



2015-2016
Graduate Catalog



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UNIVERSITY CALENDAR 2015-2016

Fall Semester

Classes Begin	Monday, August 24, 2015
Last day for potential December graduates to submit graduation card	Friday, August 28, 2015
Last day to drop a class on SCOTS	Monday, August 31, 2015
Last day to totally withdraw with 100% tuition adjustment	Monday, August 31, 2015
Labor Day Holiday (no classes)	Monday, September 7, 2015
Reading Day (no classes)	Tuesday, October 13, 2015
Thanksgiving Break Begins (at close of classes)	Tuesday, November 24, 2015
Thanksgiving Break Ends	Monday, November 30, 2015
Last Day of Classes	Friday, December 4, 2015
Exam Period Begins	Monday, December 7, 2015
Semester Ends	Friday, December 11, 2015
Commencement	Saturday, December 12, 2015

Spring Semester

Classes Begin	Tuesday, January 19, 2016
Last day for potential May graduates to submit graduation card	Friday, January 29, 2016
Last day to drop a class on SCOTS	Tuesday, January 26, 2016
Last day to totally withdraw with 100% tuition adjustment	Tuesday, January 26, 2016
Spring Break Begins (at close of classes)	Saturday, March 5, 2016
Spring Break Ends	Monday, March 14, 2016
Last Day of Classes	Monday, May 2, 2016
Final Exam Period Begins	Tuesday, May 3, 2016
Semester Ends	Friday, May 6, 2016
Commencement	Saturday, May 7, 2016

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 Arts, Humanities & Social Sciences.....	732-2400
Dean of Business.....	732-2407
Dean of Education	732-2724
Dean of Science and Health Professions.....	732-2400

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
Counseling, School Psychology and Special Education.....	732-1326
Early Childhood and Reading	732-2650
English and Theatre Arts	732-2736
Geosciences	732-2529
Health and Physical Education	732-2502
History, Anthropology & World Languages.....	732-2575
Mathematics and Computer Science	732-2760
Middle & Secondary Education and Educational Leadership.....	732-2830
Music	732-2555
Nursing	732-2900
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.....	732-2433

Other Offices

Admissions	732-2761
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
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
Social Equity.....	732-2167
Student Government	732-2910
Technology and Communications Center	732-2111
University Center	732-2842

GRADUATE PROGRAM HEADS

Art – Charles Johnson
Centennial Hall, 213
814-732-2297 / cjohnson@edinboro.edu

Art Education – Dr. Penelope Orr
Doucette Hall G2-G
814-732-1684 / porr@edinboro.edu

Communication Studies - Dr. Andrew Smith
Compton Hall, 202
814-732-2165 / arsmith@edinboro.edu

Counseling - Dr. Adrienne Dixon-McCullum
Butterfield Hall, 127
814-732-1932 / amdixon@edinboro.edu

Early Childhood Education - Dr. Karen Lindeman
Butterfield Hall, 312
814-732-1550 / klindeman@edinboro.edu

Educational Leadership - Dr. Andrew Pushchak
Butterfield Hall, 230
814-732-1548 / apushchak@edinboro.edu

Educational Psychology - Dr. Edward Snyder
Butterfield Hall, 126
814-732-1099 / esnyder@edinboro.edu

Middle & Secondary Instruction - Dr. Heather-Lee Baron
Butterfield Hall, 214
814-732-2088 / hbaron@edinboro.edu

Nursing – Dr. Colleen Bessetti-Barrett
Human Services, 122
814-732-1643 / cbarrett@edinboro.edu

Reading - Dr. Kristin Webber
Butterfield Hall, 316
814-732-1350 / kwebber@edinboro.edu

School Psychology - Dr. Edward Snyder
Butterfield Hall, 126
814-732-1099 / esnyder@edinboro.edu

Social Sciences - Dr. Jerra Jenrette
Hendricks Hall, 142
814-732-1225 / jjenrette@edinboro.edu

Social Work - Dr. Elaine Rinfrette
Hendricks Hall, G48
814-732-1580 / erinfrette@edinboro.edu

Special Education - Dr. Erik Bentsen
Butterfield Hall, 119
814-732-1358 / ebentsen@edinboro.edu

Speech/Language Pathology - Dr. Mary Beth Mason-Baughman
Human Services, 237
814-732-1287 / mmasonbaughman@edinboro.edu

EDINBORO AT A GLANCE

Edinboro University, 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, HUMANITIES & SOCIAL SCIENCES

Art

- Master of Arts:
- Studio Art
 - Art Education²
- Master of Fine Arts
- Ceramics
 - Jewelry/Metalsmithing
 - Painting
 - Printmaking
 - Sculpture
- Art Therapy Certificate ([Gainful Employment information](#))^{1,2}

Communication and Media Studies

- Master of Arts Communication Studies²
- Internship
 - Non-internship
- Certificate in Conflict Management ([Gainful Employment information](#))²

History, Anthropology and World Languages

- Master of Arts Social Sciences
- Anthropology
 - History

COLLEGE OF SCIENCE & HEALTH PROFESSIONS

Nursing

- Master of Science Nursing^{2,3}
- Family Nurse Practitioner
- Post-master's Family Nurse Practitioner Certificate^{2,3}
- Doctor of Nursing Practice^{2,3}

Social Work

- Master of Social Work²

Speech, Language and Hearing

- Master of Arts Speech-Language Pathology

SCHOOL OF EDUCATION

Early Childhood and Reading

- Master of Education Early Childhood Education²
- Master of Education Reading²
- Reading Specialist Certificate ([Gainful Employment information](#))²
- Arts Infusion Certificate (Gainful Employment Information)

Counseling, School Psychology and Special Education

- Master of Arts Counseling
- Art Therapy²
 - College²
 - Clinical Mental Health
 - Clinical Rehabilitation and Clinical Mental Health
 - Rehabilitation
 - School

- School Guidance Counselor Certificate
- Post Master's Counselor Licensure Preparation¹
- Art Therapy Certificate ([Gainful Employment information](#))^{1,2}

- Master of Education Educational Psychology²
- Educational Specialist in School Psychology
- Master of Education Special Education²
- Autism
 - Behavioral Management
- Autism Spectrum Disorders – Endorsement Certificate ([Gainful Employment information](#))^{1,2}

Middle & Secondary Education and Educational Leadership

- Master of Education Middle & Secondary Instruction²
- English
 - ESL
 - International Education
 - Middle Level
 - Online Instruction
 - Social Studies
 - Thesis
 - Non-Thesis
- Master of Education Educational Leadership²
- PA Principal K-12 Post-master's Certificate ([Gainful Employment information](#))^{1,2}
- Supervisor of Special Education Post-master's Certificate ([Gainful Employment information](#))^{1,2}
- Letter of Eligibility for Superintendents Post-master's Certificate ([Gainful Employment information](#))^{1,2}

POST-BACCALAUREATE TEACHER CERTIFICATION

- Biology
- Chemistry
- Comprehensive English
- Earth/Space Science
- Early Childhood Education
- ESL Program Specialist
- General Science
- 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
- Special Education

¹ post master's program

² program offered online

³ program offered online in consortium with Clarion University

EDINBORO UNIVERSITY

School of Graduate Studies & Research

Accreditation

Edinboro University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education 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, College Counseling, and Clinical Mental Health 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 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 Accreditation Commission for Education in Nursing (ACEN). 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 program is accredited by the National Association of School Psychologists.

Non-Discrimination Statement, University Policies, and Reporting Procedures

Edinboro University is an equal opportunity education institution and employer and will not discriminate on the basis of race, color, national origin, sex, sexual orientation and disability in its activities, programs or employment practices as required by Title VI, Title VII, Title IX, Section 504, and the Americans with Disabilities Act. 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).

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 at 814-732-2167 or to the Associate Vice President for Human Resources and Faculty Relations at 814-732-2810. Sexual violence is a form of sexual harassment. Reports of sexual violence which include rape, sexual assault, sexual battery, and sexual coercion 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 become familiar with the full content of this policy.

University Policy G004 Sex Discrimination, Sexual Harassment, and Related Unprofessional Conduct states: "The University is committed to creating and maintaining a campus environment that is free of sexual harassment. Sexual harassment is a violation of both Federal and State law and the University will act in accordance with those laws. The University will not knowingly tolerate substantiated incidences of sexual harassment." Individuals who live, learn, and work on campus are strongly encouraged to read and become familiar 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 become familiar with the full content of this policy.

Social Equity

Most students will complete their education at Edinboro University without the need to pursue a complaint. The Office provides leadership as well as assists others in the creation of a campus environment that promotes diversity and values individual differences and similarities. The Office also is responsible for overseeing the University's compliance with Federal and State laws pertaining to equal opportunity, nondiscrimination, and affirmative action and, as such, investigates complaints of harassment and other forms of prohibited or unlawful discrimination.

Mr. Wayne Patterson
Interim Director of Social Equity
(814) 732-2703
Reeder Hall, 2nd Floor

University Ombudsperson

The university Ombudsperson is a confidential resource for all members of the campus community to talk with informally, anytime, about anything. The Ombudsperson provides a safe and neutral place for faculty, staff, students, parents and retirees to discuss conflicts, concerns or problems.

The Ombudsperson can offer options for resolution; can mediate conflict, or explain policy and procedures, and is strictly confidential. The Ombudsman is committed to the pursuit of equity and fairness. Anyone can contact the Ombudsperson as a safe first step in dealing with a problem, as a last resort, or at any point along the way -- especially if you don't know what to do, where to go, or who to talk to.

Contact the Ombudsperson

I will arrange a confidential meeting at a time and place convenient for you. It is helpful if you make an appointment, but you can drop by the office without an appointment. I can be most effective if I meet with you, but if you prefer, I can work with you over the telephone. I generally do not work through e-mail and discourage you from e-mailing any confidential information.

Ronald Wilson, JD
(814) 732-1710
312 Reeder Hall

For more information and additional FAQ, please refer to Ombudsperson Office website.

Mission Statement

Distinguished by its focus on individual attention to student success, commitment to diversity, and responsiveness to the evolving needs of the broader community, Edinboro University provides the highest quality undergraduate, graduate and co-curricular education.

Vision Statement

Edinboro University is committed to creating opportunities for intellectual and personal growth in an inclusive environment. We value excellence, curiosity, respect, responsibility, and integrity.

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 Student. An applicant who has been admitted into a non-degree program, including initial teacher certification, post-baccalaureate certificate, post-master's certification, post-master's licensure and post-master's certificate programs is classified as non-degree seeking. An applicant who has been admitted into both a non-degree seeking program and a degree program is classified as a degree seeking student.

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. Students should meet with a Graduate School admissions counselor 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 must be submitted to the Dean of Education. 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 Dean of Education in writing. The certification plan and master's degree plan are not 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, 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 to change programs. The student may make the request by submitting a [Change of Program form](#) to the Graduate Office; however, there is no guarantee of acceptance into the new program. 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 the verbal and quantitative reasoning areas of the Graduate Record Examination, if required by the program. 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 United States college or university are not required to take the Miller Analogies Test or the the Graduate Record Examination.

2. A cumulative grade point average of 2.80 or better (4 point scale) or the completion of a master's degree from a regionally accredited United States college or university. Some programs have established higher requirements. These requirements are listed under the curricular information for the specific program.
3. 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 does not meet the gpa and exam requirements listed above for unconditional admission may be admitted on a conditional basis. Conditional admission requires the approval of the appropriate graduate program head and the Dean of Graduate Studies and Research. 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.

A student who has been terminated from a graduate program at Edinboro University is permanently barred from admission to any EU graduate program.

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 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 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 \$75.00 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 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.

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

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).

All correspondence concerning admission to graduate study should be sent to the School of Graduate Studies and Research, 310 Scotland Road, Butterfield Hall – Suite 140, Edinboro University, 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.

FINANCES

Fees and Expenses

All fees and expenses are subject to change without notice

Graduate tuition and fees can be found at <http://www.edinboro.edu/directory/offices-services/bursar/tuition-and-fees/index.html>

Miscellaneous Service fees can be found at <http://www.edinboro.edu/directory/offices-services/bursar/tuition-and-fees/miscellaneous-service-fees.html>.

All internship courses, whether the program is online or on-campus, are charged at the on-campus rate.

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.

Transcripts

In accordance with Public Law 93-380 (Educational Amendments Family Education Rights and Privacy Act, 1974) transcripts will only be released if the individual submits a written request to the Office of Records and Registration requesting the issuance of an official transcript. No telephone or email requests for transcripts will be honored. Since graduate and undergraduate records are maintained separately, a student should clearly indicate his or her request is for an undergraduate or graduate transcript. The fee schedule for transcripts is as follows:

First request for transcripts	\$4.00
Second and subsequent requests for transcripts	\$4.00 each

Additional charges may apply for expedited service.

Checks for transcripts should accompany the request and be payable to Edinboro University. No transcripts will be released if money is owed to the University.

Direct Deposit of Financial Aid Refunds

Edinboro University has a coordinated system of disbursing financial aid funds. All financial aid programs are administered by the University's Financial Aid Office. Once funds are disbursed to pay tuition, fees, room and board, the Bursar's Office will refund excess financial aid proceeds to the student.

As a convenience to students, the University can direct deposit financial aid refunds to the student's bank account. You may designate any bank, savings and loan association, or credit union in the United States that is a member of the Federal Reserve System and accepts electronic funds transfer. Student refund direct deposit authorization forms are available in the Bursar's Office or the Accounting Office. Anyone not choosing direct deposit will continue to receive a university check for any excess funds.

Payment of Tuition and Fees

University policy requires all charges to be paid prior to the start of the semester.

Full payment, or proof of awarded financial aid, is required to complete the registration process. The check or money order for these fees should be made payable to Edinboro University. Payments are accepted at the Bursar's Office. Credit card payments and check debit payments may be made on the web at www.edinboro.edu, keyword: *ebill*.

Students receiving bank loans, such as Stafford Student Subsidized and/or Unsubsidized Loans, or Parent Loans, not already shown as an anticipated credit on their bill must provide written evidence of loan approval to the Bursar's Office to receive recognition toward current invoice charges. Send copies of your loan approval, including the amount borrowed, with your invoice even if your current loan awards are greater than your charges. Students who have External scholarships, military scholarships, or other types of student assistance resources must attach written evidence of such when returning their invoices in order to receive credit toward current semester charges.

Direct Student Loans require a completed Master Promissory Note (MPN) including the borrower's signature to credit the student's account. Students receiving private bank loans from institutions that do not participate in electronic funds transfer must endorse (sign) their loan checks in the Bursar's Office. No transactions are made with a loan check until it has been endorsed.

Students who do not pre-pay in-full by the billing due date by check, credit card or proof of financial aid will be automatically enrolled in the Semester Payment Plan and charged the non-refundable payment plan fee, at the discretion of the University. Failure to complete the payment process and/or provide written proof of bank loans or other financial assistance may result in a cancelled class schedule at the conclusion of the registration period.

eBilling is a web-based system on a secure internet site (accessed via your S.C.O.T.S. ID). Students can allow eBill access to parents and third-parties using e-mail address (e.g., myparent@yahoo.com), surname, and passwords. Through this exciting technology, students can also choose payments by check (ACH), debit card and credit card. For more information and answers to frequently asked questions, logon to S.C.O.T.S.

Delinquent Accounts

No student shall be enrolled, graduated, or granted a transcript of their records until all previous charges have been paid.

