will include Pennsylvania's Standards Aligned System (SAS) and the research base underlying its six components.

**SCHA 745 Instructional Leadership (3 credit hours)**

This educational leadership graduate course is designed to guide the prospective educational leaders through knowledge and practice related to instructional leadership. Learning theories and the latest research will be investigated. Utilizing student assessment data to inform practice and evaluate programs will be emphasized. Resources will include Pennsylvania's Standards Aligned System (SAS) and the research base underlying its six components.

**SCHA 760 Legal Aspects of Educational Leadership (3 credit hours)**

This course familiarizes the educational leadership graduate student with local, state and federal laws governing schools. Legal frameworks affecting public schools are presented. Particular attention is given to leadership for Special Education law. Application of school law at various levels of education leadership is emphasized.

**SCHA 765 Financial Aspects of Educational Leadership (3 credit hours)**

This course includes a study of factors governing financial policies and practices in public schools. Sources of revenue, budgeting, dispersal of funds, school plant operations, school business operations and record keeping are major topics presented. Financial leadership and responsibility at the district and building level is emphasized.

**SCHA 775 Educational Leadership Theory and Practice (3 credit hours)**

This educational leadership graduate course will focus on theoretical foundations useful to the educational leader. Organizational theories relevant to schools and leadership processes essential to school effectiveness will be presented. Aspects of personal leadership style and capacity will be examined.

**SCHA 785 Personnel Leadership and Labor Relations (3 credit hours)**

This educational leadership graduate course is designed for prospective superintendents and I.U. executive directors. It prepares the educational leader to understand, develop and implement strategies for issues pertaining to personnel, labor relations, and negotiations.

**SCHA789 Elementary Principal Internship (3 credit hours)**

This on-site experience at the elementary school level (grades K-6) provides the opportunity, under the direct supervision of university staff personnel and public or private school principals, for practical experiences during one semester.

**SCHA792 School Supervision Internship (6 credit hours)**

This internship provides individualized learning programs for each intern. Programs are to be of value to the school district, the university, and the individual intern, and to provide the intern with a learning experience that contains both depth and breadth.

**SCHA794 Secondary Principal Internship (3 credit hours)**

This on-site experience at the secondary school level (grades 7-12) provides the opportunity, under the direct supervision of university staff personnel and public or private school principals, for practical experiences during one semester.

**SCHA 795 Technology Standards for Educational Leaders (3 credit hours)**

This course will address the Technology Standards for School Administrators (TSSA) as developed by the International Society for Technology Education (ISTE). The students will examine the integration, management, planning, policy, and use of technology to improve student achievement from a strategic perspective. The student will develop technology skills that will help the strategic implementation of all aspects of effective technology integration. Included will be the ability to present and communicate effectively, to manage and use data effectively as well as develop resources that will be useful in the implementation of true technology integration.

**SCHA 796 The Superintendency (3 credit hours)**

This course examines the role and function of the superintendent as the chief educational officer of a public school system. It emphasizes the general operations of the school system, the essential responsibilities, practices, and processes for effective educational administration and organizational leadership.

**SCHA 797 Educational Technologies and Facilities (3 credit hours)**

This course examines the knowledge the superintendent needs for the effective maintenance, renovation, and construction of facilities. Issues addressed will include, regulations and processes need to conduct the building process including planning, financing, state and local regulations, current technologies, and the construction team.



**SCHA 798 Strategic Planning and Policy Analysis (3 credit hours)**

This course examines the role and function of the superintendent in development, implementation, and evaluation of the strategic plan and school district policy. It presents the guidelines and requirements set forth by the Pennsylvania Department of Education. Emphasis is placed on leadership for educational planning as well as school district policy and regulation development.

**SCHA 799 Superintendent's Internship (3 credit hours)**

This on-site internship experience at the school district level provides individualized learning programs for each intern. Programs are to be of value to the school district, the university, and the individual intern, and to provide the intern with a learning experience that contains both depth and breadth. Emphasis is placed on the Superintendent as the Chief Educational Officer of the School District.

**SEDU 607 Content Literacy in the Middle and Secondary School (3 credit hours)**

This course explores research relative to the literacy crises. Participants will learn methods for teaching adolescents to read, write, think, and learn in ways that allow them to master subject matter and meaningfully apply their understanding. Differentiating instruction to meet reading needs and building supportive literacy environment will be explored. This course provides a Stage 2 Field experience.

