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# University Calendar 2005-2006

## FIRST SEMESTER (Fall 2005)

Classes Begin .....	Monday, August 29
Labor Day Holiday (no classes) .....	Monday, September 5
Reading Day (no classes) .....	Tuesday, October 11
Thanksgiving Break Begins (close of classes) .....	Tuesday, November 22
Thanksgiving Break Ends .....	Sunday, November 27
Last Day of Classes .....	Saturday, December 10
Exam Period Begins .....	Monday, December 12
Exam Period Ends .....	Friday, December 16
Semester Ends .....	Saturday, December 17
Commencement .....	Saturday, December 17

## SECOND SEMESTER (Spring 2006)

Classes Begin .....	Tuesday, January 17
Martin Luther King, Jr. Holiday (no classes) .....	Monday, January 16
Reading Day (no classes) .....	Tuesday, February 21
Spring Break Begins (close of classes) .....	Saturday, March 11
Spring Break Ends .....	Sunday, March 19
Reading Day (no classes) .....	Thursday, April 13
Reading Day (no classes) .....	Friday, April 14
Reading Day (no classes) .....	Wednesday, May 3
Last Day of Classes .....	Saturday, May 6
Exam Period Begins .....	Monday, May 8
Semester Ends .....	Saturday, May 13
Commencement .....	Saturday, May 13

# Graduate Programs

## LIBERAL ARTS

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### Art Department

Master of Arts: Art  
 Concentration: Art Education  
 Concentration: Studio  
 Master of Fine Arts in Ceramics  
 Master of Fine Arts in  
 Jewelry/Metalsmithing  
 Master of Fine Arts in Painting  
 Master of Fine Arts in Printmaking  
 Master of Fine Arts in Sculpture

### History Department

Master of Arts in Social Sciences

### Psychology Department

Master of Arts in Clinical Psychology

### Social Work Department

Master of Social Work

### Speech and Communication Studies Department

Master of Arts in Communication  
 Studies  
 Master of Arts in Speech-Language  
 Pathology

Certificate of Graduate Studies in  
 Conflict Management

## SCIENCE, MANAGEMENT, AND TECHNOLOGY

---

### Biology and Health Services Department

Master of Science in Biology

### Nursing Department: Consortium with Clarion and Slippery Rock

Master of Science in Nursing:  
 Family Nurse Practitioner  
 Master of Science in Nursing: Nurse  
 Educator  
 Post Master's Family Nurse  
 Practitioner  
 Post Master's Nurse Educator

### Mathematics and Computer Science Department

Master of Science in Information  
 Technology  
 Certificate of Graduate Studies in  
 Information Technology

## EDUCATION

---

### Professional Studies Department

Master of Arts in Counseling  
 Rehabilitation Counseling  
 Student Personnel Services  
 Elementary School Guidance  
 Secondary School Guidance  
 Community Counseling  
 Master of Education in Educational  
 Leadership\*\*

### Secondary Education Department

Master of Education in Middle and  
 Secondary Instruction\*\*

### Elementary Education Department

Master of Education in Elementary  
 Education\*\*  
 General Elementary  
 Education  
 Early Childhood Education  
 Concentrations:  
 Mathematics  
 Science  
 Social Studies  
 Language Arts  
 Character Education  
 Instructional Technology  
 Specialist I  
 Master of Education in Reading\*\*

Certificate of Graduate Studies in  
 Character Education\*\*

PDE Certification in Instructional  
 Technology Specialist I

### Special Education and School Psychology Department

Master of Education in Special  
 Education\*\*  
 Master of Education in Educational  
 Psychology  
 Certificate of Graduate Studies in  
 Behavior Management  
 Specialist\*\*

## CERTIFICATION PROGRAMS\*

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Elementary School Guidance  
 Counselor (post-master's)  
 Secondary School Guidance  
 Counselor (post-master's)

Principal K-12 (post-master's)\*\*  
 Superintendent/Assistant  
 Superintendent, IU Director  
 Letter of Eligibility (post-  
 master's and post certification  
 Principal K-12)\*\*  
 Reading Specialist (post-  
 baccalaureate)\*\*  
 School Psychology (post-master's)  
 School Supervision (post-master's)  
 Art  
 Elementary Education  
 Mathematics  
 Science  
 Social Studies  
 Special Education  
 Post Master's Licensure Preparation  
 in SPS, Rehabilitation,  
 Community Counseling, and  
 Elementary and Secondary  
 School Guidance

## POST-BACCALAUREATE TEACHER CERTIFICATION\*

---

Art  
 Biology  
 Chemistry  
 Comprehensive English  
 Earth/Space Science  
 Elementary Education  
 Elementary Education/Early  
 Childhood Education  
 Special Education  
 Elementary Education and Special  
 Education  
 General Science  
 German  
 Health and Physical Education  
 Instructional Technology Specialist I  
 Mathematics  
 Music  
 Physics  
 Social Studies  
 Spanish  
 Speech Language Impairment (post-  
 master's)

\* Proof of citizenship or submission of  
 Pennsylvania Department of Education form on  
 intent to become a citizen needed for  
 application to PDE for these certifications.

\*\*Also, these programs are currently offered  
 through online or ITV delivery as well as  
 traditional campus-based delivery.)

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Edward G. Rendell

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# EDINBORO UNIVERSITY OF PENNSYLVANIA

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Dr. Jerra Jenrette, *History and Anthropology Department*  
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LTC Perry Rearick, *Military Science Department*  
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Ms. Patricia Nosel, *Nursing Department*  
Dr. Elliott Wreh-Wilson, *Philosophy Department*  
Dr. David Ferster, *Political Science and Criminal Justice Department*  
Dr. Kenneth Adams, *Professional Studies Department*  
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Dr. Kathleen Benson, *Secondary Education Department*  
Dr. Donna Hixon, *Social Work Department*  
Dr. Frank Taylor, *Sociology Department*  
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Dr. Carol Gleichsner, *Dr. Gerald P. Jackson Department of Academic Support Services*  
Dr. Theodore Haber, *Philosophy Department*  
Dr. Baher Ghosheh, *Geosciences Department*  
Dr. Kathleen Lipkovich, *Health and Physical Education Department*  
Dr. Craig Steele, *Biology and Health Services Department*  
Mr. Charles Marr, *English and Theatre Arts Department*  
Dr. Rhonda Matthews, *Sociology Department*  
Dr. J. Brian McKay and Dr. Karim Hossain, *Chemistry and Physics Department*  
Dr. Nazir Mughal, *History and Anthropology Department*  
Ms. Patricia Nosel, *Nursing Department*  
Dr. Anne Ortega, *Music Department*  
Dr. Patricia Pineo, *Mathematics and Computer Science Department*  
Dr. William Pithers, *Psychology Department*  
Dr. Roy Shinn, *Speech and Communication Studies Department*  
Dr. Kathleen Stevens, *Secondary Education Department*  
Dr. Rosemary Treloar, *Elementary Education Department*  
Mr. John Widner, *Baron-Forness Library*  
Mr. Michael Wiler, *Social Work Department*

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    Dr. Verel Salmon, *Community Member*  
    Dr. Terry Smith, *Dean of Liberal Arts*  
Mr. David Tucker, *Mathematics and Computer Science Department*  
    Ms. Loralyn Whitney, *Baron-Forness Library*  
    Mr. Syed Zaidi, *Facilities*



Welcome to Edinboro University of Pennsylvania – one of the 14 universities in Pennsylvania's State System of Higher Education. I am pleased to extend greetings to our graduate students. You have selected an excellent place to pursue your graduate education.

Upon my arrival on this campus in July of 1996, I identified the enhancement of our graduate offerings as one of the top priorities of the University. Since then, many achievements and improvements have been realized including the creation of new programs in Social Work, Information Technology, and Character Education, as well as online offerings in the School of Education. We have also located the School of Graduate Studies and Research in Reeder Hall, and we have created a Graduate Student Council in order to involve students in planning and decision making.

Edinboro University was founded as the Edinboro Academy in 1857 by the citizens of Edinboro, many of whom were of Scottish descent. Their commitment to teaching and learning, their work ethic, and their strength of family tempered by upbringing in the great Highland Clans have brought a unique sense of perspective and commitment to all that we do here at Edinboro University. As a people, the Scots are both hearty and hardy. I would like to think that those of us who serve and learn here are carrying on the legacy of the great traditions set for us by the Scots more than 148 years ago.

Edinboro students have come to know that being a part of the Edinboro Family means that they will benefit from our

student- and learner-centered environment. At Edinboro, students are not just a priority – they *are* the priority. Students are involved in everything that we do, and the Edinboro Family provides a setting that makes for a friendly, supportive and responsive atmosphere. Our faculty, administrators and support staff are committed to continuously improving all that we do to promote the academic and personal excellence of Edinboro University students.

Edinboro University marked the arrival of the 21st century by proclaiming it as our "Century of Civility." Since then, we have developed civility-centered themes to lend focus to our efforts to serve students according to the tenets of civility – fairness, tolerance, collegiality and civic responsibility. As we prepare to celebrate the University's 150th birthday in the year 2007, the University will be guided by the theme, *Building a prosperous future through academic excellence and civility*, which suggests that our commitment to academic excellence and civility in all of its manifestations will not only bring prosperity in the future for all of our constituent groups, but also for the region, state, and nation we serve.

It is a pleasure to serve you, and I look forward to the advancement of your academic and personal goals at Edinboro University of Pennsylvania.

Frank G. Pogue  
President



# *General Information*



## Communications Directory

<b>University Switchboard</b> .....	<b>(814) 732-2000</b>
President .....	732-2711
Executive Assistant to the President .....	732-2711
Provost and Vice President for Academic Affairs .....	732-2729
Vice President for Enrollment Services and University Planning .....	732-5555
Vice President for Financial Operations and Administration .....	732-2585
Vice President for Student Affairs and Student Success .....	732-2313
Dean of Education .....	732-2752
Dean of Graduate Studies and Research .....	732-2856
Dean of Liberal Arts .....	732-2477
Dean of Science, Management and Technology .....	732-2400

### Academic Departments

Art .....	732-2406
Biology and Health Services .....	732-2500
Business Administration and Economics .....	732-2407
Chemistry .....	732-2485
Elementary Education .....	732-2750
English and Theatre Arts .....	732-2736
Foreign Languages .....	732-2416
Geosciences .....	732-2529
Health and Physical Education .....	732-2502
History and Anthropology .....	732-2575
Mathematics and Computer Science .....	732-2760
Music .....	732-2555
Nursing .....	732-2900
Philosophy .....	732-2490
Physics and Technology .....	732-2592
Political Science and Criminal Justice .....	732-2409
Professional Studies .....	732-2421
Psychology .....	732-2774
Secondary Education .....	732-2830
Social Work .....	732-2013
Sociology .....	732-2573
Special Education .....	732-2200
Speech and Communication Studies .....	732-2444

### Other Offices

Academic Support Services .....	732-2218
Admissions .....	732-2761
Affirmative Action .....	732-2167
Alumni .....	732-2715
Bookstore .....	732-2456
Bursar's Office .....	732-5555
Center for Career Services .....	732-2781
Dining Services .....	732-2635
Edinboro University in Erie – The Porreco Center .....	836-1955
Edinboro University in Meadville .....	337-7791
Financial Aid .....	732-5555
Health Center .....	732-2743
International Student Services .....	732-2770
Library .....	732-2273
Office for Non-Traditional Student Services .....	732-1449
Office for Students with Disabilities .....	732-2462
Office of Extended Learning .....	836-1955
Police .....	732-2921
Public Relations .....	732-1731
Records and Registration .....	732-5555
Residence Life and Housing .....	732-2818
ROTC/Military Service .....	732-2562
Scheduling .....	732-5555
Student Government .....	732-2910
Technology and Communications Center .....	732-2931
University Center .....	732-2842

## Edinboro At A Glance

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

Edinboro University boasts 43 buildings on a spacious 585-acre campus which includes a five-acre lake, open fields and woods, six on-campus residence halls for approximately 2,600 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.

Students with exceptionally high academic aptitude scores and excellent high school records are eligible to participate in the University's Honors Program. One of the leading programs in the nation, the Edinboro Honors Program has been used as a model by many colleges and universities.

The Office for Students with Disabilities administers a program dedicated to enhancing the University's commitment to equal opportunity for the severely physically disabled. The campus supports the largest residency program of its kind in the Commonwealth of Pennsylvania, and the disabled population is one of the largest in the entire United States. Edinboro's disabled students and many visitors benefit from a campus which is almost completely accessible to the handicapped.

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 STUDY

## Philosophy of Graduate Study

The primary concern of graduate study is the student. The total collegiate experience is designed to provide the academic atmosphere and the self-discipline vital to the student's intellectual growth.

The academic programs are designed to strengthen the student's area of specialization in order to provide a program of greater depth than was possible at the undergraduate level; heighten receptivity to new ideas, viewpoints and beliefs; improve research skills; provide opportunities for developing further the ability to work independently; continue to develop oral and written communication skills; emphasize the philosophy of the discipline; encourage and assist students in applying their acquired knowledge and skill; foster the spirit of scholarship; develop further the skills necessary for critical analysis of information; strengthen the student's capability to initiate, define and synthesize viewpoints and concepts; and to prepare and assist the student in realizing her or his potential as an individual and as a responsible member of society.

Academic excellence is encouraged by assigning the responsibility for instruction, both on and off campus, to those faculty members who are qualified to teach graduate level courses and by establishing and maintaining degree requirements which ensure the integrity of the graduate program.

Graduate study is offered in numerous disciplines, but the major emphasis is on professional education and other human services. Both full-time and part-time study are encouraged and promoted with special effort given to meeting the unique needs of part-time students.

The graduate program is committed to affirmative action to ensure equal opportunity for students and faculty.

## Philosophy of a Master's Degree

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

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

## Competencies for the Master's Degree

The awarding of a master's degree by Edinboro University of Pennsylvania attests that the individual awarded the degree has:

- ❖ demonstrated competence in the field of the degree;
- ❖ demonstrated competence in at least one specialized area within the field of the degree;
- ❖ demonstrated competence in the research techniques of the major area of the degree;
- ❖ completed the degree requirements with the proficiency which reflects the integrity of the degree;
- ❖ defined and described the pertinent philosophies of the major area of the degree;
- ❖ demonstrated the ability to synthesize and communicate to others relevant information of the major area of the degree;
- ❖ demonstrated mastery of skills and knowledge of background required in the major area of the degree;

- ❖ demonstrated capability to apply an abstract body of knowledge to a specific topic within the major area of the degree;
- ❖ demonstrated capability to initiate, define and synthesize a variety of intellectual points of view.

## 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 include a failing grade for the assignment in question and/or a failing grade for the course.

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 either request that the case be judged by the Graduate Committee on Ethical Conduct or 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 Graduate Committee on Ethical Conduct.

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 catalog.

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.

## Administration of Graduate Studies

All requests for information about graduate-level programming, graduate admissions, graduate academic standards, program requirements, graduate policies and graduate assistantships should be directed to the following address:

School of Graduate Studies and Research  
Edinboro University of Pennsylvania  
Edinboro, PA 16444  
814-732-2856  
Toll Free: 888-845-2890

Program jurisdiction responsibilities are maintained by the Dean of Graduate Studies and Research.

## Graduate Council

The Graduate Council serves as an advisory board to graduate studies and is comprised of graduate program heads. It recommends policies and procedures and practices that are needed to provide quality graduate pro-

gramming at Edinboro University and serves as a forum to discuss issues concerned with graduate education at the University. Membership on the Graduate Council shall consist of the heads of graduate programs. These members have full voting privileges.

### 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.

### Student Responsibilities

Students are responsible for seeing that they have met all requirements for graduation. It is expected that students will discuss the development of their program leading toward graduation with their advisor. Policies contained in any catalogues apply to individuals entering June and August of the first year for which the catalogue is dated and January of the second year which the catalogue covers, in the case of biennial catalogues. Students will be expected to follow the program outlined in the catalogue in effect at the time of their entry into Edinboro University. When this is impractical, students, together with their advisor and chairperson, will develop a program to be approved by the graduate dean, which meets degree requirements. Students who transfer to a new program or interrupt study at the University and are subsequently readmitted, will be expected to meet the requirements of the program effective on the date of transfer or readmission.

## University Policy Manual

Students need to be aware that the University Policy Manual is available for inspection in the following areas: Baron-Forness Library (on reserve); Office of the Provost and Vice President for Academic Affairs, Reeder Hall; Office of Records and Registration, Hamilton Hall. Additionally, the policy manual may be found on the University's website. Students should become familiar with those policies which will affect them during their time at Edinboro University.

Policy #	Policy Name
001	Alcoholic Beverages
002	Confidentiality and Privacy of Student Records
003	University Related Advisorship
004	Earning Course Credit by Examination or Evaluation
005	University Procedures for Responding to Off-Campus Student Behavior Complaints
006	Listing of Code Approved Student Housing
007	Student Activity Fee Adjustment
008	Americans with Disabilities Act/Act 504 Student Accommodation
009	Graduation Requirements
010	Kitchen Use/Cooking in Residence Halls
011	SGA Restricted Accounts
012	Disciplinary Procedures and Student Code of Conduct
013	Residence Hall Use by Students During Vacation and Selected Periods of Non Attendance
014	Change of Major
015	Satisfactory/Unsatisfactory Grades
016	Student Trustee Selection
017	Transfer Student Prior Conduct Review
018	Self Medication
019	Transfer Standards
020	Student Organization Activities
021	Student Entry and Retention in Teacher Education
022	Repeating Courses
023	Academic Probation and Suspension
024	University Recognition of Student Organizations
025	Student Organization Advisors
026	Campus Residency Requirements
027	Housing Deposit for Residence Hall Students
028	Undergraduate Degree Completion
029	Death of a Student
030	Fresh Start
031	Academic Readmission
032	Admissions
033	Insurance for Resident Students' Possessions
034	Dean's List Requirements
036	Disruptive Behavior in Supervised Situations
039	Student Name Change
040	Honors Program
041	Auditing of Courses
042	Student Withdrawals from the University
043	Housing for Students with Disabilities
044	Student Activity Contracts
045	Anti Hazing
046	Mental Health Emergencies
047	Time Limitations on Meeting Master's Degree Requirements
048	Student Teacher Reassignment in the Event of a Work Stoppage
050	Transfer of Graduate Credit
051	Trial Admissions Program
052	Awarding Continuing Education Units
053	Student Fund Raising

055	STD Prevention and Control
056	Honors Convocation
057	Student Appeal of Assigned Grade
058	Housing and Food Service Request Release
059	Student Victims of Sexual Assault
060	International Student Housing
061	Transcripts
062	Class Attendance
063	Inactive Courses
064	Dual Numbering of Courses
065	Student Vandalism of University Property
066	Retention of Job Placement Credentials
067	Visiting Student Program
068	Use of University Center by Student Organizations

## ADMISSION POLICIES AND PROCEDURES

### Classification of Graduate Students

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

### Degree

An individual who has been admitted to a graduate degree program at the University is classified as a degree student.

An individual who is seeking admission as a degree student who has not yet been admitted as a degree student will be permitted to enroll as a special student in courses. However, no more than nine semester hours of credit earned prior to the official acceptance as a degree student will be accepted toward meeting degree requirements.

### Special

An individual who has been granted permission to enroll in graduate courses for reasons of professional growth or for transfer of credit to another college or university, but who has not been admitted to either a graduate degree program or a graduate advanced certification program at the University, is classified as a special student. A special student who later wishes to be considered for admission as a degree student may apply to the degree program no more than nine semester hours of credit earned while classified as a special student.

### Non-Degree Certification

The University offers several non-degree certification programs. A student who is admitted to one of these programs is classified as a non-degree certification student.

### Advanced Certificate

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

Certification for international students requires that the student demonstrates their intention to become a U.S. citizen. This involves permanent residency and then an application for citizenship. Any international student intending to return to their home country after the completion of their degree is ineligible for certification.

### Post-Baccalaureate Teacher Certification Students

Students who already hold a bachelor's degree from another college or university, who now wish to earn the courses and credits necessary for initial teacher certification, may be admitted to the University as a graduate student on a non-degree basis.

Application must be made through the School of Graduate Studies and Research. Official transcripts from all previously attended and current post-secondary institutions demonstrating a 3.0 undergraduate cumulative grade-point average, official documentation of passing scores in the Praxis I and a \$30.00 non-refundable application fee must accompany the teacher certification application. Post-baccalaureate teacher certification students will have their previous college transcripts, Praxis I scores reviewed by the Dean of Graduate Studies and Research for admission. The Dean of the School of Education will determine the courses and credits necessary to earn certification. A program of study will then be outlined and forwarded to the applicant by the School of Graduate Studies and Research. Students may also be required to have an interview with the Dean of Education. Further information concerning admission to teacher certification programs at Edinboro University should be directed to the School of Graduate Studies and Research. NOTE: Post-baccalaureate initial teacher certification students are to take the graduate alternative to each course on the plan of study unless directed otherwise by the faculty advisor.

The procedures for admission and retention in teacher education are consistent with current state regulations and ensure that graduates meet the quality standards advocated at state and national levels for the preparation of teachers. Students are not eligible to enroll in the Level II field experience until they have been admitted to candidacy. Students must submit the *Admission to Teacher Candidacy* form to the Office of Student Teaching and Student Assistance (Miller Research Learning Center 152) no later than October 1 for admission in spring, July 1 for admission in fall, and March 1 for admission in summer.

### Assessment and Retention

Faculty and administration monitor candidate progress continuously through periodic advising, systematic assessments of knowledge, skills, and dispositions, and semester by semester reviews of grade point average, Praxis test performances, and other program requirements. Graduate students in all master's degrees related to education must complete the technology/diversity survey early in their program and at exit. They must complete the Knowledge, Skills, and Dispositions Graduate Assessment Tool at master's degree candidacy and at exit.

### Dispositions

In addition to the pedagogical skills and knowledge defined in the standards of NCATE, the Interstate New teacher Assessment and Support consortium (INTASC), and the Pennsylvania Department of Education, all candidates in programs for the preparation of school personnel are expected to demonstrate appropriate dispositions. The character traits, attitudes, beliefs, behaviors, and emotional qualities listed on the Edinboro University NCATE web page and in the *Pennsylvania Code of Professional Practice and Conduct for Educators* constitute the dispositions for future teachers from Edinboro University of Pennsylvania.

Each department that houses programs in teacher preparation has a **Dispositions** Committee. It is the responsibility of the Dispositions Committee to provide advice and remedial activities for candidates who are referred by faculty to the committee for failure to demonstrate dispositions appropriate to the teaching profession. If the candidate's dispositions do not improve to the satisfaction of the Dispositions Committee, the committee – with the approval of the Chair of the Department – may refer the candidate to the Dean of the School of Education along with a written recommendation and rationale. At the

discretion of the Dean of Education, the candidate may be dismissed from the program.

Graduate students completing initial teacher certification programs in conjunction with a master's degree will complete the Knowledge, Skills, and Dispositions-Graduate assessment. Dependent on the program, the graduate program head will direct the student as to completion of a self-assessment and/or a faculty assessment to be submitted with the request to enter the master's degree candidacy level. NOTE: This is the Application for Candidacy form and not to be confused with the Admission to Teacher Candidacy form which is also required for post-baccalaureate initial teacher certification candidates. Graduate students in master's degree programs and also in teacher certification must complete both candidacy applications at the appropriate time.

## Accreditation

The School of Education and all teacher certification programs within the University are accredited by the Pennsylvania Department of Education and by NCATE, the National Council for Accreditation of Teacher Education.

## 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.

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.

## Unconditional

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

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

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

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

Information on these requirements may be obtained from the School of Graduate Studies and Research.

Because some programs have established maximum enrollment figures, there can be no guarantee that individuals meeting the admission requirements described above will be admitted.

## Conditional

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

## Denied

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

## Special Student

The minimum requirements for admission as a special student are: 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 to be equivalent to at least a bachelor's degree from a regionally accredited United States college or university.

## Non-Degree Certification Student

The minimum requirements for admission as a non-degree certification student are:

1. 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.
2. A recommendation for admission from the program head of the department offering the certification program and the Dean of Graduate Studies and Research.
3. The admission requirements established for the specific certification programs must be met. These requirements are listed under the curricular information for each certification program.

## Admission Procedures

An individual seeking admission as a degree student must submit, at least six weeks prior to the anticipated date of enrollment (some programs require more specific deadlines – see program admissions criteria for dates), a *completed* Application for Admission to Graduate Studies. **Only complete applications will be given full consideration.** This application may be obtained from the School of Graduate Studies and Research. Applicants must:

- 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."
- Provide an official record of the scores earned on either the Miller Analogies Test or the Graduate Record Examination (except for MFA, MSN, and MEd: Educational Leadership applicants). The Master of Science in Information Technology may require the Graduate Management Admission test (GMAT) or GRE.

- Provide a photo copy of teaching certificate(s) if applying for admission to any of the master of education programs.
- Provide letters of recommendations and/or questionnaire when required by specific programs.
- 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.
- File the Request for Transfer Credit forms if transfer credit is desired for graduate credit which has been earned.

### **Late Submission of Application for Admission**

There is no guarantee that we can process an application for an individual who files an application for admission into a master's program less than six weeks prior to the registration day for the semester or session in which enrollment is sought.

Although these individuals have not been admitted to the graduate program, they may be authorized to enroll for courses if they apply for non-degree special student status, however:

1. It is understood that this authorization does not guarantee or imply that admission will be granted.
2. It is understood that no more than nine semester hours of graduate credit earned prior to the date of the official acceptance to admission to a graduate program will be accepted toward meeting the minimum requirements of the program.
3. It is understood that if admission is granted prior to the last day of the semester or session that all applicable credits earned in that semester or session will be accepted toward meeting program requirements.

### **International Students**

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

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

International students need to provide the School of Graduate Studies and Research with an official copy of the score earned on each section of the aptitude test of the Graduate Record Examination. 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 08541-6000  
or visit [www.gre.org](http://www.gre.org)

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

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

International students are expected to provide the School of Graduate Studies and Research with assurance that they possess adequate financial support for the period of graduate studies.

Before the I-20 form is issued, the international student must complete and return an affidavit of financial support. This form is provided by the School of Graduate Studies and Research. Also, an advanced payment of tuition and fees for the first semester is required.

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.

### **International Student Services**

International Student Services at Edinboro University is founded upon a recognition of the diversity of the world in which we live. Edinboro University provides a comprehensive international program encompassing a wide variety of programming and services to students from abroad and for its own students. It also provides services and education activities in cooperation with colleges and universities abroad.

Students are welcome from around the world. At present, there are approximately 100 international students representing 32 different countries of the world.

Complete information for prospective graduate students from abroad is available from the School of Graduate Studies and Research.

For all students, planned opportunities exist for study abroad. In the past, Edinboro University of Pennsylvania has offered Summer Study Abroad programs in Rabat, Morocco; Zibo and Jinan, China; Oxford, England; and Edinburgh, Scotland. Information on potential programs is available through the International Student Services Office. The curriculum 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.

## Doctoral Collaboration with the University of Pittsburgh – Developmental and Educational Psychology Program

A student enrolled in the Master of Arts in Counseling programs at Edinboro University of Pennsylvania who completes all requirements of that program may transfer up to forty-five (45) graduate credits to the University of Pittsburgh, School of Education, Department of Psychology in education, Developmental and Educational Psychology (Ph.D.) Program. For additional information, please contact the Professional Studies Department at 814-732-2421.