ALL FEES AND REFUND POLICIES ARE SUBJECT TO CHANGE UPON APPROVAL OF THE COUNCIL OF TRUSTEES OR THE STATE SYSTEM OF HIGHER EDUCATION, AS APPROPRIATE.

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. Refunds of room and food service charges. Students officially totally withdrawing from the University may have refund adjustments posted to their accounts in accordance with the above policy. Otherwise, the Housing and Dining Service agreements cannot be broken by the student unless they have been formally released in writing by the University (Release fee of \$250 may apply; Refer to University Policy No. A058, Housing and

Food Service Release). A refund of base meal fees (excluding flex and block plan balances) may be credited to the student's account upon approval of a release. The effective date of release from these agreements will determine the refund percentage.

Unless specified elsewhere in the refund policy, unused flex account balances for the fall semester will carry over to the spring semester for students who renew their Food Service Agreements with the University; all remaining flex dollars will be forfeited at the end of the spring semester.

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 W. No withdrawals are permitted once the final exam period has begun. 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 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. SAP will be reviewed after each payment period, (fall, spring, and summer).

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 and will not be eligible for aid. 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.

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 factors relevant to student success) may do so by submitting a letter of appeal and supporting documentation to the financial aid office within the first 2 weeks of the semester which is affected by the SAP status for which the appeal applies.

All appeals for reinstatement of aid must include:

A completed appeal form which identifies the reason for unsatisfactory progress and what has changed in order to better facilitate academic success.

Once this material is received and approved by the financial aid office, an academic plan will be issued to the student. This academic plan will outline the number of credits and required term GPA in order to achieve SAP. This plan must be signed by the student as well as the academic advisor and must be received by the financial aid office no later than the end of the 8th week of classes.

The Director of Financial Aid will notify the student of the decision to reinstate or deny aid. If the appeal is approved, the student must adhere to the signed academic plan and if the conditions are not satisfied, students are placed on Financial Aid Suspension without an opportunity to appeal and aid will be denied in all subsequent terms until the student can regain aid eligibility by reaching the required 75% completion rate and a 3.0 cumulative GPA.

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 Unsubsidized Stafford Loan program is available based on the amount needed to meet the student's cost of attendance budget (COA) and their academic level. The student may opt to pay the interest while enrolled in school or have the interest capitalized (added to the principal). Unsubsidized Stafford loan eligibility is 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 annual Stafford amount of \$20,500.

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. Graduate students enrolled in all undergraduate coursework for any given term are also subject to undergraduate loan limits.

Federal Graduate PLUS Loan. Graduate and Professional students may borrow up to the cost of attendance less all other financial aid and available resources. Students must be admitted to an eligible degree program, maintain satisfactory academic progress as defined above, and enroll at least half time for the award term/s.

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 \$5,500. The repayment period and the interest do not begin until nine months after the student is 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. Priority is given to undergraduate students.

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 \$5,200 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 \$17,000. 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 Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- 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 Success Center

The mission of Edinboro University's Veterans Success Center (VSC) is to provide military veterans, current service members, and their dependents with access to an affordable, high-quality education and comprehensive support services to meet their individualized and diverse needs.

We offer a unique lounge area with extended hours and ample study space, computers, access to campus and off-campus resources, and a one-stop-shop for all GI Bill® benefit programs.

More information is available by visiting <http://veterans.edinboro.edu>, calling (814)-732-1568, or by emailing veterans@edinboro.edu

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. 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 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 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 Registrar 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, degree/awards received and part-time/full-time status
6. Student activity participation (including athletics)
7. Information concerning alumni accomplishments
8. Student photograph
9. 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

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)	

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 2th and 14th week of the semester or the equivalent time period of a summer session.

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 W grade.

Maximum Number of C and F Grades

No more than six semester hours of C or C+ grades will be accepted during a student's graduate career. This includes both graduate and undergraduate courses taken while a graduate student. If a student earns more than six credits of C or C+ grades, the usual consequence is termination of the student's program. If a student earns an F in any course during their graduate career, the usual consequence is termination of the student's program. Repeats of C or F grades are not automatic and require the permission of the Graduate Dean.

Cumulative Grade Average

In order to graduate with a degree, complete a certificate 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 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 program 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 in advance 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.

Substitution of Credit

A "[Request for Substitution of Graduate Credit](#)" form should be completed and forwarded to the Graduate Program Head, Academic Dean and Graduate Dean for approval. Substitution requests should be made prior to enrolling in the substitute class and must be made prior to the semester in which the student graduates.

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.

Students in the Master of Fine Arts, Master of Arts in Counseling, Education Specialist in School Psychology and Master of Social Work degree programs 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 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 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.

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 "AU" to show that the course was completed. If the individual fails to complete the course the official grade report and transcripts will show a "W" 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

(University Policy A057)

This policy provides for due process in the rare instance when a student can provide clear evidence that the assignment of the grade was a result of a calculation error or was assigned based on unsubstantiated academic evaluation by the 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 fifteen (15) 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 Registrar. 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) 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) 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 assigned based on this policy. 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 Registrar 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. The student may appeal the ruling of the departmental Academic Appeals Committee to the Provost and Vice President for Academic Affairs only in either of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial as to effectively deny the student a fair hearing; or (2) new and significant evidence, which could not have been presented by diligent preparation at the initial hearing, has become available. The student should present this appeal in writing to the Office of the Provost/VPAA within ten (10) calendar days of receipt of the ruling from the departmental Academic Appeals Committee. The appeal must include evidence indicating the occurrence of one of the two above cited circumstances. The Provost/VPAA will hold a hearing within fifteen (15) calendar days of receipt of this appeal, if the appeal appears warranted; otherwise the student will be informed that the appeal has been denied. If a hearing is scheduled, the participants will include the Provost/VPAA (or his/her designee), the FACULTY member, the chairperson of the Academic Appeals Committee, and the student involved. The student will receive a written decision regarding the grade appeal from the Provost/VPAA, copied to the department's Academic Appeals Committee and department chairperson. The decision of the Provost/VPAA regarding the grade appeal will be final. If the Provost/VPAA finds for the student, the Provost/VPAA will direct the department chairperson to work with the FACULTY member and/or other faculty in that discipline to determine the appropriate grade.

Withdrawal from a Course

Graduate students may withdraw from one or more classes at any point in the semester after the first week of classes. Students who withdraw from scheduled courses during the first week 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 second week until the beginning of final exam week, students who withdraw from their classes will receive a W on their academic record for the courses from which they withdraw.

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 Rm. 140 Butterfield Hall.

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 end of the Add period, 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.

Enrollment 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 Enrollment 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 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. 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, the Performing Arts Series provides as diverse a 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 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 main campus and the Porreco Center in Erie feature over 150 technology-enhanced classrooms that are equipped with smart podiums that control a variety of audio and video components such as but not limited to: video projectors, smart boards, document cameras and dvd/blue ray players. Faculty are able to operate these devices from the confines of the podium within the classrooms. In addition to these cutting-edge classrooms, several state of the art distance education style rooms are available at all three campuses. These interactive television classrooms link 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 Centennial 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 is offered by the Masters in Reading Program through the Department of Early Childhood and Reading as part of the READ 712 Reading Clinic course. The Clinic's primary purpose is to train reading specialists at the graduate level to operate in a clinical setting under the direct supervision and guidance of the Reading faculty. The Reading candidates work with children who may have a variety of reading difficulties.

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, search: CAPS.

Pogue Student Center Information Desk

The Pogue Student 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 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.

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.

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 and the School of Graduate Studies and Research 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.

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 website. The University Police may be contacted at any time at 732-2700 for assistance.

Office for Students with Disabilities

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. 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.

MASTER OF ARTS IN ART (Major Code 8005)

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 (Concentration Code 08011)

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, Graduate Program Head
Doucette Hall G2-G
(814) 732-1684
porr@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
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
Dr. Jay Hanes, jhanes@edinboro.edu

STUDIO ART CONCENTRATION (Concentration Code 08013)

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.

Charles Johnson, Graduate Program Head
(814) 732-2297
cjohnson@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 the online application.
2. Pay an application fee of \$30
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
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.
1. Submit at least 20 images in jpeg format of studio pieces recently completed. A URL to the images should be provided in the online application.
6. 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	3-6 credit hours
	(Select A or B)	
	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.

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

Suzanne Amendolara, samendolara@edinboro.edu

Lisa Austin, laustin@edinboro.edu

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Charlotte Wellman, cwellman@edinboro.edu

MASTER OF FINE ARTS (Major Code 8596)

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.

Charles Johnson, Graduate Program Head
(814) 732-2297
cjohnson@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:

2. Complete the online application.
3. Pay an application fee of \$30.
4. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
5. Submit a letter of intent (Please indicate the main medium of interest: Ceramics, Metals/Jewelry, Painting, Printmaking or Sculpture).
6. Three letters of reference. At least two of these should be faculty members the applicant had as instructors for undergraduate or graduate art courses.
7. Submit at least 20 images in jpeg format of studio pieces recently completed. A URL to the images should be provided in the online application.
8. A personal interview if notified by the department.

Must have completed by February 1st 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.

An advance tuition deposit of \$150 shall be paid by all new students in the MFA program. This deposit is required within two weeks of acceptance of an offer of admission to the Graduate School. This student deposit is a guarantee of the intention of the applicant to register at the University for the term indicated on the admissions letter. Upon receipt, the University will credit the \$150 deposit to the student's account. Applicants who subsequently cancel their application or fail to register shall forfeit their advance deposit; there will be no full or partial refunds.

Graduate students enrolled in the MFA program will pay an additional 10% tuition differential.

Curriculum

A minimum of 60 semester hours of graduate credit must be earned as a partial requirement for this degree. At least 30 semester hours must be in graduate student-only courses. While the following is a general description of the curriculum, students must meet with an advisor to develop their Plan of Study.

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, complementary studio area courses and electives may be taken only in the following studio areas: ceramics, painting, printmaking, sculpture and jewelry/metals.

**May include credits in ART 700/701/702

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 ART 799 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. During 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 completion of the ninth additional semester hour of I level course work in the major studio area.
3. 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 ART 799 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. Two of these individuals must be from the MFA faculty of the student's studio major provided 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
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POST-MASTER'S ART THERAPY CERTIFICATE

(MAJOR CODE 8949)

Gainful Employment

Students enrolled in the art therapy certificate program already hold a master's degree in a mental health field and wish to add the Registered Art Therapist status to their credentials.

Contact Information

Dr. Penelope Orr
Doucette Hall G2-G
(814) 732-1684
porr@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. Completed the online graduate application (gradschool.edinboro.edu).
2. Pay an application fee of \$30.
3. An official transcript verifying an earned master's degree in a mental health field from an accredited institution (not needed if degree was earned at Edinboro).
4. Three letters of reference.
5. Writing sample: Please address *one* of the following topics, limiting your response to a maximum of 500 words: Why you chose to be a counselor; or the most important characteristics of a counselor. Please include the following statement at the end of your writing sample: "I, *print your name*, certify the writing sample I have submitted is my own work, reflecting my own thoughts; that no part is plagiarized, and I did not receive assistance in completing the writing sample." Follow with your signature and date.
6. An interview is a requirement of the admission process and the Program Head will contact the applicant, once the application is complete. (*Skype-type interviews may be arranged for online students.*)
7. A link to an online portfolio (ex. flickr, dropbox, snapfish) of 20 images of applicant's art.
8. Psychology Credits: (12) graduate or undergraduate credits in Introduction to Psychology, Abnormal Psychology, Personality Theories, and Developmental Psychology are preferred. Twelve credits must be taken before candidacy.
9. Studio Art credits: (18) graduate or undergraduate credits in 2 and 3-D studio art areas. Twelve credits must be completed before art therapy courses may be taken. Six credits can be taken in the first year of the program, but must be finished before candidacy. Six credits can be done as portfolio approval.

Curriculum - 33 credits

Students enrolled in the art therapy certificate program are professional counselors or related mental health practitioners and will earn the requirements for certification as Art Therapists. This track would allow students to add the qualifications for a Registered Art Therapist to their current mental health credentials.

ARTT 710 History and Theory of Art Therapy
ARTT 720 Media and Materials in Art Therapy
ARTT 730 Art Therapy Practice and Assessment
ARTT 735 Clinical and Group Art Therapy
ARTT 740 Professional Functioning, Standards, and Ethics in Art Therapy
ARTT 750 Current Trends in Art Therapy **or**
ARTT 760 International Art Therapy
ARTT 790 Research Project in Art Therapy
COUN 795 Internship in Counseling*

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

MASTER OF ARTS IN COMMUNICATION STUDIES (Major Code 8006)

Program Description

The study of communication is important to virtually every profession that involves working with people – education, advertising and public relations, management and marketing, health care and social services, politics and public services, and other organizational and institutional contexts, public and private. The Master of Arts in Communication Studies (MACS) program seeks to develop a students' specialized knowledge and skill in the following areas of emphasis: managerial and leadership communication, integrated marketing communication, intercultural and international communication, and public communication. Students also have the option of obtaining the Graduate Certificate in Conflict Management concurrently with their program of study. A *Master of Communication Studies* develops capabilities to initiate and advance his or her professional career in one or more of these areas, 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.*
- *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 [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. To claim an emphasis, students must take the required core course (marked with an asterisk*) for that emphasis, and a minimum of two additional courses listed under the emphasis.

Managerial and Leadership Communication

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

Integrated Marketing Communication

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

- COMM 685 Crisis Communication

Intercultural & International Communication

- COMM 640 Small Group Communication
- COMM 675 Intercultural Conflict & 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 650 Rhetorical Theory and Criticism
- COMM 655 Political Communication
- COMM 730 Communication and Social Process
- COMM 750 Persuasion and Propaganda

Contact Information

Dr. Andrew R. Smith, Graduate Program Head
 Compton Hall 202
 Phone: (814) 732-2165
 Email: arsmith@edinboro.edu

Admission Requirements and Procedures

1. Complete the online application
2. Pay an application fee of \$30.
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.

Applicants who do not meet the minimum gpa or exam scores may be admitted on a conditional basis, but will be required to earn a B or better in all coursework within the first 12 credit hours to remain in the program.

Curriculum

In addition to the three required Core courses, each student will select Elective courses according to his or her Area(s) of Emphasis for a total of 36 credit hours. The program offers the flexibility to individualize the curriculum to meet the interests of each student. Students must satisfactorily complete the following:

Required Core Courses¹ 9 credits

Theory (Choose one; 3 credit hours)

COMM 600 Communication Theory	3 cr. hrs.
COMM 700 Language and Human Conduct	3 cr. hrs.
COMM 730 Communication and Social Process	3 cr. hrs.

Research (Choose one; 3 credit hours)

COMM 610 Communication Research	3 cr. hrs.
COMM 620 Qualitative Communication Research	3 cr. hrs.
COMM 650 Rhetorical Theory and Criticism	3 cr. hrs.

Ethics (Choose one; 3 credit hours)

COMM 710 Communication Ethics	3 cr. hrs.
COMM 770 Communication Issues	3 cr. hrs.

¹Any additional Core course taken may be counted as an elective.