**SEDU 675 Teaching Methods for Middle and Secondary Classrooms (3 credit hours)**

This course prepares prospective middle and secondary teachers to make informed decisions about theories and strategies used in all middle and secondary content classrooms. It addresses such topics as instruction, planning, standards, and a diverse student population including English language learners (ELL) and students with special needs. This course includes a field component.

**SEDU 692 Seminar on Teaching Adolescents (3 credit hours)**

This course provides information about the historical development, goals, philosophy, and mission of middle and secondary education. Information relative to the characteristics of effective middle and secondary teachers, teaching diverse populations including students with special needs and English language learners (ELL), school climate, and professional development will also be part of the course focus. This course contains a field experience.

**SEDU 695 Student Teaching (6-12 credit hours)**

This culminating experience is coordinated and supervised by University faculty and provides opportunities for teacher candidates to display competency in teaching grades 7-12 under the direct daily supervision of a qualified cooperating teacher. This course provides the Stage 4 Field Experience. Prerequisite: Candidacy.

**SEDU 700 Educational Assessment of Students in the Middle and Secondary Schools (3 credit hours)**

This course provides techniques in choosing and developing appropriate assessment methods. It emphasizes skills in administering, scoring, and interpreting results of assessment methods for all students including English Language Learners (ELL) and those with special needs. The course contains the use of Standards Aligned Systems.

**SEDU 702 Teaching in the Contemporary Multicultural Classroom (3 credit hours)**

This course examines contemporary themes related to teaching in the multicultural classroom. Students will examine historical, philosophical, legal, and societal influences that impact contemporary teaching. Each student will also determine a path for professional development which will include developing a portfolio. This course contains the use of Standards Aligned Systems.

**SEDU 731 Applied Technological Integration in Education (3 credit hours)**

This course assists students in the discovery of systematic approaches to mediate teaching and learning through the selection, utilization, evaluation, and production of instructional media. Focus will be on practical, constructivist approach that involves students directly in developing technologically centered curriculum through the use of current technology resources. This course uses Standard Aligned Systems.

**SEDU 774 Issues in American Classrooms (3 credit hours)**

This course critically examines complex issues confronting American classrooms. Issues include: laws and regulations; academic relationships with adolescents; the social context for teaching; teaching students with special needs and English Language Learners (ELL) and realities of teaching and managing a classroom during an era of educational and political reform. Solutions and strategies to the issues presented in the course are described. This course contains a field component.

**SEDU 786 Secondary and Middle School Curriculum Improvement and Development (3 credit hours)**

This course investigates current issues and procedures in the development and improvement of curriculum for middle and secondary schools. The initial focus is upon conventional methods for curriculum analysis and design, followed by contemporary curriculum developments and trends with emphasis on understanding issues and implementing change. This course includes the use of Standard Aligned Systems.

**SEDU 797 Action Research (3 credit hours)**

This course explains and facilitates action research to enable teacher - researchers to participate in their own inquiries; to gather, analyze, and report information; and to effect positive change. Prerequisite: EDUC788.

**SEDU 799 Thesis (3 credit hours)**

The thesis is a scholarly paper written by the students within the framework of current research methods in education. Under the supervision of faculty members of their advisement team, the student prepares a document that presents research findings and is submitted in support of the candidate for a master's degree in education. Prerequisite: EDUC788.

**SHLD 605 Augmentative and Alternative Communication (3 credit hours)**

This course develops knowledge and skills to provide augmentative and alternative communication (AAC) clinical services to individuals with complex communication needs. The course emphasizes the use of evidence-based practice and performance measurement to support the assessment, intervention, and funding processes. It presents a range of AAC options and strategies based on the three language representation methods used to generate communication.

**SHLD 611 Seminar in Clinical Methods (3 credit hours)**

This course is designed to familiarize students with procedures, methods, and materials used in clinical service delivery to clients with communication disorders. Hands-on training with screening and assessment procedures, treatment elicitation and behavioral management techniques, clinical documentation and record keeping will be provided. Best practice standards for ethical service delivery to multicultural clients and clients across the lifespan are discussed.

**SHLD 616 Audiology for the Speech Language Pathologist (3 credit hours)**

This course provides students with an array of audiological issues relevant to the practice of speech language pathologists. Along with a review of basic audiometric procedures are discussions about issues in screening, central auditory processing disorders, otitis media with effusion, and contemporary technologies.

**SHLD 630 Fluency Disorders (3 credit hours)**

This course studies the development of fluency, disfluency, and stuttering. Etiology identification, assessment, and treatment strategies are emphasized.