## Veterans Affairs Office

The Office of Records and Registration is prepared to assist all veterans with their questions and to file for the various educational benefits to which they are entitled.

## FEES AND EXPENSES

All fees and expenses are subject to change without notice.

**NOTE: Non-resident graduate students taking web-based courses only are charged in-state tuition plus 5%.**

### Basic Tuition Fees Per Academic Semester

	Pa. Resident	Non-Resident
<b>Undergraduate</b>		
Part-Time (1-11 sem. hrs.)	\$ 200.00	\$ 401.00
Full-Time (12-18 sem. hrs.)	\$ 2405.00	\$ 4810.00
Additional charge for each credit over 18 sem. hrs.	\$ 200.00	\$ 401.00
<b>Graduate</b>		
Part-Time (1-8 sem. hrs.)	\$ 321.00	\$ 513.00
Full-Time (9-15 sem. hrs.)	\$ 2886.00	\$ 4618.00
Additional charge for each credit over 15 sem. hrs.	\$ 321.00	\$ 513.00

### Basic Tuition Fees Per Summer Session

Undergraduate (per sem. hr.)	\$ 200.00	\$ 401.00
Graduate (per sem. hr.)	\$ 321.00	\$ 513.00

### University Center Fee (Including Summer Sessions)

<b>Undergraduate</b>	
1-11 credit hours	\$13.75 per credit
12 or more credits	\$165.00
<b>Graduate</b>	
1-8 credits	\$18.30 per credit
9 or more credits	\$165.00

### Student Activity Fee Per Academic Semester

<b>Undergraduate</b>	
1-11 credits	\$9.90 per credit
12 or more credits	\$119.00
<b>Graduate</b>	
9 or more credits	\$119.00

### Instructional Technology Fee Per Academic Semester (Including Summer Sessions)

	Pa. Resident	Non-Resident
Full Time	\$ 50.00	\$ 75.00
Part Time	\$ 25.00	\$ 38.00

### Health Center Fee Per Academic Semester (Including Summer Sessions)

<b>Undergraduate</b>	
1-11 credits	\$5.00 per credit
12 or more sem. hrs.	\$60.00
<b>Graduate</b>	
9 or more credits	\$60.00

### Instructional Service Fee

<b>Undergraduate</b>	10% of tuition
<b>Graduate</b>	15% of tuition

### Housing Per Academic Semester

(There is no difference between undergraduate and graduate housing fees.)

Double Room, per person (2 @ room)	\$1660.00
Private Room (1 @ room)	\$2490.00
Double Room, per person Rose Hall	\$1760.00
Private Room, Rose Hall, Dearborn Hall and Earp Hall	\$2640.00

### Meals

	Meal Plan	Flex Dollars	Total
Food, 19 meals – residence hall	\$1041.00	\$100.00	\$1141.00
Food, 14 meals – residence hall	909.00	100.00	1009.00
Food, 10 meals – residence hall	823.00	150.00	973.00
Block Plan: 175 meals	\$946.00	\$100.00	\$1046.00
125 meals	781.00	150.00	931.00
75 meals	524.00	100.00	624.00

### Additional Charges

Computer Lab Printing	\$5.00
Copying (Library)	\$1.10
Course Withdrawal Fee (after third week)	\$25.00 per course
Credentials	\$3.00
Lost Key – single	\$20.00
Lost Key – master	\$50.00
Returned Checks	\$20.00
Library Fines	\$.15 per day + \$1.00
Vehicle Registration – per year	\$15.00
Vehicle Registration – replacement	\$1.00
Payment Plan Annual Fee	\$40.00
Payment Plan Semester Fee	\$30.00
Payment Plan Late Fee	\$15.00
Parking Violations	\$15.00
Parking Violations Late Fee	\$5.00
Student Identification Card	\$5.00

**ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.**

### Application Fee

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

### 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.



## 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.

## Miller Analogies Test Fee

A non-refundable fee of \$50.00 is charged to students desiring to take the Miller Analogies Test. Checks should be made payable to Edinboro University of Pennsylvania.

## Waiver of Fees for Study Off Campus

Students who are taking all of their credit courses during a semester off campus (anywhere but the Edinboro or Porreco campuses) will have the Health Center and Student Activity fees automatically waived for that semester. Students who are taking credit courses on the Edinboro or Porreco campuses during a semester must pay the Health Center and Student Activity fees pro-rated according to the number of credits in which the student is enrolled.

Students who are taking all of their credit courses during a semester off campus who choose to access the Health Center or Student Activity services and programs (for which they would not have been billed) may be assessed the full fee.

## Special Room and Meal Arrangements

The boarding fee is mandatory for all students who reside in university dormitories; however, students who live off-campus may also take their meals at the campus dining hall. Overnight room occupancy is available for approved guests. The room charge for guests is \$30.00 per night for double occupancy and \$20.00 per night for single occupancy.

## Tuition and Fees for Students Taking Graduate and Undergraduate Courses

Students at Edinboro University of Pennsylvania are permitted and, sometimes, required to take courses at both the graduate and undergraduate level. Therefore, it is necessary to adapt tuition and fees for such students in an equitable manner since the basic tuition rates are different at the graduate and undergraduate levels. Undergraduate students will be billed for fees at the undergraduate level; post baccalaureate students will be billed for fees at the graduate level.

The following policy is adopted to establish tuition and fee charges for students who take graduate and/or undergraduate coursework at the University during an academic period.

1. a) A student taking only graduate coursework will be billed at the graduate tuition rate.
- b) A student taking only undergraduate coursework will be billed at the undergraduate tuition rate.
2. a) A post baccalaureate student who is taking a combination of graduate and undergraduate coursework in a semester whose total credit hours is fifteen hours or less will be billed undergraduate tuition for undergraduate credits and graduate tuition for the graduate credits not to exceed the full-time graduate tuition and fee rates.
- b) An undergraduate student who is taking a combination of graduate and undergraduate coursework in a semester whose total credit hours is eighteen hours or less will be billed undergraduate tuition for undergraduate credits and graduate tuition for the graduate credits not to exceed the full-time undergraduate tuition and fee rates.
3. a) A post baccalaureate student taking a combination of undergraduate and graduate coursework whose sum of credit hours exceeds fifteen credit hours will be billed for additional tuition at graduate rates.

- b) An undergraduate student taking a combination of undergraduate and graduate coursework whose sum of credit hours exceeds eighteen credit hours will be billed for additional tuition at undergraduate rates.

## Senior Citizen Tuition Waiver

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

## Damage Fee

Students shall be responsible for the actual cost of damages, breakage, loss or delayed return of University property. The resulting assessed amount shall be paid to the University.

## Medical Fees

There is no charge for in-patient care at Ghering Health Center. Students who have not previously contracted with the University for meals are required to pay for meal service while they are confined in the Health Center. All fees are charged to the student accounts, no fees are collected at the Center.

Allergy injections	\$3.00
Medication	\$3.00, \$7.00, \$10.00
Crutches (deposit)	\$12.50
Immunizations	At Cost

The student is also responsible for the cost of a medication not stocked by the Health Center and obtained at a pharmacy by prescription written by the University physician.

## 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 request for transcripts will be honored. Since **graduate and undergraduate** records are maintained separately, a student should clearly indicate if his or her request is for an **undergraduate or graduate** transcript. The fee schedule for transcripts is as follows:

First request for transcripts	No fee required
Second and subsequent requests for transcripts	\$4.00

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

## Payment of the Course, Housing, Board, University Center Fee, Student Activity and Health Center Fees

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 of Pennsylvania. Cash and credit card payments are accepted at the Bursar's Office. Credit card payments may be made on the web at [www.edinboro.edu](http://www.edinboro.edu).

Students receiving bank loans, such as Stafford Guaranteed Loans, Supplemental Loans, or Parent Loans for Undergraduate Students must

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provide written evidence of loan approvals to the Bursar's Office to receive recognition toward current invoice charges. Send copies of your loan disclosure statements 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.

Bank loans that are sent electronically through the PHEAA Escrow Agent Service require a completed Master Promissory Note (MPN) including the borrower's signature to credit the student's account. Students receiving 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 by the billing due date must appear at the Bursar's Office in Hamilton Hall before classes begin to confirm their payment arrangements. Failure to complete the payment process and/or provide written proof of bank loans or other financial assistance will result in a cancelled class schedule at the conclusion of the registration period.

eBilling is a web-based system that replaces paper invoices and reduce postage costs with itemized tuition and fee amounts listed on a secure internet website (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), username 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, log on to S.C.O.T.S. ([www.edinboro.edu](http://www.edinboro.edu); keyword: S.C.O.T.S.).

### Delinquent Accounts

No student shall be enrolled, graduated, or granted a transcript of his/her 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

### 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.

### 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 cash 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 his/her designee for his/her consideration.

The new student application fee, payment plan application fee, and new student advanced registration deposit are non-refundable. The advanced housing deposit fee is refundable only under the conditions set forth in the policy describing the housing deposit. 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 latter.

### I. Total withdrawal from the University (fall and spring semesters)

#### 1. Prior to the first scheduled class meeting

Students who 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, the new student advanced tuition deposit and the advanced housing deposit) for the semester or session from which they are withdrawing. Total withdrawal of this type must be transacted in writing with the Office of Student Development.

#### 2. Voluntary withdrawal after first scheduled class meeting

Students who want to request a withdrawal from all courses and leave the University must complete a withdrawal form in the Student Development Office. 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:

First week	90%
Second week	80%
Third week	70%
Fourth week	60%
Fifth week	50%
After fifth week	No Refund

Refunds for total voluntary withdrawal from classes which do not meet on a weekly basis throughout the semester shall be based upon the following schedule:

After 1st class meeting	80%
After 2nd class meeting	50%
After 3rd class meeting	No Refund

Tuition, student activity fee, health center fee, University Center fee, instructional service fee, and room and board charges (excluding flex and block plan balances) are credited to the student accounts using the official withdrawal date. Unused flex account balances will be credited to the student accounts for total withdrawals upon notification of remaining balances, if any, from the Dining Services Office.

#### 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.

### II. Partial course schedule adjustments (fall and spring semesters)

#### 1. Partial course adjustments for all undergraduate students between twelve (12) credits and eighteen (18) credits and all graduate students between nine (9) credits and fifteen (15) credits.

The full-time undergraduate tuition fee during the fall and spring semesters of the academic year is based on enrollment between 12 and 18 semester hours of credit. The full-time graduate tuition fee during these periods is based on enrollment between 9 and 15 semester hours of credit. Therefore, no refund is available for reduction in enrollment within these credit ranges.

2. Partial course adjustments for all undergraduate students below twelve (12) credits and above eighteen (18) credits and all graduate students below nine (9) credits and above fifteen (15) credits.

Students who withdraw from courses prior to the meeting of their first scheduled class are entitled to a 100 percent refund of fees related to the courses from which they withdraw.

Students who drop or withdraw from courses subsequent to the meeting of their first scheduled class are entitled to a refund or account adjustment of the tuition, student activity fee, health center fee, University Center fee, and instructional service fee based upon the following schedule:

First week	90%
Second week	80%
Third week	70%
Fourth week	60%
Fifth week	50%
After fifth week	No Refund

Refunds for partial withdrawal from classes which do not meet on a weekly basis throughout the semester shall be based upon the following schedule:

After 1st class meeting	80%
After 2nd class meeting	50%
After 3rd class meeting	No Refund

All other fees are non-refundable in cases of partial withdrawal.

### III. Other refunds (fall and spring semesters)

#### 1. Room charges

Students officially withdrawing from the University through the Office of Enrollment Management and Retention may have refund adjustments posted to their accounts in accordance with Section I. above. Otherwise, the Housing Agreement cannot be broken by the student unless he/she has been formally released in writing by the University. (Refer to University Policy No. A058, Housing and Food Service Release.) The effective date of release from the residence hall will determine the refund percentage based upon the following schedule:

First week	90%
Second week	80%
Third week	70%
Fourth week	60%
Fifth week	50%
After fifth week	No Refund

#### 2. Food service charges

Students officially withdrawing from the University through the Office of Enrollment Management and Retention may have

refund adjustments posted to their accounts in accordance with Section I. above. Otherwise, the Dining Services Agreement cannot be broken by the student unless he/she has been formally released in writing by the University. 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 the agreement will determine the refund percentage based upon the following schedule:

First week	90%
Second week	80%
Third week	70%
Fourth week	60%
Fifth week	50%
After fifth week	No Refund

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. Non-traditional course schedules

Where a student withdraws from a course offered on a non-traditional basis (e.g., weekend mini-courses) partial refunds will be considered by the Vice President for Financial Operations and Administration on the basis of equity and fairness.

#### IV. Refunds for withdrawal during summer sessions of at least five weeks

##### 1. Total withdrawal during summer sessions

Students who withdraw prior to the first meeting of their first scheduled class are entitled to a 100 percent refund of all fees (except for the new student application fee, the new student advanced tuition deposit and the advanced housing deposit) for the summer semester or session from which they are withdrawing. Total withdrawal of this type must be transacted in writing through the Office of Enrollment Management and Retention.

##### 2. Total withdrawal after first scheduled class meeting

Students who want to request a withdrawal from all courses and leave the University must complete a withdrawal form in the Office of Enrollment Management and Retention. Students officially and totally withdrawing after the first class meeting may seek refunds for tuition, room and meals, if applicable, and student activity fee according to the following schedule:

1st week	75%
2nd week	50%
After 2nd week	No Refund

Refunds for total, voluntary withdrawal from class which do not meet on a weekly basis throughout the semester shall be based on the following schedule:

After 1st class meeting	75%
After 2nd class meeting	50%
After 3rd class meeting	No Refund

Tuition, student activity fee, and room and board charges are credited to the student accounts using the official withdrawal

date. The health center fee, University Center fee and instructional service fee are non-refundable after the first class meeting.

3. Partial course schedule adjustments

Students who withdraw from courses prior to the meeting of their first scheduled class are entitled to a 100 percent refund of fees related to the courses from which they withdraw.

Students who withdraw from courses subsequent to the meeting of their first scheduled class are entitled to a refund of the pre-paid tuition and student activity fee based upon the following schedule:

1st week	75%
2nd week	50%
After 2nd week	No Refund

Refunds for voluntary withdrawal from classes which do not meet on a weekly basis through the semester shall be based upon the following schedule:

After 1st class meeting	75%
After 2nd class meeting	50%
After 3rd class meeting	No Refund

All other fees are non-refundable in cases of partial withdrawal.

V. Refunds for withdrawal during summer sessions of less than five weeks

1. Total withdrawal during summer sessions

Students who withdraw prior to the first meeting of their first scheduled class are entitled to a 100 percent refund of all fees (except for the new student application fee, the new student advanced tuition deposit and the advanced housing deposit) for the summer semester or session from which they are withdrawing. Total withdrawal of this type must be transacted in writing through the Office of Enrollment Management and Retention.

2. Total withdrawal after first scheduled class meeting

Students who want to request a withdrawal from all courses and leave the University must complete a withdrawal form in the Office of Enrollment Management and Retention. Students officially and totally withdrawing after the first class meeting may seek refunds for tuition, room and meals, if applicable, and student activity fee according to the following schedule:

1st week	50%
After 1st week	No Refund

Refunds for total, voluntary withdrawal from class which do not meet on a weekly basis throughout the semester shall be based on the following schedule:

After 1st class meeting	75%
After 2nd class meeting	50%
After 3rd class meeting	No Refund

Tuition, student activity fee, and room and board charges are credited to the student accounts using the official withdrawal date. The health center fee, University Center fee and instructional service fee are non-refundable after the first class meeting.

3. Partial course schedule adjustments

Students who withdraw from courses prior to the meeting of their first scheduled class are entitled to a 100 percent refund of fees related to the courses from which they withdraw.

Students who withdraw from courses subsequent to the meeting of their first scheduled class are entitled to a refund of the pre-paid tuition and student activity fee based upon the following schedule:

1st week	50%
After 1st week	No Refund

Refunds for voluntary withdrawal from classes which do not meet on a weekly basis through the semester shall be based upon the following schedule:

After 1st class meeting	75%
After 2nd class meeting	50%
After 3rd class meeting	No Refund

All other fees are non-refundable in cases of partial withdrawal.

**Procedure**

Total withdrawals from the University are processed through the Office of Enrollment Services and University Planning. Partial course adjustments are made by course withdrawal transactions processed by the Office of Records and Registration. The date of official withdrawal, both partial and total, shall be determined by the Office of Records and Registration and the Office of Enrollment Services and University Planning based upon the required written requests and transactions.

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 his/her designee.

**Degree Students Who Desire to Change Curriculum**

Anyone who has been admitted as a degree student in one curriculum but who now desires to change to another curriculum must complete the procedures which have been established for admission to the new curriculum. The student would initiate these procedures by completing and sending a request for change of program application to the School of Graduate Studies and Research.

The School of Graduate Studies and Research will, if the student is admitted to the new curriculum, inform him or her in writing of the credits previously earned which will be accepted as part of the minimum credit requirements of the new curriculum.

**Special Students Who Desire Admission as Degree Students**

Anyone who has been admitted as a special student and who now desires admission as a degree student must complete the procedures for admission as a degree student. The student would initiate these procedures by notifying the School of Graduate Studies and Research and completing a request for change of program application. (Note: No more than nine semester hours of credit earned by a student while classified as a special student will be accepted toward meeting the minimum credit requirements established for a master's degree.)

## Degree Students Who Desire to Become Special Students

Anyone who has been admitted as a degree student and now desires admission as a special student must inform the School of Graduate Studies and Research of the desired change.

### Reinstatement

Students seeking reinstatement to Edinboro University after a period of non-attendance should initiate re-entry in the School of Graduate Studies and Research.

# ACADEMIC STANDARDS AND POLICIES

## Degree Requirements

### Minimum Number of Semester Hours of Credit

Each program requires a minimum number of approved graduate credit. Refer to the program descriptions for these details.

### Maximum Number of “C” Grades

A maximum of six semester hours of “C” grades will be accepted toward meeting the minimum number of semester hours of credit required for the degree.

### Cumulative Grade Average

A candidate for a degree must have achieved a cumulative grade average of “B” or better for all of the credits earned as part of the degree program. If this “B” average has not been achieved by the time the individual has completed the minimum number of credit hours required for the degree, permission will be granted for the individual to enroll for a maximum of six additional semester hours of credit. If the required average has not been earned by the time the six additional credits have been completed, permission to continue to enroll as a degree student will be denied. Grades earned in courses not taken as part of a degree program have no effect on the cumulative grade average for the degree program.

### Maximum Number of 500 Level Courses

A maximum of 12 semester hours of graduate credit earned in 500 level courses will be accepted as part of the minimum course requirement for the master’s degree. Courses of similar content taken for undergraduate credit may not be repeated at the graduate level with expectation of credit toward the master’s degree.

Students in the Master of Fine Arts degree program may have a maximum of 24 semester hours of graduate credit earned in 500 level courses.

### Minimum Number of 700 Level Courses

A minimum of one half of the degree credits earned as part of a Master of Education degree must be earned at the 700 level.

### Transfer of Credit

A maximum of nine semester hours of graduate credit earned at a regionally accredited or state approved college or university will be accepted for transfer to a student’s graduate program at Edinboro University of Pennsylvania. Students in the Master of Arts degree programs in counseling or clinical psychology may transfer a maximum of 12 semester hours. Students in the Master of Fine Arts degree program may transfer a maximum of 15 semester hours.

Authorization of transfer credits is a privilege and not a right. Transfer credit must be part of a planned program of study, and authorization for transfer will be based on this plan and not on student convenience. Transfer credit is, as a general rule, only authorized if the course is not offered by the 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 dean.

### Correspondence Courses

No graduate credit is allowed for correspondence courses.

### Credit by Competency Examination

Graduate credit is not awarded for satisfactorily completed 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.

### Research Requirement

Candidates for the Master of Arts, Master of Education, Master of Science or Master of Science in Nursing degree must conduct some independent study related to their major field. This research may be a thesis or a master’s project.

Candidates for the Master of Fine Arts degree are required to complete ART799 Studio Exhibit.

A copy of the University’s Guidelines for the Preparation of a Thesis may be obtained from the School of Graduate Studies and Research.

### Comprehensive Exam

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

It is the student's responsibility to schedule the comprehensive examination. This must be done through the program director of the department of the student's major.

It is the responsibility of the department program director to inform the student, the advisor, and the Dean of Graduate Studies and Research as to whether or not a student satisfactorily completed the required comprehensive examination.

Students enrolled in the Master of Fine Arts program must satisfactorily complete an oral examination if the major studio area is ceramics, painting, sculpture, jewelry/metalsmithing or printmaking. Both an oral and a written comprehensive examination must be satisfactorily completed if the student's major studio area is printmaking.

### 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.

### Admission to Candidacy

Admission to graduate study as a degree student does not automatically mean that the student has been accepted as a candidate for the master's degree at Edinboro University of Pennsylvania.

The academic record of each degree student is reviewed at the conclusion of the semester or summer session in which the student is enrolled for his or her 12th semester hour of degree credit at the University. Students who have made satisfactory progress in the degree program will be admitted to Candidacy for the Master's degree. Students whose progress in the degree program is judged not to be satisfactory will either be denied permission to continue as a degree student or will be given the opportunity to enroll for six additional semester hours of credit to attempt to achieve a satisfactory level of progress in their degree program to warrant admission to Candidacy for the Master's degree. After admission to candidacy, a student may be removed from a program based on the recommendations of the graduate faculty, program heads with supporting evidence, and approved by the academic dean and the Dean of Graduate Studies and Research.

A degree student may not be admitted to Candidacy until (1) at least 12 semester hours of degree credit have been completed at the University, (2) an Application for Admission to Candidacy has been filed and (3) the student has made satisfactory progress in his or her degree program. Some programs have additional candidacy requirements. See program requirements.

A student is judged to have made satisfactory progress in the degree program if (1) he or she has had a personal meeting with the advisor and together with the advisor has completed a Plan of Study for the Master's degree, (2) he or she has completed any course(s) which the specific degree program requires to be completed within the first 12 semester hours, (3) "B" or better average has been earned in the courses completed as part of the degree program and (4) no written objection to the student's admission to Candidacy has been received by the Dean of Graduate Studies and Research from a faculty member. (Note: When such an objection is received this objection will be honored only if the members of an "Ad Hoc" Committee, consisting of the chairperson of the department offering the degree program or his or her designee, the student's advisor and the faculty members who have taught degree courses completed by the student, support the objection.)

Students admitted on a conditional admission basis will be denied permission to continue as a degree student in Edinboro University's gradu-

ate program if they have failed at the conclusion of the semester or summer session in which the 12th semester hour has been completed to have earned a cumulative grade average of "B" or better.

Students admitted on an unconditional basis, who at the conclusion of the semester or summer session in which the 12th semester hour has been completed, have failed to earn a cumulative average of "B" or better will be given the opportunity to enroll for six additional semester hours of credit to attempt to achieve a satisfactory level of progress in their degree program to warrant admission to Candidacy for the Master's degree. Failure to reach a satisfactory level of progress will result in the student being denied permission to continue as a degree student. An immediate denial of permission to continue as a degree student will be made if it is judged the student could not possibly achieve a satisfactory level of progress by completing an additional six semester hours of credit.

It is the student's responsibility to submit the application for Candidacy. This completed application, which may be obtained from the School of Graduate Studies and Research, must be submitted at the end of the semester or session in which the student is enrolled for his or her 12th semester hour of credit. No more than 12 semester hours of credit earned at the University prior to the date of admission to candidacy, will be accepted towards meeting the minimum number of semester hours of credit required for the degree unless a written statement has been received from the Dean of Graduate Studies and Research authorizing an exception to this policy.

Graduate students in all education programs are expected to self-assess and to be assessed by the NCATE Knowledge, Skills and Dispositions-Graduate as described below:

#### *Graduate Knowledge, Skills, and Dispositions*

##### **Knowledge: Effective Facilitators of Learning comprehend . . .**

- K.1 the central concepts, tools of inquiry, and structures of their disciplines.
- K.2 multiple perspectives and diverse populations.
- K.3 effective verbal and nonverbal communication techniques that foster active inquiry, collaboration, and supportive interaction.
- K.4 current technology and its uses in their disciplines.
- K.5 formal and informal assessment strategies for purposes of research and evaluation.
- K.6 knowledge, skills, and dispositions delineated in their professional, state, and institutional standards.
- K.7 the Ethical Code of Conduct for their profession.

##### **Skills: Effective Facilitators of Learning demonstrate . . .**

- S.1 mastery of content, pedagogy, methodology, and research for their discipline.
- S.2 goal setting that meets the diverse needs of each client.
- S.3 strategies to foster positive social interactions, intrinsic motivation, and active engagement.
- S.4 appropriate communication with colleagues, related service personnel, paraprofessionals, administrators, families, and community members.
- S.5 critical thinking through inquiry, discussion, and reflection.
- S.6 the use of methodologies that reflect state and national standards.
- S.7 procedures and routines that create a safe environment.

##### **Dispositions: Effective Facilitators of Learning respect and value . . .**

- D.1 high standards of research and academic work.
- D.2 diverse populations and perspectives.
- D.3 collaboration with colleagues, partners, agencies, and the larger community.
- D.4 an enthusiasm for their profession and professional responsibilities.

- D.5 an interactive, client-responsive learning community.  
 D.6 reflective practice and seek guidance toward professional growth.  
 D.7 ethical and professional behavior.

## Form and Style to be Used in Writing Graduate Papers

Specialized research courses offered by the University are designed in part to develop skills in written expression with specific emphasis placed on a review of the style and format considered by the academic community to be the appropriate style and format for course papers, research projects, independent study and thesis.

Students enrolled in graduate courses should also assume that correct style format, spelling and grammar will be considered in evaluating the quality of written material submitted.

Students enrolling for biology courses and students completing a biology thesis shall conform to the style and form as found in **The A.I.B.S. Manual**.

Students enrolling for clinical psychology, middle and secondary instruction, communication studies, nursing, counselor education and speech pathology courses shall conform to the style and form as found in **The Publication Manual of the American Psychological Association (A.P.A.)**

## Time Limitations on Meeting Degree Requirements

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

## Grading System

The grading system for the School of Graduate Studies which is listed below was approved by the University Senate in 1986.

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	
S	– Satisfactory	(0 Grade Points*)
U	– Unsatisfactory	
W	– Withdrawal	
I	– Incomplete Grade	
WP	– Withdrawal Passing	
WF	– Withdrawal Failing	
#	– Course Still in Progress	

\*The "S" grade may be used only in courses PSYC744 Graduate Study in Psychology-Unit V (Internship) and ART700 Seminar in Fine Arts.

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

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

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 following the end of the session or semester unless written approval granting an extension of this time limit has been given by the Dean of Graduate Studies and Research. 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 grade of "R" is issued to indicate that no grade is presently available because research is still in progress. After the research is completed, the "R" is replaced on the permanent record by an "A", "B", "C" or "F" grade with the corresponding credit. "R" grades should not continue for a period that exceeds four academic semesters. At the end of that time period, the grade may revert to a withdrawal and the student will have to re-enroll in the academic experience.

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

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

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

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

## Repeating Courses

Courses may be repeated only under extenuating circumstances and then only with the approval of the advisor and the Dean of Graduate Studies and Research.

Individuals admitted to graduate study on a conditional admission basis will not be granted permission to repeat courses while classified as a degree student admitted on a conditional basis.