Elective Courses (27 credit hours; any additional Core course taken may be counted here)

COMM 605 Communication Strategies in Advertising
COMM 607 Criticism of Mass Media
COMM 630 Interpersonal Communication Strategies
COMM 635 Integrated Marketing Communication
COMM 640 Small Group Communication
COMM 645 Technology of Communication
COMM 655 Political Communication
COMM 660 Organizational Communication
COMM 665 Managing Conflict
COMM 675 Intercultural Conflict & Communication
COMM 680 Gender and Communication
COMM 685 Crisis Management Communication
COMM 700 Language and Human Conduct
COMM 725 Negotiating Intractable Conflict
COMM 740 Communication Consulting
COMM 750 Persuasion and Propaganda
COMM 760 Managerial and Leadership Communication
COMM 793 Independent Study in Communication
COMM 796 Internship in Communication Studies*
COMM 798 Practicum in Communication
COMM 799 Thesis
JOUR 640 Public Relations Management

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

In addition to the Required Core courses, each student will select Elective courses according to his or her area(s) of emphasis for a total of 36 credit hours. For Internship track, the student must complete 3-6 credit hours of COMM 796 in consultation with the program advisor.

Students must take a minimum of *two 700-level courses (in addition to COMM 710 or COMM 770)*, which provide advanced knowledge in their selected area(s). Students may also select 600-level and 700-level level cognate courses outside of the program, up to nine credit hours (three courses) in consultation with the MACS program head and professor of the course.

Students may also petition the Graduate School to enroll in 400-level and 500-level undergraduate courses (up to six credit hours) for graduate credit if it pertains to an Area of Emphasis; the professor of the course is required to complete a form that specifies the advanced work for graduate students who enroll in the course.

Degree Requirements

Internship and Non-internship Options. Students select one of the two following options:

Non-internship track (Concentration code 08007): Students must complete 36 hours of coursework according to the curriculum shown above.

Internship track (Concentration code 08008): Students must complete 30-33 hours of coursework according to the curriculum shown above, and 3 to 6 credit hours of COMM 796 Internship in Communication. The internship option provides graduate students in the Master of Arts in Communication Studies program with an opportunity to gain relevant, significant supervised work experience in a professional setting (business, non-profit, educational institution, government, etc.). The graduate internship track option is *reserved for students who have no professional work experience and who have not completed an internship in their undergraduate program*. In consultation with the Graduate Program Head, students submit an internship proposal to the Department Internship Coordinator for initial review and enrollment. Students keep and submit a journal/log daily until mid-term, and weekly from mid-term to finals, then submit a final paper that includes an analysis of some aspect of the internship to the Internship Supervisor and Graduate Program Head, who evaluates student internship activities.

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

Option A: Comprehensive Examination and Project/Portfolio. After students take 27 credit hours, they are required to take comprehensive examinations, and must submit a project/portfolio prior to being approved for graduation that illustrates their best applied work.

Option B: COMM 799 Thesis (3 credit hours). Students 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.

Option C: COMM 798 Practicum (3 credit hours). Students who select this option must be working professionals. Any time after completing 18 credit hours (six courses) they enroll in 3 hours of Practicum during which they complete an audit or analysis of communication policies and practices in their respective business, non-profit corporation, educational institution, or governmental agency.

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. (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

Dr. Melissa Gibson, mgibson@edinboro.edu

Dr. Kathleen Golden, kgolden@edinboro.edu

Dr. Jean Jones, jjones@edinboro.edu

Dr. Anthony Peyronel, [apeyronel@edinboro.edu](mailto:a Peyronel@edinboro.edu)

Dr. Timothy Thompson, tthompson@edinboro.edu

Dr. Andrew R. Smith, arsmith@edinboro.edu

Dr. Terry L. Warburton, warburton@edinboro.edu

Dr. James Wertz, rwertz@edinboro.edu

GRADUATE CERTIFICATE IN CONFLICT MANAGEMENT

(Major Code 8843)

Gainful Employment Information

Program Description

Completion of the six course (18 credit hour) Certificate provides students with the knowledge and skills necessary for analyzing, mediating, managing and resolving conflict that arises and becomes entrenched in interpersonal, intercultural, institutional, inter-group, and organizational relations. The Certificate is designed to develop competencies that enable individuals and groups to recognize forms and intensities of conflict, determine the need for intervention, and negotiate crisis events that impede the realization of goals and objectives, undermine normative practices, and threaten to derail productive human relationships at all levels of communication.

Contact Information

Dr. Andrew R. Smith, Graduate Program Head
Compton Hall 202
(814) 732-2165
arsmith@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Provide two letters of reference (educational or professional).
5. Have a 3.0 Overall GPA or possess a master's degree.
6. Provide a statement of purpose (1-2 pages).

Curriculum

Core courses (12 credit hours). Students must complete the following four courses.

- COMM 665 Managing Conflict. Competencies include:
 - Honing mediation skills
 - Analyzing interpersonal and organizational dynamics
 - Developing aptitude for conflict management theory
 - Distinguishing between real and perceived conflict
- COMM 675 Intercultural Conflict & Communication Competencies include:
 - Negotiating conflict between individuals and groups
 - Recognizing cultural from other forms of conflict
 - Understanding cultural influences on needs, interests, values and beliefs
 - Preventing, mitigating and resolving conflict in multicultural contexts
- COMM685 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 Conflicts. Competencies include:
 - Understanding how enmity develops
 - Analyzing intractable conflicts culturally and communicatively
 - Learning how and when to intervene and manage polemics
 - Promoting practices of hospitality, equity and reconciliation

Elective courses (6 credit hours). Students choose two of the following four courses:

- COMM 630 Interpersonal Communication
- COMM 680 Gender and Communication
- COMM 700 Language and Conduct
- COMM 710 Communication Ethics
- COMM 730 Communication and Social Process
- COMM 740 Communication Consulting
- COMM 750 Persuasion and Propaganda
- COMM 796 Internship in Communication
- COMM 798 Practicum in Communication

Advising

The program advisor for the Certificate in Conflict Management is Dr. Andrew R. Smith. 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

Dr. Melissa Gibson, mhancox@edinboro.edu

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Dr. Terry L. Warburton, warburton@edinboro.edu

MASTER OF ARTS IN COUNSELING (Major Code 8049)

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, college counseling, rehabilitation counseling, clinical mental health counseling and art therapy. Edinboro University is proud to be one of the first universities in the nation to offer a dual Clinical Rehabilitation Counseling and Clinical Mental Health Counseling master's program. School counseling, college counseling, and clinical mental health counseling are all CACREP accredited. Rehabilitation counseling is accredited by CORE. The Clinical Rehabilitation Counseling and Clinical Mental Health Counseling program is dually accredited by CORE and CACREP. Art therapy is accredited by the National Association of Schools of Art and Design Commission on Accreditation.

Overarching Mission Statement. The students and faculty of the Counseling Programs at Edinboro University 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.

SCHOOL COUNSELING EMPHASIS (Concentration Code 08056)

School Counseling Program Goals. It is expected that graduates of Edinboro University 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.

Students in the School Counseling program are eligible to sit for the National Certified Counselor Exam (NCE) exam during the last semester of their course work. The NCE exam is recognized as a credentialing exam to become a Licensed Professional Counselor (LPC) in Pennsylvania.

COLLEGE COUNSELING EMPHASIS (Concentration Code 08051)

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.

Students enrolled in the College Counseling program are eligible to sit for the National Certified Counselor Exam (NCE) exam during the last semester of their course work. The NCE exam is recognized as a credentialing exam to become a Licensed Professional Counselor (LPC) in Pennsylvania.

CLINICAL REHABILITATION COUNSELING AND CLINICAL MENTAL HEALTH EMPHASIS (Concentration Code 08059)

Clinical Rehabilitation Counseling and Clinical Mental Health Program Mission. The mission of the Clinical Rehabilitation Counseling and Clinical Mental Health Counseling Program is to prepare graduates with the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the context of rehabilitation counseling and clinical mental health counseling. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Council on Rehabilitation Education (CORE) have dually accredited the program. A primary part of the mission of the Clinical Rehabilitation and Clinical Mental Health Counseling Program is to prepare graduates to become Licensed Professional Counselors (LPCs). Students who complete the program meet the educational and clinical training requirements for certification as a Certified Rehabilitation Counselor (CRC) and licensure as a Licensed Professional Counselor (LPC). Students are eligible to take the CRC Exam administered by the Commission on Rehabilitation Counselor Certification (CRCC) and/or the National Counselor Examination for Licensure and Certification (NCE) administered by the National Board for Certified Counselors (NBCC) within their final semester of study or post-graduation. Either the CRC Exam or the NCE may be used as the counselor licensure exam in Pennsylvania.

Clinical Rehabilitation Counseling and Clinical Mental Health Program Objectives. The Clinical Rehabilitation Counseling and Clinical Mental Health Counseling program equips students with the knowledge necessary to become highly skilled professionals in rehabilitation counseling and mental health counseling. Graduates are prepared for employment in a variety of public and private employment settings, including, but not limited to, the following:

- State-federal rehabilitation agencies (e.g., BVRs or BBVS)
- Private rehabilitation organizations
- Centers for Independent Living (CILs)
- Community-based mental health agencies
- Private mental health counseling practices
- Substance abuse treatment programs
- Employee assistance programs (EAPs)
- Veterans Affairs Medical Centers
- Community-based corrections
- State correctional institutions
- Hospital-based programs
- Group homes
- Developmental disability agencies
- Geriatric counseling and rehabilitation programs
- Head injury programs
- Educational settings

The program provides students with CACREP and CORE standards-based learning experiences in the following content areas:

- Professional counseling orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Career development
- Counseling and helping relationships
- Group counseling and group work
- Assessment and diagnosis
- Research and program evaluation
- Prevention and intervention
- Family dynamics
- Medical and psychosocial aspects of disability, including functional and environmental aspects
- Rehabilitation services and related services
- Case management
- Advocacy and accommodation
- Principles of crisis intervention during crises, disasters, and other trauma-causing events

The Clinical Rehabilitation Counseling and Clinical Mental Health Counseling program offers students experiences that promote development of their professional identities as counseling professionals by:

- Providing the necessary knowledge and skills to work effectively as a counselor
- Fostering participation in professional counseling organizations
- Meeting criteria for professional credentialing, certification and licensure
- Encouraging advocacy activity for the counseling profession as well as for clients

CLINICAL MENTAL HEALTH COUNSELING EMPHASIS (Concentration Code 08058)

Clinical Mental Health Counseling Program Mission. The students and faculty of the Clinical Mental Health Counseling Program at Edinboro University 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.

Clinical Mental Health Counseling Program Goals. To provide students with an understanding of the various roles and responsibilities of clinical mental health 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.

Clinical Mental Health Counseling Program Objectives. To provide networking opportunities for clinical mental health 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.

A primary goal of the Clinical Mental Health Counseling program is to prepare graduates to become Licensed Professional Counselors (LPCs) in Pennsylvania. Students are eligible to take the National Certified Counselor Exam (NCE) exam during the last semester of their course work. The NCE exam is recognized as a credentialing exam to become an LPC in Pennsylvania

ART THERAPY EMPHASIS (Concentration Code 08057)

Art Therapy Program Mission. The Art Therapy program is dedicated to achieving excellence in counseling, art therapy education, research, clinical and community service while fostering the highest ethical standards. The program integrates both counseling and visual arts practice, engaging the creative power of art for clinical assessment and treatment. In particular, we promote (1) scholarly research abilities and evidence-based clinical practice, (2) cross-cultural competency, and (3) technologies of media art.

To fulfill our mission we:

- Provide a rigorous didactic curriculum in counseling and experiential art therapy education
- Emphasize the understanding of various individual, group, and family theoretical approaches
- Prepare graduates to integrate theoretical approaches into the practice of art therapy with culturally diverse people of all ages in a variety of settings
- Encourage students to develop a personal and ethical approach to counseling and art therapy
- Ground students in a mental health perspective
- Promote clinical competence in assessment and treatment
- Develop competency in planning, conducting, and evaluating counseling and art therapy research
- Enhance student self-awareness and development of counseling and artist-therapist identity through personal art making and self-reflection
- Foster skills in the therapeutic use of a broad range of art processes and material

Art Therapy Program Goals.

- Demonstrate fluency in counseling psychology fundamentals and art therapy approaches.
- Demonstrate competency in case conceptualization and clinical practice.
- Demonstrate cultural competency.
- Relate foundational knowledge of research and science to counseling psychology fundamentals and art therapy approaches.
- Pursue a professional identity as a Counselor and Art Therapist.

Contact Information

College, Clinical Mental Health, Clinical Rehabilitation and School Counseling Programs

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Art Therapy Program

Dr. Penelope Orr, Co-Program Head

(814) 732-1684

porr@edinboro.edu

Dr. Adrienne Dixon, Co-Program Head

(814) 732-1932

amdixon@edinboro.edu

Admissions 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:

COUN 755 Clinical Diagnosis and Intervention
COUN 757 Child and Adolescent 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 Case Management, Rehabilitation Services, and Resources in Rehabilitation
COUN 791 Crisis and Addictions Counseling
COUN 795 Internship in Counseling*

D. School Counseling Specialized Courses **30 cr. hrs.**

COUN 700 Introduction to the Helping Professions
COUN 707 Ethical and Professional Issues in Counseling
COUN 740 Individual Development: Childhood through Adolescence
COUN 742 Developmental Counseling in Schools
COUN 744 Techniques for Counseling the Student with a Disability
COUN 795 Internship in Counseling*
Elective Courses (3)

Curriculum (Art Therapy Concentration)

Core Courses **33 cr, hrs.**

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 730 Supervised Counseling Practice
COUN 735 Counseling Practicum
COUN 745 Multicultural Counseling
COUN 755 Diagnosis and Assessment
COUN 794 Research Seminar in Guidance and Counseling OR EDUC 788 Research in Education
COUN 795 Internship in Counseling*

Required Specialized Courses **27 cr. hrs.**

ARTT 710 History and Theory of Art Therapy
ARTT 720 Media and Materials in Art Therapy
ARTT 730 Art Therapy Practice and Assessment
ARTT 735 Clinical and Group Art Therapy
ARTT 740 Professional Functioning, Standards, and Ethics in Art Therapy
ARTT 750 Current Trends in Art Therapy
ARTT 760 International Art Therapy
ARTT 790 Research Project in Art Therapy

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

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 outlined 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. 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 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

Dr. Fred Boley fboley@edinboro.edu

Dr. Gary Connell gconnell@edinboro.edu

Dr. Adrienne Dixon amdixon@edinboro.edu

Dr. Sue Norton snorton@edinboro.edu

Dr. Penelope Orr porr@edinboro.edu

Dr. Susan Packard spackard@edinboro.edu

POST-MASTER'S SCHOOL COUNSELING CERTIFICATE

Edinboro University offers post-master's programs specifically for counselors with a master's degree in Counseling who determine that they would like to add PA School Counselor Certification to their credentials. Successful applicants will meet with an advisor to determine what specific PDE state requirements need to be met.

Contact Information

Dr. Adrienne Dixon, Graduate Program Head
Butterfield Hall 127
(814) 732-1932
amdixon@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate and master's degree in counseling or a closely related area (e.g., clinical psychology) from a regionally accredited institution of higher education.
4. Recent resume.
5. An admissions interview may be required.

Curriculum

COUN 712 Lifespan Development
COUN 735 Practicum
COUN 740 Child and Adolescent Development
COUN 742 Developmental Counseling in Schools
COUN 744 Counseling Students with Disabilities
COUN 745 Multicultural Counseling
COUN 795 Internship in Counseling*

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

Based on prior coursework, the student's advisor may waive some of these courses. An appointment with the advisor should be held as soon as possible to develop a plan of study.