**SHLD 635 Phonological Disorders (3 credit hours)**

This course provides an in-depth study of theory and practice in the area of phonological disorders in children. Specific strategies and techniques for assessment and intervention are emphasized.

**SHLD 640 Language Disorders (3 credit hours)**

This course integrates theory and research in the evaluation and treatment of language disorders in school-aged children and adolescents. It emphasizes current issues related to the assessment of language behavior and intervention strategies.

**SHLD 650 Aphasia/Neurological Disorders (3 credit hours)**

This course familiarizes students with the structural and dynamic neuropathology of cerebral injury from cerebrovascular accidents (CVA), traumatic brain injury (TBI), and dementia. Identifying, evaluating, and treating constellation symptomatology of speech, language, and memory impairments are emphasized.

**SHLD 655 Swallowing Disorders in Infants, Children and Adults (3 credit hours)**

This course acquaints students with the normal developmental physiology of the swallowing mechanism. Dysphagia etiologies resulting from abnormal or acquired structural, neurological, or mechanical impairments are discussed across life span. Hands-on training with radiographic/video-fluoroscopic diagnosis, oral-facial massage stimulation, and feeding techniques is provided. Interdisciplinary program planning and role delineation is emphasized.

**SHLD 675 Topics in Communication Disorders (3 credit hours)**

In this course an in-depth study is made of a specialized topic in the field of communication disorders.

**SHLD 706 Professional Issues in Speech Language Pathology and Audiology (3 credit hours)**

This course introduces students to professional issues that currently define the field of speech language pathology. It further identifies the administrative and clinical responsibilities expected of the speech-language pathologist and prepares students to recognize and cope with the potentially explosive issues of the future.

**SHLD 708 Autistic Spectrum Disorders and Augmentative/Alternative Communication (3 credit hours)**

This course introduces strategies for enhancing functional communication skills of individuals with Autistic Spectrum Disorders. The use of aided and non-aided augmentative communication systems are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach. FOR NON-MAJORS. Prerequisite: SPED770.

**SHLD 711 Advanced Clinical Practice in Speech Pathology (3-6 credit hours)**

This course will provide the graduate speech-language pathology student with varied clinical experience, in both on- and off-campus settings, aimed at sharpening clinical skills, providing a greater breadth and depth of clinical involvements and generally increasing clinical independence and clinical competency.

**SHLD 740 Voice/Resonance Disorders (3 credit hours)**

This course examines the histology and physiology of the vocal mechanism and tract, as well as the organic, neurogenic, psychogenic, iatrogenic, and idiopathic etiologies of dysphonia. Pre- and post-surgical management of cleft palate, laryngeal carcinoma, and respiratory etiologies is discussed. Hands-on training with acoustic and instrumental diagnostic and treatment techniques is provided. The role of the therapeutic relationship is explored.

**SHLD 745 Early Intervention in Speech Language Pathology (3 credit hours)**

This course addresses issues encountered by speech-language pathologists when working with children ages birth through five years. Factors placing children at risk for communication disorders will be discussed. Issues include the role of the speech-language pathologist as a team member, the nature and delivery of family-centered services, public law, and culturally sensitive assessment and intervention approaches.

**SHLD 772 Research Methods in Communication Disorders (3 credit hours)**

This course will explore various research designs and problems in speech-language pathology and audiology. It assists students in understanding, evaluating, and designing research projects in the field of communication disorders. Focus is on critically evaluating current research and understanding research methodology for clinical applications.

**SHLD 790 Communication Disorders in the Educational Setting (3 credit hours)**

The course examines current issues of school management, federal and Pennsylvania special education law, and literacy disorders. It provides hands-on experience in the assessment and treatment of children with communication disorders in school settings. Prerequisite: SHLD 635, SHLD 640, SHLD 793.

**SHLD 793 Independent Study (3 credit hours)**

This experience will meet the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of speech-language pathology or audiology. Prerequisite: consent of the department chairperson.

**SHLD 799 Thesis (3-6 credit hours)**

Research for the Master's thesis is conducted under the supervision of an advisor. Prerequisite: consent of the departmental chairperson.

**SOC 600 Victimology (3 credit hours)**

This course will examine the current theory and research regarding victims of crime, which include intimate violence, stranger violence, workplace violence, and school violence. The patterns of crime, patterns of victim-offender relationships, the process and consequences of victimization, victim vulnerability and victim culpability will also be examined. In addition, victim restitution, compensation and mediation will be addressed.