The grade earned when a course has been repeated is shown on the official transcript along with the original grade. In computing the cumulative grade average the grade earned when the course was repeated is substituted for the original grade.

## Auditing a Graduate Course

A student possessing a bachelor's degree from a regionally accredited college or university may audit a graduate course. This student will not be responsible for course examinations; however, the instructor may, as a condition for approving the auditing of the course, require that the individual be responsible for course assignments.

Although no credit or grade is received when a student audits a graduate course, regular course fees and special fees are charged.

Students who register on an audit basis may not change to credit status after the end of the “add” period.

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

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

## Appeal of a Graduate Grade

### Intent

This policy provides for due process in the rare instance when a student believes that a final grade assigned in a course is erroneously calculated or recorded, or is a result of prohibited discrimination by the course instructor. It also provides a remedy in cases where the hearing process sustains the student’s claim.

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

Students wishing to appeal a final grade must initiate the appeal within twenty-five (25) calendar days after the beginning of the semester following the issuance of the grade. Summer school shall not constitute a semester.

With the exception of the grade, no part of this procedure will become a part of any individual’s University record or file.

### Appeals Procedure

1. The student should initiate the appeal by consulting on an informal basis with the faculty member who gave the final grade. If no satisfactory results are achieved, then the student may continue the appeals procedure.
2. All grade appeals shall be made by the student in writing directly to the faculty member who gave the grade within twenty-five (25) calendar days after the beginning of the semester following the issuance of the grade. A copy of the appeal must be sent to the chairperson of the department in which the appeal is made. Summer school shall not constitute a semester.
3. Should the faculty member find in favor of the student, the grade change form, initialed by the department chairperson, shall be sent within ten (10) University calendar days to the Coordinator of Records. Should the faculty member find in favor of the grade as given, the student shall be notified in writing within ten (10) University calendar days.
4. Should the student desire, he/she may appeal a negative decision by the faculty member to the Academic Appeals Committee of the department in which he/she received the grade within ten (10) University calendar days after being notified by the faculty member. The appeal shall be made in writing to the chairperson of the departmental Academic Appeals Committee. A copy should be delivered to the department chairperson.
5. The committee shall hold a hearing within ten (10) University calendar days following the student appeal. Both the faculty member and the student involved shall be invited to attend. The committee shall have the power by simple majority vote to decide cases involving grades erroneously calculated or recorded or where pro-

hibited discrimination is alleged. Should the committee find in favor of the student, a recommendation of a grade change shall be sent to the dean of the appropriate school. The dean shall thereafter submit the grade change form to the Coordinator of Records after the department chairperson has initialed the grade change form with a copy to the Dean of Graduate Studies and Research. A tie vote of the committee upholds the faculty member’s decision. No student or faculty member shall sit in judgement 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.

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

### Withdrawal From a Course

A student is not officially withdrawn from a course until he or she has informed the Scheduling Office in writing of the withdrawal.

Students wishing to withdraw from all courses and leave the University will inform the staff of the Enrollment Services and University Planning Office and complete a withdrawal form in the Enrollment Services and University Planning Office. The Enrollment Services and University Planning Office will consult with the appropriate academic dean or department chair to assess student program status implications and also notify the Records and Registration Office and the School of Graduate Studies and Research after each case has been properly evaluated, classified, and an exit interview has been conducted.

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

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

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



## Withdrawal From the University

Enrolled graduate students who wish to completely withdraw from their courses must inform the staff of the Enrollment Services and University Planning Office and the School of Graduate Studies and Research of their intention to leave school. These offices are located in Hamilton Hall and Reeder 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.

## Adding Courses or Changing Courses

Students who have completed registration may, prior to the second scheduled class meeting, add a course to their schedule by completing the additional registration at the Scheduling Office.

Students who have completed registration may, prior to the end of the add period, change a course on their schedule by completing the change in registration form at the Scheduling Office.

## 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 or clinical psychology 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 600 level graduate courses if 80 or more semester hours of credit have been earned, if their cumulative quality point average is 2.5 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 600-Level Course" form.

Students not enrolled in the undergraduate program at the University who wish to register for a 600 level graduate course also must complete the "Permission to Enroll in a 600-Level Course" obtaining all signatures and submit this completed form for final approval to the Dean of Graduate Studies and Research. The student will need to provide the undergraduate Admissions Office with a completed application for admission to the University's undergraduate program as a Special Student, the required application fee, an official transcript of undergraduate credits completed, and a letter from the advisor and chairperson of the department of the student's major authorizing enrollment in the course. Undergraduate students enrolling in a graduate course will receive undergraduate credit for the course and will pay the undergraduate course fees rather than the graduate course fee.

Undergraduate students enrolling in a graduate course will receive undergraduate credit for the course and will pay the undergraduate course fees rather than the graduate course fee. Undergraduate students, not within 12 credits of completing their bachelor's degree, may not enroll in 700 level courses.

## 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. Seniors may enroll in 700-level courses for graduate credit if approved by the Dean of Graduate Studies and Research and graduate program head.

## 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. Since there is concern that the University not have excessive in-breeding, matriculation in graduate degree programs at Edinboro University which may be used to meet promotions and/or tenure requirements needs careful monitoring. Faculty are generally expected to pursue graduate degrees and/or courses leading to promotion and/or tenure at other institutions. It is recognized that retraining of faculty is essential to meet changing program needs.

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

## Independent Study Courses

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

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

A student may earn a maximum of six semester hours of credit in independent study and/or individualized instruction with no more than three credits earned in a semester or in a summer session.

An individual who wishes to register for independent study must, well in advance of the registration period (1) contact his or her advisor to ask for assistance in identifying a faculty member who might serve as the supervisor of the independent study; (2) after the faculty member has been found who will supervise the independent study, prepare with this faculty member's assistance a prospectus for the independent study and the application requesting authorization to enroll for independent study; (3) submit the prospectus and the application to the chairperson of the department for approval and (4) submit a copy of the prospectus and the application for approval to enroll for independent study, signed by the departmental chairperson, to the dean having jurisdiction over the student's major, and to the Dean of Graduate Studies and Research for final approval, and the Vice President for Academic Affairs 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.

## Steps in Earning a Master's Degree

1. Complete application procedure prior to anticipated date of enrollment.
2. Receive an official letter of acceptance from the dean.
3. Make an appointment with your advisor to discuss your graduate program and prepare a Plan of Study.
4. File the Plan of Study with your advisor.
5. Contact your advisor during the registration period for advice in course selection.
6. Complete payment of all fees at the time of registration.
7. Notify the Scheduling Office in writing if you wish to withdraw from a course.
8. Complete an Application for Admission to Candidacy at the end of the semester or summer session in which you will be enrolled for your 12th semester hour of credit. This application must be submitted to the program head.
9. Receive a letter of admission to candidacy.
10. If enrolled in a program requiring a thesis or a master's project, meet with your advisor and other committee members to plan your research.
11. File an application form for authorization to enroll in a course at another institution for transfer credit, if you wish to receive transfer credit.
12. File with the School of Graduate Studies and Research an official transcript for courses you have been authorized to transfer.
13. At the beginning of the semester or summer session during which you plan to complete your degree, submit a graduation card to the Office of the Coordinator of Records. The graduation card may be obtained from the Office of Records and Registration.
14. Order cap, gown and master's hood from the Campus Bookstore on the day you complete your graduation card, if you plan to attend commencement.
15. Make arrangements with the departmental program head to take the comprehensive examination.
16. File completed thesis, if required, with the program head.
17. File completed master's project with the department program head of your major.
18. If you wish to do so, attend commencement.

19. Graduate students enrolled in a master of education and also in initial teacher certification must complete the certification requirements, apply for certification through the School of Education, and be approved for certification before receiving the master's degree.
20. A graduate student carrying an incomplete in the final term must finish the coursework and the instructor must post the grade within two weeks of commencement. Otherwise, the student must reapply for the next graduation auditing date.

## Commencement

Edinboro University holds commencement ceremonies in December and May. The dates of commencement are established by the President. Attendance at commencement is not mandatory. Individuals who complete degree requirements during the summer session preceding the December commencement ceremony will receive their diploma by mail approximately three weeks after the graduation date. These individuals are also invited to participate in the December ceremony. Individuals who complete degree requirements during the first semester will participate in the December commencement. Individuals who complete degree requirements at the conclusion of the second semester will participate in the May commencement ceremony. Graduate students with 3.95 GPA or higher will be given recognition in the commencement program. Diplomas will be mailed to students following official verification of completion of degree requirements.

## Confidentiality and Privacy of Student Records

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

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

1. Student's name.
2. Campus, local or home address, e-mail address, and telephone number.
3. Date, place of birth, weight/height (for members of athletic teams).
4. Dates of attendance, most recent or previous educational institution attended, academic major.
5. Date of graduation and degree/awards received.
6. Student activity participating (including athletics).
7. Information concerning alumni accomplishments.

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.

# FINANCIAL AID

## Federal Loans and Work-Study

Need-based grant programs are discontinued upon the receipt of a baccalaureate degree. Graduate students with need may apply for Federal Stafford Loans and Federal Work-Study program utilizing the aforementioned application procedures. Students attending with special student status are not eligible for financial aid.

Graduate students may borrow up to \$8,500 annually through the Federal Stafford Student Loan program. Federal unsubsidized loans may also be used for graduate study up to total cost of each academic graduate year, or \$10,000, whichever is less. This is in addition to the \$8,500 subsidized Stafford Loan. Students enrolled in teacher certification who will not be earning a master's degree will be restricted on the loan limits based on the undergraduate loan limits of \$5,500 subsidized Stafford Loan and \$5,000 unsubsidized Stafford Loan.

## Perkins Loans

Edinboro University participates in the Perkins Student Loan Program. Graduates who have been accepted for enrollment at Edinboro University in full-time or at least half-time study and who need financial help for educational expenses, may receive consideration for this student loan. For the purpose of financial aid, half-time is defined as 3 to 6 graduate credits.

Eligible graduate students may borrow up to \$6,000 for each two-year period. Interest and payments begin six months after the student ends his studies. After termination of studies, the loans bear interest at the rate of five percent a year (annual percentage interest) and repayment of principal may be extended over a ten-year period, except that the institution may require a repayment of no less than \$40 a month.

If a borrower becomes a full-time teacher in a public or other non-profit private elementary or secondary school with a high enrollment of students from low-income families, or as a full-time teacher of handicapped children, for each complete year of service the amount of the loan shall be reduced at the rates of 15 percent a year, plus interest for the first and second years of service; 20 percent a year, plus interest for the third and fourth years of service; 30 percent a year plus interest for the fifth year of service; which results in 100 percent cancellation of the loan.

Edinboro University approves and makes the loans and is responsible for collections. The "Free Application for Federal Student Aid" is required. The amount of Perkins Loans are limited. Edinboro University will determine loan maximums yearly and priority is given to undergraduate students.

## Federal Work-Study

Students may be placed on campus or for an approved off-campus agency. On-campus jobs may include work in offices, laboratories, the library, maintenance and the dormitories. Off-campus jobs are assigned in public or private non-profit organizations with written agreements.

To work under this program, students must be enrolled or be accepted for enrollment as at least half-time students at Edinboro University. Eligibility depends upon their need for employment to defray college expenses with preferences given to applicants from low-income families. The "Free Application for Federal Student Aid" is required. Priority is given to undergraduate students.

## Federal Stafford Loans

Graduate education frequently places a financial burden on families, particularly if there are a number of children who want to attend college.

Graduate students cannot qualify for grant aid. Even when commercial credit sources are available, repayment generally runs concurrently with the years the student attends college. To help these students and their families, a Federal Stafford Loan Program is in operation.

Under this program, a student may borrow from a bank or other financial institution. A graduate student may borrow as much as \$8,500 per year. Need must be demonstrated for these loans by the completion of the "Free Application for Federal Student Aid" form. Interest during graduate study is paid by the federal government if need is determined. Loan repayment, including eight percent interest, begins six months after termination of studies. Students have up to ten years to repay the loans with minimum payments of \$50 per month.

Interested students should inquire at their local bank or financial institution for further information and application forms for the Stafford Loan Program. Stafford Loans are available to students from all states.

In the interest of the student, it is the recommendation of the Financial Aid Office that discretion in borrowing be recognized as a necessary consideration. Loans made by each student should be minimized to meet projected educational costs.

Bank loans count as financial aid, and will reduce or supplement work-study or Perkins Loan eligibility.

### Sargent Emergency Student Loan Fund

Emergency 30-day loans are available to Edinboro University 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 University, 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 Financial Aid Office. Awards may not exceed \$150.

### Applications – Steps to Follow

1. Beyond our nominal fee for applying for admission, we do not charge for financial aid.
2. Complete and submit the Free Application for Federal Student Aid. You will not be considered for the Pennsylvania State **Grant** and/or the Federal Pell **Grant**. Mail the Federal Student Aid application in the envelope provided with the application form.
3. All information contained in documentation and forms is filed and held in confidence by the Financial Aid Office. Regardless of the aid program you are applying for you **MUST** complete an application by May 1st of each year. This includes those who also wish to apply for a Federal Stafford Loan.
4. Financially Independent Students – All graduate students receive program consideration as a student who is financially independent of their parent. Only student and spousal income is considered. Students admitted to the teacher certification program only are subject to undergraduate requirements for independent status, loan limits, and required six credits enrollment status.
5. Verification of Income – One in three applications for various types of Federal Student Financial Aid Programs is selected for verification. Applications selected must provide family tax returns and complete special forms to validate family size, untaxed income and assets. Student applicants are advised to keep copies of their current income tax forms for validation purposes.
6. Time Frames for Application – All students are encouraged to file the "Free Application for Federal Student Aid" form by **May 1st** of each year. Students who file after this date are in jeopardy of losing eligibility for campus-based funds due to the limitation of dollars in

the programs. All bank loan applications must be preceded by the completion of the Free Federal Aid form which is used to demonstrate need for interest free Stafford Loan funding.

7. All Applicants – Follow all form instructions carefully. To avoid a delay, answer each item accurately. If you have questions, contact the Financial Aid Office; phone 814-732-5555 or 888-611-2680. You may also e-mail [finaid@edinboro.edu](mailto:finaid@edinboro.edu).

### Return of Title IV Federal Aid

Federal regulations require the University to recalculate the eligibility for aid when students withdraw from all courses in a given term. The recalculation is based on the number of calendar days in attendance divided by the number of days in the term. The resulting ratio is used to prorate the amount of aid "earned." Aid that is not "earned" is returned to the appropriate programs. The amount of aid "earned" has no relationship to the student's institutional charges and may not be appealed.

### Graduate Assistantships

A number of graduate assistantships are available each year. Eligibility for an assistantship includes (1) acceptance into a graduate degree program, (2) enrollment for full-time study which is a minimum of nine credit hours per semester and, (3) acceptance by the director of the office where assigned.

Two types of graduate assistantships are available.

- I. Graduate assistantship with tuition waiver and work stipend renewable with program head's approval, good academic standing, and fulfillment of work assignment each semester.
  - A. Full-time graduate assistantships require enrollment of nine credits each semester and include
    1. Remission of course tuition
    2. Stipend of \$7.00 per hour for 275 hours of work per semester
  - B. Half-time graduate assistantships require enrollment of nine credits each semester and include
    1. Remission of one-half of course tuition
    2. Stipend of \$7.00 per hour for 137.5 hours of work per semester
- II. Graduate assistantship with one-half tuition waiver and federal work study renewable with program head's approval, good academic standing, continued eligibility for federal work study funding, and fulfillment of a minimum of 100 hours of work per semester payable through federal work study award. Requires enrollment of nine credits each semester.

NOTE: This assistantship will be withdrawn if the student becomes ineligible for federal work study funding as determined by federal regulations.

Assistantships in residential life also include a waiver of charges for a private room in the residence hall.

A limited number of pro-rated Assistantships are available for the summer.

If a graduate assistant drops below nine graduate hours in a semester, the assistantship award will be revoked and the student will have to remit to the University the tuition and fees balance for that term. A graduate assistant who drops below nine graduate credit hours will also be responsible for paying FICA taxes on stipend earnings already paid for that term.

Graduate assistantships do not cover the tuition and fees for the internship term. Graduate assistantships cannot be granted or continued during the internship term or student teaching term.

Applications can be obtained from the School of Graduate Studies and Research.

## Internships

Some graduate programs include an Internship as part of the curricular plan. Selection of a site for an Internship cannot include a situation where a student is hired as an employee; however, some sites do provide a stipend, and students may select such a site. Students should consult with their advisors when selecting a site for an Internship. The advisor will assist the student to complete the necessary arrangements (including the application form) for the Internship. Completed applications must be submitted to the School of Graduate Studies and Research for approval before the student registers for the Internship. Internships are to be arranged at off-campus sites only.

# ADDITIONAL INFORMATION

## Admission and Matriculation Miller Analogies Examination

The Miller Analogies Examination is given periodically on the campus of Edinboro University. Presently, a \$40.00 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. The Miller Analogies Test may be taken at any designated test center. A list of the test centers may be obtained from the Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498.

## Graduate Record Examination

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

## 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 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.

## 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 Scheduling Office 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.

## Identification Cards

A graduate identification card is required of all students enrolled in a graduate course at Edinboro University of Pennsylvania. The ID card is required to check out materials from the Baron-Forness Library, to pick

up any University check (loan, payroll, etc.), to use any of the computer labs on campus, and to attend any of the University events. The ID card remains valid each session for which the student is enrolled. ID cards can be obtained at the ID Access Center 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).

## Textbooks for Courses

Textbooks are sold at the Campus Bookstore, located in the University Center (lower level). The Campus Bookstore will be open evenings during the first two weeks of classes.

If you should need materials or books and the Bookstore is closed, please call to see what arrangements can be made for you to receive your text materials. The Campus Bookstore number is 814-732-2456.

## 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.

## Change of Address or Name

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

# ACADEMIC RESOURCES, SERVICES AND SPECIAL PROGRAMS

## Edinboro University in Erie – The Porreco Center

Located in nearby Millcreek Township, Edinboro University in Erie – The Porreco Center is just 19 miles north of the Edinboro University campus. The 27-acre estate includes 11 buildings, a pond, an orchard, and a 160-car parking lot. Named for Erie businessman Louis J. Porreco, the property was donated to the University as part of its three-year capital campaign.

The facilities and support services being developed at the Center will serve to centralize and expand outreach programming in the greater Erie area, while offering excellent educational opportunities for undergraduate and graduate students. A large number of day and evening courses are offered each semester by departments of the University.

The wide range of services at the Center allows students to register, buy books and supplies, and attend classes – all without leaving the grounds. A computer lab, located in the Barn Classroom building, includes 24 Dell computers and a laser printer. This facility is available for walk-in use during open lab hours. Questions about the Center can be addressed to the on-site administrator at 836-1955.

## Technology and Communications, Ross Hall

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

## Academic Resources

- Students can access more than 30 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. All computer labs are connected to the campus network and the Internet.

- Some of the many resources for students to improve their computer skills include help sheets, web-based information, and computer lab assistants.
- The campus features a \$6 million Arts and Sciences Center, which includes cutting-edge teaching and learning facilities with four auditorium-style classrooms, three technology-enhanced classrooms and a distance education classroom. All of the classrooms include a “smart podium,” a specially equipped desk that enables faculty members to operate computer and audio-visual equipment from one location. A number of classrooms across the campus are equipped similarly. The distance education classroom links to a number of learning sites in the area, as well as the State System central office in Harrisburg and other State System universities for multipurpose videoconferencing.
- Many courses have web-based supplements, and Edinboro University offers a growing number of web-based courses and programs.

#### **Co-Curricular Resources**

- All residence halls recently received a multimillion-dollar technology upgrade, and each room is wired for digital satellite cable television services, two high-speed data connections, and a telephone connection.
- University Services, Inc., offers digital satellite television, high-speed Internet service and voice mail in the residence halls. Several packages are available, for on-campus and off-campus users. The University features a Help Desk and technology store in which students and employees can purchase items and receive assistance with technology-related matters.
- The University’s Student Technology Center offers computer products sales and is an authorized service and support center for all brands of “compatible” computer systems. Educational pricing for Gateway computers is available to Edinboro University students.
- The University identification cards are part of a smart card system, which will allow students to access the Automated Teller Machines throughout campus and within the town of Edinboro in conjunction with a PNC Bank account. The smart card system also provides access to a variety of services such as dining facilities, library resources and the fitness center.

#### **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 to these files can be obtained through the [www.edinboro.edu](http://www.edinboro.edu) domain.
- Students have access to S.C.O.T.S., our Student-Centered On-Line 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.

#### **Student Computer Recommendations**

- While students have access to a wealth of computers located in strategic locations on campus (such as our computer center, library, residence halls and academic buildings) they may wish to consider purchasing their own computer for convenient and instant access. For specific recommendations, contact your department for computer configurations and any special equipment suggestions.

For more information on technology at Edinboro, please call the Campus Bookstore at 814-732-2456 or Technology and Communications at 814-732-2931.

### **University Libraries** **Baron-Forness Library**

Baron-Forness Library is a progressive, dynamic resource which supports the curricular and research needs of Edinboro University. The Library faculty and staff are committed to helping patrons use the library effectively and efficiently.

Information comes in many forms other than the printed page. When you want to research a topic at Edinboro’s Baron-Forness Library, you will find not only a variety of print and non-print forms such as books, compact disks, microform, and magazines in which to locate information, but also an online computer catalog. You’ll find research material in the form of curriculum materials, motion pictures, slides, video cassettes, filmstrips, and slidetapes. A multi-media lab contains materials and audio-visual equipment for your use. In the reference area, users may search a number of electronic databases and the Internet at no charge.

PAC, the online public access catalog for the Library, is the successor to the card catalog. The online catalog may be accessible from computers that are available throughout the Library. Individual terminals allow for access by authors, title and subjects to over 270,000 entries. You can also use the PAC remotely from your office, home or lab. Besides showing what the Library owns, PAC indicates whether an item is checked out and when it is due back. Information regarding materials on order can be obtained by searching PAC. Electronic requests for interlibrary loan and book orders are also available. The Library’s computer lab offers database searching and is equipped with projection equipment to provide classroom instructional opportunities for librarians and other faculty.

The Library is organized to allow students and faculty easy access to library materials. The open stack plan allows students and faculty direct access to the book and journal collection. Ample space is provided for individual study with both study tables and carrels. Seminar rooms, classrooms and A-V previewing rooms are also available. The Library houses a wireless network and circulates laptop computers equipped with wireless network cards. This allows students to access the Library’s electronic resources from any location in the building.

To help in the use of all these resources, library faculty are available seven days a week to provide research assistance and access to commercially available databases. Library faculty teach basic and advanced research techniques through classroom presentations, library tours and training sessions.

The Library, through cooperative activities with other libraries in Pennsylvania and throughout the nation, is a link in a vast information network. The Interlibrary Loan Service borrows books and obtains copies of other materials from libraries around the world. As the largest academic library in the region, Baron-Forness Library is committed to providing resources and services for members of the University community and residents of northwest Pennsylvania.

### **Distance Education and Learning Technology Academy**

This office is located in Ross Hall, lower level, provides a variety of services to students, faculty and staff. Falling within the framework of the Technology and Communications Division, the office provides limited video production and web streaming services, loan of instructional technology including camcorders, projectors, audio systems, as well as technical support of videoconferencing and satellite downlinking and teleconferences. The office also provides expertise in the area of audio-visual and video equipment recommendations and specifications.

## Reading Clinic

The Reading Clinic is one of the program services offered by the Department of Elementary Education graduate reading program. It is located in the Miller Research Learning Center. The primary purpose of the Reading Clinic is to train reading specialists at the graduate level and to introduce clinical concepts to undergraduates. Students in the reading program operate in a clinical setting under the direct supervision and guidance of the director of the Reading Clinic. The Clinic provides instruction for working with children with a variety of reading problems – corrective, remedial and learning disabled.

## Mathematics Clinic

The Mathematics Clinic operates as part of the program services offered by the Department of Elementary Education graduate program.

The purpose of the Clinic is to provide a setting for training teachers to identify and remediate children who have difficulties with mathematics. It is supervised by a director and provides services to *area students* who are in need of remediation in mathematics.

## Governor George Leader Speech and Hearing Center

The Center provides a variety of diagnostic and therapeutic services for individuals with speech, language, and/or hearing difficulty. Although the clinic operates as a fee-for-service facility, nobody is denied access because of inability to pay.

## Extended Learning

Edinboro University's Office of Extended Learning delivers non-credit activities, conferences, and experiences designed to meet the personal, professional, and organizational interests and learning needs of individuals, organizations, and businesses.

A wide range of continued learning activities, conferences, and experiences are provided through seminars, workshops, courses, and training using University expertise and resources. For a listing of current offerings see the website under "About Edinboro" on the University home page.

## Miller Educational Technology Center

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

## Center for Career Services

The Center for Career Services provides developmental counseling to students throughout their university experience to facilitate educational program and career decisions, and to prepare them to enter the world of work upon graduation. The Center serves as a clearinghouse for information and assistance for students who are undecided about academic and/or career directions to ensure that they receive the career guidance necessary to make important decisions about their future. The Center for Career Services also provides a multitude of career planning services (e.g., interest, aptitude/ability, and preference assessment; individual and small group counseling; guided use of resource materials) which are available to students seeking assistance in life/career planning. All services are available to graduate students.

Career planning services are lifetime services extended to Edinboro graduates. Students should become acquainted with the Center early in their university career. Job search services include a mock interviewing program, a web-based employment opportunity bulletin, and availability

of career and job hunting resource materials. The Center conducts professional development seminars on various topics such as career development, resume writing, interviewing, and job searching.

Students who wish to take advantage of the Center's credential service must register early in their senior year (for undergraduates) or early in their final semester (for graduate students). The Center assists students and alumni in building a file of employment credentials for transmittal to potential employers. The Center for Career Services is located in 106 Mc Nerney Hall. Students are encouraged to call for appointments and hours.

## Dining Services

The meal programs at Edinboro are designed to meet our customers' expectations and the services provided are reflective of today's active lifestyles. Locations and menus are varied to provide diversity for one's appetite as well as schedules. Whether you are returning for another year or attending Edinboro for the first time, we are glad you have joined us. Your dining locations include:

- There is always a flurry of activity in the student restaurant "**The Marketplace**" located in Van Houten Dining Hall. The design is a total transformation from the traditional student dining service areas. "**The Marketplace**" offers multiple concepts like a cutting edge sauté area with a multicultural menu. In all there are nine concepts offered and the flexibility to add and change menus with student preferences. Features include "Top Hits" action station, fresh salad creations, hearty soups, a pizza kiosk, "The Grille," pasta, create your own sandwiches and heat it up in the panini grill, and many other convenient choices. "**The Marketplace**" uniquely provides for low fat, vegan, and nutritious lifestyle dining. It also provides for traditional tastes in "Hometown Café." Breakfast will offer a "cook-to-order" omelet and egg area and a fruit, berry and yogurt bar. You can be sure the menu will be incredible and the new look will be the talk of the campus community.
- "**VanGo**" features a full salad bar, hot soups, and packaged entrees for those that need to eat on the run. The adjacent **Scot Stop** convenience shop is stocked full of your favorite study snacks.
- "**MacCato's**," located in the University Center, is the happening place on campus. You choose from the latest and hottest concepts around! The "**Sky Ranch Grill**" offers a big, fresh-never frozen, thick and juicy burger. **Sky Ranch Grill** has a commitment to freshness and bounty. We begin with the wholesome ingredients and prepare them right in front of you. Your choices are simple: fresh lean beef, breast of chicken, or a fresh Portabello mushroom cap. We grill or charbroil, toast the bun, then pile it high with your choice of basic fresh veggies. Add fries, fresh onion strings, a soda, and enjoy!