POST-MASTER'S LICENSURE PREPARATION PROGRAMS **(Major Codes 8908)**

Pennsylvania Act 136 of 1998 provides for the licensure of professional counselors. Act 136 requires the completion of a planned program of study consisting of 60 semester hours of graduate course work in counseling or a closely related field, including a 48-semester hour master's degree in counseling or a closely related area. For more information on Pennsylvania licensure you may access <http://www.pacounseling.org>.

Edinboro offers a post-master's program that gives graduates with a master's in Counseling or closely related field the opportunity to earn additional credit hours to reach the minimum 60 credits*. Students consult their program advisor to select courses that fulfill the 8 broad areas of study required by the licensing board, and that fit their interests. The program is designed with a commitment to education and training that will provide the skills and confidence needed for students to become competent and ethical professional counselors. It is strongly recommended that the applicant request a transcript audit from the Counseling Licensure Board. Applicants should bring the audit to the meeting with their advisor. This appointment should be held as soon as possible.

* Candidates seeking licensure from a state other than Pennsylvania should follow the procedures required by that specific state.

Contact Information

Dr. Adrienne Dixon, Graduate Program Head
Butterfield Hall 127
(814) 732-1932
amdixon@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate and master's degree in counseling or a closely related area (e.g., clinical psychology) from a regionally accredited institution of higher education.
4. Recent resume.
5. An admissions interview may be required.

Curriculum

COUN 700 Introduction to the Helping Professions OR COUN 702 Introduction to Rehabilitation Counseling OR COUN 704 Introduction to Community Counseling
COUN 705 Group Processes
COUN 710 Appraisal Techniques
COUN 712 Lifespan Development
COUN 715 Career Counseling
COUN 730 Supervised Counseling Practice
COUN 735 Practicum AND/OR COUN 795 Internship in Counseling*
COUN 745 Multicultural Counseling
COUN 794 Research in Counseling OR EDUC 788 Research in Education

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

It is strongly recommended that the applicant request a transcript audit from the Counseling Licensure Board. Based on this audit, the student's advisor may waive some of these courses. An appointment with the advisor should be held as soon as possible to develop a plan of study.

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (Major Code 8662)

Program Description

The Department of Early Childhood and Reading offers an online graduate program enabling students to obtain a Master of Education in Early Childhood Education. The graduate level degree will prepare practicing and pre-service teachers to work with children birth through grade 3 by aligning their work to best practices and research. The Master's degree is offered online with a one-week summer residency on campus. Students in the Early Childhood Master's program may also pursue Early Childhood certification (as an add-on or as an initial certification).

Contact Information

Dr. Karen Lindeman, Graduate Program Head
Butterfield Hall 312
(814) 732-1550
klindeman@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Verification of possession of a valid elementary education or early childhood teaching certificate, if applicable.
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 cr. hrs.)

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

Elective Choice (3 cr. hrs.)

Graduate level ECED courses not yet taken will meet this requirement as well as other graduate level READ and SPED courses as approved by the Graduate Program Head.

**Completed during summer residency

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.

Teacher Certification

Students holding Elementary Education Certification who seek Early Childhood Certification must complete two additional courses:
ECED 695 Graduate Field Experience in Early Childhood Education
ECED 766 Theory and Practice in Early Childhood

Students not holding Elementary Education Certification who seek Early Childhood Certification must complete additional coursework in Early Childhood Education. The Plan of Study may be found at <http://www.edinboro.edu/dotAsset/923a310b-e354-425d-9165-b440fc29a52a.pdf>.

Additional Requirements and Procedures for Certification. In addition to successful completion of the prescribed coursework, it is the student's responsibility to:

1. Meet the cut off score for the PRAXIS/PECT to meet certification requirements, and
2. Submit the appropriate forms needed to obtain PA certification to the Office of the Dean of Education as soon as certification requirements have been completed.

Candidates seeking teacher certification from a state other than Pennsylvania should follow the procedures required by that specific state.

It is the student's responsibility to investigate certification requirements from states other than Pennsylvania.

Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for PDE teacher certification.

Advising

The program director will serve as the advisor.

Program Faculty

Dr. Lisa Brightman, lbrightman@edinboro.edu

Dr. Karen Lindeman, klindeman@edinboro.edu

Dr. Mary Jo Melvin, mmelvin@edinboro.edu

GRADUATE CERTIFICATE IN ARTS INFUSION (Major Code 8850) Gainful Employment Information

Program Description

This 18-credit graduate certificate in arts infusion has been designed to meet the needs of pre-service and in-service educators, artists who desire to work in school settings, and administrators as they strive to enliven content with feeling through the arts. Advocates of the whole child agree that strong arts programs result in strong schools. This certificate will immerse the participants in all of the major art forms: music, dance, drama, visual arts and media arts. Participants will design instruction using current curricula and state and national standards, both in content areas and in the arts.

Contact Information

Dr. Karen Lindeman, Graduate Program Head
Butterfield Hall 312
(814) 732-1550
klindeman@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
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

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

ECED 700 Development of Young Learners
ECED 776 Theory and Practice in Early Childhood
ECED 615 Language, Movement and Music in the Elementary Classroom
ECED 647 Visual Arts Infused Learning in the Early Childhood Classroom
ECED 621 Storytelling and Literature in Early Childhood Education
ECED 695 Graduate Field Experience in Early Childhood Education (required for teaching artists)
OR ECED 715 Curriculum in Early Childhood Education
OR ECED 740 Family, School and Community: Partnerships in Early Childhood Education
OR ECED 710 Issues and Trends in Early Literacy Development

Advising

The program director will serve as the advisor.

Program Faculty

Dr. Lisa Brightman, lbrightman@edinboro.edu
Dr. Karen Lindeman, klindeman@edinboro.edu
Dr. Mary Jo Melvin, mmelvin@edinboro.edu

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP (Major Code 8665)

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, Graduate Program Head
Butterfield Hall 230
Phone: (814) 732-2548
Fax: (814) 732-2233
Email: apushchak@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:

4. Complete the online application.
5. Pay an application fee of \$30.
6. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
6. Have earned an undergraduate cumulative quality point average of 3.0.
7. Complete the required writing sample (500 word) answering the question. Why have you chosen to be an educational leader?
8. Submit a copy of valid teaching certificate. If not certified submit letter stating *access to* a school building/leader or educational agency.
9. 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:

EDLR 700 Introduction to Educational Leadership
EDLR 711 Educational Leadership in a Pluralistic Society
EDLR 716 Educational Leadership from a Global Perspective
EDLR 720 Dynamics and Processes for Leading Change
EDLR 731 School and Community Relations
EDLR 741 Curriculum Leadership
EDLR 745 Instructional Leadership
EDLR 775 Educational Leadership Theory and Practice
EDLR 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. Susan Curtin, scurtin@edinboro.edu
Dr. Barbara Miller, bjmiller@edinboro.edu
Dr. Andrew Pushchak, apushchak@edinboro.edu
Dr. Michael Vetere, mvetere@edinboro.edu
Dr. John Ziegler, jfziegler@edinboro.edu

PA PRINCIPAL (K-12) POST-MASTER'S CERTIFICATE

(Major Code 8911)

Gainful Employment Information

Program Description

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*.

Contact Information

Dr. Andrew J. Pushchak, Graduate Program Head
Butterfield Hall 230
Phone: (814) 732-2548
Fax: (814) 732-2233
Email: apushchak@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate and master's degree from a regionally accredited institution of higher education.
4. Provide a writing sample, reflecting your understanding on how educational leaders shape learning and your philosophy of promoting student achievement and success for all students.
5. Complete the [mentor form](#).
6. Submit copy of professional certificate.
7. Provide proof of three 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

Twenty-seven (27) semester hours of prescribed graduate credit is required as a partial requirement for the PA Principal K-12 certificate program. These required graduate credits should be earned as follows:

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

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

Individuals who have earned the Master of Education in Educational Leadership degree offered by Edinboro University will be allowed to transfer 12 semester hours into the Post-master's certificate program. These students will be required to complete only 15 additional semester hours of prescribed graduate credit as a partial requirement for the PA Principal K-12 certificate program. Students who have earned an M.Ed. in Educational Leadership at another university should contact the Graduate Program Head to determine which courses might transfer in and count towards the 27 semester hours of graduate credit required for the PA Principal K-12 certificate program.

Additional Requirements. In addition to successful completion of the prescribed 15-27 graduate credits of course work for the PA Principal K-12 certificate, 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 6011 School Leaders Licensure Assessment (SLLA). 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 certificate.

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.

Candidates seeking teacher certification from a state other than Pennsylvania should follow the procedures required by that specific state. Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for PDE teacher certification.

It is the student's responsibility to investigate certification requirements from states other than Pennsylvania.

Advising

All 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 graduate students throughout their programs.

Program Faculty

Dr. Susan Curtin, scurtin@edinboro.edu

Dr. Barbara Miller, bjmiller@edinboro.edu

Dr. Andrew Pushchak, apushchak@edinboro.edu

Dr. Michael Vetere, mvetere@edinboro.edu

Dr. John Ziegler, jfziegler@edinboro.edu

PA SUPERVISOR OF SPECIAL EDUCATION POST-MASTER'S CERTIFICATE

(Major Code 8948)

Gainful Employment Information

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, Graduate Program Head
Butterfield Hall 230
Phone: (814) 732-2548
Fax: (814) 732-2233
Email: 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. Pay an application fee of \$30.
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 a current and valid teaching certificate in Special Education.
7. Proof of five years of satisfactory, professional, certificate experience in Special Education on a Special Education certificate.

Curriculum

Twenty-seven (27) semester hours of prescribed graduate credit is required as a partial requirement for the PA Principal K-12 certificate program. These required graduate credits should be earned as follows:

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

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

Individuals who have earned the Master of Education in Educational Leadership degree offered by Edinboro University will be allowed to transfer 12 semester hours into the Post-master's certificate program. These students will be required to complete only 15 additional semester hours of prescribed graduate credit as a partial requirement for the PA Supervisor of Special Education certificate program. Students who have earned an M.Ed. in Educational Leadership at another university should contact the Graduate Program Head to determine which courses might transfer in and count towards the 27 semester hours of graduate credit required for the PA Supervisor of Special Education certificate program.

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 certificate program.

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 5411 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 certificate.

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.

Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for PDE teacher certification.

Advising

All 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 graduate students throughout their programs.

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).

Program Faculty

Dr. Susan Curtin, scurtin@edinboro.edu

Dr. Barbara Miller, bjmiller@edinboro.edu

Dr. Andrew Pushchak, apushchak@edinboro.edu

Dr. Michael Vetere, mvetere@edinboro.edu

Dr. John Ziegler, jfziegler@edinboro.edu

PA LETTER OF ELIGIBILITY FOR SUPERINTENDENTS POST-MASTER'S CERTIFICATE (Major Code 8907)

Gainful Employment Information

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
Phone: (814) 732-1468
Fax: (814) 732-2233
Email: 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. Pay an application fee of \$30.
3. Submit official transcripts verify 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. 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

Thirty (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:

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

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

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

EDLR 716 Educational Leadership from a Global Perspective
EDLR 731 School and Community Relations
EDLR 741 Curriculum Leadership
EDLR 765 Financial Aspects of Educational Leadership
EDLR 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 and meet the cutoff score for PRAXIS 6021 School Superintendent Assessment (SSA). 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.

Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for PDE teacher certification.

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. Andrew Pushchak, apushchak@edinboro.edu

Dr. Barbara Miller, bjmiller@edinboro.edu

Dr. Michael Vetere, mvetere@edinboro.edu

Dr. John Ziegler, jfziegler@edinboro.edu

MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY (Major Code 8641)

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, Graduate Program Head
Butterfield Hall 116
(814) 732-1099
esnyder@edinboro.edu

Admission Requirements

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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Minimum 3.0 GPA for junior and senior year of bachelor's degree.
5. Three letters of reference.
6. Professional resume.
7. 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 788/SPED 788 Research I: Educational Psychology and Special Education
APSY 789 Research II: Seminar in Educational and Psychological Research
APSY 796 Crisis Management and Violence Prevention in Schools
SPED 710 Seminar in Exceptionalities

Elective Courses (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). 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

Dr. Joel Erion, jerion@edinboro.edu

Dr. Edward P. Snyder, esnyder@edinboro.edu

MASTER OF EDUCATION IN MIDDLE & SECONDARY INSTRUCTION (Major Code 8649)

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 English as a Second Language, social studies, middle level and English, exist. We also offer additional options, including pedagogy, online instruction and international education. 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 allow candidates to practice the art of teaching in accordance with the ethical principles of educators as they strive to educate the nation's children.

Contact Information

Dr. Heather-Lee Baron, Graduate Program Head
Butterfield Hall 213
(814) 732-2088
hbaron@edinboro.edu

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

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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Have a minimum 2.8 overall undergraduate QPA. The MAT or GRE and/or PAPA tests are required for undergraduate QPA lower than 2.8.
5. Copy of teaching certificate (for students holding teacher certification).

Curriculum

A) Master of Middle and Secondary Instruction with Content Focus (30 credit hours)

I. Concentration: Non-thesis (08645) and Thesis (08646)

Professional Core (21 credit hours)

SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SEDU 786 Secondary and Middle School Curriculum
SEDU 692 Seminar in Teaching Adolescents
EDUC 788 Research in Education
SEDU 797 Action Research (Non-thesis option) (This course cannot be taken during the summer)
OR
SEDU 799 Thesis (Thesis option)

Specialization Courses (9 credit hours of either A or B)

- A. Subject specialty courses (May be any content area courses at 600-level or above, subject to advisor approval.)
B. Pedagogy specialty courses (Take any three of the following.)
SEDU 607 Content Literacy in Middle and Secondary School
SEDU 675 Teaching Methods for Middle and Secondary Classrooms
SEDU 700 Educational Assessment in Middle and Secondary School
SEDU 774 Issues in American Classrooms

II. Concentration: English (08644)

Professional Core (21 credit hours)

SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SEDU 786 Secondary and Middle School Curriculum
SEDU 692 Seminar in Teaching Adolescents
EDUC 788 Research in Education
SEDU 797 Action Research (Non-thesis option) (This course cannot be taken during the summer)
OR
SEDU 799 Thesis (Thesis option)

Specialization Courses (9 credit hours)

ENGL 675 Study of American Literature
ENGL 709 Methods for Graduate Literature Study
ENGL 782 Poetry
OR other graduate English course offered (600-level and above, subject to advisor approval.)

III. Concentration: Social Studies (08648)

Professional Core (21 credit hours)

SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SEDU 786 Secondary and Middle School Curriculum
SEDU 692 Seminar in Teaching Adolescents
EDUC 788 Research in Education (This course cannot be taken during the summer)
SEDU 797 Action Research (Non-thesis option. This course cannot be taken during the summer) OR SEDU 799 Thesis (Thesis option)

Specialization Courses (9 credit hours)

ANTH 678 Native America before Columbus
HIST 615 History of Women in the U.S.
HIST 760 Readings in United States History
OR other graduate HIST or ANTH course offered (600-level and above, subject to advisor approval.)