**SOC 605 Urban Sociology (3 credit hours)**

This course is the study of the urban community and the role that it plays in the social, cultural, economic and political aspects of American society. Included will be the historical development of the city in other parts of the world and the impact of urban values and attitudes on the American way of life. Graduate students will demonstrate a deeper understanding of social stratification as determined by the instructor. Prerequisite: SOC100 or permission of the instructor.

**SOC 610 Population and Ecology (3 credit hours)**

An analysis of the composition and distribution of human population and their impact on the ecological system. Study of fertility, morality and migration, the theory of demographic transition and the changing ecological bases of social organization. Current problems with emphasis on the relationship between population pressure, life style and environmental deterioration. Prerequisite: SOC100 or permission of instructor.

**SOC 633 Methods of Policy Evaluation in Social Science (3 credit hours)**

An application of social scientific methods and concepts to critically analyze and comprehensively evaluate contemporary public policy in America and its impact upon society. Case studies include reform proposals and policy on health care, poverty, housing, education, criminal justice, taxes, childcare, and the environment. Prerequisite: SOC100 or permission of the instructor.

**SOC 640 The Family as a Social Institution (3 credit hours)**

This course presents the family as a major social institution within the American social system. Functional interdependencies between the family and other institutions, particularly education will be emphasized. Family patterns of some prominent subcultural groups will be included.

**SOC 643 Sociology of Religion (3 credit hours)**

This course emphasizes the scientific study of religion based on an examination of religious belief and practices in literate and non-literate cultures. The course also focuses upon the relationship of religion to economic and political structures as well as upon other aspects of life in an industrialized society. Students who complete this course will have a better understanding of the interaction between society and religion. Prerequisite: SOC100 or permission of instructor.

**SOC 647 Work and Society (3 credit hours)**

This course acquaints the student with work organizations in contemporary societies. The social significance of industrial and service employment is treated with regard to leisure, social control, value systems and social structures. The relationship of the work place to the community in pre- and post-industrialized societies will be discussed from both a practical and theoretical point of view. Prerequisite: SOC100 or permission of the instructor.

**SOC 664 Race and Ethnic Relations (3 credit hours)**

This course acquaints the student with the major racial and ethnic groups in contemporary America. Various sociological approaches, both past and present, are used to critically examine ethnicity, racism, discrimination, and interethnic relations. Graduate students will demonstrate a deeper understanding of social stratification as determined by the instructor. Prerequisite: SOC100 or permission of the instructor.

**SOC 670 Social Gerontology (3 credit hours)**

The intent of this course is to provide a brief but comprehensive introduction to the field of human aging, with particular emphasis on the social dimension. A brief summary of the impact of aging on biological and psychological functioning is included as useful information enabling the student to better put the social aspects of aging into a realistic context. Graduate students will demonstrate a deeper understanding of the social dimensions of aging as determined by the instructor. Prerequisite: SOC100 or permission of the instructor.

**SOC 675 Social Principles of Religion and Myth (3 credit hours)**

A thorough review and comprehensive analysis of social principles contained within the sacred literature of world religions and mythology with an emphasis upon the social justice traditions of Christianity and the social impact of applied creeds as expressed in liberation theology, creation spirituality and the social gospel. Prerequisite: SOC100 or permission of instructor.

**SOC 700 Advanced Research Methods (3 credit hours)**

Students in the course will study the methodology and techniques of social research. The focus is on research design, execution, and data analysis. The course is designed for sociology majors, but other graduate students may enroll. Prerequisite: SOC500.

**SOC 730 Seminar in Qualitative Research Methods (3 credit hours)**

This course introduces students to the research methods and strategies used by qualitative researchers in the social sciences. Emphasis is placed on the qualitative study of human behavior and society. Topics addressed include the design of qualitative research, ethical concerns, interviewing, focus groups, ethnographic field strategies, action research, archival strategies, case studies, and content analysis. This course will be useful for sociology majors, and majors from a variety of other disciplines, who expect to work in the area of human service. Prerequisite: Principles of Sociology (SOC 100) or permission of the instructor.

**SOC 757 Social Stratification (3 credit hours)**

This course is designed to acquaint prospective students with types and forms of systems of differential ranking within societies and their various subsystems. Emphasis is placed on theories and methods in this area, as well as on substantive findings. The theories of class division, problem of mobility, and the source of power-elites, oligarchies, and ruling minorities, bureaucracy, and social power. The sociological framework will focus on social class, social mobility and caste. Graduate students will demonstrate a deeper understanding of social stratification as determined by the instructor. Prerequisite: SOC100 or permission of the instructor.