Come listen to the Bose System at "**Jazzman's**." The home of coffee, serving "Seattle's Best" coffees, offering all the latest Espresso and Latte drinks. Smoothies round out the selections along with the bagel shop, hot cinnamon rolls, special pastries, and "all that Jazz." Also, don't forget "Great Rotations" offering an ever changing variety of all your favorites.

- "**Rose Hall**" is our atrium dining restaurant for a great place to stop in between classes. It is the home of **Pete's Arena Pizza** – our own specialty pizza made from fresh dough and secret sauce. Best yet, there's a pizza delivery menu available after 5:00 p.m. daily – and delivery is FREE! Rose Court offers unique concepts as **The Original Grill, Rappz & Salads, The Market, and Subversions** providing a variety of menu selections.
- Take a break while studying and "smell the **Jazzman's** coffee aromas" or enjoy a freshly baked pastry from our kiosk in the Baron-Forness Library.

### Program Highlights

- The three retail locations are operated on an *a la carte* basis and feature “dining options” for students enrolled in any of the meal plans. If food selections are greater than the dining options value, you may access your flex account or pay cash to cover additional costs. Daily meal specials are offered to meet the dining options values in order to provide a complete meal. The Marketplace will continue to be the “all you can eat” location allowing students to select additional items without additional cost.
- Meal plans designed specifically for resident and off-campus students are available. It is required for all students residing in the residence halls to participate in the 19, 14, 10 meal per week plan, or the 175, 125 meals per semester block plan. A student ID is required to use your meal program and flex account. Meal plans run from Monday breakfast through Sunday dinner. Block plans run per semester. Meal programs are not transferable.
- FLEX DOLLARS – This pre-paid account offers meal plan members the opportunity to make purchases above the dining option value; privileges extend to the convenience store and pizza delivery without resorting to cash. Participants in all the plans may add to their flex dollar accounts at any time in increments of \$25 or more.
- FLEX ONLY ACCOUNTS – For off-campus students who buy fewer meals but would still like to have a pre-paid account. Requires a minimum purchase of \$100.
- **Off-Campus Students** may also choose from all available meal programs: 19, 14, 10 meals per week plan or 175, 125, 75 blocks per semester.
- Students participating in the dining service programs are required to abide in accordance with all relevant dining service rules and regulations.

## STUDENT AFFAIRS AND STUDENT SUCCESS

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

Edinboro University has an obligation to protect its educational mission. 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 the Office of Student Affairs and Student Success in the University Center.

### University Student Activities

The Office of University Student Activities is located in room 205 University Center. Student Activities Office represents a wide variety of exciting programs housed within its auspices and provides a framework of the following opportunities for students to get involved.

### Student Government Association

The Student Government Association’s Office is located in room 202 University Center. The Student Government Association is the official representative body of the students of Edinboro University. Congresspersons are elected by their fellow students at the beginning of the academic year and serve for two semesters.

SGA participates in the planning and the sponsoring of University social and cultural events and provides budget oversight of all student organizations. One of its most important functions is the preparation, for approval by the University president, of a budget for student activities supported by the student activity fund. This fund is created through the collection of the student activity fee. The SGA appoints student representatives to committees of the University Senate.

Weekly meetings of the SGA Congress are open to all interested students, as is membership on SGA standing committees. All students are encouraged to learn about and participate in, their Student Government Association.

### University Center

The mission of the University Center is to serve as the “family room” for students, faculty, staff, and the Edinboro community. We strive to provide activities that are social, educational, cultural, and recreational in nature, and benefit the needs of our primary customers, the students. There is a variety of lounge space in which you can relax, meet with study groups, or catch a nap, right after you grab a bite to eat at MacCato’s Bog. The University Center also has several rooms for student meetings, and houses the SGA convenience store, University Bookstore and the SGA computer lab. And if you have questions or need information about campus events, our friendly staff at the information desk will happily assist you.

The University Center also houses the Campus Recreation Department, which includes fitness facilities for everyone’s needs. The fitness center on the second floor boasts state-of-the-art workout equipment, an elevated indoor running track, aerobics room, and a weight training room, while the ground floor houses the main sports gym, climbing wall, martial arts room, and several racquetball courts. Memberships for these areas are available to faculty and staff. Equipment for these facilities can also be rented from the equipment room on the ground floor.

The Center for Outdoor Recreational Experience (CORE) provides the campus community with additional outlets for the expenditure of leisure time. CORE takes several trips throughout the year, which often include white water rafting, rock climbing, camping, as well as several others. CORE’s equipment may be rented for use on CORE outings, or for private use. Non-credit courses are also available in scuba diving, kayaking, canoeing, and fly-fishing.

### E.U.S.G.A. Student Organizations

Inter Fraternity Council  
 Panhellenic Council  
 National Pan Hellenic Council  
 AFRICA (Alliance for Racial Identity and Cultural Acceptance)  
 Afrikan Student Association  
 Alpha Angel  
 Alpha Chi (National)  
 Alpha Epsilon Lambda (National Graduate Honor Society)



Alpha Gamma Delta  
 Alpha Phi Alpha  
 Alpha Phi Omega  
 Alpha Phi Sigma  
 Alpha Psi Omega  
 Alpha Sigma Alpha  
 Alpha Sigma Lambda  
 Alpha Sigma Tau  
 Animation Club  
 Anthropology Club  
 Art Education Club  
 Asian Club  
 Astronomy/Planetarium Club  
 Beta Beta Beta  
 Campus Crusade for Christ  
 Chi Sigma Iota  
 Chess Club  
 Christ for Life  
 Circle K Club  
 Clay Club  
 College Democrats/College Republicans  
 Company  
 Computer Science Club  
 Council for Exceptional Children  
 Counseling Club  
 Criminal Justice Club  
 Dearborn Hall Council  
 Delta Zeta  
 Drawing and Painting Club  
 Earp Hall  
 Edinboro Student Craving Anime (ESCA)  
 Emergency Service Organization  
 English and Humanities Club  
 Equestrian Team  
 Fencing Club  
 Film Club  
 Future Elementary Educators  
 Gamma Sigma Sigma  
 Golf Team  
 Graduate Social Work Association  
 Graduate Student Council (GSC)  
 Graduate Student Professional Development Board (GPDB)  
 Graphics Design Club  
 Green Party  
 Health and Physical Education's Major Club  
 History Club  
 Ice Hockey Team  
 Identity  
 International Students Affiliation  
 Iota, Iota, Iota (Women's Studies Honor Society)  
 Kappa Alpha Psi  
 Kappa Delta Pi  
 Kappa Delta Rho  
 Karate Club  
 Latin American Studies Association  
 Latino Student Organization  
 Lawrence Tower A & B  
 Literary Club  
 Medieval Society of Edinboro  
 Men's Club Volleyball  
 Metals Club  
 Music Education National Conference (MENC)  
 Muslim Student Affiliation  
 National Council of Teachers of English and Language Arts  
 Newman Student Association  
 Phi Alpha Social Work (Honor Society)  
 Phi Chi Rho  
 Phi Kappa Psi  
 Phi Kappa Sigma  
 Phi Epsilon Kappa  
 Phi Mu Alpha (SINFONIA Men's Music Fraternity)  
 Phi Sigma Iota  
 Phi Sigma Pi (National Honor Fraternity)  
 Philosophy Club  
 Photo Club  
 Physics & Engineering Club/Sigma Pi Sigma  
 Pi Mu Epsilon  
 Political Awareness Club  
 Psychology Club  
 Public Relations Student Society of America (PRSSA)  
 Residence Life Council  
 Rifle Club  
 Rose Hall Council  
 School Psychology Club (Graduate Club)  
 Scranton Hall Council  
 Shafer Hall Council  
 Sigma Gamma Epsilon (Earth Science Honor)  
 Sigma Pi Epsilon Delta  
 Sigma Sigma Sigma  
 Sigma Tau Delta (International English Honor Society)  
 Sigma Tau Gamma  
 Social Work Club  
 Speech and Hearing Club  
 Student Art League  
 Student Community Outreach Through Serves (SCOTS)  
 Student Dietetic Club  
 Student Government Association  
 Students of Edinboro for Environmental Defense (SEED) (formerly  
 Environmental Studies/Geography Club)  
 Students Interested in Expanding their Horizons (SIXTH)  
 Student Nurses Organization of Edinboro (SNOE)  
 Student Parent Association (SPA)  
 Student Pennsylvania State Education Association (SPSEA)  
 Tau Kappa Epsilon  
 Theta Chi  
 Theta Xi  
 Ultimate Frisbee  
 United Nations  
 University Players  
 University Programming Board (UPB)  
 Vietnamese Students Association  
 Zeta Phi Beta  
 Zeta Tau Alpha

**E.U.S.G.A. Athletics**  
 Edinboro University of Pa. Cheerleaders  
 Fighting Scots Adapted Athletics

**E.U.S.G.A. Programs**  
 Alternative Film Festival  
 Dramatic Activities  
 Edinboro Theatre for Young Audiences  
 Forensics Club (Debate)

**Media**  
 E-TV (Edinboro television)  
 Spectator (campus newspaper)  
 WFSE (campus radio)

### **Music**

Edinboro Choral Ensemble  
Edinboro University of Pennsylvania Marching Band (Fighting Scots)  
Electronic Music Club  
Guitar Ensemble  
EUP Band  
Jazz Ensemble  
Opera Workshop  
Pep Band (meets second semester only)  
Percussion Ensemble  
Pipe and Drums of EUP  
Symphonic Wind Ensemble  
United Voices of Edinboro  
University Orchestra

### **Recreation**

Adapted Intramural and Recreational Sports (A.I.R.S.)  
Fitness Center  
Recreational Sports (formerly Intramurals)  
Center for Outdoor Recreational Experience (C.O.R.E.)

### **University Programs**

AIDS Awareness  
Alcohol Awareness  
Bruce Gallery  
Chimera  
Cultural Affairs  
Diversity Funding Board  
Family Weekend  
Freshman Orientation  
Graduate Professional Development Program  
Highland Ambassadors  
Highland Games  
Homecoming  
Performing Art Series  
SGA Leadership Program  
SnowFest  
Student Concert Series  
UC Operations  
University Programming Board  
Women's History Month

The above list is subject to change. New student organizations and groups, when approved, are added to the list.

### **Volunteer Service**

Volunteer services is located on the second floor of the University Center. Over the years, Edinboro University of Pennsylvania students have contributed hundreds of thousands of dollars and service to northwest Pennsylvania. Community service and volunteer work are expectations of students at Edinboro University. The Student Activities Office has established a means for students to have the 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 and the community work together to create a more positive living/learning environment for the greater Edinboro area.

### **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 25th Annual National Intercollegiate Wheelchair Basketball Tournament in March 2002.

### **Adapted Intramural and Recreational Sports Programs (AIRS)**

The fitness facility is located in the newly renovated Crawford Center recreation room. Students can stop in and participate in organized activities and competitions as well as just a place to hang out. This student-run facility hosts exercise equipment, television, video games, billiards, table tennis, air hockey and other assorted recreation equipment. Intramural sports are arranged based upon student's interests. For further information contact the AIRS Office at 814-732-1410.

### **Recreational Sports**

Recreational sports are located in the University Center on the second floor. Looking to participate in a structured recreational sports activity? Stop by and check out all the action associated with the recreational sports program. Recreational sports are offered in both a league format as well as weekend tournaments. Activities available for competition include basketball (both 3-on-3 and 5-on-5), flag football, soccer, sand and indoor volleyball, racquetball, and softball. Students can also try their skill at billiards, ping pong, and wrestling.

### **Athletics**

Recognized as one of the top programs in the Pennsylvania State Athletic Conference, the Athletic Department is under the leadership of athletic director Bruce Baumgartner, a four-time Olympic medalist.

Offering 14 intercollegiate sports, six men and eight women, 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 250 years. Many of the coaches are recognized annually for their statewide and national success.

Consistent with the goals and objectives of the division, the Athletic Department offers an entertaining product to the University's student body as well as to the sports spectators from the Edinboro area and surrounding communities. We are proud of the student-athletes who represent our institution as they strive for excellence on and off the playing field. Graduate students are encouraged to become involved in our program either through athletic participation or as a supporter of our intercollegiate athletic teams.

### **Office for Students with Disabilities**

Edinboro University is actively involved in providing services to students with disabilities. Since its inception in 1974, services have been provided to both undergraduate and graduate students. The University now offers a variety of services to meet the accommodation needs of students with many different types of disabilities.

The OSD provides services to graduate students based upon documentation of a disability and a request for accommodations based upon this disability. The OSD works closely with the state vocational rehabilitation agencies as well as many out-of-state agencies that provide financial and other support for the student. Services and accommodations include, but are not limited to: attendant care, transportation services, student aides, and academic accommodations. Eligibility and contracting for specific services can be accessed by contacting the OSD, Crawford Center, 814-732-2462 v/tty or [mcconnell@edinboro.edu](mailto:mcconnell@edinboro.edu).

### **Multicultural Programs Office**

As the largest public institution of higher education in northwest Pennsylvania, Edinboro University has both a special responsibility and extraordinary opportunity to create and maintain a climate that affirms diversity of persons as well as diversity of views.

These characteristics of diversity are age, gender, race, religion, ethnicity, national origin, socioeconomic background, sexual orientation, and students with disabilities.

As we seek to harness the power of diversity, we provide out-of-classroom experiences where students and other members of the University community can learn about and appreciate other cultures. This is attained through activities such as: Theme Month programs, Student Leadership Retreats, Diversity Education seminars, speakers and workshops.

The Multicultural Programs Office is located in the University Center, room 201.

### **Student Health Services**

The University is genuinely concerned that students remain in their maximum state of wellness. The Ghering Health and Wellness Center is available to assist with the needs of every individual student. 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, a certified registered nurse practitioner, and registered nurses certified in the college health specialty. The goal of the staff is to promote wellness, healthier lifestyles, educate, 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 or verbal 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, and laboratory services are available adjacent to the campus. A sample of services available at the Health Center include: TB testing, allergy injections, men's clinic, women's clinic, immunizations (at cost), 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 or schedule an appointment with our professional staff at 814-732-2743.

### **Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) is part of the comprehensive student health program at the Ghering Health and Wellness Center. 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 are 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 Peer Educator programs are coordinated by this office.

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

### **Housing**

Residence hall facilities are available on the campus of Edinboro University for graduate students. Students who desire these accommodations should make application for campus housing to the director of housing well in advance of the session which they expect to attend. Applications for rooms are filled in the order in which they are received. Residence hall rooms are designed for two students. A student may, if space is available, room alone; however, an additional charge is made for students with private rooms. Residence hall accommodations are available to married graduate students; however, there are no accommodations for children.

Residence hall rooms are furnished with two beds, chairs, dressers and closets. Students are required to furnish waste baskets, soap, bed linens, towels, wash cloths and pillows.

Radios and stereos are permitted if they are operated with due respect for others. Electrical appliances employing heating elements are not permitted in student rooms. No pets of any kind are permitted.

University residence halls contain lounges, recreation rooms and coin-operated washers and dryers for student use.

### **Vehicle Registration**

All vehicles parked on campus must display a current parking decal or temporary permit. Decals and permits are available 24 hours per day, seven days per week, from the Edinboro University Police, room 140, Earley Hall. The applicant must present the owner's card for the vehicle being registered.

Parking information is available at the Police Office or by calling 814-732-2921. The campus police are authorized to ticket individuals for traffic violations. Special "snow removal" regulations are in effect from November 1st through April 1st. No overnight parking is permitted in commuter or employee lots during this period.

## **GRADUATE CURRICULA**

Graduate curricula are listed in the next section according to programs: Art, Behavior Management Specialist Certificate, Biology, Character Education Certificate, Clinical Psychology, Communication Studies, Counseling, Educational Psychology, Elementary Education and Reading, Information Technology, Middle and Secondary Instruction, Nursing, Educational Leadership, Social Sciences, Special Education and School Psychology, and Speech-Language Pathology.

Course descriptions can be found after the respective program's curricula. An explanation of course numbering is as follows:

#### **000-499**

These courses are undergraduate courses. Although graduate students may take regular undergraduate courses to satisfy prerequisite requirements, graduate credit cannot be granted for these courses.

**500-599**

Courses with these numbers are advanced undergraduate courses; however, graduate students may enroll in selected courses for graduate credit. A maximum of 12 semester hours of graduate credit earned in these courses will be accepted toward meeting the course requirements for the master's degree. Graduate students enrolling in these courses for graduate credit must pay graduate tuition.

**600-699**

Courses with these numbers are graduate courses; however, advanced undergraduate students may enroll in these courses for undergraduate credit provided they (1) are at least a second semester junior, (2) possess a cumulative quality point average of 2.5 or better (4 point scale) and (3) have the written approval of their advisor, the instructor and the dean of the appropriate school, with final approval of the Dean of Graduate Studies and Research. Students must complete the "Permission to Enroll in a 600-Level Course" form with all appropriate signatures. This form should be sent to the School of Graduate Studies from which it will be forwarded to Registration.

**700-799**

Courses with these numbers are graduate courses and enrollment in these courses is usually limited to individuals admitted to the Graduate Program of Edinboro University. However, undergraduate seniors in their final semester may take up to 9 credits of 700-level graduate courses for graduate credit. They must complete the "Permission to Enroll in a Graduate Course" form, have all signatures affixed and present the form for final approval to the Dean of Graduate Studies and Research.

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A double asterisk for a graduate course title indicates the course was designed for majors only.

# *Graduate Curricula*



## ART PROGRAMS

Edinboro University of Pennsylvania has a long and distinguished history of preparing artists and art teachers dating back over 125 years. Housed in the largest and best equipped fine arts facility in the region, the graduate program of the Art Department provides for the creative growth and professional development of the MFA student. This growth and development reflects, as well, the ongoing commitment of the faculty to professional participation in the art world.

## MASTER OF ARTS DEGREE

### Art

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

### Admission Requirements and Procedures

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

1. be a graduate of a bachelor's degree program in one of the areas available to students in this program or be judged to have an equivalent background;
2. have at least three individuals submit current letters of recommendation to the Office of Graduate Studies. These individuals should be faculty members the applicant has had for undergraduate or graduate art courses. The applicant needs to obtain the forms for the letters of recommendation from the Office of Graduate Studies and give these forms to the individuals being used for references;
3. in the case of those applying for studio art or art education concentrations, submit to the Graduate Office at least 10 slides of studio pieces recently completed by the applicant; do not send original slides;
4. complete a personal interview;
5. if applicable, submit request(s) for the acceptance of transfer credits and/or graduate special student credits.
6. must have completed by February 15th or

October 15th all of the steps necessary for admission, except the personal interview.

**NOTE:** This program has a limited enrollment; therefore, there can be 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 sem. hrs.
- II. Related Elective Courses 6 sem. hrs.
- III. Culminating Experience 3-6 sem. hrs.  
(Select A or B)
  - A. Final Exhibition or Experience 3 sem. hrs.
  - B. Thesis 6 sem. hrs.

Courses eligible include studio Art Courses, Art Education, or Art History courses currently offered at the 500 level or above.

MA Studio courses include those currently designated as "Studio Problems in . . .," such as ART760 Studio Problems in Ceramics or ART740 Studio Problems in Painting. These courses are offered each semester and may be scheduled concurrently with MFA classes, such as ART761 Ceramics I. Some graduate courses also may be scheduled concurrently with undergraduate courses, such as ART480 Advanced Ceramics, ART760 Studio Problems in Ceramics, and ART761 Ceramics I.

### Degree Requirements

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

providing that a Final Exhibition is elected (Art Studio):

1. earn a grade of "B" or better for the course ART735 Special Problems in Art (3 credits); **and**
2. satisfactorily complete a one-person show, the site and duration of which have been pre-approved by the student's graduate committee; **and**
3. satisfactorily complete an oral examination based on the exhibition; **and**
4. submit a written statement concerning the work in the studio exhibition to be displayed at the exhibition; **and**
5. submit one quality slide of each piece in the final exhibition and the written artist's statement to the chairperson of the Art Department prior to the awarding of the degree.

providing that a Final Experience is elected (Art Education):

1. earn grade of "B" or better for the course ART735 Special Problems in Art (3 credits); **and**
2. satisfactorily complete a Final Experience which has been pre-approved by the student's graduate committee such as developing a curriculum or presenting teaching methods, **and**
3. the Final Experience may not be a one-person studio show.

providing that a Thesis is elected (Art History):

1. earn a grade of "B" or better for the course ART735 Special Problems in Art (6 credits); **and**
2. satisfactorily complete a comprehensive examination (oral and/or written) based on the thesis.

### Guidelines

1. **Advisor:** Each MA student will be assigned an advisor in the program. The advisor will be assigned by the chairperson of the Art Department from the graduate faculty of the student's major areas of study. The student may change advisors at a later date, 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 committee to review the student's final exhibition or thesis.
2. **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.
3. **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.
4. **Candidacy:** It is important for students to read and comply with the Admission to Candidacy section of the University catalogue.
5. **MA Project Committee:** The MA Project committee shall consist of three graduate

faculty members of the Art Department. The three members of the committee shall be chosen by the student in conjunction with the student's advisor. One member of the committee shall serve as chairperson of the committee. The committee shall meet at least once each semester and once at the completion of the final exhibition.

6. **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.

## MASTER OF FINE ARTS DEGREE

### Studio Art

The Master of Fine Arts degree is designed to develop the competencies required of the professional artist.

#### 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. be a graduate of a bachelor of fine arts degree program with a major in one of the studio areas available to students in this program or be judged to have an equivalent background.
2. have at least three individuals submit letters of recommendation to the Office of Graduate Studies. These individuals should be faculty members whom the applicant has had for undergraduate or graduate studio art major courses. The applicant needs to obtain the forms for the letters of recommendation from the Office of Graduate Studies and give these forms to the individuals being used for references.
3. submit a letter of intent.
4. submit to the Graduate Office at least 20 slides of studio pieces recently completed by the applicant. These must be 35mm slides and they must be labeled. Include a slide sheet that lists the title, media, size and date of the artwork. These slides should be placed in a transparent 8 1/2" X 11" slide sheet(s) and received by the chairperson no later than February 15th of each year, for admission the following fall term and October 15th for admission in spring term. Later applications will be considered

if space is available in the program. Do not send original slides.

5. complete a personal interview if notified by the department that an interview is required.
  6. must have completed by February 15th or October 15th all of the steps necessary for admission, except the personal interview.
  7. must be able to enroll in this program as a full-time student for at least two consecutive semesters excluding summer.
  8. if applicable, submit request for the acceptance of transfer credit. (Up to 15 credits may be transferred into the program.)
- Note:** This program has a limited enrollment; therefore there can be no guarantee that individuals who meet the admissions requirements will be accepted into this program or that accepted students will be allowed to enter at a later date.

#### Curriculum

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

- I. Courses in the major studio area\*  
30 sem. hrs.  
(A minimum of fifteen credits of I level studio courses, and fifteen credits of II level studio work in the major must be completed – see Candidacy.)
  - II. Courses in a complementary studio area\*  
6 sem. hrs.
  - III. Courses in Art History, Aesthetics, or Criticism  
9 sem. hrs.
  - IV. ART700 Seminar: Fine Arts 1 sem. hr.
  - V. Courses in related electives 12 sem. hrs.
  - VI. ART799 Studio Exhibit 2 sem. hrs.
- \*The major studio area courses may be taken only in the following studio areas: ceramics, painting, printmaking, sculpture and jewelry/metals. Complementary studio area courses and electives may be taken in these plus drawing, and weaving/textiles.

#### Degree Requirements

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

1. must satisfactorily complete a final studio exhibit and earn a grade of "B" or better for the course ART799 Studio Exhibit; **and**
2. must satisfactorily complete a comprehensive examination; **and**
3. secure pre-approval from the student's graduate committee for the site and duration of the final exhibit; **and**
4. submit one quality slide of each piece in the final exhibition and the written artist's statement to the chairperson of the Art Department prior to the awarding of the degree; **and**

5. refer to Academic Information section of the Graduate catalogue for general degree requirements.

#### Student's MFA Committee and Advisor

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 areas. A student's progress in the MFA program will be reviewed and evaluated by a three person MFA Committee. 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. One of these individuals must be from the MFA faculty of the student's studio major providing that more than one member of the graduate faculty serves that studio area.

This committee will meet with the student at least two times per semester until candidacy is approved. Following the first candidacy meeting, the membership of the student's MFA committee cannot be changed. After this point, the committee will meet once per semester and at the time of the Studio Exhibit.

#### Candidacy

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

Prior to the student's enrollment in additional courses following the submission of the Application for Admission to Candidacy for the MFA Degree, 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 II level of course work in the major studio area.
2. Deny the student's request for admission to candidacy with authorization for the student to enroll in up to nine additional semester hours in I level course work in the major studio area. The student would be required to submit a new application for admission to candidacy prior to the eighth week of the semester or the third week of the summer sessions in which the student is enrolled for the ninth additional semester hour of I level course work in the major studio area.
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 slide of each piece included in the Studio Exhibit. These slides must be presented to the chairperson of the Art Department prior to the awarding of the degree. A **written statement** concerning the work in the Studio Exhibit must be displayed in the exhibition, and included with the slides. The department chairperson will maintain a file of the slides and statement from each Studio Exhibit.

\*\* A double asterisk for a graduate course title indicates the course was designed for majors only.

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## Art Education Courses

### ARED495 STUDENT TEACHING

**12 sem. hrs.**

Culminating experience for art education majors or BFA majors with teacher certification, coordinated and supervised by Art Department faculty. This student teaching assignment provides the opportunity for the student to display competency in middle and secondary programs in public schools under the direct, daily supervision of a qualified cooperating art teacher.

### ARED519 ARTS AND CRAFTS FOR EXCEPTIONAL CHILDREN

**3 sem. hrs.**

The general objectives for methods in art are reviewed and studied in relation to the needs of special education students in order to gain insight into how best to have meaningful activities in art for the various types of exceptional children. (The Special Education Department is frequently consulted in order that the course might best accomplish its purpose.)

### ARED650 STRATEGIES FOR ART TEACHERS

**3 sem. hrs.**

This is a seminar course devoted to a specific, current issue in teaching and learning as that issue relates to art education; this course requires each student to undertake an in-depth study and research of that issue in light of its practical application to his/her own art teaching situation or context.

### ARED700 SPECIAL PROBLEMS IN ART EDUCATION

**3 sem. hrs.**

Individual study in which the student pursues investigation of a personal artistic problem with an instructor of his own choosing selected from the graduate faculty of the Department. Prerequisite: degree student in Art or the approval of the chairperson of the Art Department.

### ARED701 CURRENT ISSUES IN ART EDUCATION (\*\*)

**3 sem. hrs.**

This is a seminar devoted to the examination of current issues in art education. The student will develop a professional awareness of 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. Prerequisite: degree student in Art or approval of the chairperson of the Art Department.

### ARED705 AESTHETICS FOR ART EDUCATION (\*\*)

**3 sem. hrs.**

This course examines the nature of the aesthetic experience as it relates to the artist (genesis), the art object/event (structure), and the observer (function). Questions are raised concerning the creative act, theories of art, interpretation and evaluation which are of particular significance to the art educator in today's schools.