IV. Concentration: Online Instruction (08635)

Professional Core (21 credit hours)

SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SEDU 786 Secondary and Middle School Curriculum
SEDU 692 Seminar in Teaching Adolescents
EDUC 788 Research in Education (This course cannot be taken during the summer)
SEDU 797 Action Research (Non-thesis option. This course cannot be taken during the summer) OR SEDU 799 Thesis (Thesis option)

Specialization Courses (9 credit hours)

SEDU 732 Design and Delivery of Instruction for E-learning
SEDU 733 Adapting Classroom-Based Activities for an Online Learning Environment
SEDU 734 Online Instruction Internship

V. Concentration: International Education (08634)

Professional Core (21 credit hours)

SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SEDU 786 Secondary and Middle School Curriculum
SEDU 692 Seminar in Teaching Adolescents
EDUC 788 Research in Education (This course cannot be taken during the summer)
SEDU 797 Action Research (Non-thesis option. This course cannot be taken during the summer) OR SEDU 799 Thesis (Thesis option)

Specialization Courses (9 credit hours)

SEDU 790 International Education Internship I (3 credit hours)
SEDU 791 International Education Internship II (6 credit hours)

B) Master of Middle and Secondary Instruction with Middle Level Focus (30 credit hours)

(Concentration code: 08643)

Professional Core (15 credit hours)

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

Specialization Courses (15 credit hours)

SEDU 692 Seminar in Teaching Adolescents
SEDU 607 Content Literacy in the Middle and Secondary Schools
MLED 775 Enhanced Teaching Methods
SEDU 700 Educational Assessment of Students in Middle and Secondary Schools
SEDU 774 Issues in American Classrooms

C) Master of Middle and Secondary Instruction with ESL Focus (30 credit hours)

(Concentration code: 08639)

Professional Core (15 credit hours)

SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SEDU 786 Secondary and Middle School Curriculum
EDUC 788 Research in Education
SEDU 797 Action Research OR SEDU 799 Thesis (SEDU 797 cannot be taken during the summer)

Specialization: ESL (15 credit hours)

ANTH 603 Human Language and Culture
ECED 710 Issues and Trends in Early Literacy Development
TESL 675 Second Language Methodologies
TESL 700 Assessing English Language Learners
TESL 790 ESL Field Experience

D) Master of Middle and Secondary Instruction with Teacher Certification (51 credit hours)

Concentration: Non-thesis (08637) and Thesis (08638)

(On-campus, with the option to take some classes online)

The following courses are required for the master's degree (33 semester hours)

EDUC 788 Research in Education (This course cannot be taken during the summer)
SEDU 607 Content Literacy in Mid./Sec. School
SEDU 691 Classroom Management
SEDU 692 Seminar in Teaching Adolescents
SEDU 700 Educational Assessment in Mid./Sec. School
SEDU 702 Teaching in Contemporary Multicultural Classroom
SEDU 731 Applied Technological Integration in Education
SEDU 786 Middle and Secondary School Instruction
SEDU 797 Action Research in Education OR SEDU 799 Thesis (SEDU 797 cannot be taken during the summer)
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

The following courses are required for teacher certification (18 semester hours)

(1) Up to two of the following:

MLED 666 Integrated English, Language Arts and Social Studies for the Middle Level Learner
MLED 667 Integrated Mathematics and Science for the Middle Level Learner
SEDU 681 Instructional Techniques for Mathematics
SEDU 682 Instructional Techniques for Secondary Science
SEDU 683 Instructional Techniques for Social Studies
SEDU 684 Instructional Techniques for the Teaching of English

(2) SEDU 676 Field Experience for Middle and Secondary Educ. **OR** MLED 675 Middle Level Field Experience

(3) SEDU 695 Student Teaching **OR** MLED 695 Middle Level Student Teaching

(4) Additional courses in content area as needed.

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

- 08112 Comprehensive English
- 08136 English as a Second Language
- 08115 Earth and Space Science
- 08116 Mathematics
- 08119 Biology
- 08120 Chemistry
- 08121 General Science
- 08123 Physics
- 08124 Social Studies
- 08126 Mid Level – English/Language Arts/Reading
- 08127 Mid Level – Mathematics
- 08128 Mid Level – Science
- 08129 Mid Level – Social Studies
- 08130 Mid Level – Math and English/Language Arts/Reading
- 08131 Mid Level – Math and Science
- 08132 Mid Level – Math and Social Studies
- 08133 Mid Level – Science and English/Language Arts/Reading
- 08134 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 credits 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:

Cumulative Grade Point Average. Students must maintain 3.0.

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 and Educational Leadership, 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. Students considering this option should meet with the Graduate Program Head to begin the process.

Additional Requirements and Procedures. In addition to successful completion of the prescribed graduate credits of course work, the individual will be required to meet the cut off score for the PRAXIS to meet certification requirements.

Student Responsibility. It is the responsibility of individuals completing requirements 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.

Candidates seeking teacher certification from a state other than Pennsylvania should follow the procedures required by that specific state. Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for PDE teacher certification.

It is the student's responsibility to investigate certification requirements from states other than Pennsylvania.

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.

Program Faculty

Dr. Heather-Lee Baron	hbaron@edinboro.edu
Dr. Charles Cross	ccross@edinboro.edu
Dr. Joe Johnson	jjohnson@edinboro.edu
Dr. Gwen Price	gprice@edinboro.edu
Dr. Whitney Wesley	wwesley@edinboro.edu
Dr. Stacie Wolbert	swolbert@edinboro.edu

MASTER OF SCIENCE IN NURSING

(Major Code 8400)

Clarion and Edinboro Universities

Program Description

The Master of Science in Nursing program is sponsored jointly by Clarion and Edinboro Universities. The focus of this degree is family nurse practitioner (FNP; Concentration Code 8402). 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 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). Courses 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 Accreditation Commission for Education in Nursing (ACEN). 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

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/>

Tuition and fees for graduate students enrolled in the Nursing program can be found at <http://www.clarion.edu/60195/>.

Curriculum

The following 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 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 645: Nursing and Public Policy
NURS 750: Family Nurse Practitioner Internship
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

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

Edinboro University

Dr. Terri Astorino, EdD	tastorino@edinboro.edu
Dr. Colleen Bessetti-Barrett, DNP, CRNP, FNP-BC	cbarrett@edinboro.edu
Dr. Meg Larson, DNP	mlarson@edinboro.edu
Dr. Amy McClune, PhD, RN	amcclune@edinboro.edu
Dr. Jill Rodgers, DOC	jroddgers@edinboro.edu
Dr. Thomas White, DEd, CRNP, CEN	twhite@edinboro.edu

Clarion University

Dr. Debbie Ciesielka, DEd, CRNP	dciesielka@Clarion.edu
Dr. Lorraine Reiser, PhD, CRNP	lreiser@clarion.edu
Dr. Lana Smith, PhD, CRNP	lasmith@clarion.edu

**Second Master's Degree
Family Nurse Practitioner
(Concentration Code 08402)**

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
(Major Code 8951)**

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.

DOCTORATE OF NURSING PRACTICE

(Major Code 9005)

The Clarion and Edinboro Universities Doctor of Nursing Practice (DNP) Program consists of 34 credits that can be tailored to students' interests through specialty electives in advanced clinical practice and clinical nursing education. Courses can be taken part-time over 6 semesters in an online format. The program is designed to be flexible, affordable, and professionally rewarding. Online delivery of didactic content builds on the success of this delivery method with the MSN program. Students will be able to complete clinical practice hours near their homes or, in many cases, in their work settings.

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

Admission Requirements and Procedures

The DNP is designed to build on the MSN-FNP degree. Applications will be open to any MSN-prepared advanced practice nurse (NP, CNS, CRNA, or CNM) who meets admission requirements:

1. Master of Science in Nursing degree;
2. National certification as an advanced practice nurse;
3. Unencumbered, current license to practice as an advanced practice nurse in the state where internship hours will take place;
4. Verification of a minimum of 500 supervised clinical hours from the applicant's graduate program; and
5. Graduate GPA > 3.25.

Curriculum

NURS 805 DNP Role Seminar
NURS 806 Leading Nursing in Health Care Systems
NURS 807 Information Management in Health Care
NURS 808 Methods of Evidence Based Practice
NURS 809 Advanced Topics in Nursing Practice
NURS 810 Advanced Topics in Clinical Management
NURS 811 Practice Strategies for Advanced Practice Nurses
NURS 812 Systematic Evaluation in Health Care
NURS 820 Principles of Adult Learning in Nursing Education
NURS 830 Clinical Teaching Strategies in Nursing
NURS 840 Advanced Evaluation Strategies in Nursing Education
NURS 850 Doctor of Nursing Practice Internship I
NURS 851 Advanced Clinical Practice Internship II
NURS 900 Doctor of Nursing Practice Capstone

Degree completion requirements

Completion of all course work is required for degree completion. This includes:

1. Core courses (25 credits, 9 of which are internship courses)
2. Specialty electives (9 credits minimum)

In addition, students will submit end of program portfolios in an electronic format. Options available to students include the use of wikis, such as those found at Google Sites, which can be password protected yet be accessible to potential employers. Portfolio guidelines will mirror those currently used in the Clarion and Edinboro Universities' MSN Program. A panel of DNP faculty will review and grade the portfolios using a grading rubric based on the program objectives and DNP competencies. A score of 84% or better will be required to pass this comprehensive assessment. In lieu of a dissertation, a required capstone project is also required. The capstone project is initiated the summer of year 2 and supported by pre-requisite courses in Analytical Methods and Evidence Based Practice, Information Management in Health Care, and Leading Nursing in Health Care Systems. Guidelines for the project can be found in the syllabus for NURS 900: Doctor of Nursing Practice Capstone (Appendix C). Dissemination of the project will be in the form of a written paper in the format of a dissertation and presentation to peers and a panel of faculty. Presentation to project stakeholders, publication, or presentation at a conference is also required. As with the portfolios, a grading rubric will be used and a grade of 84% or better will be required to meet this competency.

As a practice doctorate, all students will complete 540 practice hours, 405 of these through internship experiences and 135 hours through intensive engagement with stakeholders as part of the capstone project experience. Clinical practice hours provide students an opportunity to enhance and integrate prior learning and to acquire and apply DNP and advanced clinical practice competencies in a mentored clinical setting. Recognizing that students come from diverse backgrounds and a broad range of experiences, students will identify their own learning goals and follow a faculty-approved plan. Students will be responsible for arranging internship hours with a preceptor from their community; a growing list of preceptors from the MSN program will be available to those residing in Western Pennsylvania. Faculty oversight will be through phone, email, and grading of online assignments.

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 Edinboro University

Dr. Terri Astorino, EdD	tastorino@edinboro.edu
Dr. Colleen Bessetti-Barrett, DNP, CRNP, FNP-BC	cbarrett@edinboro.edu
Dr. Meg Larson, DNP	mlarson@edinboro.edu
Dr. Amy McClune, PhD, RN	amcclune@edinboro.edu
Dr. Jill Rodgers, DOC	jroddgers@edinboro.edu
Dr. Thomas White, DEd, CRNP, CEN	twhite@edinboro.edu

Clarion University

Dr. Debbie Ciesielka, DEd, CRNP	dciesielka@Clarion.edu
Dr. Lorraine Reiser, PhD, CRNP	lreiser@clarion.edu
Dr. Lana Smith, PhD, CRNP	lasmith@clarion.edu

MASTER OF EDUCATION IN READING

(Major Code 8705)

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

Dr. Kristin Webber, Graduate Program Head
Butterfield Hall 316
(814) 732- 1350
kwebber@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Minimum 3.0 overall GPA.
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.

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 15th 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. Candidates seeking teacher certification from a state other than Pennsylvania should follow the procedures required by that specific state. Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for PDE teacher certification.

It is the student's responsibility to investigate certification requirements from states other than Pennsylvania.

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.

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).

Advising

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

Faculty

Dr. Linda Best lbest@edinboro.edu

Dr. Kathleen Dailey dailey@edinboro.edu

Dr. Heather Kenny hkenny@edinboro.edu

Dr. Kristin Webber kwebber@edinboro.edu

READING SPECIALIST CERTIFICATE

(Major Code 8850)

Gainful Employment Information

Program Description

This program will enable students to obtain a Reading Specialist Certificate 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

Dr. Kristin Webber, Graduate Program Head
Butterfield Hall 316
(814) 732- 1350
kwebber@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Minimum 3.0 overall GPA.
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 27 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

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.

Candidates seeking teacher certification from a state other than Pennsylvania should follow the procedures required by that specific state. Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for PDE teacher certification.

It is the student's responsibility to investigate certification requirements from states other than Pennsylvania.

Advising

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

Faculty

Dr. Linda Best lbest@edinboro.edu

Dr. Kathleen Dailey dailey@edinboro.edu

Dr. Heather Kenny hkenny@edinboro.edu

Dr. Kristin Webber kwebber@edinboro.edu

EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY

(Major Code 8700)

Program Description

The Educational Specialist Degree in School Psychology is a 63 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. Edward Snyder, Graduate Program Head
Butterfield Hall 117
(814) 732-1099
esnyder@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education. A grade point average of 3.0 or better for the junior and senior years is required.
4. GRE results are required. Scores in the 30th percentile or above for the verbal, quantitative, and analytical writing sections are preferred.
5. Applicants must submit three reference letters.
6. A one to 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?
7. A professional resume.
8. 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. For full consideration of a graduate assistantship, the application for a fall semester start must be received by February 15th. Applications received after this date will be considered.

An advance tuition deposit of \$150 shall be paid by all new students in the EdS School Psychology program. This deposit is required within two weeks of an offer of admission to the Graduate School. This student deposit is a guarantee of the intention of the applicant to register at the University for the term indicated on the admissions letter. Upon receipt, the University will credit the \$150 deposit to the student's account. Applicants who subsequently cancel their application or fail to register shall forfeit their advance deposit; there will be no full or partial refunds.

Candidates seeking certification from a state other than Pennsylvania should follow the procedures required by that specific state. Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for certification.

It is the student's responsibility to investigate certification requirements from states other than Pennsylvania.

Curriculum

Fall Year One

APSY 615 Introduction to School Psychology
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
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
APSY 788/SPED 788 Research I: Educational Psychology and Special Education

Spring Year Two

APSY 723 Individual Psychological Assessment II
APSY 735 Advanced Clinical Practicum in School Psychology
APSY 789 Research II: Seminar in Educational/Psychological 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 (6 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, 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 (Major Code 8020)

Program Description

The Master of Arts in Social Sciences (MASS) offers its graduates the opportunity to pursue careers in a variety of fields. From education, to museums, to doctoral work, the M.A. in Social Sciences equips its graduates with the tools needed to excel in the professional world. Edinboro University's Department of History, Anthropology and World Languages offers this program, the only one of its kind in the Pennsylvania State System of Higher Education, with concentrations in history and anthropology. Explore the past and control your future with an M.A. 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 also 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. Jerra Jenrette, Graduate Program Head
Hendricks Hall 142
(814) 732-1225
jjenrette@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Test scores from either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE)
5. Three letters of reference.
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, 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, HIST 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 (Concentration Code 08017), Anthropology (Concentration Code 08015). 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, Biology, Communications, Secondary Education, 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 at least two weeks prior to the start of the semester in which the student intends to enroll in thesis. This application form may be obtained at the School of Graduate Studies and Research or on the Graduate School webpage.

Students not completing the thesis must complete a Comprehensive Examination.

Advising

The advisor for this program is the Graduate Program Head. Candidates are strongly encouraged to contact the Graduate Program Head prior to the start of each semester to discuss course, field, and examination requirements. When appropriate, the Graduate Program Head may appoint another faculty member to serve as the student's advisor.