**SOC 790 Independent Study (2-5 credit hours)**

The independent study program aims to serve those students whose scholarly bend seems most clearly adapted to independent work. Students are permitted, with faculty supervision, to undertake an advanced research project and earn credit for work performed outside the classroom requirement of any specific course in the curriculum. Students completing independent studies are encouraged to present their papers or research at professional conferences.

**SOWK 600 Human Behavior and the Social Environment I (3 credit hours)**

This foundation course presents an overview of human behavior and social environment theories in relation to social work ethics, values, diversity, populations-at-risk, and culturally competent practice utilizing a strengths perspective. Students learn a social systems framework and employ selected ecological concepts for integrating theories and understanding the complexity of human behavior within environmental and societal contexts, taking note of traditional and alternative paradigms. Individual development will be examined with attention to life course theory, and socio-cultural factors.

**SOWK 602 Human Behavior and Social Environment II (3 credit hours)**

This course builds on the framework, theories, and perspectives introduced in SOWK600. It focuses on human behavior and the social environment from the perspective of families, small groups, organizations, and communities. It explains traditional and alternative paradigms. Connections to generalist social work practice and interventions are made. Students consider the linkages and applicability of the learning to the population of their specialized interest. Prerequisite: SOWK600.

**SOWK 604 Social Welfare, Social Policy, and Social Work (3 credit hours)**

This course provides a knowledge base for understanding the social welfare system and its relationship to the history and development of social work as a profession. It examines the economic, social, political forces and trends, as well as the philosophy, values and beliefs which shape public and private social policies and programs, and impact social work practice. Special attention is paid to inequities and deficiencies in the institutional policies and socioeconomic structures impacting on various population groups. Students examine current federal policies and consider their impact on family life.

**SOWK 606 Social Policy and Social Policy Practice (3 credit hours)**

This course builds on the knowledge base for understanding the social welfare system and its relationship to the social work profession provided in SOWK604. Students explore the connection between social problem and policies, obtain concepts and frameworks for analysis of social policies, and develop skills in assessing, analyzing, formulating, influencing, and promulgating social policies which promote well-being, and economic and social justice. The ethical base for policy practice is explored. Special attention is paid to family-policy issues. Prerequisite: SOWK604.

**SOWK 608 Social Work Research I (3 credit hours)**

This foundation course focuses on qualitative and quantitative research methods used by social workers. It emphasizes hypothesis formulation, research designs, ethical considerations, measurement, sampling, data collection, and data analysis needed for building knowledge for practice and for evaluating service delivery in all areas of practice.

**SOWK 609 Social Work Research II (3 credit hours)**

This course builds on SOWK608 and focuses on needs assessment and program evaluation. It emphasizes program accountability in social services. Students learn to determine needs of client populations and to determine the effectiveness of programs in achieving outcomes. They also apply needs assessment strategies and program evaluation techniques to their field of interest. Prerequisite: SOWK 608.

**SOWK 612 Social Work Practice I (3 credit hours)**

This course orients students to the helping processes in social work, using systems and ecological perspectives, strengths orientation, and problem solving and interactional approaches. It delineates the generic core, knowledge, ethics, value, and skills of the profession and integrates systems levels, cultural competency, and economic and social justice. It emphasizes the professional use of self, self-awareness, communication, observation, documentation, relationship building, and interviewing skills. Open only to majors.

**SOWK 613 Social Work Practice II (3 credit hours)**

This course builds on the foundation of Social Work Practice I for an in-depth look at modern social work practice skills. A central focus is the relationship of theory and research to social work micro, mezzo and macro practice, highlighting its political dimensions as well as social and cultural context. Social work practice decisions are underpinned by a theoretical and research perspective and delivered with sensitivity to diverse populations. Prerequisite: **SOWK612**. Open only to students formally admitted to the program.

**SOWK 622 Field Education Internship I (3 credit hours)**

This practicum provides a structured learning opportunity for students to experience and internalize generalist social work knowledge, values, ethics and skills within an agency setting. It requires a minimum of 200 hours of practice in an agency each semester, for two semesters. Practicum students receive professional instruction and supervision from a qualified agency based field instructor. Open only to students formally admitted to the program.