### ARED706 CURRICULUM DEVELOPMENT IN ART EDUCATION (\*\*)

**3 sem. hrs.**

This is a seminar devoted to the examination of curriculum in art education. An overview of past art curriculums, as well as contemporary trends will be studied. The development and evaluation of art education curriculums will be the major emphasis of the course. Prerequisite: degree student in Art or the approval of the chairperson of the Art Department.

### ARED793 INDEPENDENT STUDY IN ART EDUCATION (\*\*)

**3 sem. hrs.**

The independent study 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 education.

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## Art History Courses

### ARHI531 ART AND SOCIETY

**3 sem. hrs.**

The course is designed to encourage students to understand the interaction between art and

society. Among topics to be discussed are the definition, scope and methodology of studies in art and society, social meaning of art, institutionalization of art, art market politics, social position of the artist, social structure and style changes, art and mass culture, music and film as purveyors of social change.

### ARHI533 TWENTIETH CENTURY AESTHETICS (\*\*)

**3 sem. hrs.**

This course provides an investigation of new directions in twentieth century aesthetics and how they relate to the artist, the art objective/event, and the spectator. Questions will be raised concerning aesthetics and language, changing views on art and emotion, organic unity, and aesthetic value where art is seen as autonomous and as a self-rewarding activity.

### ARHI534 ART CRITICISM IN THE TWENTIETH CENTURY (\*\*)

**3 sem. hrs.**

This course provides a study of theories and schools of art criticism which have emerged during the twentieth century. Theories include Mechanistic, Contextualistic, Organistic and Formistic; and schools include Early Modern, Marxist, Mid-Century, Post-Formalist and Aleatoric Criticism.

### ARHI535 ART IN REVOLUTION

**3 sem. hrs.**

An overview of the most important "anti-establishment" artistic movements of the late 18th and 19th centuries. Romanticism, the Pre-Raphaelites, Impressionism, Post Impressionism and Symbolism will be contrasted with Neo-Classicism and the Academism with a view to clarify the formal, social, and political liberation of the artist in our own time.

### ARHI536 THE ART AND ARCHITECTURE OF ENGLAND

**3 sem. hrs.**

This course surveys painting, sculpture and architecture of Great Britain from the Neolithic period through the 20th century. It emphasizes historical context, stylistic development, and the evolution of aesthetic criticism. Prerequisite: permission of the instructor. This course is approved for General Education – Distribution 1.

### ARHI537 ART OF INDIA

**3 sem. hrs.**

The course acquaints students with the history of the art and architecture of India from pre-historic through modern times. It specifically emphasizes the chronological development of artistic styles relative to Indian religion, philosophy, and aesthetics. Prerequisites: ARHI105 or ARHI107. (NOTE: Students with credit in ARHI422 may not take ARHI537 for credit.) This course is approved for General Education – Elective.



**ARHI540 EXPERIMENTAL FILM,  
THE VISUAL ARTS AND  
CONTEMPORARY  
THEORY 3 sem. hrs.**

This course will explore films whose form and content overlap with concerns explored by visual artists. The relationship between particular films and contemporary art and film theory will also be discussed. Examples of animation and video will also be included.

**ARHI541 THE HISTORY OF WOMEN  
IN ART 3 sem. hrs.**

This course surveys the history of women in the visual arts. The student will study the contributions women artists made during all the major art movements in history, and includes study of work in Asia, Africa, and Central/South America. The course recognizes linkages between the artists and their male peers, and considers the influences of culture on their work. Students become acquainted with significant women whose activities as patrons, curators, or collectors also impacted the history of art.

**ARHI550 TOPICS IN AMERICAN  
ART 1 sem. hr.**

This is essentially a course in which students select an aspect of American art history for their own individual investigation. The entire range of American Art – painting, sculpture, crafts, photography, and architecture – is open to student inquiry. Class meetings will involve discussion of individual investigations. Oral communication and written papers will be bases for student evaluation.

**ARHI552 ART OF THE PHARAOHS  
3 sem. hrs.**

This course is designed to familiarize the student with the styles and development of the art of ancient Egypt, beginning with prehistoric Egypt 6,000 years ago, and concluding with Koptic Art prior to the Moslem conquest. Sculpture, architecture and painting, jewelry and other crafts will be seen both as art and as reflections of the politico-religious eras that produced them. The modern re-discovery of Egypt by the West, and the growth of Egyptology will also be discussed.

**ARHI556 EARLY 20TH CENTURY  
ART 3 sem. hrs.**

A survey of painting and sculpture from 1900 to c. 1945 with special emphasis given to the development of art style and the work and theory of selected artists. The primary focus is on developments in Europe of the first major styles of modern art. This is now a heroic and historic period in art history.

**ARHI557 LATE 20TH CENTURY ART  
3 sem. hrs.**

A survey of painting and sculpture from c. 1945 to the present. Attention is given to

selected art styles and individual artists and to the theoretical basis of twentieth century art. Particular emphasis is placed on developments in the United States.

**ARHI558 CONTEMPORARY ART  
3 sem. hrs.**

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

**ARHI560 HISTORY OF  
PHOTOGRAPHY  
3 sem. hrs.**

This course surveys important historical developments in 19th and 20th century photography and tradition-making developments of the 19th century, as well as tradition-breaking developments of the 20th century. It covers major movements in photography and the linkages between photography and other art styles of the 19th and 20th centuries. It also considers influences of history and culture.

**ARHI570 WORKSHOP IN THE  
SOURCES OF IMAGERY  
2 sem. hrs.**

This course will concentrate upon an investigation of some of the major sources of imagery manifested in the art works of both children and adults. It will be of interest to anyone personally involved in the creative production of art or in the motivation of students in art. Students will be given an opportunity to expand their range of creative action and thought through exploratory experiences with art materials. A study will be made of the pictorial ideas, devices and conventions which have been invented by artists in the past to express their imagery.

**ARHI571 HISTORY OF WESTERN  
SCULPTURE 3 sem. hrs.**

This course acquaints students with sculptural techniques and practices. It emphasizes stylistic evolution, formal analysis, and iconography, while stressing the innovative contributions of specific artists who altered the course of historical development.

**ARHI720 SPECIAL PROBLEMS IN  
ART HISTORY 3 sem. hrs.**

Individual study in which the student pursues investigation of a personal artistic problem with an instructor of his own choosing selected from the graduate faculty of the Department. Prerequisite: degree student in Art or approval of the chairperson of the Art Department.

**ARHI724 CONTEMPORARY ART I  
(\*\*) 3 sem. hrs.**

The course provides a survey of modern painting and sculpture with special attention given

to their historical perspectives. Prerequisite: degree student in Art or approval of the chairperson of the Art Department.

**ARHI725 CONTEMPORARY ART II  
(\*\*) 3 sem. hrs.**

This course examines important critical issues in the architectural activity of the last two decades.

**ARHI728 HISTORY OF FILM I  
3 sem. hrs.**

An examination of the history of film from its beginnings around 1895 up to the second World War. The main emphasis is on the evolution of the technique.

**ARHI729 HISTORY OF FILM II  
3 sem. hrs.**

The history of film from World War II to the present. The exploration of the film as a natural art form. The new underground is considered in its implication with contemporary art movements. Prerequisite: degree student in Art or approval of chairperson of the Art Department.

**ARHI730 SEMINAR IN ART  
HISTORY (\*\*) 3 sem. hrs.**

This seminar is designed to study in-depth the art history of a specific period.

**ARHI793 INDEPENDENT STUDY:  
ART HISTORY  
Variable Credit**

The Independent Study program aims to serve those students whose scholarly bent seems most clearly adapted to independent work. Students are permitted to resolve problems and to earn credit for work performed outside the classroom requirement of any specific course in the curriculum.

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## Basic Art Courses

**ART502 BOOK ARTS 3 sem. hrs.**

This course introduces the book arts as a medium of creative expression. As such, the course will explore the book design and creation for a variety of traditional and non-traditional applications.

**ART508 ART STUDY-TRAVEL  
WORKSHOP 3 or 6 sem. hrs.**

In this study/travel experience students and the professor travel to various centers of culture to study and experience at first hand the art and architecture of the culture. Prerequisites will depend upon the subject of the specific workshop.

**ART566 GALLERY MANAGEMENT  
3 sem. hrs.**

This course is designed to acquaint the students with the operation of large and small

institutional galleries. Gallery management entails the acquiring of exhibitions or designing of original exhibitions, installation of exhibitions and the processes of funding including packing, mailing contracts for shipping and dialogues with the artists or with the gallery involved in exhibiting. The course requires that students do some work and observation in each of the areas of operation.

**ART700 SEMINAR IN FINE ARTS (\*\*)** **1 sem. hr.**

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. This course is required of MFA students and must be taken during the first year of residence.

**ART710 BASIC CONCEPTS IN ART FOR ELEMENTARY TEACHERS** **3 sem. hrs.**

This course is designed to introduce the elementary teacher to some basic problems of studio procedures and production of art objects and events in the classroom. Enrollment is restricted to students without art background.

**ART735 FINAL EXHIBIT** **3 sem. hrs.**

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.

**ART793 INDEPENDENT STUDY IN ART (\*\*)** **3 sem. hrs.**

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.

**ART799 STUDIO EXHIBIT (\*\*)** **2 sem. hrs.**

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.

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## Studies in Ceramics

**ART516 CERAMIC KILNS AND EQUIPMENT CONSTRUCTION** **3 sem. hrs.**

This course is designed for the advanced student of ceramics. The course will include a study of kiln types, refractories, fuels, burners, and the construction of one or more kilns. Prerequisites: **ART216** and **ART217**, or permission of the instructor.

**ART517 CERAMIC MATERIALS AND GLAZE CALCULATION** **3 sem. hrs.**

This course is designed for the advanced student of ceramics. The course will include the study of ceramic raw materials, the nature and properties of clay and non-clay materials used in pottery production and the calculation, formulation and firing of clay bodies, slips, engobes, and glazes. Prerequisites: **ART216** and **ART217**, or permission of the instructor.

**ART518 SPECIAL CERAMIC WORKSHOP** **3 sem. hrs.**

This course is designed for the advanced student of ceramics. The course will include special offerings that focus on such areas as: vapor glazing, Raku techniques, primitive forming and firing techniques, photoemulsion techniques and other current developments in the ceramics area.

**ART760 STUDIO PROBLEMS IN CERAMICS (\*\*)** **3 sem. hrs.**

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.

**ART761 CERAMICS I (\*\*)** **3-24 sem. hrs.**

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.

**ART762 CERAMICS II (\*\*)** **3-24 sem. hrs.**

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.

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## Studies in Drawing

**ART743 DRAWING (\*\*)** **3-12 sem. hrs.**

Emphasis in this course will be on drawing as an aesthetic experience. Exploration and development of drawing as an end in itself will be expected. The students will meet as a group with an instructor. Prerequisite: graduate degree student in Art.

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## Studies in Jewelry Or Metalsmithing

**ART511 METAL ENAMELING WORKSHOP** **3 sem. hrs.**

A workshop exploring the use of vitreous enamels as a supplemental surface treatment in metalwork. Primary emphasis will be placed on historical techniques: i.e., champleve, plique-a-jour, and cloisonne. Prerequisite: **ART211** or permission of the instructor.

**ART791 JEWELRY/METALSMITHING I (\*\*)** **3-24 sem. hrs.**

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.

**ART792 JEWELRY/METALSMITHING II (\*\*)** **3-24 sem. hrs.**

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.

**ART795 STUDIO PROBLEMS IN JEWELRY AND METAL (\*\*)** **3 sem. hrs.**

This course is designed for students interested in working with the various media and metalworking techniques used in the creation of handwrought jewelry and metalwork.

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## Studies in Multi Media

### ART561 TIME/SPACE WORKSHOP 3 sem. hrs.

A studio course in the development and practice of art involving the fourth dimension. Students will study the historical development of the art from its roots in ritual and theatre to modern cinema, happening and performance art. Class exercises, problems, and individual and group works will be developed.

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## Studies in Painting

### ART740 STUDIO PROBLEMS IN PAINTING (\*\*) 3 sem. hrs.

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.

### ART741 PAINTING I (\*\*) 3-24 sem. hrs.

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.

### ART742 PAINTING II (\*\*) 3-24 sem. hrs.

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.

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## Studies in Photography

### ART775 STUDIO PROBLEMS IN PHOTOGRAPHY 3-24 sem. hrs.

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.

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## Studies in Printmaking

### ART770 STUDIO PROBLEMS IN GRAPHICS (\*\*) 3 sem. hrs.

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.

### ART771 PRINTMAKING I (\*\*) 3-24 sem. hrs.

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.

### ART772 PRINTMAKING II (\*\*) 3-24 sem. hrs.

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.

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## Studies in Sculpture

### ART750 STUDIO PROBLEMS IN SCULPTURE (\*\*) 3 sem. hrs.

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.

### ART751 SCULPTURE I (\*\*) 3-24 sem. hrs.

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.

### ART752 SCULPTURE II (\*\*) 3-24 sem. hrs.

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.

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## Studies in Textile Design

### ART541 NATURAL DYEING AND SPINNING WORKSHOP (\*\*) 3 sem. hrs.

This workshop will explore the colonial processes of spinning and natural dyeing. The student will explore the basic processes in relation to their contemporary uses for the textile artist. Experimentation with the primary processes associated with fiber will expand the potential uses of fiber by the student.

### ART546 BATIK WORKSHOP 3 sem. hrs.

This course is a studio workshop outlined to investigate the ancient art of batik, techniques used in fabric decoration. Possible fabrics, dyes, waxes, tools, equipment and procedures will be studied in their preparation and use for dyeing. The purpose of the course will be to involve the students in a practical application of art principles using the ancient and contemporary skills applied to the craft of batik dyeing. Teaching approaches, as well as vocational aspects will be explored in this study of fabric design.

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## Studies in Weaving and Basketry

### ART780 STUDIO PROBLEMS IN CRAFTS (\*\*) 3 sem. hrs.

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.

### ART781 WEAVING/TEXTILE I (\*\*) 3-24 sem. hrs.

This beginning graduate course in Weaving/Textile is designed to allow the student to develop a personal point of view and technical competency in weaving/textile. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student in Art or the approval of the Weaving/Textile area MFA faculty.

**ART782 WEAVING/TEXTILE II (\*\*)**  
**3-24 sem. hrs.**

This advanced graduate course in Weaving/Textile is designed to allow the student to pursue a personal point of view in his or her development as a fabric designer. 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 **ART781** and positive review by the Weaving or Textile Design area MFA faculty.

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## BEHAVIOR MANAGEMENT SPECIALIST CERTIFICATE PROGRAM

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This is a skills-based program that allows individuals who hold an undergraduate degree to develop proficiency in diverse processes of behavior management. The course of study was designed to address a growing need among educators, mental health workers, social services personnel, and similar professionals to effectively manage difficult behaviors and deal appropriately with crises in schools and comparable settings. The program may be taken alone or as part of the Master of Education in Special Education curriculum.

### Curriculum

The following courses must be satisfactorily completed:

- SPED628 Classroom and School-wide Behavior Management Strategies for Inclusive Settings (3)
- SPED794 Management of Serious Behavior Problems in Applied Settings (3)
- APSY796 Strategies for Crisis Intervention and School Violence (3)

\*\*A double asterisk for a graduate course title indicates the course was designed for majors only.

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**SPED628 CLASSROOM AND SCHOOL-WIDE BEHAVIOR MANAGEMENT STRATEGIES FOR INCLUSIVE SETTINGS**  
**3 sem. hrs.**

This course presents the historical development, rationale and procedure guidelines for

the applying behavior modification in the schools. It emphasizes problem areas most inimical to the teaching-learning process.

**SPED794 MANAGEMENT OF SERIOUS BEHAVIOR PROBLEMS IN APPLIED SETTINGS**  
**3 sem. hrs.**

This advanced course teaches how to apply behavior modification techniques in a various natural and institutional settings. It emphasizes current research in behavior modification including its use in schools, residential facilities, counseling centers, and industry. Prerequisite: **APSY628** or permission of instructor.

**APSY796 STRATEGIES FOR CRISIS INTERVENTION AND SCHOOL VIOLENCE**  
**3 sem. hrs.**

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. Prerequisites: **SPED628** and **APSY** or permission of instructor.

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## BIOLOGY PROGRAM

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### MASTER OF SCIENCE DEGREE

#### Biology

The Master of Science degree in Biology is designed to provide graduate training in biology for biology teachers, for individuals preparing for advanced study leading to the earning of a doctorate, or for individuals seeking employment with state or federal wildlife and environmental agencies. The curriculum of this degree program will enable a student to broaden his or her background in the biological sciences, to specialize in an area of biology and to gain experience in research. Two areas of speciality are available: General Biology and Environmental Studies. Although both options are open, more courses are offered in the latter. This is primarily due to the affiliations with a field station offering summer coursework and research opportunities.

### Admission Requirements

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

### Curriculum

This curriculum contains a thesis program and a non-thesis program. Both programs require the earning of a minimum of 30 semester hours of graduate credit as a partial requirement of the degree and both programs require the student to develop one area of concentration.

- I. Courses in area of concentration  
 15 sem. hrs.
- II. Seminar, BIOL701  
 3 sem. hrs.
- III. Research component – 0-6 sem. hrs.  
 May be satisfied by one of the following:
  - A. Thesis, BIOL799 (6)
  - B. Independent Study, BIOL793 (3)
  - C. Research Project (non-credit)
- IV. Departmental Electives 0-12 hrs.  
 (Any departmental course carrying graduate credit. Includes: BIOL-Biology courses, PYMA-Pymatuning Laboratory of Ecology courses)
- V. Elective in Supporting 0-6 sem. hrs.  
 Sciences and Mathematics
- VI. Comprehensive Examination

### Degree Requirements

Individuals must meet the degree requirements for the master of science degree. In addition, the candidate must satisfactorily complete a comprehensive examination over the fields of concentration and the thesis or research project. This examination will be conducted by the student's Master's Committee, if the student is in the thesis program, and by the Examination Committee if the student is in the non-thesis program. The successful completion of this examination is a partial requirement of the degree. The examination is oral; however, the committee may also require a written examination to determine the student's competency. Degree candidates must also satisfactorily complete either a thesis or a master's project.

A reading knowledge of one language other than English is required only if the thesis interest of the individual necessitates a knowledge of a foreign language. There is no language requirement for students enrolled in the non-thesis program.

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## Pymatuning Laboratory of Ecology

**PYMA619 AQUATIC ENTOMOLOGY**  
**3 sem. hrs.**

The aquatic insects are discussed with respect

to their evolutionary origins, biogeography, habitat preferences, trophic ecology life cycles, morphological and physiological adaptations, and taxonomy. Great emphasis is placed on the ability of the student to identify these insects and to associate them with the ecological conditions under which they are found. Extensive field laboratory studies are made both individually and as a class.

**PYMA620 FOREST ECOLOGY**  
3 sem. hrs.

The study of the ecology, management, and conservation of forest ecosystems focusing on the eastern deciduous forest biome.

**PYMA621 ECOLOGICAL  
MANAGEMENT** 3 sem. hrs.

This course introduces students to the principles and field methods of ecology and its application in ecosystem assessment methodologies, environmental regulation, and ecosystem management strategies.

**PYMA622 WILDLIFE  
MANAGEMENT** 3 sem. hrs.

An introduction to management practices used to manipulate game animal populations and their habitats. Techniques such as species identification, aging and sexing, population censusing, and radiotelemetry will be emphasized.

**PYMA623 AVIAN ECOLOGY**  
3 sem. hrs.

This field work course studies the evolution, behavior, and ecology of birds. It emphasizes the identification of local species and experimental methods in the field.

**PYMA624 ECOPHYSIOLOGY**  
3 sem. hrs.

The adaptations of animals to deal with specialized environmental situations are studied across a spectrum of biological levels (biochemical to organismal). Thermal relations, water balance, and bioenergetics are major topics in the course.

**PYMA625 FIELD METHODS IN  
BIOGEOGRAPHY**  
3 sem. hrs.

A hands-on introduction to methods used by biogeographers to study the spatial and temporal patterns of species distributions, including measures of biodiversity, plot vs. plotless sampling methods, tree ring analysis, species distribution maps, GIS, and data analysis methods.

**PYMA626 AQUATIC BOTANY**  
3 sem. hrs.

Emphasis on recognition of the freshwater algae and aquatic vascular in field communities and on the methods of quantifying their relative members and mass. Prerequisite: permission of the instructor.

**PYMA633 FIELD BOTANY** 3 sem. hrs.  
This field work course emphasizes identification of native herbaceous and woody plants in terrestrial communities and quantitative methods for analyzing relative densities, biomass, and ecological relationships.

**PYMA636 MICROBIAL ECOLOGY**  
3 sem. hrs.

This field work course studies the interrelations among microorganisms, their processes, and their environments through lecture, laboratory and field experiences. It emphasizes the descriptive process and the important features in the life histories of special groups of decomposers which enable them to thrive in particular habitats. Prerequisite: **PYMA634** or **BIOL533** or **BIOL220** or consent of the instructor.

**PYMA639 FIELD ENTOMOLOGY**  
3 sem. hrs.

This field work course analyzes the systematics, natural history and ecology of insects. It surveys to order the local insect fauna through field observation and collection. It also studies selected lower taxonomic levels.

**PYMA641 MAMMALIAN ECOLOGY**  
3 sem. hrs.

This field work course studies mammals of Pennsylvania, emphasizing the ecology of distribution, community structure, and physiological ecology.

**PYMA651 ECOLOGY OF  
AMPHIBIANS AND  
REPTILES** 3 sem. hrs.

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.

**PYMA699 FIELD RESEARCH**  
1-6 sem. hrs.

This course in field research, to be taught at Pymatuning during the summer, involves students and professors from Edinboro University, Clarion University, Indiana University, and the University of Pittsburgh. The research project and course content change each summer depending on the instructor. Credit hours depend on the amount of responsibility assigned to students. Prerequisite: graduate student in biology; junior or senior biology major, with permission of instructor.

**PYMA755 EXPERIMENTAL DESIGN  
IN ECOLOGY** 3 sem. hrs.

Emphasis will be on the design of ecological investigations in natural communities, analysis of data and interpretation of results. A variety of investigations will be conducted in terrestrial and aquatic habitats dealing with dynamic aspects of ecosystem components.

## Biology Courses

**BIOL500 ECOLOGY (Fall)** 4 sem. hrs.  
This course studies plants and animals in relation to their physical and biological environments and considers special topics such as distribution factors, life zones, food chains, and adaptations. It pays special attention to animal and plant communities in northwestern Pennsylvania. It includes lecture and laboratory. Prerequisites: **BIOL230** and **BIOL240**.

**BIOL520 PLANT ANATOMY (Fall  
Odd Years)** 3 sem. hrs.

A study of plant structure emphasizing the interrelationships of cells, tissues and organs. Primary attention is given to the Meta phyta. Prerequisite: **BIOL230**, with lab. 2 hours lecture, 3 hours lab.

**BIOL521 PLANT TAXONOMY (Fall  
Even Years)** 3 sem. hrs.

A consideration of taxonomic concepts primarily as they relate to the tracheophytes. A study is made from the taxon-level of family to species involving the problems of identification, classification and nomenclature with consideration emphasis on field work. Lecture and laboratory. Prerequisite: **BIOL230**, with lab. 2 hours lecture, 3 hours lab.

**BIOL522 MYCOLOGY (Fall Even  
Years)** 3 sem. hrs.

A taxonomic study of the fungi considering primarily their morphology and their life cycle, Lecture, laboratory and field trips. Prerequisite: **BIOL230**, with lab. 2 hours lecture, 3 hours lab.

**BIOL523 ALGOLOGY (Fall Odd  
Years)** 3 sem. hrs.

A study of cytology, genetics and morphology as they relate to function; identification, classification, life histories, economic importance and ecological relations of the algae with emphasis on the algae of the region. Prerequisite: **BIOL230**, with lab. 2 hours lecture, 3 hours lab.

**BIOL537 CONSERVATION BIOLOGY  
(Fall Even Years)** 3 sem. hrs.

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 **BIOL240** or the permission of instructor.

**BIOL540 ENTOMOLOGY (Fall Even  
Years)** 3 sem. hrs.

A general study of the insects, including struc-

ture, physiology, economic importance, classification and relationships. Each student is required to participate in field trips and to complete a project including a collection and report on some group of insects. Laboratory, lectures and much field work. Prerequisite: **BIOL240**, with lab. 2 hours lecture, 3 hours lab.

**BIOL541 PARASITOLOGY (Spring Odd Years) 3 sem. hrs.**

Study of the anatomy, physiology, life history and habits of parasites of man and his domesticated animals. Special attention is given to the parasitic protozoa, worms and insects. Laboratory, lectures and demonstrations. Prerequisite: **BIOL240**, with lab. 2 hours lecture, 3 hours lab.

**BIOL542 ORNITHOLOGY (Spring Even Years) 3 sem. hrs.**

Identification, classification and natural history of birds with emphasis on those of Pennsylvania and nearby states. Laboratory, lectures and much field study. Prerequisite: **BIOL240**, with lab. 2 hours lecture, 3 hours lab.

**BIOL543 EMBRYOLOGY (Spring Odd Years) 3 sem. hrs.**

An introduction to the differentiation and development of vertebrates. Laboratory emphasis will be on the development of the frog, chick and pig. Prerequisite: **BIOL240**, with lab. 2 hours lecture, 3 hours lab.

**BIOL547 FIELD ZOOLOGY AND SYSTEMATICS (Spring Odd Years) 3 sem. hrs.**

A course 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.

**BIOL555 MAMMALIAN REPRODUCTIVE PHYSIOLOGY (Spring Odd Years) 3 sem. hrs.**

This course for advanced undergraduate and graduate biology students emphasizes the reproductive physiology of humans and domesticated animal species. Prerequisites: **BIOL340**, or **BIOL244** and **BIOL245**, or permission of instructor.

**BIOL557 BIOLOGICAL STUDY DESIGN AND DATA ANALYSIS (Spring Even Years) 3 sem. hrs.**

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 hypothetical deductive approach to studying living organisms. Prerequisite: **BIOL103** and either **MATH260** or **MATH262** or equivalent.

**BIOL561 CLINICAL MICROBIOLOGY (Spring) 4 sem. hrs.**

A study of the pathogenic bacteria, viruses, rickettsia, fungi and parasites, of animals and man. Particular emphasis is placed on isolation and identification of microorganisms by morphological and physiological characteristics. Prerequisite: **BIOL220**, with lab. 3 hours lecture, 3 hours lab.

**BIOL562 BASIC IMMUNOLOGY (Spring) 1 sem. hr.**

This course studies principles of immunology and their application to various biological problems. It covers classes of compounds which can function as antigens, characteristics of antibodies, techniques used to study antibody-antigen reactions, and applications of immunological principles to such problems as organ transplantation and allergies. Corequisite: **BIOL561**.

**BIOL601 MOLECULAR BIOLOGY 3 sem. hrs.**

This course integrates genetic and biochemical approaches in order to introduce topics such as DNA replication, genetic recombination, mutation, DNA repair, transcription, and translation. It explores in some detail the mechanisms and methods for the study of gene regulation in prokaryotes and eukaryotes. Prerequisites: **BIOL300** and **CHEM204** or permission of instructor. With lab.