Faculty

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

Lenore Barbian	Anthropology	lbarbian@edinboro.edu
Ihor Bemko	History	ibemko@edinboro.edu
Xin-zhu Chen	History	xchen@edinboro.edu
Stacy Dunn	Archaeology	sdunn@edinboro.edu
Amanda Frantz-Mamani	Latin America	frantzmamani@edinboro.edu
Leo Gruber	Military History	lgruber@edinboro.edu
Dennis Hickey	History	dhickey@edinboro.edu
Jerra Jenrette	History	jjenrette@edinboro.edu
Joseph Laythe	History	jlaythe@edinboro.edu
Steven R. Nachman	Anthropology	snachman@edinboro.edu
David Obringer	Library, Archives	obringer@edinboro.edu
Umeme Sababu	History	smitha@edinboro.edu

MASTER OF SOCIAL WORK

(Major Code 8022)

Program Description

The Master of Social Work (MSW) degree program is fully accredited by the Council on Social Work Education (CSWE). MSW graduates are prepared to work in a wide range of practice settings, including family based agencies, mental health care agencies, addiction treatment centers, schools, medical care facilities, psychiatric facilities, rehabilitation facilities, hospitals, correctional facilities, veteran's agencies, foster care and adoption agencies, nursing homes, senior centers, and policy settings.

Social work is one profession with countless ways to help. Social workers work with clients who face challenges such as domestic violence, mental health problems, substance abuse, chronic or catastrophic illnesses, disabilities, adoption, divorce, loss of loved ones and other challenges. Social workers are employed as family therapists, adoption facilitators, community organizers, psychotherapists, case managers, patient advocates, directors of nonprofit agencies and disaster relief workers.

Trends suggest that the demand for the social work professional will grow dramatically over the next decade. In fact, the U.S. Bureau of Labor Statistics (www.bls.gov) reported that "Employment for social workers is expected to grow faster than the average for all occupations." Upon completion of the MSW program, graduates are eligible to sit for the national licensure exam to become licensed social work practitioners.

Applicants should have a commitment to a career in social work and serving those who are vulnerable and who face multiple challenges. Applicants must also possess the interpersonal qualities to work with a multicultural and diverse population including differences in gender, age, physical or mental abilities, social class, economic status or sexual orientation.

Contact

Dr. Elaine Rinfrette, Graduate Program Head
Hendricks Hall G48
(814) 732-1580
erinfrette@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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education. The transcript 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. Submit a personal statement. The purpose of this statement is to obtain a clear understanding of your background, why you have chosen to enter the social work profession, your readiness for graduate education, and your motivation to apply to the Edinboro University Department of Social Work. Please describe how your academic, professional, personal, and volunteer experiences have prepared you for graduate studies in social work. This statement is considered a writing sample and is reviewed as part of your application for content and writing quality. Your statement should be 1-2 pages, typed and double-spaced.
6. Two letters of reference (from individuals who know you in a professional or educational setting).

The priority deadline for application to the Regular program is March 22nd. Applications received after that date will be considered on a space-available basis. The Regular program begins in the fall semester only.

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, two 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 personal statement as described above.

The priority deadline for application to the Advanced Standing program is February 1st. Applications received after that date will be considered on a space-available basis. The Advanced Standing program begins in the summer session.

An advance tuition deposit of \$150 shall be paid by all new students in the MSW program. This deposit is required within two weeks of an offer of admission to the Graduate School. This student deposit is a guarantee of the intention of the applicant to register at the University for the term indicated on the admissions letter. Upon receipt, the University will credit the \$150 deposit to the student's account. Applicants who subsequently cancel their application or fail to register shall forfeit their advance deposit; there will be no full or partial refunds.

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 795 Trauma Theory and Treatment
- SOWK 796 Cognitive-Behavioral Treatment: Theory and Intervention
- Electives (6 SH)

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

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 EU.

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.

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

Dr. Elaine Rinfrette	erinfrette@edinboro.edu
Dr. Suzanne McDevitt	smcdevitt@edinboro.edu
Dr. David Pugh	dpugh@edinboro.edu
Dr. Roselle Scaggs	rscaggs@edinboro.edu
Dr. Molly Wolf	mrwolf@edinboro.edu

MASTER OF EDUCATION IN SPECIAL EDUCATION (Major Code 8684)

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 teaching certification from an accredited institution may enroll in the M.Ed. in Special Education with certification for either the P-8 or 7-12 levels. 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, (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. Erik Bentsen, Graduate Program Head
Butterfield Hall 119
(814) 732-1358
ebentsen@edinboro.edu

Admissions 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 the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
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 (for option 2).

Curriculum

OPTION 1, P-8 (36 cr. hrs.)

M. Ed. Special Education Seeking Certification

Required Courses

APSY 788 Research in Education I
APSY 789 Research in Education II
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 1, 7-12 (36 cr. hrs.)

M. Ed. Special Education Seeking Certification

Required Courses

APSY 788 – Research in Education I
APSY 789 – Research in Education II
SPED 610 – Secondary Transition
SPED 628 – Classroom and School-wide Behavior Management Strategies for Inclusive Settings
SPED 695 – Graduate Field Experience in Special Education*
SPED 710 – Seminar in Exceptionalities
SPED 712 – Content Enhancement Literacy Skills to Promote Secondary Inclusion
SPED 714 – Mathematics and Content Area Study Skills to Promote Secondary Inclusion†
SPED 720 – Advanced Assessment†
SPED 725 – Seminar in Mild to Moderate Disabilities

SPED 740 – Issues Effecting Individuals with Severe Disabilities
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 788 – Research in Education I
APSY 789 – Research in Education II
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)

Autism (Concentration Code 08680)

SHLD 708 Autism Spectrum Disorders and Augmentative and Alternative Communication
SPED 770 Autism Spectrum Disorders
SPED 785 Applied Behavior Analysis
SPED 795 Autism Spectrum Disorders Internship*

Behavior Management (Concentration Code 08681)

(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 695 Graduate Field Experience in Special Education* OR SPED 795 Autism Spectrum Disorders Internship*

*All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

†These courses have a one-week on-campus residency during the summer.

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 Pennsylvania certification including the Special Education PECT exams, P-8 or 7-12.

Candidates seeking teacher certification from a state other than Pennsylvania should follow the procedures required by that specific state. Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for PDE teacher certification.

It is the student's responsibility to investigate certification requirements from states other than Pennsylvania.

Advising

Faculty advisors are assigned to students at the time of admission.

Program Faculty

Dr. Fred Boley, fboley@edinboro.edu
Dr. Juanita Kasper, jkasper@edinboro.edu
Dr. Jeanne Faieta, jfaieta@edinboro.edu
Dr. Katherine Robbins-Hunt, krobbins@edinboro.edu

AUTISM SPECTRUM DISORDERS – ENDORSEMENT CERTIFICATE

(Major Code 8854)

Gainful Employment Information

Program Description

The Autism Endorsement Certificate Program consists of 18 credits that enables professionals with a Level I and II state certification to earn the Pennsylvania Department of Education Endorsement Certificate in Autism Spectrum Disorder and Edinboro ASD Certificate.

The coursework and related experiences prepare the candidate to become highly trained in research-based assessment, intervention, instruction, and program management for students on the Autism Spectrum. Completion of the core courses will meet requirements of the Pennsylvania Department of Education Autism Spectrum Disorder Endorsement.

Candidates seeking certification from a state other than Pennsylvania should follow the procedures required by that specific state. Only international students who hold immigration status and have submitted a form of intent to become a citizen are eligible to apply for certification.

It is the student's responsibility to investigate certification requirements from states other than Pennsylvania.

Contact Information

Dr. Erik Bentsen, Graduate Program Head
Butterfield Hall 119
(814) 732-1358
ebentsen@edinboro.edu

Admissions Requirements and Procedures

All admission materials should be sent to School of Graduate Studies, 310 Scotland Road, Butterfield Hall, Edinboro, PA 16444 or via email gradstudies@edinboro.edu or fax 814-732-2611.

1. Complete the online graduate application (gradschool.edinboro.edu).
2. Pay an application fee of \$30.
3. An official transcript verifying an earned baccalaureate degree from an accredited institution (not needed if degree was earned at Edinboro).
4. Copy of valid teacher certificate in Special Education (not needed for PA certified teachers).

Curriculum

Required Courses - 18 sem. hrs.

18 semester hours of prescribed graduate credits are required for the Edinboro Autism Spectrum Disorder Certificate. These required graduate credits include all of the core courses and two elective courses that should be earned as follows:

Core Courses

SHLD 708 Autism Spectrum Disorders and Augmentative/Alternative Communication
SPED 770 Autism Spectrum Disorders
SPED 785 Applied Behavior Analysis
SPED 795 Internship: Endorsement Autism Spectrum Disorders

Choose two elective courses from the following:

APSY 796 Crisis Management and Violence Prevention in Schools
SPED 610 Secondary Transition
SPED 628 Classroom and School-wide Behavior Management Strategies for Inclusive Settings
SPED 755 Collaboration, Partnerships, and IEP Development
SPED 760 Early Intervention and Working with Families

MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLOGY (Major Code 8045)

Program Description

Edinboro University'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, skilled nursing facilities, clinics, and private practices. They are qualified to 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 (CAA) and approved by 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. Complete an application through the web-based common application, CSDCAS by Feb. 1.
2. Provide an official transcript reflecting a baccalaureate degree in communication sciences and disorders from an accredited institution with an overall 3.0 GPA **or** be prepared to complete prerequisite courses (see below).
3. A copy of Graduate Record Examination (GRE) sent to CSDCAS.
4. Three letters of reference, with preferably at least two from CSD faculty familiar with your work.

Note: All materials must be received at CSDCAS by February 1 to be considered.

An advance tuition deposit of \$150 shall be paid by all new students in the MA Speech Language Pathology program. This deposit is required within two weeks of an offer of admission to the Graduate School. This student deposit is a guarantee of the intention of the applicant to register at the University for the term indicated on the admissions letter. Upon receipt, the University will credit the \$150 deposit to the student's account. Applicants who subsequently cancel their application or fail to register shall forfeit their advance deposit; there will be no full or partial refunds.

Graduate students enrolled in the MA Speech Language Pathology program will pay an additional 10% tuition differential.

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 340 Advanced Language Analysis
SHLD 355 Anatomy and Physiology of the Speech/Hearing Mechanism
SHLD 375 Acoustical Phonetics and Phonetic Analysis
SHLD 350 Speech and Hearing Science
SHLD 420 Clinical Observation (Minimum of 25 hours of approved clinical observation)
SHLD 500 Neuroanatomy
SHLD 515 Audiologic Rehabilitation
At least one course in statistics.
At least one biological science.
At least one physical science course.
At least one course 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 PA 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 Educational Specialist Certification, the student must:

1. Complete all requirements for the Master of Arts degree in Speech-Language Pathology.
2. Complete one internship that involves providing services in a school setting under the supervision of a qualified supervisor. Forms required by the PDE to document performance must be completed and submitted to the Dean of Education.
3. Complete the online portion of the application through the Teacher Information Management System (TIMS)
4. Earn a passing score on PRAXIS II: Speech-Language Pathology

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-Language Pathology (PRAXIS II: Speech-Language Pathology). 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

Susan Hegel, Ph.D., CCC-SLP shegel@edinboro.edu

Ph.D., Speech-Language Pathology, University of Oregon
M.S., Speech-Language Pathology, Colorado State
B.A., Sociology, Kalamazoo College

Kate Krival, Ph.D., CCC-SLP krival@edinboro.edu

Ph.D., Communication Sciences and Disorders, University of Cincinnati
M.S., Speech-Language Pathology, University of Wisconsin-Whitewater
B.A., Psychology, University of Wisconsin-Madison

Mary Beth Mason-Baughman, Ph.D., CCC-SLP mmasonbaughman@edinboro.edu

Ph.D., Speech-Language Pathology, Kent State University
M.S., Speech-Language Pathology, Clarion University
B.S., Communication Sciences and Disorders, Clarion University

Jane Messier, Ph.D., CCC-SLP jmessier@edinboro.edu

Ph.D., Communication Disorders, Florida State University

M.S., Speech-Language Pathology, Southern Connecticut State University

B.S., Environmental Studies, Central Connecticut State University

Char Molrine, Ph.D., CCC-SLP cmolrine@edinboro.edu

Ph.D., Speech-Language Pathology, Kent State

M.A. Speech-Language Pathology, Edinboro University

B.A., English, Stephens College

Skye Raupp, Ph.D., CCC-SLP sraupp@edinboro.edu

Ph.D., Communication Sciences and Disorders, East Carolina University

M.A., Speech-Language Pathology, Appalachian State University

B.A., Slavic Languages and Linguistics, University of North Carolina-Chapel Hill

Cindy Reyes, M.S., CCC-SLP (Clinic Director) creyes@edinboro.edu

M.S., Speech-Language Pathology, Clarion University

B.S., Communication Disorders, Clarion University

Roy Shinn, Ph.D., CCC-A (Graduate Program Head) shinn@edinboro.edu

Ph.D., Audiology, Oklahoma University Health Sciences Center

M.S., Audiology, Oklahoma University Health Sciences Center

B.S. Ed., Communication Disorders, Edinboro University

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 603 Human Language and Culture (3 credit hours)

This course introduces students to basic anthropological linguistics. Students will have the opportunity to examine the interrelationship between language and culture by studying the cultural aspects of work meaning, syntactic patterns and semantics from both historic and contemporary perspectives.

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 788 Research I: Educational Psychology and Special Education (3 credit hours)

This is the first of two course series that includes information on types of research designs utilized in educational research: quantitative, qualitative, mixed method and single case methodology. Candidates will develop a research proposal which includes a literature review and methodology for a single case design research project unless a difference design is approved by the student's advisor. The work will use APA publication style for manuscript submission and the proposal will be implemented in APSY789.

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 641 The History of Women in Art (3 credit hours)

This course surveys the history of women in the visual arts. The student will study the contributions women made during all of the major art movements in history, including studies of work in Asia, Africa, and South America.

ARHI 658 Contemporary Art (3 credit hours)

This course examines the history of the visual arts from 1980 to the present. It addresses the rise of postmodernism, globalization, and the role technology plays in the evolution of new art forms.

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 616 Kiln Construction (3 credit hours)

This course is an introduction to methods of building kilns. Students will learn about various types of kiln, firing methods, refractories, insulation, fuels, burners, and calculating BTU requirements. Students will construct one or more kilns and learn to repair existing gas and electric kilns as needed.

Art 618 Special Ceramic Workshop (3 credit hours)

This special topics course focuses on a specific area within the ceramics field. As with all studio art courses, technical and aesthetic aspects will be addressed in both lectures and critiques. The topic will address a current development in the ceramics field or an essential subject identified by the faculty.

ART 619 Mold-making in Ceramics (3 credit hours)

This course provides students in-depth study of mold-making and slip-casting. Students will create functional pottery or ceramic sculpture. Topics include practical demonstration of: pattern and model making, various molds, clay modeling, mold alteration, casting, joining and altering of cast parts, glazing and firing. Design concepts, function, and the history of mold making and its use in the creation of contemporary art will be covered.

ART 621 The Figure in Ceramics (3 credit hours)

The purpose of this course is to provide students an opportunity for in-depth study of the human figure through the medium of fired ceramics. This class will explore the human form as a vehicle for making art. A variety of approaches to the representation of the figure will be employed. The history of the figure in clay and its place in contemporary art will be covered through lectures and readings.