**SOWK 623 Field Education Internship II (3 credit hours)**

This practicum is a continuation of SOWK622, and provides a structured learning opportunity for students to experience and internalize generalist social work knowledge, values, ethics and skills within an agency setting. It requires a minimum of 200 hours of practice in an agency each semester, for two semesters. Practicum students receive professional instruction and supervision from a qualified agency based field instructor. Open only to students formally admitted to the program.

**SOWK 699 Principles of Advanced Social Work Practice with Families (3 credit hours)**

This is a three-credit course that prepares the student for entry into the advanced year of the Master of Social Work Program. The course provides the student with a review of important theories, concepts, principles, knowledge, values and skills of generalist practice. The course prepares the student for entry into the concentration of advanced social work practice with a focus on families. Only students who have been admitted to the advanced standing program may enroll in this course. The prerequisite for this course is a degree with a major in social work from a baccalaureate social work program accredited by the Council on Social Work Education (or international program approved by CSWE as equivalent).

**SOWK 717 Family Social Work Practice I (3 credit hours)**

This course builds on the foundation of social work principles, theories and techniques in understanding the dynamics of the family and family intervention. Students will begin the process of creating an integrative family practice framework by demonstrating an understanding of the constructs associated with the family, theories associated with family practice and assessment processes utilized in working with families in multiple, family social work practice settings. Prerequisites: SOWK612, SOWK613, SOWK622, SOWK623. Open only to majors.

**SOWK 719 Family Social Work Practice II (3 credit hours)**

This course synthesizes the broad context of family practice learned in Family Practice I into a focused, integrative family practice framework. During this course, students will learn to effectively engage, assess and provide intervention for families within the context of family environments commonly encountered by social work practitioners. An emphasis is placed on implementing the social work process with vulnerable families that confront issues related to social injustice, poverty, discrimination and physical and emotional challenges. Prerequisite: SOWK717.



**SOWK 722 Field Education Internship III (3 credit hours)**

The advanced practicum provides a structured learning opportunity for students to apply and internalize family social work practice knowledge and skills within an agency setting. It is based on a liberal arts perspective and builds upon the experience of the core field practicum. This field practicum requires a minimum of 250 hours of practice in an agency each semester, for two semesters. Advanced practicum students receive professional instruction and educationally directed supervision from a qualified agency based field instructor. The concurrent Field Seminar focuses on the synthesis of classroom and field learning. A structured format includes discussion of relevant field issues and enables students to compare their practice experiences. It provides an opportunity for students to engage in mutual support and problem solving. Open only to majors who completed the foundation year.

**SOWK 723 Field Education Internship IV (3 credit hours)**

The advanced practicum provides a structured learning opportunity for students to apply and internalize family social work practice knowledge and skills within an agency setting. It is based on a liberal arts perspective and builds upon the experience of the core field practicum. This field practicum requires a minimum of 250 hours of practice in an agency each semester, for two semesters. Advanced practicum students receive professional instruction and educationally directed supervision from a qualified agency based field instructor. The concurrent Field Seminar focuses on the synthesis of classroom and field learning. A structured format includes discussion of relevant field issues and enables students to compare their practice experiences. It provides an opportunity for students to engage in mutual support and problem solving. The seminar meets weekly. Open only to majors who have completed the foundation year.

**SOWK 740 Family Diversity I (3 credit hours)**

This course provides students with a deepened understanding of cultural diversity, an expanded knowledge of human and social environment theory, and information on practice models and strategies, that respond to the needs of oppressed population groups and populations-at-risk and promote economic and social justice. A systems and ecological framework is maintained, allowing for the incorporation of multi-theoretical models and applications. Focus is on multi-level systems interventions, with attention to policy and research consideration. Prerequisite: SOWK602.

**SOWK741 Practice for Families and Children in Child Welfare (3 credit hours)**

This course focuses on the characteristics, strengths and service needs of families and children in the Child Welfare system. It examines and builds policy and practice skills related to family preservation services, child maltreatment, substitute care and permanency planning. The course considers family events within an ecological systems approach and works to build appreciation and sensitivity to various family forms and cultural patterns.

**SOWK 742 Mental Health Practice in Social Work with Individuals and Families (3 credit hours)**

This course is offered as an elective. It builds upon courses in family-based practice, research, policy, human behavior and the social environment, and differential assessment. Mental health policies as well as ethical and diversity issues in mental health are examined. Current best practices for specific disorders of adults, children, and adolescents, which may be exhibited across fields of practice are presented. Special issues of unique contexts and client types are addressed. Emerging best practices of recovery in mental health are presented, which fit well with the empowerment of mental health consumers and strengths-based practice.