**BIOL602 HUMAN GENETICS (Fall Odd Years) 3 sem. hrs.**

Major emphasis in the course will be placed on human inheritance, considering especially those characters that are analyzed by the methods of Hardy-Weinberg and others. Some consideration will be given to Mendelian traits in human populations, as well as biochemical inferences. Prerequisite: one course in biology (**BIOL300** recommended).

**BIOL603 ORGANIC EVOLUTION (Spring Even Years) 3 sem. hrs.**

This course examines evidence from several fields of scientific investigation bearing on the concept of evolution. Darwin's theories and more recent genetic explorations of evolutionary mechanisms are emphasized. Prerequisite: one course in biology.

**BIOL604 LIMNOLOGY (Fall Even Years) 3 sem. hrs.**

A field-oriented study of lakes, reservoirs, ponds and streams as dynamic systems. Inland waters are considered in terms of their physical, chemical, geological and biological components. Emphasis will be placed on the use of quantitative sampling and analytical techniques. A background in botany and zoology is a prerequisite while a background in inorganic chemistry is helpful.

**BIOL609 MOLECULAR BIOLOGY AND GENOMICS (Spring) 4 sem. hrs.**

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.

**BIOL610 DEVELOPMENTAL GENETICS (Fall Even Years) 3 sem. hrs.**

This course emphasizes the study of the effect of gene activity on developing systems. Stress will be placed on the role of sequential gene action and the development of the phenotype. The role of epigenetic factors in morphogenesis will be considered. Prerequisite: **BIOL300**.

**BIOL640 ICHTHYOLOGY (Fall Odd Years) 3 sem. hrs.**

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: **BIOL240** or **BIOL241**, or equivalent, or permission of instructor.

**BIOL641 IMMUNOLOGY 3 sem. hrs.**

This course stresses principles and methods of immunology and their application to various biological problems. Prerequisites: **BIOL103**, **CHEM141** or **CHEM220**. 2 hours lecture, 3 hours lab.

**BIOL643 MAMMALOLOGY (Fall Even Years) 3 sem. hrs.**

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: **BIOL240**. 2 hours lecture, 3 hours lab.

**BIOL646 BIOLOGICAL ASPECTS OF AGING 3 sem. hrs.**

This course is designed to familiarize students from various backgrounds with basic physiological alterations occurring in man and animal with time, and the problems and potential solutions associated with such change.

**BIOL661 VIROLOGY (Spring Even Years) 3 sem. hrs.**

This course covers basic principles of animal virology and introduces techniques used in the isolation and characterization of viruses. Students examine the major classes of pathogenic viruses with particular emphasis on diagnostic assays, epidemiology, pathology, and treat-

ment. Lecture only. Prerequisites: **BIOL220**, **CHEM204**, **BIOL300**, or permission of the instructor.

**BIOL664.401 HUMAN PATHOPHYSIOLOGY: CARDIOVASCULAR, RESPIRATORY, URINARY 3 sem. hrs.**

This course is intended for those in medical and allied fields interested in extending or reviewing their understanding of normal and abnormal human function. The course also may be used by those interested in obtaining a background for pursuing health science fields. Three systems will be emphasized: the cardiovascular, urinary and respiratory. A course in Human or Animal Physiology is a prerequisite for this course or the consent of the instructor.

**BIOL664.411 HUMAN PATHOPHYSIOLOGY: NEUROMUSCULAR PATHOPHYSIOLOGY 3 sem. hrs.**

The design of this course is such as to acquaint the student with the physiology of the nervous and muscular systems in the health state and contrast these conditions with altered parameters associated with various diseases. Current research and hypotheses concerning diseases of questioned etiology and pathogenesis will also be discussed. Lecture and demonstrations, no lab. A course in Human or Animal Physiology is a prerequisite for this course or the consent of the instructor.

**BIOL664.421 HUMAN PATHOPHYSIOLOGY: METABOLIC, ENDOCRINE, AND REPRODUCTIVE PATHOPHYSIOLOGY 3 sem. hrs.**

This portion of Human Pathophysiology entails an in-depth study of molecular and cytological mechanisms that function in health and disease. Particular emphasis is given to the underlying physiological mechanisms which are determinants in disorders. Prerequisites: a physiology course and one year of chemistry.

**BIOL664.431 INTRODUCTION TO PATHOLOGY 3 sem. hrs.**

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.

**BIOL681 FISH ECOLOGY 3 sem. hrs.**  
This course studies the interrelationships of fishes and their environments, both biotic and abiotic; anatomical, physiological, and sensory adaptations (both general and specific) of fishes for life in aquatic habitats; the behavior of fishes in relation to their aquatic ecology; the effects of pollution and of management on aquatic habitats; and applied aspects of fish ecology and fishery biology. Laboratory and field work emphasizes fishes of the area. There will be a three-hour laboratory each week. Prerequisite: **BIOL240** or **BIOL241**, or equivalent; **BIOL342**, **BIOL500**, or **BIOL640**, or equivalent; or permission of instructor.

**BIOL682 BEHAVIORAL ECOLOGY (Fall Odd Years) 4 sem. hrs.**

This course examines the behavior of animals in relation to their natural environment. It emphasizes the functioning of instinctive and learned patterns of behavior in their natural context, intra-specific communication and social organization, behavioral relationships between species, and how behavior is regulated and organized by physical and biological factors in the environment. It includes lecture and laboratory.

**BIOL701 SEMINAR IN BIOLOGY (Fall) 3 sem. hrs.**

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.

**BIOL793 INDEPENDENT STUDY IN BIOLOGICAL SCIENCE (\*\*\*) 3 sem. hrs.**

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.

**BIOL799 THESIS (\*\*\*) 3 or 6 sem. hrs.**  
Research for the Master's thesis is conducted under the supervision of the advisor.

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## CHARACTER EDUCATION CERTIFICATE PROGRAM

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This 12-credit graduate certificate in character education has been designed to meet the needs of pre-service and in-service educators, counselors, school psychologists, and administrators as they strive to deal effectively with the mental, emotional, and social aspects of a total education. The examination of the formalization and application of character education issues in educational professionals will encourage research into contemporary topics, reflection on professional behaviors, and collaboration with peers of similar and divergent opinions and attitudes. This certificate will also include a distance education option with California University of Pennsylvania.

The Graduate Studies certificate in Character Education is also available as an online program. Additional information about the online program can be obtained from the Office of Graduate Studies and Research.

### Admission Requirements

Applicants for this program must be admitted as either special student or as certificate graduate students.

### Curriculum

The following courses must be satisfactorily completed:

- I. Introductory Courses – One of the following introductory courses (3 credit hours)

EDUC703 Character Education and American Schools

OR

EDUC624 Character Education (offered at California University of Pa.) credit through the Academic Passport Agreement among SSHE universities

OR

ELED730 Character Education and the Young Child

- II. Electives – Two of the following (6 credit hours)

EDUC686 Classroom Management and Control

SPED710 Seminar in Exceptionalities  
APSY628 Behavior Modification in Education

COUN740 Individual Development Through Adolescence

COUN742 Developmental Counseling in Schools

COUN744 Techniques for Counseling the Student with a Disability

COUN745 Multicultural Counseling

III. Capstone Course (3 credit hours)

CHAR750 Program Development in Character Education

**OR**

COUN790 Special Topics in Counselor Education (with special permission)

### The Certificate

Upon satisfactory completion of the 12 semester hours of the program a Character Education Certificate will be awarded.

**NOTE:** These credits must be completed within a four-year period.

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## Character Education Courses

**APSY628 BEHAVIOR MODIFICATION IN EDUCATION 3 sem. hrs.**

This course presents the historical development, rationale, and procedure guidelines for the applying behavior modification in the schools. It emphasizes problem areas most inimical to the teaching-learning process.

**CHAR750 PROGRAM DEVELOPMENT IN CHARACTER EDUCATION 3 sem. hrs.**

This course allows students to review various character education programs. It examines the major components of comprehensive values education programs, and helps students to develop a program appropriate for a particular educational setting. Prerequisite: **ELED730** or **EDUC703**.

**COUN740 INDIVIDUAL DEVELOPMENT: CHILDHOOD THROUGH ADOLESCENCE 3 sem. hrs.**

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.

**COUN742 DEVELOPMENTAL COUNSELING IN SCHOOLS 3 sem. hrs.**

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.

**COUN744 TECHNIQUES FOR COUNSELING THE STUDENT WITH A DISABILITY 3 sem. hrs.**

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.

**COUN745 MULTI-CULTURAL COUNSELING 3 sem. hrs.**

This course enables students to develop knowledge and understanding regarding characteristics and concerns of multi-culturally diverse groups, the attitudes and behaviors affected by dominant group membership, and individual and group approaches/interventions appropriate with diverse populations.

**COUN790 TOPICS IN COUNSELOR EDUCATION 3 sem. hrs.**

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

**EDUC624 CHARACTER EDUCATION 3 sem. hrs.**

(OFFERED AT CALIFORNIA UNIVERSITY OF PENNSYLVANIA) CREDIT THROUGH THE ACADEMIC PASSPORT AGREEMENT AMONG SSHE UNIVERSITIES)

This course will examine how schools contribute to the moral development of children. Specifically, students will be introduced to the approaches to character education that have been used in the nation's schools. Particular attention will be paid to developing a comprehensive approach to moral development that integrates earlier strategies. This integrative approach holds that character education must be a way of life for a school, not just a program. That is, all aspects of a school's life contribute to moral development.

**EDUC686 CLASSROOM MANAGEMENT AND CONTROL 3 sem. hrs.**

This course acquaints upper-level education majors with behavioral and humanistic theories of classroom management, the elements which create a positive learning atmosphere, and the most recent research on classroom organization and student motivation, with a practical emphasis on case studies and classroom simulations. The class addresses problem solving, the ethical dimension of classroom management, conflict resolution, and management issues as they relate to urban, suburban, and rural schools. Students with credit in EDUC386 may not enroll in EDUC586.

**EDUC703 CHARACTER EDUCATION IN MIDDLE AND SECONDARY AMERICAN SCHOOLS 3 sem. hrs.**

This course acquaints educators with the development of character education in forces related to character education, and the mental, emotional, and social aspects of educating for character. Classroom strategies for teaching responsibility, respect, and school-wide initiatives will be explored.

**ELED730 FOUNDATIONS OF CHARACTER EDUCATION AND THE YOUNG CHILD 3 sem. hrs.**

This course, intended for upper-level education majors and graduate students, examines how children develop a sense of character. It includes theories of moral development, character formulation, the role of the family, teacher, peer groups, and additional environmental factors influencing character. Current curricular approaches to character education are examined.

**SPED710 SEMINAR IN SPECIAL EDUCATION AND EXCEPTIONALITIES 3 sem. hrs.**

This course presents the historical development of special education and current and anticipated issues in special education. It reviews the attitudes toward and treatment of exceptionalities and the impact of exceptionalities on self, family and community, and stresses etiology and identification of the various exceptionalities, as well as knowledge of the educational process for each.



# COMMUNICATION STUDIES PROGRAM

## MASTER OF ARTS DEGREE

### Communication Studies

The study of communication is important to virtually every profession that involves working with people – education, public relations, management, advertising, health, marketing, politics, social services, and many others. Since 1970, the Department of Speech Communication at Edinboro University of Pennsylvania has offered courses designed to provide students with the requisite understanding and skill in a variety of areas related to human communication. The Master of Arts in Communication Studies (MACS) program seeks to develop within students a specialized knowledge of management communication theories and practices for application in organizational and institutional contexts of various kinds. The program also encourages students to explore linkages between communication and other disciplines in the human sciences, business, and education, depending on individual interest. A *Master* of Communication Studies develops capabilities to advance his or her management career, to work with and serve others in diverse communities with dignity and respect, and to understand the complexities associated with learning and communicating ethical and cultural values. The Master of Arts in Communication Studies program goals are as follows:

1. To provide students with a methodological foundation for successful performance in communicative and decision-making roles essential to the operation of human enterprises and institutions of every description.
2. To provide students with a sound understanding of the diverse forms of communication and information theory.
3. To enhance students' creative skills in the use of new technology and other media.
4. To introduce students to the basic techniques of research and analysis in human communication.
5. 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 management communication studies. Students acquire ten essential

communication competencies integral to a cross-section of course offerings:

- Managing diverse interests competently and prudently.
- Developing leadership capabilities.
- Gathering, analyzing and presenting materials systematically.
- Developing critical thinking capabilities.
- Working skillfully with computer mediated communication technologies.
- Constructing public images and texts persuasively.
- Reading, listening and reporting accurately.
- Developing new linguistic abilities and appreciation for diverse cultures
- Developing respect for and civility toward others.
- Learning *how to learn* new subjects and methods over a lifetime.

### Admission Requirements and Procedures

Applicants must hold an earned bachelor's degree from an accredited institution and should have successful work experience. Applicants without at least fifteen weeks of 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 42-credit hour internship track and participate in a field experience of at least 9 credit hours. Applicants will submit official transcripts of all previous postsecondary work. Applicants with at least a 3.0 undergraduate QPA and two years of professional experience are not required to submit MAT/GRE scores, but must complete a substantial writing sample (10 pages) demonstrating research, analytical and writing capabilities. All other applicants must submit the MAT/GRE scores at the time of application.

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 communicator. Any deficiencies in preparation will cause the prescription of prerequisite work.

### Curriculum and Degree Requirements

Each student will be required to complete three *Core* communication courses and three of six *Area* courses. All remaining *Elective* courses will be selected in consultation with the student's advisor. The program offers the flexibility to individualize the curriculum to meet the interests of each student. Students must satisfactorily complete the following:

#### Core Courses (required for all students)

9 credits  
COMM600 Communication Theory (3)

COMM610 Communication Research or  
COMM620 Qualitative Communication  
Research (3)  
COMM710 Communication Ethics (3)  
**Area Courses** (students select 3 of the following courses 9 credits  
COMM510 Criticism of Mass Media (3)  
COMM630 Interpersonal Communication  
Strategies (3)  
COMM640 Small Group Communication (3)  
COMM650 Rhetorical Theory and Criticism  
(3)  
COMM660 Organizational Communication  
(3)  
COMM725 Intercultural and International  
Communication (3)

**Electives** 18 credits

Electives may include *any Area course not taken to fulfill the Area requirement*. Students may fulfill elective requirements outside of the communication studies curriculum, in consultation with the MACS program head and the faculty member teaching the course. All MACS electives are three credits unless otherwise indicated.

COMM500 Communication Strategies in  
Advertising  
COMM504 Advanced Broadcast News  
COMM520 Introduction to Gender Commu-  
nication  
COMM540 Public Relations Management  
COMM635 Advanced Message Design  
COMM645 Technology of Communication  
COMM655 Political Communication  
COMM665 Managing Conflict  
COMM675 Advanced Intercultural Commu-  
nication  
COMM680 Gender and Communication  
COMM700 Language and Human Conduct  
COMM730 Communication and Social  
Process  
COMM740 Communication Consulting  
COMM750 Persuasion and Propaganda  
COMM760 Managerial and Leadership  
Communication  
COMM770 Communication Issues  
COMM793 Independent Study  
COMM796 Internship (up to 12 credits)  
COMM799 Thesis

Students are allowed to take a maximum of *three* elective courses (nine hours) outside the MACS curriculum. Students should take a maximum of *four* 500-level courses and a minimum of *three* 700-level courses. If a student wishes to emphasize a particular area of study, he or she should take the series of courses related to that emphasis at the 500-, 600-, and 700-levels, or follow the program emphases suggested below.

#### Thesis and Project Options

Students who select the non-credit *project*

option take 18 credits of electives and are required to complete an audit or analysis of selected communication practices in a business, non-profit corporation, educational institution, or governmental agency. Students who select the *thesis* option take 15 credits of electives and complete three credits of thesis research which requires writing and defending a prospectus, conducting systematic inquiry of a communication phenomenon, and applying pertinent communication theories and methodologies.

### Internship Track Option

If students have no professional experience, they will be encouraged to complete a 12-credit internship in addition to their core, area and elective coursework, in which case the total number of credits required for graduation would increase to 48. Internships cannot be substituted for any cohort of courses.

### Areas of Emphasis

Areas of emphasis and suggested courses (beyond the Core courses) include:

#### Management Communication:

- Public Relations Management COMM540
- Small Group Communication COMM640
- Organizational Communication COMM660
- Communication Consulting COMM740
- Managerial and Leadership Communication COMM760

#### Critical Communication Studies:

- Criticism of Mass Media COMM510
- Gender and Communication COMM680
- Rhetorical Theory and Criticism COMM650
- Language and Human Conduct COMM700
- Communication and Social Process COMM730

#### Intercultural and International Communication:

- Advanced Intercultural Communication COMM675
- Intercultural and International Communication COMM725
- Communication and Social Process COMM730
- Language and Human Conduct COMM700
- Selected history or political science courses

#### Public Relations and Advertising:

- Communication Strategies in Advertising COMM500
- Technology of Communication COMM502
- Public Relations Management COMM540

- Rhetorical Theory and Criticism COMM650
- Persuasion and Propaganda COMM750

### Other Program Requirements

An individual plan of study will be developed in consultation with the student's advisor and will be designed around the individual needs of each student. The student may opt to pursue a generalized level of development, or the student may elect to strengthen competencies in specialized areas congruent with the goals and objectives of the MA in Communication Studies program.

Admission to candidacy will be considered after successful completion of 12 credit hours (four courses). A comprehensive examination must be taken during the final 12 hours of coursework, prior to the defense of the non-credit project or the master's thesis.

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## CONFLICT MANAGEMENT CERTIFICATE

### Non-Degree Institutional Certificate

The Certificate in Conflict Management has been developed under the auspices of the Master of Arts in Communication Studies (MACS) Program in the Department of Speech and Communication Studies. Completion of the five course (15 credit hour) certificate will provide students with the analytical and practical skills necessary for mediating, negotiating and managing conflict that arises in the workplace and elsewhere. The certificate is designed especially for those working in organizations and institutions where ongoing conflict or a crisis event impede the realization of goals and objectives and undermine productive relationship development internally and externally.

#### Admission Requirements

1. Completed graduate application
2. \$25 application fee (if not former Edinboro University of Pennsylvania student)
3. Official transcript reflecting a baccalaureate degree from an accredited institution
4. Minimum of two letters of reference
5. 3.0 overall QPA or possess a master's degree
6. Statement of purpose

#### Competencies

Upon enrollment, students will take 12 hours of required courses and 3 hours of an elective course offered through the MACS Program.

The required courses and associated competencies are as follows:

- COMM665 Managing Conflict
  - Organizational and institutional conflict management
  - Honing dispute mediation practices
  - Developing aptitude for conflict management theory
  - Distinguishing between real and perceived conflict
- COMM540 Public Relations Management
  - Negotiation strategies
  - Crisis management skills
  - Aptitude for media relations
  - Handling public controversy
- COMM675 Advanced Intercultural Communication
  - Negotiating conflict between individuals and groups
  - Recognizing cultural from other forms of conflict
  - Understanding cultural influences on needs, values, beliefs and interests
  - Preventing, mitigating and resolving conflict in multicultural contexts
- COMM640 Small Group Communication
  - Team building expertise
  - Conflict simulation skills
  - Proficiency in group problem-solving
  - Using technology in small group facilitation

Students will select an elective course in consultation with their program advisor.

For further information contact Dr. Andrew R. Smith, MACS Program, Department of Speech and Communication Studies (arsmith@edinboro.edu or 814-732-2165).

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## Speech and Communication Studies Courses

### COMM500 COMM STRATEGIES IN ADVERTISING 3 sem. hrs.

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.

### COMM504 ADVANCED BROADCAST NEWS 3 sem. hrs.

The course offers a detailed look at the television/video applications of broadcast news journalism. Areas of focus will include the daily process of producing a television news-

cast, the relationship between the assignment editor and the reporter, and practical elements of electronic news gathering. Prerequisite: **COMM407**.

**COMM510 CRITICISM OF MASS MEDIA 3 sem. hrs.**

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.

**COMM520 INTRODUCTION TO GENDER COMMUNICATION 3 sem. hrs.**

This course examines the problems of gender and communication in interpersonal, organizational, and mass-media contexts, with a focus on the role of communication theory in the development of gender studies.

**COMM540 PUBLIC RELATIONS MANAGEMENT 3 sem. hrs.**

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.

**COMM600 COMMUNICATION THEORIES 3 sem. hrs.**

This course on communication theory concentrates on its classical roots and moves into the post modern era. It focuses upon the processes, major approaches, and communication contexts of theory building and classifies theories into the three contemporary paradigms: Covering Laws, Human Action, and Systems perspectives.

**COMM610 COMMUNICATION RESEARCH 3 sem. hrs.**

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.

**COMM620 QUALITATIVE COMMUNICATION RESEARCH 3 sem. hrs.**

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 interpre-

tive analysis can serve as the basis for hypothesis generation and quantitative design.

**COMM630 INTERPERSONAL COMMUNICATION STRATEGIES 3 sem. hrs.**

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.

**COMM635 ADVANCED MESSAGE DESIGN 3 sem. hrs.**

This course examines the communication process with a focus on the design and production of messages in various media. Message strategy, goals and objectives, audience analysis, and evaluation research are presented in an applied communication context.

**COMM640 SMALL GROUP COMMUNICATION 3 sem. hrs.**

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.

**COMM645 TECHNOLOGY OF COMMUNICATION 3 sem. hrs.**

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.

**COMM650 RHETORICAL THEORY AND CRITICISM 3 sem. hrs.**

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.

**COMM655 POLITICAL COMMUNICATION 3 sem. hrs.**

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.

**COMM660 ORGANIZATIONAL COMMUNICATION 3 sem. hrs.**

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.

**COMM665 MANAGING CONFLICT 3 sem. hrs.**

This course teaches strategies for productive conflict management in interpersonal, group, and organizational contexts. It examines the causes and types of conflict, develops knowledge of the communicative and relational nature of conflict, and reviews strategies and tactics for resolving conflict situations.

**COMM675 ADVANCED INTERCULTURAL COMMUNICATION 3 sem. hrs.**

This course examines the communicative dimensions of intercultural interaction, with particular focus on problems that arise when persons of different ethnic or social backgrounds attempt to communicate with one another meaningfully. The course addresses theoretical issues of cross-cultural competence, assimilation and translation, and provides an introduction to the ethnography of communication.

**COMM680 GENDER AND COMMUNICATION 3 sem. hrs.**

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.

**COMM700 LANGUAGE AND HUMAN CONDUCT 3 sem. hrs.**

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.

**COMM710 COMMUNICATION ETHICS 3 sem. hrs.**

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.

**COMM725 INTERCULTURAL AND INTERNATIONAL COMMUNICATION****3 sem. hrs.**

This course develops models for explaining and understanding intercultural and international events. It identifies the stakes associated with the increasing globalization of local identities and communities. The role of language and communicative practices in national development is also examined.

**COMM730 COMMUNICATION AND SOCIAL PROCESS****3 sem. hrs.**

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.

**COMM740 COMMUNICATION CONSULTING****3 sem. hrs.**

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.

**COMM750 PERSUASION AND PROPAGANDA****3 sem. hrs.**

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.

**COMM760 MANAGERIAL AND LEADERSHIP COMMUNICATION****3 sem. hrs.**

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.

**COMM770 SEMINAR: COMMUNICATION ISSUES****3 sem. hrs.**

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.

**COMM793 INDEPENDENT STUDY IN COMMUNICATION STUDIES****3 sem. hrs.**

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.

**COMM796 INTERNSHIP IN COMMUNICATION STUDIES****12 sem. hrs.**

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.

**COMM799 THESIS****3 sem. hrs.**

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.

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## COUNSELING PROGRAMS

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The Department of Professional Studies provides programs leading to a master of arts degree in elementary and secondary school counseling, student personnel services in higher education: practice or counseling, rehabilitation counseling, and community counseling.

The School Counseling and Student Personnel Services (College Counseling or Professional Practice) and Community programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Rehabilitation Counseling Program is accredited by the Council on Rehabilitation Education (CORE).

The mission of the M.A. Counseling programs is to enhance the intellectual, cultural, social

and ethical development of graduate students. To this end the program emphasizes integration of theory, research and practice. The Counseling and Human Development program prepares counseling professionals to serve diverse communities and individuals in a variety of human service settings (i.e., school, higher education, community and rehabilitation).

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## MASTER OF ARTS DEGREE

### Counseling

**CURRICULUM:**

- |  |   |
|--|---|
| I. Required Core                           | 24 sem. hrs.  |
| COUN705                                    | Group Processes in the Helping Professions (3)                          |
| COUN710                                    | Appraisal Techniques in Counseling (3)                                  |
| COUN715                                    | Career Development and Life Planning (3)                                |
| COUN720                                    | Counseling and Consulting Theory (3)                                    |
| COUN725                                    | Organization and Development of Programs in the Helping Professions (3) |
| COUN730                                    | Supervised Counseling Practice (3)                                      |
| COUN735                                    | Counseling Practicum (3)  |
| EDUC788                                    | Research in Education (3)   |
| II. Required Specialized Courses           |   |
| <b>A. SCHOOL GUIDANCE TRACK</b>            | 27 sem. hrs.  |
| COUN700                                    | Introduction to the Helping Professions (3)                             |
| COUN740                                    | Individual Development Through Adolescence (3)                          |
| COUN742                                    | Developmental Counseling in Schools (3)                                 |
| COUN744                                    | Techniques for Counseling the Student with a Disability (3)             |
| COUN745                                    | Multicultural Counseling (3)  |
| COUN795                                    | Internship (12)   |
|  | <b>TOTAL 51 sem. hrs.</b>   |
| <b>B. STUDENT PERSONNEL SERVICES TRACK</b> | 27 sem. hrs.  |
| COUN700                                    | Introduction to the Helping Professions (3)                             |
| COUN745                                    | Multicultural Counseling (3)  |
| COUN750                                    | Study of the Individual in Higher Education (3)                         |
| COUN752                                    | Law in Postsecondary Higher Education (3)                               |
| <b>Practice:</b>                           | COUN753 Student Affairs Practice and Administration (3)                 |

College Counseling: Counseling course as determined by the student and academic advisor.

COUN795 Internship (12)  
TOTAL 51 sem. hrs.

### C. REHABILITATION COUNSELING TRACK

27 sem. hrs.

COUN702 Introduction to Rehabilitation (3)  
COUN780 Medical Information for the Helping Professions (3)  
COUN784 Psycho-social Aspects of Disability (3)  
COUN788 Special Evaluation Techniques for the Disabled (3)  
COUN795 Internship (12)  
Elective (3)  
TOTAL 51 sem. hrs.

### D. COMMUNITY COUNSELING TRACK

27 sem. hrs.

COUN700 Introduction to the Helping Professions (3)  
COUN740 Individual Development Childhood Through Adolescence (3)  
COUN745 Multi-Cultural Counseling (3)  
COUN754 Family Counseling (3)  
COUN791 Counseling for Substance Abuse and Addictions (3)  
COUN795 Internship in Counseling (12)  
TOTAL 51 sem. hrs.

### Admission Requirements and Procedures

Individuals seeking admission as degree students in these programs must comply with the general admission requirements for graduate study at Edinboro University. In addition, three letters of recommendation must be obtained using the form available in the Office of Graduate Studies. A writing sample addressing one of two questions must also be submitted. The forms for the writing sample are available from the Office of Graduate Studies. An interview will sometimes be requested, and the applicant will be contacted if an interview is necessary.