ART 622 Ceramic Materials and Glaze Calculation (3 credit hours)

This course is designed for the advanced student of ceramics. This course will include the study of raw materials, the nature and calculation, formulation and firing of slips, engobes and glazes.

ART 700 Seminar in Fine Arts (Topic: Study of Contemporary Aesthetics of Art) (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 (Topic: Contemporary Art Theory) (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 (Topic: Professional Practices and Preparation) (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.

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 (3 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.

ARTT 710 History and Theory of Art Therapy (3 credit hours)

This course explores the history of the field of Art Therapy through studying its founding members, related disciplines and traditional populations. The history of Art Therapy is taught in a reflective manner to help students relate the history of Art Therapy to current practices in Art Therapy.

ARTT 720 Media and Materials in Art Therapy (3 credit hours)

This course addresses non-verbal and verbal communications by examining symbolic representation. The course will explore therapeutic aspects of a range of art media and the use of art in the process of therapy. The capacity to gain self-awareness and understanding of others is explored and related to the student's professional and clinical development.

ARTT 730 Art Therapy Practice and Assessment (3 credit hours)

This course helps students to gain a comprehensive understanding of art-based assessments for the art therapist. The historical background as well as the development and use of projective techniques and diagnostic tools are examined. Methods of administration and interpretation of the assessment techniques are presented. Strengths and weaknesses of these techniques are explored. Included will be the formulation of treatment goals and objectives, statistical concepts including reliability and validity, group approaches to assessment, and an understanding how the psychological health and cultural identifiers are manifested in the art process and product. This course relies on lecture, experientials and outside readings.

ARTT 735 Clinical and Group Art Therapy (3 credit hours)

This graduate level course teaches group art therapy leadership skills through students experiencing both group membership and leadership opportunities. There are two components to this course: classroom didactics and experiential group art therapy experiences. Students analyze group therapy experiences and become familiar with the theoretical knowledge, skills and models of group art therapy.

ARTT 740 Professional Functioning, Standards & Ethics in Art Therapy (3 credit hours)

This course provides an overview of the laws, ethics, and related issues affecting professional practice in Art Therapy. All aspects of professional functioning, including history, roles, relationships to other mental health providers, organizational structures, resume building and interviewing skills and the credentialing and licensure process will be explored through lecture, discussion, projects, and assignments.

ARTT 750 Current Trends in Art Therapy (3 credit hours)

This course explores contemporary practice in Art Therapy, current trends, and new developments in the field. This course introduces students to current research and education in Art Therapy and related practice that have impacts on contemporary thinking in Art Therapy.

ARTT 760 International Art Therapy (3 credit hours)

This course explores international Art Therapy, definitions of Art Therapy around the world, and practice around the world. This course introduces students to current international programs and education in Art Therapy and related practice that have impacts on contemporary thinking in Art Therapy.

ARTT 790 Research Project in Art Therapy (6 credit hours)

The Research Project in Art Therapy provides an opportunity for students to demonstrate their proficiency in the field of art therapy before completing their MA in Counseling - Art Therapy track. This entails the completion of a manuscript, project, or thesis in which students synthesize previous theory and practice and extend their learning in their chosen area of interest. Prerequisite: COUN 735.

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 651 Parasitology (3 credit hours)

This course introduces the study of anatomy, physiology, life history, and habits of parasites that affect humans and domesticated animals. Special attention is given to the parasitic protozoa, worms, and insects. Laboratory, lectures and demonstrations. Prerequisite: BIOL 240 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.

CHEM 621 Advanced Organic Chemistry (3 credit hours)

Students learn and apply theories of molecular orbitals, organic reaction mechanisms, linear free energy relationships, reactive intermediates, and excited states to the study of organic chemistry. Students apply spectroscopy to understanding of modern theories of organic chemistry. Prerequisite: CHEM 331 and CHEM 530 as pre- or co-requisite with permission of the instructor.

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 takes up advanced theoretical and applied problems in intercultural communication with focus on conflict in the public sphere between persons and groups of varying histories, interests and needs. The prospect for developing recognition, respect and understanding of others in the face of differences, asymmetrical relations, perceived and real threats, non-reciprocity, and so on, is assessed through readings, fieldwork and research reports.

COMM 677 Communication Studies in Scotland (3-12 credit hours)

This course, taught in Scotland, studies symbols, meanings, and diversity in Scotland's evolving social systems, with a focus on language, icons, and intercultural communication. Students may repeat this course up to four times for different topics.

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 (3-12 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 703 Introduction to Higher Education (3 credit hours)

This course is designed to provide a comprehensive overview of the foundations of higher education in the United States. The course will examine philosophical assumptions that guide higher education and student affairs, the unfolding of the history of higher education and student services, and how philosophy and history have shaped higher education practices today.

COUN 704 Clinical Mental Health Counseling (3 credit hours)

Students will identify the roles and responsibilities of a clinical mental health counselor, types of settings in which clinical mental health counselors work, and the skills required for diagnostic interviews and treatment planning. Students will become familiar with CACREP standards, certification, and licensure in the field of 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 707 Ethical and Professional Issues in Counseling (3 credit hours)

Although counselors operate under a professional code of ethics, often these guidelines leave questions unanswered. No single universal “right” answer exists for most ethical dilemmas. It is important for counselors to be familiar with current professional, ethical and legal issues. Understanding and applying an ethical decision making process is necessary in order to be a competent professional. This course is designed to familiarize students with a professional code of ethics and to assist students in formulating a decision making process to apply when facing an ethical dilemma.

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 751 Contemporary College Students (3 credit hours)

This course provides a comprehensive overview of how college affects students. Using research to inform practice, graduate students will explore the interaction between person and environment. The course examines the manner in which student learning is impacted by student characteristics, by the college environment, and by the interaction of the student with the environment.

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 Clinical Diagnosis and Intervention (3 credit hours).

This course enables students to recognize the diagnostic features of major mental disorders such as anxiety disorders, bipolar and related disorders, schizophrenia spectrum and other psychotic disorders, personality disorders neurodevelopmental disorders, and trauma-and stressor-related disorders. Students will be able to demonstrate knowledge of assessments utilized in diagnosis, medications, and therapeutic interventions used in the treatment of mental disorders.

COUN 756 Counseling the College Student (3 credit hours)

This course provides a historical perspective and overview of contemporary issues impacting counseling services for students in higher education. College counselors will learn about factors that place postsecondary students at-risk, including related DSM diagnoses and psychopharmacology, life experiences, and personal characteristics. Challenges associated with developmental theories within a diagnostic framework will be addressed. Current issues related to accreditation, credentialing, evaluation, and future directions in college counseling will be discussed.

COUN 757 Child and Adolescent Counseling (3 credit hours)

This course covers a variety of models and theories related to clinical mental health counseling, specifically applicable to working with children and adolescents. Diagnostic procedures, assessment techniques and evidence-based intervention strategies will be presented. Students will learn how to modify techniques based on developmental age and culture of the client.

COUN 758 Intervention Skills (3 credit hours)

This course provides an overview of the knowledge and skills necessary for student affairs professionals to design and evaluate education interventions for individuals and groups. The course examines basic counseling principles and practices to assist student affairs staff in helping and advising students. In addition, it assists practitioners in identifying and referring students who need more comprehensive mental health services.

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 Case Management, Rehabilitation Services, and Evaluation (3 credit hours)

This course examines the mission, role and competencies of the rehabilitation counselor relative to the principles and practices of case management in the vocational rehabilitation process. The course prepares students to apply techniques used to evaluate consumers. A variety of instruments used in vocational assessment are reviewed. Students learn how to assess, plan, implement, coordinate, monitor and evaluate the options and services that will best meet the needs of consumers. Emphasis is placed on: (a) intake interviewing, (b) services coordination, (c) case recording and reporting, (d) vocational assessment, (e) vocational counseling, (f) job placement, (g) systematic caseload management, (h) ethical considerations in rehabilitation case management practice, (i) multicultural considerations in the rehabilitation counseling process, and (j) family-centered rehabilitation case management.

COUN 790 Topics in Counselor Education (3 credit hours)

Students in this course will explore in depth specific counselor education topics.

COUN 791 Crisis and Addictions Counseling (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. Students will develop an understanding of the impact of crisis and other trauma-causing events and become familiar with effective methods of intervention.

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 (3-12 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.

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 615 Language, Movement and Music in the Elementary Classroom (3 credit hours)

This course focuses on creative combinations of language, movement, and music in the early childhood classroom. This course provides a variety of opportunities for active involvement in poetry writing, creative movement and dance, sound exploration, improvisation, and melody writing. Pedagogical methods extend into all other subjects, creating total integration of curriculum.

ECED 621 Storytelling and Literature in Early Childhood Education (3 credit hours)

This course prepares students in the theories and techniques of storytelling. It involves an in-depth study of multimedia resources appropriate for early childhood education. Students examine age-appropriate literature, methods of selecting materials, and techniques for sharing literature. The course focuses on developing a story program around a central theme and constructing related storytelling devices.

ECED 647 Visual Arts Infused Learning in the Early Childhood Classroom (3 credit hours)

This course presents recent research on infusing the visual arts in the early childhood classroom. The course combines the theoretical basis with opportunities for application of knowledge and skills. The course presents a constructivist approach to teaching with a focus on infusing visual art in the early childhood curriculum.

ECED 695 Graduate Field Experience in Early Childhood Education (3 credit hours)

This graduate field experience provides students with an intensive experience in the instruction of children from birth to age 5. Candidates are responsible for the assessment, planning, instruction, and classroom management of children under the supervision of a certified teacher. Prerequisites: Minimum of 18 credits of graduate courses completed and fulfillment of PDE clearance requirements.

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.

ECED 776 Theory and Practice in Early Childhood (3 credit hours)

Historical to contemporary theories of early childhood education and issues influencing practice provide the basis for this course. Students examine approaches to early childhood education derived from various theoretical perspectives and evaluate programs based on research and a multicultural framework.

EDLR 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.

EDLR 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.

EDLR 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

EDLR 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.

EDLR 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.

EDLR 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.

EDLR 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.

EDLR 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.

EDLR 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.

EDLR 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.

EDLR 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.

EDLR 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.

EDLR 789 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.

EDLR 792 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.

EDLR 794 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.

EDLR 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.

EDLR 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.

EDLR 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.

EDLR 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.

EDLR 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.

EDUC 641 Foundations and Philosophy of STEM Education (3 credit hours)

This course provides an introduction to the foundations and nature of STEM (Science, Technology, Engineering, and Math) educational disciplines in the middle level and secondary school setting. Students will develop foundational understanding of the philosophy and importance of STEM education for 21st century citizens, focusing on the interdisciplinary nature of STEM fields and the applications of STEM to non-STEM fields. Students will explore the state-recognized standards for science, technology, and mathematics and how these standards can be addressed through active, investigative, inquiry strategies in the classroom. This represents the first step for pre-service teachers wishing to obtain a STEM-endorsed PA teaching certificate. Pre-requisite: Teacher Candidacy.

EDUC 642 Stem Integrated Curriculum and Assessment (3 credit hours)

This course is designed to provide pre-service teachers with the knowledge and skills needed to facilitate the effective delivery and integration of STEM (Science, Technology, Engineering, and Math) fields in a learner-centered classroom. Cognition and innovation, as applied to the development and delivery of an interdisciplinary STEM curriculum, will be examined as students explore contemporary research in instructional practice and 21st century skills. Students will learn and develop alternative forms of assessment appropriate for the non-traditional, learner-centered classroom, as well as the delivery and integration of science, technology, engineering and mathematics into classroom activities and concepts. Prerequisite: EDUC 441/641; Teacher Candidacy.

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 (3 credit hours)

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.

ENGL 783 Fiction (3 credit hours)

This course provides graduate students an in-depth treatment of the forms and techniques of fiction as exemplified during various historical periods and in various regions and cultures. Prerequisite: Graduate-student academic standing.

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 621 Exploring the Closet: Seminar in Gay & Lesbian History (3 credit hours)

This seminar deals with gay and lesbian history in the Western world with a culminating focus on the United States. It explores the historiography and historical record of this attraction in Western and American culture. Students will use a variety of theoretical frameworks to analyze historical data, draw conclusions, and integrate these conclusions into the broader story of American history. Prerequisites: ENGL 102 and Junior standing, or consent of 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 625 History of Manhood in America (3 credit hours)

This course deals with the development of ideas of "manhood" in the United States. It explores the Classical and Medieval roots of American masculinity, the transmission of these ideas to the New World, and how the social, cultural, physical and political environment of the United States affected these ideas. Prerequisites: ENGL 102 and Junior standing, or consent of the instructor.

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.

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 Patricia Limerick. This course will further examine the forces compelling the changes in historical interpretations as well as research philosophies and techniques. 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 676 History of Women and War: 20th Century U.S. (3 credit hours)

This course is an historical examination of the contributions, experiences, and impact of women in the U.S. during times of war, using examples from the American Revolution, the U.S. Civil War, Korea, Vietnam and the Persian Gulf War(s). Special emphasis will be placed upon women's roles during World War II. Prerequisites: Students must have completed ENGL 102 and one of the following: HIST 315, 415, 515, 330, 375, 376, ENGL 365, WMST 204 or permission of instructor.

HIST 682 The Old South: Southern Culture Before the Civil War (3 credit hours)

This course studies the history and culture of the U.S. South prior to 1877. Focusing on the key issues that dominated southern culture during this period, the course examines and analyzes the myths and realities of southern life. Prerequisite: Students must have completed one of the following: HIST 261 or HIST 271, and have junior standing, or permission of instructor.

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. It 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.

MLED 666 Integrated English, Language Arts, and Social Studies for the Middle Level Learner (3 credit hours)

This course prepares prospective teachers to make informed decisions regarding theories and models of language arts and social studies instruction. It addresses instruction, planning, application of standards, classroom management, assessment, motivational strategies, and techniques for teaching diverse populations. This course is part of professional block and includes Stage 3 Field Experience. Prerequisite: candidacy.

MLED 667 Integrated Mathematics and Science for the Middle Level Learner (3 credit hours)

This course utilizes national and state standards; hands-on, minds-on inquiry investigations; and problem solving activities. Students will use content and assessments when developing and implementing science and mathematics instruction for diverse learners. Theories, content, instruction, and resources for middle level math and science classrooms will be examined. This course is part of Professional Block and includes Stage 3 Field Experience. Prerequisite: candidacy.

MLED 675 Middle Level Field (3 credit hours)

Teacher candidates will practice teaching skills in a middle level classroom, be provided a variety of experiences, and be supervised by university faculty and a certified cooperating teacher. Teacher candidates will teach integrated lessons developed in block classes. This course is part of professional block and includes Stage 3 Field Experience. Prerequisite: candidacy.

MLED 695 Middle Level Student Teaching (12 credits)

This culminating experience is coordinated and supervised by University faculty and provides opportunities for teacher candidates to display competency in teaching young adolescents (grades 4-8) under the direct daily supervision of a qualified cooperating teacher. This course is part of professional block and provides the Stage 4 Field Experience. Prerequisite: candidacy.

MLED 775 Enhanced Teaching Methods in Middle Schools (3 credit hours)

This course provides in-service teachers with appropriate teaching theories and strategies based on current research and best practice designed for the middle level. It addresses such topics as instruction, planning, standards, and a diverse student population. This course contains the use of the Standards Aligned Systems. Prerequisite: Must be an in-service teacher.