**SOWK 743 Alcohol, Tobacco, and Other Drug (ATOD) Interventions with Families (3 credit hours)**

This course presents an orientation to working with families in social work practice, with special attention to interventions with ATOD misusing families. In approaching interventions for ATOD misusers, it is essential to address their problems within the context of their larger social environment, specifically, the family. Family focused clinicians seek to understand the ATOD misuser from an ecological perspective. This means understanding the subtle complexities identifying reciprocal relationships, and pinpointing the influences between the ATOD misuser and others within his or her environment. This ecological approach assists the family clinician in establishing the influences and interactions that may contribute to ATOD misuse patterns and ultimately guide family interventions in a direction that addresses the relationships between the ATOD misuser and his or her environment.

**SOWK 744 Administrative Social Work Practice (3 credit hours)**

This course prepares individuals to develop the skills necessary to manage human service organizations in an increasingly complex environment of competing values and demands. Topics covered include: organizational theory, strategic planning, board development, basic skills for managers, supervision and personnel management, budgeting and financial management, public relations and lobbying, organizational growth, change, crisis and decline, the problems of women and minorities as managers, cultural diversity and resolving ethical problems.

**SOWK 798 Family Practice Integrative Seminar I (3 credit hours)**

This seminar focuses on the integration of the knowledge, value, and learning experiences of the total MSW program. It prepares and provides the framework for the student's completion of a major competency paper in the following semester, inclusive of content from all social work courses, and centering on a specific population group in a family context. Students have the opportunity to dialogue on professional issues through topical discussions, and examination of students' research activities. Completion of the foundation courses is required.

**SOWK 799 Family Practice Integrative Seminar II (3 credit hours)**

This seminar is a continuation of SOWK798, promoting the integration and synthesis of the knowledge, values, and skills of the social work profession, and the total learning of the MSW program. Students complete their research and write their competency paper, centering on a specific population group in a family context, demonstrating theoretical preparation for advanced family practice. There is opportunity to dialogue on social and contemporary practice, and to present their practice frameworks and findings. Completion of foundation courses is required.

**SPED 610 Secondary Transition (3 credit hours)**

This course introduces the secondary transition process for individuals with disabilities. It includes transition-related: legislation, assessment, planning, and research based instructional strategies designed to teach self-determination and adult independence. Prerequisite: SPED210 and teacher candidacy. Undergraduate students must also have 90 credit hours and permission from instructor or enrollment in the Masters of Special Education program.

**SPED 628 Classroom and School-wide Behavior Management Strategies for Inclusive Settings (3 credit hours)**

This is an advanced course that examines school-wide and classroom approaches to managing disruptive behaviors in inclusive settings. It emphasizes current research and effective practice on a continuum from proactive strategies through interventions for managing classroom behavior. Effective elements of school-wide models of classrooms management are examined. This course is designed for students in special education, or school psychology who are interested in developing a repertoire of classroom and school-wide behavior management strategies.

**SPED 695 Graduate Field Experience in Special Education (3 to 6 credit hours)**

This graduate field experience provides students with an intensive experience in the instruction of students with disabilities in a public school or alternative setting. Students are responsible for the assessment, planning, instruction, and classroom management of students under the supervision of a certified special educator. Prerequisites: Enrollment in the Masters of Special Education Program, minimum of 18 credits of graduate courses completed, meets PDE clearance requirements.

**SPED 710 Seminar in Exceptionalities (3 credit hours)**

This course provides advanced study in the identification, prevalence, and learning characteristics of students with exceptionalities, and in legal mandates as well as models for collaborating and coordinating with professionals and families. Appropriate classroom adaptations and accommodations across academic, behavioral, and social areas are identified for each student with a disability.

**SPED 715 Creating Inclusive Classrooms (3 credit hours)**

This course provides advanced study of classroom approaches to managing disruptive behaviors in inclusive settings. It emphasizes current research and effective practice on a continuum from proactive through intervention strategies. The course addresses issues of physical environment, daily routines, rules and appropriate consequences both natural and logical, Prerequisite: SPED 710 or permission of instructor.

**SPED 720 Advanced Assessment (3 credit hours)**

This course examines formal and informal assessment instruments commonly utilized in Special Education. It provides supervised practice in administering instruments associated with the identification programming process and in developing and using curriculum-based measures for progress monitoring. It enables Special Education teacher-candidates to develop skills in performing relevant assessments and in interpreting and communicating the results. Prerequisites: SPED710.