**Note:** Because of the nature of the role of the professional counselor, degree candidates of the programs must demonstrate positive interpersonal skills. Therefore, review of the Application for Admission to Candidacy is seen as very important and this review will include both interpersonal skills and academic progress.

### Degree Requirements

Individuals must comply with the degree

requirements for the master's degree described in this catalogue. The student must also satisfactorily complete a comprehensive examination and a non-credit master's project or a thesis. It will be the student's responsibility to make arrangements for the examination.

### Student Responsibility

Students who are admitted to one of the M.A. counseling program areas are expected to make long-range plans. The student and his or her advisor will plan a total program, specifying the sequence and semester in which all courses will be scheduled. Should conditions warrant deviation from this time commitment, the student is required to arrange a personal conference with his or her advisor to modify the plan of study.

### SCHOOL GUIDANCE TRACK ELEMENTARY OR SECONDARY SCHOOL COUNSELOR CERTIFICATION

All students seeking certification as an elementary school counselor or a secondary school counselor must complete a program of studies which has been approved by the counseling faculty. Included in the program of studies is a 12 semester hour internship at the appropriate level (K-6 or 7-12).

### Student Responsibility

It is the responsibility of individuals completing requirements for certification in elementary or secondary school guidance and counseling to submit the form needed to obtain the certification from the Commonwealth of Pennsylvania through the Dean of Education as soon as the certification requirements have been completed. It is also the student's responsibility to register for and pass the National Teacher Exams (Praxis) required by the Commonwealth of Pennsylvania (Level I and Level II).

### Student Personnel Services in Higher Education Track

This program is designed to prepare individuals to serve as student personnel workers in higher education.

The specific objectives of the program are:

1. to provide students with entry-level counseling skills.
2. to provide students with an understanding of the young adult in our society.
3. to provide students with an understanding of the social milieu of the individual in higher education.
4. to provide students with an understanding of student personnel services in higher education.
5. to provide students with internship experiences in the various aspects of student personnel work.

### Rehabilitation Counseling

Rehabilitation is an interdisciplinary process and accepts the premise that every person with a disability has the right to fully develop his or her personal, social, emotional, interpersonal, and vocational potentials.

The purpose of the rehabilitation counseling program is to equip the counselor with the necessary skills to assist the individuals who have physical, social, emotional and mental disabilities to achieve an increased sense of empowerment and more fully develop their potential.

The philosophy of rehabilitation counselor education is based upon the following concepts: (1) counseling is generic in nature and (2) specialized knowledge and skills are required in order to provide services needed by persons with disabilities. The generic nature of counseling presupposes that counselors must share a common body of knowledge and skill and exhibit competent behavior with regard to the dynamics of human behavior, psychological appraisal and assessment, group processes, counseling techniques and vocational development. Specialized knowledge, skill and behavior would embody such concepts as the psychological effects of disabilities, medical and psychiatric aspects of disability, specialized techniques in counseling persons with disabilities and available community resources. Additional expertise in counseling can be gained through the vehicle of integrated, supervised practice in existing community facilities.

### Community Counseling Track

The Community Counseling Track is designed to prepare counselors to serve in a variety of community/human service agencies while gaining the general knowledge and skills necessary for the counseling profession as a whole.

### Professional Licensure

Professional counselors can be licensed in Pennsylvania under Act 136 of 1998. For the latest information on licensure of professional counselors please visit the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors web site [www.dos.state.pa.us](http://www.dos.state.pa.us) or the web site of the Pennsylvania Counseling Association [www.pacounseling.org](http://www.pacounseling.org).

\*\*A double asterisk for a graduate course title indicates the course was designed for majors only.

## Counseling Courses

### **COUN700 INTRODUCTION TO THE HELPING PROFESSIONS** 3 sem. hrs.

This introductory class is a core experience for students enrolled in the MA Counseling programs. 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.

### **COUN702 INTRODUCTION TO REHABILITATION COUNSELING** 3 sem. hrs.

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.

### **COUN705 GROUP PROCESSES** 3 sem. hrs.

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.

### **COUN710 APPRAISAL TECHNIQUES IN THE HELPING PROFESSION** 3 sem. hrs.

This course presents an overview of the assessment of individual differences through group tests and measurements. It develops competencies in selecting, administering, and interpreting group intelligence, aptitude, achievement, interest and personality instruments. It also examines current research involving assessment relative to educational, social, and industrial settings.

### **COUN715 CAREER DEVELOPMENT AND LIFE PLANNING** 3 sem. hrs.

This course allows graduate counseling students to explore, in depth, selected aspects related to vocational psychology, occupational sociology, career development, career choices, 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.

### **COUN720 COUNSELING AND CONSULTING THEORY** 3 sem. hrs.

This course studies selected theories and tech-

niques of individual counseling. It also covers various models of the consultation process focusing on the rationale of why consultation has emerged as an important adjunct to personal counseling.

### **COUN725 ORGANIZATION AND DEVELOPMENT OF PROGRAMS IN THE HELPING PROFESSIONS** 3 sem. hrs.

This course prepares students to function productively in entry level and mid-level supervisory positions within institutions/ organizations that serve the needs of specified groups 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, as well as proposal writing and working with grants.

### **COUN730 SUPERVISED COUNSELING PRACTICE** 3 sem. hrs.

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 critiques in class audio and video tapes of counseling sessions conducted by students.

### **COUN735 COUNSELING PRACTICUM** 3 sem. hrs.

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**.

### **COUN740 INDIVIDUAL DEVELOPMENT THROUGH THE ADOLESCENCE** 3 sem. hrs.

This course, intended primarily for professional educators, enables adults to base their interactions/interventions with children, adolescents and parents on an understanding of the process of growth and development. Students will have the opportunity to engage in a use-oriented project related to their individual interests/needs.

### **COUN742 DEVELOPMENTAL COUNSELING IN SCHOOLS** 3 sem. hrs.

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.

### **COUN744 TECHNIQUES FOR COUNSELING THE STUDENT WITH A DISABILITY** 3 sem. hrs.

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.

### **COUN745 MULTI-CULTURAL COUNSELING** 3 sem. hrs.

This course enables students to develop knowledge and understanding regarding characteristics and concerns of multi-culturally diverse groups, the attitudes and behaviors affected by dominant group membership, and individual and group approaches/interventions appropriate with diverse populations.

### **COUN750 STUDY OF THE INDIVIDUAL IN HIGHER EDUCATION** 3 sem. hrs.

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.

### **COUN752 LAW IN POSTSECONDARY HIGHER EDUCATION** 3 sem. hrs.

This course serves as a legal foundation for graduate students in counseling, student personnel services, or related professions in higher education. Emphasis is given to the legal history in higher education, institutional relationships with administrators, students, faculty, the community; procedural processes, and basic concepts of civil rights, criminal, tort, and contractual law.

### **COUN753 STUDENT AFFAIRS PRACTICE AND ADMINISTRATION** 3 sem. hrs.

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, as well as professional management/leadership issues relevant to higher education institutions.

### **COUN754 FAMILY COUNSELING** 3 sem. hrs.

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.

**COUN755 DIAGNOSIS AND ASSESSMENT 3 sem. hrs.**

This course enables students to recognize the diagnostic features of major mental disorders such as anxiety disorders, mood disorders, schizophrenia, personality disorders and disorders of childhood and adolescence. Students will be able to demonstrate knowledge of medications and therapeutic interventions used in the treatment of specific mental disorders. Students will become familiar with cognitive and personality assessments utilized in diagnosis.

**COUN780 MEDICAL INFORMATION FOR THE HELPING PROFESSION 3 sem. hrs.**

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.

**COUN784 PSYCHO-SOCIAL ASPECTS OF DISABILITY 3 sem. hrs.**

This course explores the psychological and social aspects of disability. Interpersonal as well as intrapersonal issues are examined. Emphasis is placed on the impact of illness, disability, and deviance on the individual and his or her 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 professional. The primary objective is to expand students' perspectives regarding disability and disability-related issues.

**COUN788 SPECIAL EVALUATION TECHNIQUES 3 sem. hrs.**

This course is designed to aid students in developing an understanding of the techniques used to evaluate persons with disabilities, including vocational assessment and work adjustment. Students examine a variety of instruments used in vocational assessment. Emphasis is placed on the application of procedures and practices in vocational evaluation, applying job development and placement strategies and procedures, and the importance of empowering people with disabilities in the job search and placement process.

**COUN790 TOPICS IN COUNSELOR EDUCATION (GUID787) 3 sem. hrs.**

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

**COUN791 COUNSELING FOR SUBSTANCE ABUSE AND ADDICTIONS 3 sem. hrs.**

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.

**COUN792 GERONTOLOGICAL COUNSELING 3 sem. hrs.**

This course introduces students to the gerontology specialty area and provides a foundation for effectively counseling older persons. It provides the student with an overview of the physiological, psychological, sociological, and political processes related to older persons and aging. The course includes an examination of the impact of aging on the individual, the family, and society; the implications of living longer; societal attitudes toward old age; and inherent medical and social problems encountered by older persons (including the dynamics of Alzheimer's disease and elder abuse). Issues related to the economics of aging; work, retirement and leisure; living environments in later life; social policies, programs and services for older Americans; and the topic of death and dying are also explored.

**COUN793 INDEPENDENT STUDY IN GUIDANCE AND COUNSELING (GUID793) 3 sem. hrs.**

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 department chairperson.

**COUN794 RESEARCH SEMINAR IN GUIDANCE AND COUNSELING 3 sem. hrs.**

This course provides the opportunity for all students enrolled in the Department of Counselor Education 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.

**COUN795 INTERNSHIP IN COUNSELING 6-24 sem. hrs.**

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 speciality unless otherwise approved by the advisor and instructor. COUN730 and COUN735 must be completed before enrolling for internship. A minimum of 6 and a maximum of 12 credits for any one semester of enrollment.

**COUN796 THESIS 3 sem. hrs.**

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. Prerequisite: **EDUC788**.

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## EDUCATIONAL LEADERSHIP PROGRAMS

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The Professional Studies Department offers graduate programs leading to a Master of Education in Educational Leadership. The department also offers post master's certification programs in principal (K-12), supervisor of special education, single area school supervision, superintendent's letter of eligibility, assistant superintendent's letter of eligibility, and I.U. executive director.

The Educational Leadership programs of Edinboro University have been developed to reflect the general standards and specific program guidelines prescribed by the Pennsylvania Department of Education and the Educational Leadership Constituent Council. Therefore, the Educational Leadership programs provide the opportunity for prospective educational leaders to demonstrate their knowledge of and competence in six defined areas:

1. theories of educational leadership
2. the role of the principal as an instructional leader who focuses on teaching and learning
3. school organization and structures within a social and political environment
4. historical and contemporary issues in school law and the legal responsibilities of school administrators
5. fiscal operations of the school
6. the proactive role of the principal in school/community relations

Throughout the program, students will be engaged in course work, authentic simulations, field experiences, an internship, and professional and ethical practices.

The Educational Leadership program is a 45 semester hour program. Successful completion of 30 semester hours will result in the earning of a Master of Education in Educational Leadership. Successful completion of the 45 semester hour program will result in the earning of the appropriate certificate.

The Educational Leadership program has been designed for the part-time graduate student; however, individual programs can be arranged for the full-time student.

Most students complete the program in three years. The exact length of time varies with the nature of basic education, out-of-school commitments, previous administrative experience and courses completed, and the work load desired by the individual student.

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## MASTER OF EDUCATION DEGREE

### Admission Requirements and Procedures

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

1. complete an application for admission to the school administration program. These applications may be obtained at the Office of Graduate Studies.
2. have earned a score at, or above, the 50th percentile on either the Miller Analogies Test or the Aptitude Test of the Graduate Record Examination.
3. have earned an undergraduate cumulative quality point average of 2.50 or better (4 point scale).
4. satisfactorily complete a personal interview. The applicant should, as soon as he or she is informed by the University, make an appointment for this interview. This letter will inform the applicant to schedule the interview with a specific individual. (**NOTE:** Applicants should not attempt to schedule this interview until notified to do so.)
5. possess, in the judgment of personnel of the Educational Leadership program, personal and professional characteristics and the academic background believed to be conducive to success in the field of school administration.
6. if applicable, apply for the acceptance of transfer credit.
7. provide a photocopy of the applicant's teaching certification.

**NOTE:** Individuals who have earned a master's degree and who are seeking admission to obtain certification rather than to earn a second degree, should also follow the admission procedure listed above. In addition, the applicant must provide the Office of Graduate Studies with an official transcript for all graduate credit earned. Individuals must also provide verification of five years of satisfactory, professional, certificated service in order to apply for the appropriate certification.

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## MASTER OF EDUCATION DEGREE

### Educational Leadership

#### Curriculum

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

- SCHA700 Intro to Educational Administration (3)
- SCHA710 Seminar: Education and Society (3)
- SCHA715 Seminar: Contemporary Issues in Education (3)
- SCHA720 Seminar: Dynamics and Processes of Change for School Administrators (3)
- SCHA731 Seminar: School and Community Relations (3)
- SCHA741 Seminar: Administration and Organization of the Elementary, Middle, and Secondary School Curriculum (3)
- SCHA745 Instructional Processes and Learning Environments (3)
- SCHA775 Management: Concepts and Principles (3)
- SCHA795 Computer Literacy for School Administrators (3)
- EDUC788 Research in Education (3)

#### Degree Requirements

Individuals must comply with the degree requirements for the master of education degree. In addition, the students will be required to satisfactorily complete a culminating experience to address exit requirements as prescribed by the Educational Leadership program.

### Principal K-12 Certification

A student has two options when seeking principal K-12 certification.

#### Option 1

Individuals who have satisfactorily completed the 30 semester hours of Master of Education in Educational Leadership degree program offered by Edinboro University may complete the 45 semester hour certification program by completing a minimum of 15 semester hours of additional credit prescribed below. Individuals must also provide verification of five years of satisfactory, professional, certificated service in order to apply for PA K-12 certification.

- SCHA721 Teacher Evaluation: Theory and Practice (3)
- SCHA760 Legal Aspects of School Administration/Supervision (3)
- SCHA765 Public School Finance (3)
- SCHA789 Elementary Principal Internship (3)
- SCHA794 Secondary Principal Internship (3)

#### Option 2

Individuals who have satisfactorily completed another master's degree program and provide verification of five years of satisfactory, professional, certificated service in order to apply for PA K-12 certification, must also complete the 27 prescribed semester hours listed below:

- SCHA700 Introduction to School Administration (3)
- SCHA721 Teacher Evaluation Theory and Practice (3)
- SCHA741 Seminar: Administration and Organization of the Elementary, Middle, and Secondary School Curriculum (3)
- SCHA760 Legal Aspects of School Administration (3)
- SCHA765 Public School Finance (3)
- SCHA775 Management: Concepts and Principles (3)
- SCHA789 Elementary Principal Internship (90 hrs.) (3)
- SCHA794 Secondary Principal Internship (90 hrs.) (3)
- EDUC788 Research in Education (3)

#### Program Requirements

The individual must have satisfactorily completed the courses required in this program and must have achieved a cumulative grade average of "B" or better for those courses. No more than three semester hours of "C" grade will be accepted toward meeting the 15 semester hours of credit (option 1) or the 27 semester hours of credit (option 2) required for the principal K-12 certification. It is recommended that all requirements for this program be completed within two years prior to the ending of the semester or session in which the individual earned the first credit accepted for this program.



## Student Responsibility

It is the responsibility of individuals completing requirements for K-12 principal certification to submit the form needed to obtain the certification from the Commonwealth of Pennsylvania to the Dean of Education as soon as the certification requirements have been completed.

## School Supervision Certification Program

The Professional Studies Department offers a non-degree certification program in School Supervision designed to provide the public schools with K-12 leadership in the following subject areas: art, communication, elementary education, mathematics, science, social studies, and special education.

### Admission Procedures

Applicants for admission to this program must:

1. complete an application for admission to graduate studies, if such an application has not previously been completed. A copy of this application may be obtained at the Office of Graduate Studies and Research.
2. complete an application for admission to the school supervision program. A copy of this application may be obtained at the Office of Graduate Studies and Research.
3. provide official transcripts for the bachelor's degree, master's degree and other graduate credit completed. (A master's degree is required for admission into this program.)
4. provide a photocopy of the applicant's teaching certificate.
5. if seeking certification, provide verification the applicant has at least five years of educational experience, three years of which are in the area requested by the supervisory certificate.
6. provide a letter of recommendation from either the superintendent of the school system in which the applicant is employed or the applicant's immediate supervisor. The applicant needs to obtain the form for this letter of recommendation from the Office of Graduate Studies and Research and give this reference form to the individual being used for a reference.
7. schedule a personal interview when informed to do so.
8. if applicable, submit request for acceptance of transfer credit. The form needed to request transfer credit may be obtained at the Office of Graduate Studies and Research.

## THE EDINBORO APPROACH TO SUPERVISION

This is an interdisciplinary approach which

utilizes the resources of both college and public school personnel. It is dynamic in outlook. Although supervisors occupy both line and staff positions in public schools and related institutions and agencies, the focus of the supervision program at Edinboro University is on the improvement of instruction. Supervision is looked upon as a service rather than as an administrative arm to rate teachers for purposes of making personnel decisions. Graduates of this program will be prepared to give input to the decision making process affecting the relationship of community needs to program offerings, program designs, the selection and development of appropriate materials, the teaching process, and the psychology of learning.

The curriculum for this program is designed to develop a supervisor possessing the competencies needed to be a team member, a technical advisor, an instructional leader, an organizer and planner, a curriculum director, and a motivator for the release of human potential.

### ROLE OF THE SUPERVISOR

1. A Team Member
  - a. Helps to bring together institutional goals and specific objectives with the individual goals and specific objectives held by various teachers.
  - b. Works cooperatively with groups and individuals whether organizationally up, down, parallel or outside the school district.
  - c. Understands, works within, and seeks to improve the organizational pattern of the district within which the supervisor is working – the structure, relationships, policies, and procedures.
2. The Technical Advisor
  - a. Though thoroughly trained in a specific area, recognizes that seldom is there only one good approach.
  - b. Understands human nature so that expertise will be accepted rather than looked upon as a threat, or an unnecessary restraint in the teaching process.
  - c. Keeps current and encourages others to do likewise.
  - d. Represents the district in meetings relating to subject area.
3. An Instructional Leader
  - a. Possesses skills of analysis and synthesis.
  - b. Involves others in appropriate decision making.
  - c. Can initiate changes and is able to cope with resistance to change.
  - d. Implements change with appropriate use feedback and follow-up action techniques.
  - e. Will accept accountability and can interpret progress accurately and clearly.
  - f. Trains staff with techniques appropriate to needs.

4. A Human Relations Expert
  - a. Has empathy.
  - b. Assists.
  - c. Communicates effectively.
  - d. Respects others and earns respect for self.
  - e. Places high priority on the development of staff members.
  - f. Skilled in resolving small, irritating matters promptly and in an equitable manner.
  - g. Recognizes special needs (such as those of the beginning teacher) and allots high priority in time to schedule them.
  - h. Desires to look at all possible excuses or actions before deciding on a solution.
  - i. Uses who, what, why, when, where and how in organizing and planning activities.
5. An Organizer and Planner
  - a. Assesses instructional program effectiveness.
  - b. Sets priorities for self and helps others to use available time efficiently.
  - c. Is skilled in overcoming the obstacles of status quo inertia, power blocks and lack of readiness.
  - d. Is able to communicate to others goals, conditions, limitations, objectives and strategies.
6. A Curriculum Director
  - a. Establishes and maintains an appropriate design.
  - b. Develops written materials.
  - c. Improves the teaching process by example, demonstration, meetings and by giving individual assistance.
  - d. Helps teachers understand and teach in terms of the learning process.
7. A Motivator for the Release of Human Potential
  - a. Provides resources.
  - b. Praises when deserved and corrects when necessary.
  - c. Helps others know themselves.
  - d. Encourages and supports the efforts of others.
  - e. Marshals the resources of time, space, personnel, materials, facilities and methods.
  - f. Can distinguish facts from opinions and assumptions.
  - g. Is able to determine what the problem is as distinguished from what it may appear to be.

### Curriculum

Individuals must complete the courses listed below or their equivalent:

- SCHA700 (3)  
 SCHA721 Teacher Evaluation – Theory and Practice (3)

- SCHA731 Seminar: School and Community Relations (3)
- SCHA741 Seminar: Administration and Organization of the Elementary, Middle and Secondary School Curriculum (3)
- SCHA745 Instructional Processes and Learning Environments (3)
- SCHA760 Legal Aspects of School Administration/Supervision (3)
- SCHA792 Supervisory Internship (6)
- EDUC788 Research in Education (3)  
A curriculum course (K-12) in the subject area for which certification is being sought (3)

**Program Requirements**

A grade average of "B" or better must have been earned for the courses taken as part of this program. No more than one "C" grade will be accepted.

Candidates for certification as a supervisor must receive a satisfactory recommendation from the director of the school supervision program.

**Certification**

To be recommended by Edinboro University for a Pennsylvania certificate as a supervisor in a specific subject matter area the following requirements must be met:

1. The applicant must possess a valid state issued certificate in the content area for which supervisory certification is being requested.
2. The applicant must provide verification of at least five years of satisfactory, professional, certificated service in the area requested.
3. The applicant must have satisfactorily completed the certification program – School Supervision offered by Edinboro University.
4. The applicant must provide the Dean of Education with a completed application form for a Pennsylvania certificate as a school supervisor in a specific matter area. This application may be obtained from the office of the Dean of Education.
5. The applicant must be recommended by the director of the School Supervision program.
6. The applicant must be recommended by the Dean of Education.
7. The applicant must have met all the certification requirements in effect at the time the application for certification is submitted.

**Student Responsibility**

It is the responsibility of the individual completing requirements for certification in school supervision to submit the form needed to obtain the certification from the Commonwealth of Pennsylvania to the director of the

School Administration programs as soon as the certification requirements have been completed.

It is also important to note here that school supervision certification requires taking and meeting the cutoff score for the Educational Leadership Administration and Supervision (Supervisor) #440 examination. It is the responsibility of the individual to contact the Teaching and Learning Division (for test application and test dates), Educational Testing Service, P.O. Box 6051, Princeton, NJ 08541-6051 (phone 609-771-7395, fax 609-530-0581 or 609-771-7906).

**Note:** An individual seeking certification in school supervision in a state other than Pennsylvania is responsible for knowing the certification requirements for that state and for the proper scheduling of courses so that the requirements are met.

**Letter of Eligibility for Superintendent/Assistant Superintendent and IU Executive Director**

**The Program**

The Department of Professional Studies offers a post master’s program leading to the Pennsylvania Letter of Eligibility. The program consists of the coursework prescribed below:

**Required Courses**

- SCHA796 The Superintendency (3)
  - SCHA797 Educational Technologies and Facilities (3)
  - SCHA798 Strategic Planning and Policy Analysis (3)
  - SCHA785 Negotiations and Labor Relations (3)
  - SCHA799 Superintendent’s Internship (3)
- Completion of the following courses is available during the academic year/summer sessions or the candidate may provide documentation of prior completion.
- SCHA715 Contemporary Issues in Education (3)
  - SCHA731 School and Community Relations (3)
  - SCHA741 Administration and Organization of the Elementary, Middle, and Secondary School Curriculum (3)
  - SCHA765 Public School Finance (3)
  - SCHA775 Management: Concepts and Principles (3)

**Admission Requirements**

1. Pennsylvania resident
2. Master’s of Education degree

3. Pennsylvania Principal of Supervisor Certificate
4. Six years of satisfactory professionally certificated service of which three of the six years must have been in a certificated supervisory or administrative capacity
5. Complete the online graduate application
6. Submit application fee of \$25.00\*
7. Submit a copy of Pennsylvania Professional Certificate
8. Submit official undergraduate and graduate transcripts

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**Educational Leadership Courses**

**SCHA700 INTRODUCTION TO EDUCATIONAL ADMINISTRATION**

**3 sem. hrs.**

This introductory course includes historical review of the development of public and school administration, studies of the settings for and functions of public and school administration, theories of administration, and the responsibility of the school principal to act as an effective agent of change.

**SCHA710 SEMINAR: EDUCATION AND SOCIETY 3 sem. hrs.**

This course analyzes the social structures and interrelations of elementary, secondary, and higher education institutions. It identifies and analyzes school-community interrelationships and processes by which educational objectives are developed, implemented, and evaluated by society.

**SCHA715 SEMINAR: CONTEMPORARY ISSUES IN EDUCATION 3 sem. hrs.**

This course considers some of the most pressing problems on the present American educational scene. Students develop processes of questioning, search and concern about the answers and positions taken by authorities in the area of public school administration.

**SCHA720 SEMINAR: DYNAMICS AND PROCESSES OF CHANGE FOR SCHOOL ADMINISTRATORS**

**3 sem. hrs.**

This course studies field experiences, role playing and case studies, and discusses the factors, dynamics, and processes involved in assessing need for change and in determining effective, efficient operations to secure desired change. It involves the fields of psychology and education.

**SCHA721 TEACHER EVALUATION:  
THEORY AND PRACTICE****3 sem. hrs.**

This course provides competencies in the appraisal of teaching, measuring teacher performance and procedures and techniques related to evaluation of teaching. Systematic analysis and evaluation reporting are also included. The current concepts, planning, measuring instruments, and validity of appraisal systems are integrated into the framework of the course.

**SCHA731 SCHOOL AND  
COMMUNITY RELATIONS****3 sem. hrs.**

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. (Replaces SCAH730 Communication and Interpersonal Relations for the School Administrator.)

**SCHA741 SEMINAR:  
ADMINISTRATION AND  
ORGANIZATION OF THE  
ELEMENTARY, MIDDLE,  
AND SECONDARY  
SCHOOL CURRICULUM****3 sem. hrs.**

This course studies the organization and administration of the curricula of elementary, middle, and secondary schools. It emphasizes the changing nature of curriculum, the essential elements and processes of curriculum development, and the principal as the curriculum leader. (Combines and replaces SCHA740 and SCHA750).

**SCHA745 INSTRUCTIONAL  
PROCESSES AND  
LEARNING  
ENVIRONMENTS****3 sem. hrs.**

This seminar provides students opportunities for in-depth studies of psychological theory and research relevant to the understanding of learning processes in children, the management of the learning environments, instructional systems, and evaluation of learning relative to the curricula.

**SCHA760 LEGAL ASPECTS OF  
SCHOOL  
ADMINISTRATION/  
SUPERVISION****3 sem. hrs.**

This course familiarizes students with state laws, court decisions, the legal structure of education, and constitutional and legislative structuring of school law in the United States. It emphasizes the influence of court decisions

in the development of a theory and practice of school administration.

**SCHA765 PUBLIC SCHOOL  
FINANCE****3 sem. hrs.**

This course includes a study of legal and other factors governing financial policies and practices in public schools, sources of revenue, budgeting, disbursement of funds, school plant, records, and insurance. It emphasizes knowledge and understanding of the major tasks and methods involved in the administration of financial responsibilities in the school and the school system.

**SCHA775 MANAGEMENT  
CONCEPTS AND  
PRINCIPLES****3 sem. hrs.**

This course examines administrative principles and activities appropriate to organizations in the industrial, educational, or business sectors and the effects of various administrative styles. It teaches systematic processes for developing policies, regulations, and procedures and analyzes concepts of educational leadership, decision-making and problem-solving. It also emphasizes the relationship of general administration to school administration.