MATH 615 Complex Analysis (3 credit hours)

This course covers the basics of analysis over the complex numbers. It develops the analogues to differentiable and integrable functions from real analysis in the new setting with startlingly different results. The course emphasizes both computation and appropriate techniques of proof.

MATH 617 Introduction to Partial Differential Equations (3 credit hours)

This course serves as an introduction to the theory of partial differential equations. It discusses solution methods for the more common partial differential equations encountered in physics and engineering. This course is particularly appropriate for students wishing to strengthen their background in applied mathematics.

MATH 630 Applied Numerical Methods I (3 credit hours)

This course covers numerical methods in polynomial interpolation, root finding, numerical integration, and numerical linear algebra.

MATH 631 Applied Numerical Methods II (3 credit hours)

This course covers numerical methods in solution of ordinary and partial differential equations, numerical differentiation, Runge-Kutta methods, iterative methods for ODEs, and finite differences for PDEs.

MATH 675 Linear Algebra II (3 credit hours)

This course gives a rigorous development of the basic theory of linear algebra by building upon the concepts introduced in Linear Algebra I. Topics include inner product spaces, orthogonality, linear transformations, eigenvalues, and decomposition of matrices. Various applications of these topics will be explored.

MATH 653 Topology (3 credits)

This course is an introduction to point-set topology. Topics to be included are topological spaces, continuous functions, open sets, closed sets, compact sets, and connectivity. Various applications of these topics will be explored.

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.

NURS 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.

NURS 805 DNP Role Seminar (1 credit hours)

Provides an overview of program expectations while examining the roles of the DNP-prepared advanced practice nurse as expert clinician, researcher, health policy advocate, and educator. Students will begin to identify research ideas and formulate an internship plan with the support and feedback of peers. Prerequisites: none. Offered summer annually

NURS 806 Leading Nursing in Health Care Systems (3 credit hours)

Provides the advanced practice nurse leadership skills for empowering and influencing others to bring about change. Focus is on understanding multiple perspectives and applying theories of leadership, organizational behavior, and systems to a variety of settings. Ethical and legal strategies to influence procedures and policy will be emphasized. Prerequisites: none. Offered summer annually.

NURS 807 Information Management in Health Care (3 credit hours)

Provides students with essential knowledge and skills to utilize information and management systems to support evidence based practice. The role of information management systems and data bases in health care will be discussed. Students will employ information technology to implement decision support programs that are pertinent to improved practice. Co-requisite: NURS 808. Offered fall annually.

NURS 808 Methods of Evidence Based Practice (3 credit hours)

Emphasis is on analytical methods to critically appraise evidence-based literature and translate research to clinical practice. Students appraise current literature related to their chosen topic, constructing an evidence basis for their selected practice project. Co-requisites: NURS 807. Offered fall annually.

NURS 809 Advanced Topics in Nursing Practice (3 credit hours)

Explores emerging literature related to management of complex health conditions across the lifespan. Emphasis is on health promotion and care of communities and populations. The effective utilization of health care systems, principles of epidemiology, environmental health, and community partnering and planning are examined as they relate to population health promotion. Prerequisite: none. Co-requisites: none. Offered spring annually.

NURS 810 Advanced Topics in Clinical Management (3 credit hours)

Explores the management of complex health conditions across the lifespan. Topics will vary and be drawn from emerging fields such as genetics, immunology, behavioral health, pharmacology, and preventive medicine. Prerequisites: none. Offered spring annually.

NURS 811 Practice Strategies for Advanced Practice Nurses (3 credit hours)

Provides advanced practice nurses an understanding of new venture development as it prepares them to seek innovative solutions to health care issues. Approached from the perspectives of developing a business plan for independent practice as well as thinking creatively to craft responses to social problems that impact health care. Offered summer annually.

NURS 812 Systematic Evaluation in Health Care (3 credit hours)

Provides an overview of the strategies and tools for assessing and achieving improvement in health care. Adapted from the Achieving Competence Today (ACT) curriculum, students will identify and analyze system problems that compromise the quality and safety of care and then develop an improvement plan. Offered fall annually.

NURS 820 Principles of Adult Learning in Nursing Education (3 credit hours)

This course focuses on major research-based philosophies, models, and theories of adult learning and knowledge development in nursing. Theories and models are analyzed and applied to the dual role of advanced practice nurses as clinical educators in varied settings. Legal/ethical and cultural influences on teaching and learning are emphasized. Offered spring annually.

NURS 830 Clinical Teaching Strategies in Nursing (3 credit hours)

Evidence-based teaching and learning strategies for adult learning and nursing education in formal and informal learning settings are explored. Emphasis is on structuring teaching strategies to assure effective individual and group learning. Simulation, case studies, structured presentation, and other innovative strategies are reviewed. Offered summer, annually.

NURS 840 Advanced Evaluation Strategies in Nursing Education (3 credit hours)

This course will explore concepts related to assessment, measurement, and evaluation in nursing education. Decision-making, objectivity verses subjectivity, and legal and ethical issues related to evaluation will be explored. The components of reliable, valid evaluations will be highlighted. Student will engage in planning and construction of evaluations.

NURS 850 Doctor of Nursing Practice Internship I (3 credit hours)

First of two required internships. Provides students an opportunity to enhance and integrate prior learning. Student acquires and applies DNP and advanced practice competencies in a mentored clinical setting as a preceptor or direct care provider for individuals with complex medical conditions. Student self-identifies learning goals/plan for faculty approval. Prerequisites: NURS 805, 806, 807, 808, 809 and specialty electives related to internship focus. Offered fall annually.

NURS 851 Advanced Clinical Practice Internship II (6 credit hours)

Second of two required internships. Provides students additional opportunity to enhance and integrate prior learning and to acquire and apply DNP and advanced clinical practice competencies in a mentored clinical setting. Focus is on vulnerable populations and their communities. Student identifies learning goals and follows a faculty-approved plan. Prerequisites: NURS 850. Offered spring annually.

NURS 900 Doctor of Nursing Practice Capstone (3 credit hours)

Focus is on the development, implementation, evaluation, and dissemination of a research project that translates evidence to practice. Project will relate to the advanced practice nursing role and involve direct engagement with and benefit to a group, population or community rather than an individual. Prerequisites: NURS 805, 806, 807, 808, 809. Offered summer annually.

PYMA 651 Herpetology (3 credit hours)

Students will make field collections and identifications of reptiles and amphibians, and learn about aspects of ecology, morphology, physiology, taxonomic diversity, systematic practice, evolutionary biology, and conservation biology as they relate to these animals.

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 learning 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 findings 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.

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 676 Field Experience for Middle and Secondary Education (3 credit hours)

Teacher candidates will practice teaching skills in a middle/secondary classroom, be provided a variety of experiences, and be supervised by university faculty and a certified cooperating teacher. Teacher candidates will teach integrated lessons developed in block classes. This course is part of the professional block. Prerequisite: Teacher candidacy.

SEDU 681 Instructional Techniques for Mathematics (3 credit hours)

This course prepares prospective mathematics teachers at the undergraduate and graduate levels to make informed decisions regarding the theories and models of mathematics instruction. It addresses instruction, lesson planning standards, the application of the Standards Aligned System (SAS), and inclusion of students with diverse backgrounds such as special needs and English Language Learners (ELL). The course also addresses problem solving in the selection and delivery of instruction, assessment and motivation strategies. Prerequisite: Teacher candidacy.

SEDU 682 Instructional Techniques for Secondary Science (3 credit hours)

This course prepares prospective science teachers at the undergraduate and graduate levels to make informed decisions regarding the theories and models of science instruction. It addresses instruction, lesson planning, application of standards, assessment, motivational strategies, and techniques for teaching students of diverse populations, including English language learners and those with special needs. This course also includes the use of the Pennsylvania Department of Education's Standards Aligned System. Prerequisite: Teacher candidacy.

SEDU 683 Instructional Techniques for Social Studies (3 credit hours)

This course prepares prospective teachers to make informed decisions regarding the theories and models of social studies. It addresses instruction, lesson planning standards, the application of the Standards Aligned System (SAS), and inclusion of students with diverse backgrounds such as special needs and English Language Learners (ELL). The course also addresses problem solving in the selection and delivery of instruction, assessment and motivational strategies. Prerequisite: Teacher candidacy.

SEDU 684 Instructional Techniques for the Teaching of English (3 credit hours)

This course prepares prospective teachers to make informed decisions regarding the theories and models of English language arts instruction. It addresses instruction, planning, application of standards, classroom management, assessment, motivational strategies, and techniques for teaching diverse populations including English language learners (ELL) and students with special needs. This course is part of professional block and includes Stage 3 Field Experience. Prerequisite: Teacher candidacy.

SEDU 685 Instructional Techniques for Middle and Secondary Classrooms (3 credit hours)

This course prepares prospective teachers at the undergraduate and graduate levels to make informed decisions regarding the theories and models of content instruction. It addresses instruction, lesson planning, standards, the application of the Standards Aligned System (SAS), and inclusion of students with diverse backgrounds such as special needs and English Language Learners (ELL). The course also addresses problem solving in the selection and delivery of instruction, assessment and motivational strategies. Prerequisite: Teacher candidacy.

SEDU 691 Classroom Management (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 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 732 Design and Delivery of Instruction for E-Learning (3 credit hours)

This course provides an introduction to the field of online learning and prepares instructional technology leaders to design and facilitate high-quality online learning. Course includes the examination of basic concepts and principles of online learning, the theoretical underpinnings of the field, research and application literature, and distance education delivery technologies. A systematic approach to the design, development, delivery and evaluation of instruction for online learners is emphasized. Pre-requisite SEDU 732.

SEDU 733 Adapting Classroom-Based Activities for an Online Learning Environment (3 credit hours)

This course provides practical experiences in the selection, implementation, and evaluation of digital resources and strategies for teaching and learning in an online environment. Students will develop a web-based course within the framework of instructional design principles. This course will guide students through the foundations of web-based teaching to applications and management of online courses. Students will explore a variety of current means for conveying content in Internet based courses. Pre-requisite SEDU 732.

SEDU 734 Online Instruction Internship (3 credit hours)

Candidates are required to complete a 6-week online internship in a virtual learning environment aligned with their professional goals. Students seeking the Pennsylvania Online Instruction Program Endorsement must complete their internship in a K-12 learning environment. Pre-requisite: SEDU 733.

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 790 International Education Internship I (3 credit hours)

Certified teachers will teach overseas in an English speaking classroom to improve their cross-cultural teaching skills. They will be connected to a university faculty member via distance education and be expected to complete a variety of reflective assignments.

SEDU 791 International Education Internship II (6 credit hours)

Certified teachers will teach overseas in an English speaking classroom to master their cross-cultural teaching skills. They will be connected to a university faculty member via distance education and be expected to complete a variety of ethnographic and reflective assignments. The students in this course will receive a variety of real world experiences.

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 696 Advanced Sociological Field Studies (6-9 credit hours)

The field study program is open to qualified graduate students in the MASS program specializing in sociology. It is designed to give the student firsthand, practical experience in public or private agencies whose work is related directly to sociology. Closely supervised periods of service are arranged in advance by the Department of Sociology, the student, the participating Agency, and if necessary, the University. Prerequisite: Permission of the 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 795 Trauma Theory and Treatment (3 credit hours)

This course will provide an introduction of theoretical frameworks on trauma throughout the life span. An overview of types of trauma and the impacts of trauma on the individual, family, and community will be examined. Information on treatment methods and evidence-based practices used to address trauma will be provided. This course offers concentration year students the opportunity to be introduced to an overview of the skills necessary to assess and intervene in situations involving trauma. The role of assessing and intervening in situations involving trauma will be examined from several theoretical perspectives.

SOWK 796 Cognitive-Behavioral Treatment: Theory and Intervention (3 credit hours)

This course emphasizes cognitive-behavioral treatment (CBT) approaches, including diagnostic information and empirically-supported interventions targeted to individuals, families and groups. This treatment model is evidence-based and considered by most experts as the treatment of choice for most mental health problems. Furthermore, CBT has a range of applicability to a wide range of problems and age groups. This course will examine the fundamental principles of cognitive-behavioral treatment and teach the skills required to implement cognitive-behavioral treatment strategies. Concentration year students will have a chance to review the current research on the effectiveness of CBT therapy, understand the theoretical underpinnings of the CBT approach, develop the skills needed for effective implementation of the CBT approach, and practice skills and techniques from the CBT model.

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 712 – Content Enhancement Literacy Skills to Promote Secondary Inclusion (3 Credits)

Students identified as special needs at the secondary level are in need of specifically designed instructional techniques delivered by both the content specialist as well as intervention specialist to accomplish the goals and objectives as referenced in their Individualized Education Plan Program. This course will focus on enhancing the literacy skills of secondary students with special needs to meet the setting demands of secondary schools. This course will serve as one of the strategies courses delivered in the newly developed special education/secondary education graduate program.

SPED 714 – Mathematics and Content Area Study Skills to Promote Secondary Inclusion (3 Credits)

Students identified as special needs at the secondary level are in need of specifically designed instructional techniques delivered by both the content specialist as well as intervention specialist to accomplish the goals and objectives as referenced in their Individualized Education Plan Program. This course will focus on enhancing the calculation, mathematical reasoning, and content area study skills of secondary students with special needs to meet the setting demands of secondary schools. This course will serve as one of the strategies courses delivered in the newly developed special education/secondary education graduate program.

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 individuals with Autism Spectrum Disorders (ASD). Topics include: characteristics and etiology; assessment for instructional planning, instructional interventions and educational strategies; social and ethical issues. Prerequisite: Acceptance into the Autism Spectrum Endorsement Certification program or Masters in Special Education with a Specialization in Autism Spectrum Disorders.

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 behavior problems.

SPED 788 Research I: Educational Psychology and Special Education (3 credit hours)

This is the first of two course series that includes information on types of research designs utilized in educational research: quantitative, qualitative, mixed method and single case methodology. Candidates will develop a research proposal which includes a literature review and methodology for a single case design research project unless a difference design is approved by the student's advisor. The work will use APA publication style for manuscript submission and the proposal will be implemented in APSY789.

SPED 795 Autism Spectrum Endorsement Internship (3 credit hours)

This graduate field experience provides students with an intensive experience in a setting that involves educational and behavioral programming for students with Autism Spectrum Disorders. Students will demonstrate proficiency in the area of: assessment, planning, instruction/intervention, and working with families to meet the needs of the student(s) with ASD. Prerequisites: enrollment in the Autism Endorsement Certificate Program and meet PDE clearance requirements.

TESL 675 Second Language Methodologies (3 credit hours)

This course will focus on the basic study of applied linguistics, second language theory, and research-based methods for PK-12 classrooms. The four language domains (reading, writing, listening, and speaking), grammar, and vocabulary development will be closely examined. This course will require a field experience.

TESL 700 Assessing English Language Learners (3 credit hours)

This course will focus on the different stages of second language (L2) development and how to assess them using the state English language proficiency assessment. Students will understand what language "looks and sounds like" at the different stages of L2 development. This course will require a field experience.

TESL 790 ESL Field Experience (3 credit hours)

This course is designed to provide the teachers/ teacher candidates with field experience with a cooperating teacher in self-contained ESL classroom or a mainstreamed classroom.