**SPED 725 Seminar in Mild to Moderate Disabilities (3 credit hours)**

This course provides study in the identification, learning characteristics, and instructional and behavioral needs of students with mild to moderate disabilities. It allows special education teacher candidates to develop a repertoire of evidence-based individualization instructional strategies. Prerequisite: SPED710 or permission of instructor.

**SPED 735 Explicit Instructional Strategies in Special Education (3 credit hours)**

This course examines in depth research-validated strategies, and their underlying theories, for planning and implementing instruction appropriate for students with special needs, including English Language Learners. It enables special education graduate students to develop expertise in selecting and designing effective curriculum materials and in planning and delivering specialized explicit instructional strategies. Prerequisites: SPED710 Seminar in Exceptionalities.

**SPED 740 Issues Affecting Individuals with Severe Disabilities (3 credit hours)**

This course focuses on low-incidence disabilities that include individuals with: physical disabilities, health impairments, cognitive disabilities, pervasive developmental disorder, traumatic brain injury and multiple disabilities. Topics include: conditions, characteristics, education, social and ethical issues.

**SPED 745 Language and Literacy-based Instruction in Special Education (3 credit hours)**

This course explores atypical development in oral and written language, and the implications for assessment and instruction. It examines the implications of cultural differences for identifying and treating language and literacy problems. It emphasizes the selection of materials and the application of empirically-validated strategies such as direct instruction for teaching reading and written expression to exceptional students. Prerequisite: SPED710.

**SPED 750 Behavior Disorders and Positive Behavior Supports (3 credit hours)**

This course increases understanding of emotional and behavioral problems in children and adolescents, and explores diverse electronic, text based, and community-based management techniques. It enables Special Education teacher-candidates to develop skills in assessing and analyzing serious behavior problems, in designing and implementing empirically-validated intervention, and in accessing relevant resources. Prerequisite: SPED 710 or permission of instructor.

**SPED 755 Collaboration, Partnerships, and IEP Development (3 credit hours)**

This course examines the procedures and processes involved in developing Individualized Educational Plans (IEPs) for students with exceptionalities. It emphasizes the critical role of families in the process, and it provides strategies for encouraging active participation by the student, the parents, and relevant school personnel. Through instruction and supervised practice, the course enables Special Education teacher candidates to develop skills in designing and implementing appropriate IEPs. Prerequisite: SPED710, SPED720 or permission of instructor.

**SPED 760 Early Intervention and Working with Families (3 credit hours)**

This course introduces the field of Early Intervention with a focus on the young child with disabilities and their families; emphasizing the role of family in the collaborative process of early intervention. It includes all aspects of early intervention from history, legislation, service delivery, advocacy, curriculum and evaluation.

**SPED 765 Response to Intervention, Progress Monitoring, and Data Management (3 credit hours)**

This course provides information and supervised practice in using the Response to intervention model commonly used in Special Education. It addresses multi-level instruction which includes the use of several levels of intervention that increase in duration and intensity over time and is based on individual student's needs. It enables Special Education teacher candidates to develop skills in designing and implementing multi-tiered instructional models.

**SPED 770 Autism Spectrum Disorders (3 credit hours)**

This course focuses on autism spectrum disorders that include individuals with: autism disorder, Asperger's disorder, Rett's disorder, childhood disintegrative disorder, and pervasive development disorder-not otherwise specified. Topics include: conditions, characteristics, and educational, social and ethical issues. Prerequisite: None.

**SPED 775 Instructional Techniques for Students with Mild/High Incidence Disabilities (3 credit hours)**

This course constitutes an in-depth inter-disciplinary approach to both diagnostic and remedial procedures necessary for teaching students who manifest a significant discrepancy between their estimated intellectual potential and demonstrated achievement. The course explores the topics of neuropsychology, affective behaviors and educational alternatives.

**SPED 785 Applied Behavior Analysis (3 credit hours)**

This advanced course provides theoretical, legal, and practical foundations for the applications of established behavior management techniques with children and adolescents in schools and other settings. It emphasizes the assessment and analysis of empirically validated interventions for serious problems.

**SPED 795 Graduate Internship in Special Education (3 credit hours)**

This graduate internship provides students with an intensive experience in their area of specialization: High Incidence, Behavior Management or Autism. The internship is project based and may take place at a public school, agency, or home based, and supervised by university faculty with expertise in the area of specialization. Prerequisites: Enrollment in the Masters of Special Education Program, certified in Special Education, minimum of 18 credits of graduate courses completed, meets PDE clearance requirements.