**SCHA785 NEGOTIATIONS AND  
LABOR RELATIONS FOR  
SCHOOL  
ADMINISTRATORS****3 sem. hrs.**

This graduate course for potential and practicing administrators enhances leadership through study of negotiations and labor relations in public education. It meets a negotiations and labor relations component of pre-service training required for certification in school administration.

**SCHA789 ELEMENTARY PRINCIPAL  
INTERNSHIP****3 sem. hrs.**

This on-site experience at the elementary school level (grades K-6) provides the opportunity, under the direct supervision of university staff personnel and public or private school principals, for practical experiences during one semester.

**SCHA792 SCHOOL SUPERVISION  
INTERNSHIP****6 sem. hrs.**

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 (revises SCHA792).

**SCHA794 SECONDARY PRINCIPAL  
INTERNSHIP****3 sem. hrs.**

This on-site experience at the secondary school level (grades 7-12) provides the opportunity, under the direct supervision of univer-

sity staff personnel and public or private school principals, for practical experiences during one semester.

**SCHA795 COMPUTER LITERACY  
FOR SCHOOL  
ADMINISTRATORS****3 sem. hrs.**

The course varies its emphasis according to the computer literacy needs of each individual class of administration students. Possible topics include brief overviews of computer systems, fundamental literacy in reading computer programs, scheduling by computer, management systems, bookkeeping systems, simulations, word processing, record keeping, computer-aided instruction, computer preparation of individual education programs, telecommunications, information systems, databases, data searches, and personnel screening by computer.

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**Educational Foundations  
Courses****EDUC601 COOPERATIVE/  
COLLABORATIVE  
STRATEGIES FOR  
LEARNING****3 sem. hrs.**

This course provides information concerning cooperative/collaborative strategies to develop effective teaching techniques. It explores characteristics of cooperative/collaborative learning and application of these characteristics to specific curriculum instruction.

**EDUC593 TEACHERS AND CHILD  
ABUSE****1 sem. hr.**

This course supplies the necessary background and procedures to teachers and those preparing for careers in education to deal effectively with child abuse and where possible to prevent it through the activities of educators and other professionals. It emphasizes the necessity for school involvement and available protective services, as well as proposed preventive measures.

**EDUC594 SPECIAL TOPICS IN  
PROFESSIONAL  
EDUCATION****1 or 3 sem. hrs.**

This course provides an in-depth study of a specific professional education topic.

**EDUC595 SUICIDE AND STUDENTS****1 sem. hr.**

This course acquaints teachers, prospective teachers, and other interested individuals with recent research and programs on "suicide" within society, especially during the school age years. It emphasizes present trends in educating our school age population and in curriculum development.

**EDUC596 STUDENT TEACHING****6-12 sem. hrs.**

This course, providing experience in elementary, middle and secondary schools, includes participation in classroom teaching and other activities of the teacher. It emphasizes practical experience in aiding children to develop knowledge, skills, and appreciations regarded as essential to democratic society. Students may enroll in EDUC596 for six semester credit hours only under extenuating circumstances and with the permission of the chairperson of the Educational Services Department and the Dean of the School of Education.

**EDUC702 TEACHING IN THE CONTEMPORARY CLASSROOM****3 sem. hrs.**

In this course theories of adult development guide and structure learning experiences in reflective practice, school reform, and effective school research. Through this study graduate students determine their own paths for professional development.

**EDUC781 STATISTICAL METHODS IN EDUCATION****3 sem. hrs.**

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.

**EDUC783 PHILOSOPHICAL FOUNDATIONS OF EDUCATION****3 sem. hrs.**

This course draws on philosophical thought to study past and present American educational theory and practice. It critically analyzes national, state, and local policies, trends, and controversies to determine their corresponding theoretical and philosophical underpinnings. Study topics include multicultural education, equity and excellence, constructivist vs. traditional teaching, and the arts in education.

**EDUC784 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION****3 sem. hrs.**

This course provides for advanced study of the psychological aspects of contemporary theories of human learning and development. It examines constructivist approaches to instruction. Students apply knowledge of learning theories to classroom decisions concerning student diversity, student motivation, and instructional strategies.

**EDUC788 RESEARCH IN EDUCATION****3 sem. hrs.**

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. Master of Education degree students should complete this course within the first twelve semester hours of the program.

**EDUC799 THESIS****3 sem. hrs.**

The thesis in education completes the master's level study in the art of teaching. Under the supervision of both members of their advisement team, students prepare a major scholarly paper within the framework of current research methods. Prerequisites: **EDUC788**.

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## ELEMENTARY EDUCATION AND READING PROGRAMS

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The Elementary Education Department offers a master's degree in Elementary Education with focuses in four areas. The Department also offers a master's degree in Reading and a Reading Specialist Certification program.

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## MASTER OF EDUCATION DEGREE

### Elementary Education

#### Admission Requirements and Procedures

Individuals seeking admission to the master's degree program in Elementary Education must comply with the general admission requirements for graduate study at Edinboro University. In addition, the applicant must either:

1. possess a valid teaching certificate in elementary education, or
2. complete a program of study approved by the Dean of Education, leading to certification as an elementary school teacher, *prior* to completion of the master's degree.

Individuals who are not certified teachers may be admitted into the program with consent of the chairperson of the Elementary Education Department and the Dean of Graduate Studies and Research. Admission of these individuals is with the understanding that this degree does not entail an automatic certification as an elementary school teacher in the Commonwealth of Pennsylvania. Certification procedures require that candidates who do not possess a teacher certificate must pass a test adminis-

tered by the Pennsylvania Department of Education. Candidates seeking certification in another state shall follow corresponding certification procedures required by the given state.

#### Program Options

The Elementary Education program consists of two options: non-thesis and thesis. The non-thesis option includes five focuses. Focus I offers a program in General Elementary Education, Focus II offers a program in Early Childhood Education, and Focus III offers programs with concentrations in specific subject areas of Mathematics Education, Science Education, Social Studies Education, or Language Arts Education. The second option is a thesis program. Focus IV offers the Certificate Program in Character Education. Focus V offers the Instructional Technology Specialist I PDE Certification.

#### NON-THESIS OPTION

##### Focus I - General Elementary Education

A minimum of 30 semester hours of graduate credit must be earned as follows:

- I. Research Techniques 3 sem. hrs.  
EDUC788 Research in Education (3)
- II. Foundations of Education 3 sem. hrs.  
**Either:**  
EDUC783 Philosophical Foundations of Education (3)  
**Or:**  
EDUC784 Psychological Foundations of Education (3)
- III. Curriculum Development 3 sem. hrs.  
ELED784 Curriculum in Early Childhood (3)
- IV. Elementary Education Courses 12 sem. hrs.  
Courses must represent at least three different subject areas of an elementary or middle school curriculum.
- V. Approved Electives 9 sem. hrs.  
Courses reflecting mainstreaming and interpersonal relations should be part of the program as well as content-related courses.

##### Focus II - Early Childhood Education

A minimum of 30 semester hours of graduate credit must be earned as follows:

- I. Research Techniques 3 sem. hrs.  
EDUC788 Research in Education (3)
- II. Foundations of Education 3 sem. hrs.  
**Either:**  
EDUC783 Philosophical Foundations of Education (3)  
**Or:**  
EDUC784 Psychological Foundations of Education (3)
- III. Curriculum Development 3 sem. hrs.  
ELED784 Curriculum in Early Childhood (3)
- IV. Early Childhood Education Component  
A. Theory 3 sem. hrs.  
This required course is designed to

provide the student with a theoretical framework in early childhood education.

ELED776 Theory and Practice in Early Childhood Education

**B. Content** 12 sem. hrs.

These courses are designed to bridge theory and application by providing an expanded knowledge base in early childhood education.

ELED783 Issues and Trends in Literacy Instruction

ELED661 Family, School and Community: Partnerships in Early Childhood

ELED560 Math and Science Experiences for the Young Child

ELED580 Assessment and Evaluation in Early Childhood

**C. Electives: Applications** 6 sem. hrs.\*

These courses are designed to provide the student with practical applications of theory and content in early childhood education.\*

ELED511 Storytelling and Literature in Early Childhood

ELED530 Infant/Toddler Care and Education

ELED680 Kindergarten Education

ELED778 Developmental Play for Young Children

\* Other courses as approved by the advisor and coordinator of early childhood education. (Approval based on requirement that research and projects for courses have an early childhood emphasis. Approval must be obtained at the time the program of study is developed.)

**Focus III – Concentration in a Specific Subject**

**A. Mathematics Education**

Students admitted to this program must have completed MATH104, MATH110, or an equivalent course. A minimum of 30 semester hours of graduate credit must be earned as follows:

I. Research Techniques 3 sem. hrs.  
EDUC788 Research in Education (3)

II. Foundations of Education 3 sem. hrs.

**Either:**

EDUC783 Philosophical Foundations of Education (3)

**Or:**

EDUC784 Psychological Foundations of Education (3)

**III. Curriculum Development**

3 sem. hrs.

ELED786 Elementary and Middle School Curriculum Development and Improvement (3)

**IV. Elementary Mathematics Education Courses** 12 sem. hrs.

Examples of courses used for this requirement include the following:

ELED754 Problems and Trends (3)

ELED719 Diagnostic and Prescriptive Math (3)

ELED725 Mathematics Clinic (3)

**V. Approved Electives** 9 sem. hrs.

These courses should reflect the remaining subject areas of an elementary or middle school curriculum. Courses must be approved by the advisor.

**B. Science Education**

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

I. Research Techniques 3 sem. hrs.  
EDUC788 Research in Education (3)

II. Foundations of Education 3 sem. hrs.

**Either:**

EDUC783 Philosophical Foundations of Education (3)

**Or:**

EDUC784 Psychological Foundations of Education (3)

**III. Curriculum Development**

3 sem. hrs.

ELED786 Elementary and Middle School Curriculum Development and Improvement (3)

**IV. Elementary Science Education Courses** 12 sem. hrs.

Examples of courses used for this requirement include the following:

ELED758 Improvement of Instruction in Elementary School Science (3)

**V. Approved Electives** 9 sem. hrs.

These courses should reflect the remaining subject areas of an elementary or middle school curriculum. Courses must be approved by the advisor.

**C. Social Studies Education**

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

I. Research Techniques 3 sem. hrs.  
EDUC788 Research in Education (3)

**II. Foundations of Education**

3 sem. hrs.

**Either:**

EDUC783 Philosophical Foundations of Education (3)

**Or:**

EDUC784 Psychological Foundations of Education (3)

**III. Curriculum Development**

3 sem. hrs.

ELED786 Elementary and Middle School Curriculum Development and Improvement (3)

**IV. Elementary Social Science Education Courses** 12 sem. hrs.

Examples of courses used for this requirement include the following:

ELED732 Improvement of Instruction in Elementary School Social Studies (3)

Social Studies Related Electives (9)

**V. Approved Electives** 9 sem. hrs.

These courses should reflect the remaining subject areas of an elementary or middle school program. Courses must be approved by the advisor.

**D. Language Arts Education**

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

I. Research Techniques 3 sem. hrs.  
EDUC788 Research in Education (3)

II. Foundations of Education 3 sem. hrs.

**Either:**

EDUC783 Philosophical Foundations of Education (3)

**Or:**

EDUC784 Psychological Foundations of Education (3)

**III. Curriculum Development**

3 sem. hrs.

ELED786 Elementary and Middle School Curriculum Development and Improvement (3)

**IV. Elementary Language Arts Education Courses** 12 sem. hrs.

Examples of courses used for this requirement include the following:

ELED617 Improvement of Instruction in Language Arts (3)

ELED718 Seminar in Language Arts (3)

English and Speech Related Electives (6)

- V. Approved Electives 9 sem. hrs.  
These courses should reflect the remaining subject areas of an elementary or middle school curriculum. Courses must be approved by the advisor.

#### Focus IV – Character Education

A minimum of 30 semester hours of graduate credit must be earned as follows:

- I. Research Techniques 3 sem. hrs.  
EDUC788 Research in Education (3)

It is recommended this course be completed within the first 12 semester hours of credit.

- II. Foundations of Education 3 sem. hrs.

**Either:**

- EDUC783 Philosophical Foundations of Education (3)

**Or:**

- EDUC784 Psychological Foundations of Education (3)

- III. Curriculum Development 3 sem. hrs.

- ELED786 Elementary and Middle School Curriculum Development and Improvement

- IV. Elementary Education Core 9 sem. hrs.  
Select a course from three (3) of the following disciplines:

**Reading and Language Arts**

- ELED617 Improvement of Instruction in Teaching Language Arts (3)

- READ706 Reading in the Elementary School (3)

**Mathematics**

- ELED719 Diagnostic/Prescriptive Mathematics (3)

- ELED754 Problems and Trends in Mathematics (3)

**Science and Technology**

- ELED626 Technology Integration in the Classroom (3)

- ELED726 Microcomputers in Education II (3)

- ELED560 Science Experiences for Young Children (3)

- ELED758 Improvement of Instruction in Elementary School Sciences (3)

**Social Studies**

- ELED732 Improvement of Instruction in Teaching Social Science (3)

- V. **Character Education** 12 sem. hrs.

- ELED730 Character Education and the Young Child (3)

- ELED740 Conflict Resolution in Educational Settings (3)

- CHAR750 Program Development and Practicum in Character Education (3)

**Either:**

- EDUC686 Classroom Management and Control (3)

**Or:**

- SPED710 Seminar in Exceptionalities (3)

Degree candidates must comply with all the requirements for the master of education degree listed in the graduate catalogue. These include the satisfactory completion of a comprehensive examination.

#### THESIS OPTION

This option is designed for the individual who wishes to enroll in a doctoral program following the completion of the master's degree. A minimum of 30 semester hours of graduate credit is required to complete this degree. These credits should be earned as follows:

- I. Research Techniques 3 sem. hrs.  
EDUC788 Research in Education (3)

- II. Foundations of Education 3 sem. hrs.

**Either:**

- EDUC783 Philosophical Foundations of Education (3)

**Or:**

- EDUC784 Psychological Foundations of Education (3)

- III. Curriculum Development 3 sem. hrs.

- ELED786 Elementary and Middle School Curriculum Development and Improvement (3)

- IV. Professional Education Course

3 sem. hrs.

- EDUC781 Statistical Methods in Education (3)

- V. Approved Elementary Education Courses 9 sem. hrs.

These courses should emphasize curriculum and instruction in elementary and middle school programs. Courses must be approved by the advisor.

- VI. Thesis 6 sem. hrs.

- ELED799 Thesis (6)

- VII. Approved Elective 3 sem. hrs.

This course should be in an area of elementary education or a related area to the thesis topic.

#### Degree Requirements for All Programs

Students must comply with the requirements for the master of education degrees listed in this catalogue. At least 15 semester hours of the credits for the master's degree must be completed in 700-level courses. A maximum of 12 credit hours may be earned in 500-level courses. Field Experience (ELED575) cannot be applied toward graduate degree requirements. Courses at the 500-level that were taken for undergraduate credit cannot be applied or repeated for credit toward the master's degree.

In addition to the minimum course requirements for each program, students in all programs must satisfactorily complete the following requirements:

1. A comprehensive oral examination (except for students in Reading, who will

be administered a written comprehensive examination).

2. A non-credit master's degree project (except for students in the Thesis Option, who will write a thesis).

The oral examination will be administered when a student has completed from 24 to 30 credit hours. The master's degree project or the thesis must be completed within two years of the completion of coursework or within five years after admission to a program. It is important that students become familiar with the departmental literature regarding administrative procedures for completion of the program and the guidelines for completing the non-credit master's degree project.

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## MASTER OF EDUCATION DEGREE

### Reading

This program will enable students to obtain a master's degree in Reading and will qualify them for certification as a reading specialist. This professional training is essential in diagnosing and helping children overcome reading disabilities, as well as in promoting developmental reading practices in schools.

### 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.

Applicants must hold a valid teaching certificate in either elementary or secondary education or must complete a program of study which will result, prior to the awarding of the master's degree, in certification as either an elementary school teacher or a secondary school teacher. However, individuals who are not certified teachers may be admitted with the consent of the graduate program head and reading chairperson of the Elementary Education Department and the Dean of Graduate Studies. The Dean of Education will develop a program of study for individuals seeking certification. A copy of this program of study will be submitted with the application for admission to graduate studies. Admission of these individuals is with the understanding that completion of this degree does not automatically grant certification as a teacher or as a reading specialist. Certification procedures require that candidates who do not possess a teacher certificate must pass a test administered by the Pennsylvania Department of Education. Candidates seeking certification in another state shall follow corresponding certification procedures required by the given state.

## Curriculum

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

- I. Research Techniques\* 3 sem. hrs.  
EDUC788 Research in Education (3)
- II. Curriculum 3 sem. hrs.  
**Either:**  
ELED786 Elementary and Middle School Curriculum Development and Improvement (3)  
**Or:**  
EDUC786 Secondary and Middle School Curriculum Development and Improvement (3)
- III. Reading Education Foundations 21 sem. hrs.  
READ607 Reading and Writing in the Content Areas  
READ702 Reading and the Special Needs Student  
READ706 Foundations of Literacy Theory and Instruction  
READ709 Literacy Difficulties: Assessment and Intervention  
READ712 Reading Clinic  
READ710 Seminar: Organization, Supervision and Administration of Reading Programs  
ELED626 Technology Integration in the Classroom  
**Approved Elective** 3 sem. hrs.  
To be selected from approved courses with advisor
- V. Required Reading Courses 15 sem. hrs.  
READ607 Reading in the Content Area (3)  
READ709 Analysis and Correction of Reading Difficulties (3)  
READ710 Seminar: Organization, Supervision and Administration of Reading Programs (3)  
READ712 Reading Clinic\*\* (3-6)  
ELED626 Technology Integration in the Classroom (3) **Or**  
ELED726 Microcomputers in Education II (3)
- VI. Related Elective 3 sem. hrs.  
These credits should be selected from the following courses or any other course approved by the advisor.  
ELED511 Storytelling (3)  
ELED617 Improvement of Instruction in Language Arts (3)  
ELED718 Seminar in Language Arts (3)  
ELED721 Seminar in Children's Literature (3)

\*\* Any student who is found to need additional clinic experience must take three additional hours of clinic in lieu of the Related Elective course.

## Degree Requirements

Students must comply with the degree requirements for the Master of Education degree. In addition, students in this program must satisfactorily complete the Reading Specialist Praxis exam or a written comprehensive examination covering the coursework of the program. It is the student's responsibility to schedule this examination through the director of graduate reading programs.

## READING SPECIALIST CERTIFICATION

A student seeking Reading Specialist certification: Completes the Reading Specialist Certification Program.

A minimum of 24 semester hours of graduate credit is required to complete this certification program. These credits should be earned as follows:

- I. Curriculum 3 sem. hrs.  
**Either:**  
ELED786 Elementary and Middle School Curriculum Development and Improvement (3)  
**Or**  
EDUC786 Secondary and Middle School Curriculum Development and Improvement (3)
- II. Curriculum 3 sem. hrs.  
ELED786 Elementary and Middle School Curriculum Development and Improvement **Or**  
EDUC786 Secondary School Curriculum Development and Improvement
- III. Reading Education Foundations 21 sem. hrs.  
READ607 Reading and Writing in the Content Areas  
READ706 Foundations of Literacy Theory and Instruction  
READ702 Reading and the Special Needs Student  
READ709 Literacy Difficulties: Assessment and Intervention  
READ712 Reading Clinic  
READ710 Seminar: Organization, Supervision and Administration of Reading Programs  
ELED626 Technology Integration in the Classroom

Upon a student's request, the director of graduate reading programs may waive a required course in favor of a more advanced course when the student fulfills the competencies the course is designed to develop.

## Program Requirements

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 for the courses completed as part of the Reading Specialist Certification Program. Students must not earn more than 6 semester hours of credit with a grade of "C". In addition, a student must satisfactorily complete the Reading Specialist Praxis exam.

\*\*A double asterisk for a graduate course title indicates the course was designed for majors only.

## Elementary Education Courses

### ELED503 SPECIAL TOPICS IN ELEMENTARY EDUCATION

1 or 3 sem. hrs.

This course provides opportunity for an in-depth study of a specific topic in Elementary Education.

### ELED505 READING AND THE ATYPICAL CHILD

3 sem. hrs.

This course explores physical and mental problems that may hinder a child's progress in reading. An overview of the prospective problems affecting atypical children is presented with suggested ways of dealing with reading difficulties.

### ELED508 READING INSTITUTE

1 or 3 sem. hrs.

This course is designed to meet the needs of non-reading majors who wish to study and investigate special areas of interest related to the field of reading. Specific topics for study and investigation will be determined by the students participating in the Reading Institute. Members of the reading faculty and other faculty will be utilized to develop the specific topics to be considered.

(A maximum of six-semester hours of credit in this course may be used to meet the minimum requirements for the Master's Degree in Elementary Education.)

### ELED510 READING FOR ADULT BASIC EDUCATION

3 sem. hrs.

The purpose of this course is to prepare the reading specialist or other interested persons to work with undereducated or functionally illiterate adults in the development of basic or survival reading skills.

**ELED511 STORYTELLING AND LITERATURE IN EARLY CHILDHOOD EDUCATION****3 sem. hrs.**

This course teaches theories and techniques of storytelling, including in-depth study of printed and non-printed materials appropriate for preschool, kindergarten, and primary grade children. It studies children, literature, and material selection, and ways of fostering reading and enjoying literature, and includes constructing storytelling devices to develop story programs around central themes. Prerequisite: **ELED320** Children's Literature or **ELED216** Methods in Language Arts. Those who have taken **ELED586.55** may not take **ELED511** for credit.

**ELED515 LANGUAGE, MOVEMENT, AND MUSIC IN THE ELEMENTARY CLASSROOM****3 sem. hrs.**

This course focuses on creative combinations of language, movement, and music in the elementary classroom. A variety of opportunities is provided 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. Prerequisite: **ELED315** or permission of instructor.

**ELED521 READING IN THE MIDDLE GRADES****3 sem. hrs.**

This course is designed particularly for elementary education majors who wish to extend their concentration to the intermediate (middle) level grades. It will be oriented toward teaching of reading in the context of different content areas, the various work and study skills needed, and the specific reading problems that relate to individual subjects. Prerequisite: **ELED302**.

**ELED560 SCIENCE AND MATH EXPERIENCES FOR YOUNG CHILDREN: AN INTEGRATED APPROACH****3 sem. hrs.**

Designed to provide an understanding of the processes and content of science and mathematics and their applications relevant to the education of young children (N-3), this course includes involvement in interactive processes focusing on developmentally-appropriate topics and curriculum integration. Thematic units, aligned with the PA Department of Education's Early Childhood Curriculum Indicators, PA Academic Standards, and the Head Start Child Outcomes Framework are modeled and supported by children's literature.

**ELED578 DYNAMICS OF PRESCHOOL EDUCATION****3 sem. hrs.**

This course is designed for both undergraduate and graduate students interested in exploring the dynamics of preschool education in a day care setting. General goals, functions, purposes, and objectives of preschool education will be examined in terms of various societal, learner, and cognitive variables. Various kinds of preschool programs will be investigated. Students will have opportunities to work with children in The Early Learning Laboratory of the Miller Research/Learning Center.

**ELED580 ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD****3 sem. hrs.**

This course identifies appropriate assessment strategies used to evaluate cognitive, physical, and psychosocial development of young children and considers implications for curriculum planning. It explores issues in assessment. Prerequisite: **ELED341** or permission of instructor.

**ELED586 COMPARATIVE STUDIES IN EDUCATION – U.S. AND ITALY****3 sem. hrs.**

This course investigates the effect of culture on education, as the schools of any nation are linked to its culture. It covers the influences of political, economic, and social systems from a structural-functional theoretical perspective and compares specifically the educational systems in the United States and in Italy.

**ELED587 SPECIAL TOPICS****1 or 3 sem. hrs.**

Special topics will be offered each semester. The course offerings each semester can be found in the current university schedule. This course provides for an in-depth study of a specific topic concerning Elementary Education.

**ELED587.660 ELEMENTARY AND MIDDLE SCHOOL CURRICULUM: A COMPARISON OF BRITISH AND U.S. SCHOOLS****3 sem. hrs.**

Taught in England, this course explores current curriculum issues and the nature and scope of curriculum improvement and development in British and American elementary schools. It analyzes curriculum concepts, principles, and organizational patterns; examines the influences of curriculum foundations; and addresses organizational strategies for curriculum innovation and improvement. Not open to those who had **ELED786**.

**ELED588 COMPARATIVE STUDIES IN EDUCATION – U.S. AND PAKISTAN****3 sem. hrs.**

This course investigates the effect of culture on education, as the schools of any nation are

linked to its culture. The influences of political, economic, and social systems are studied from a structural-functional theoretical perspective. Specifically, the course focuses on a comparison of the educational systems in the United States of America and Pakistan. This course will be taught only in Pakistan.

**ELED617 IMPROVEMENT OF INSTRUCTION IN LANGUAGE ARTS****3 sem. hrs.**

This course is designed to give students an opportunity to examine past and present techniques and materials used in teaching language arts. Special attention is given to the interrelationships among oral and written language, listening and to the place of literature in the teaching of language arts.

**ELED626 TECHNOLOGY INTEGRATION IN THE CLASSROOM****3 sem. hrs.**

This course examines the development of the microcomputer and related technologies and the role of instructional technology in education. Current technology applications, procedures, learning theories along with state and national educational technology standards will be addressed in an instructional plan for school curriculum. Ethical and legal issues related to technology will be examined. Prerequisite: **EDUC383** or permission of the instructor.

**ELED627 TECHNOLOGY IMPLEMENTATION AND ASSESSMENT****3 sem. hrs.**

This course identifies appropriate assessment strategies used to evaluate technology integration in the classroom and considers implications for curriculum planning. Students will examine assessment strategies teachers use to evaluate student multimedia products as well as the analysis of implementation decisions and application in creating technology rich classrooms in diverse settings. Prerequisite: **ELED626**.

**ELED661 FAMILY, SCHOOL AND COMMUNITY: PARTNERSHIPS IN EARLY CHILDHOOD EDUCATION****3 sem. hrs.**

This course involves an in-depth investigation of the importance of the families' involvement in children's education, the necessity of collaboration between home and school, and the role of the school in promoting parental involvement in their children's education. It addresses topics such as family structures, effective home-school-community relationships, school-based programs, home-based programs and parent education programs. Prerequisites: **ELED275** and **ELED575**.



**ELED678 KINDERGARTEN  
EDUCATION 3 sem. hrs.**

This course explores the nature of kindergartners' 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.

**ELED718 SEMINAR IN LANGUAGE  
ARTS 3 sem. hrs.**

This course is designed to provide advanced students an opportunity to research and discuss in a seminar situation, specific issues of language arts. Emphasis will focus on research concerned with teaching language skills to children. Students will be expected to identify areas of problems related to language instruction which will be pursued and form the major content of the course.

**ELED719 INTRODUCTION TO  
DIAGNOSTIC AND  
PRESCRIPTIVE MODELS  
FOR MATHEMATICS  
REMEDICATION 3 sem. hrs.**

This course is an introduction to diagnostic and prescriptive clinical procedures in elementary mathematics remediation. Typical learning characteristics of the remedial mathematics student will be identified with suggestions for selecting a more effective learning environment for success in mathematics. Various methods of prescriptive instruction will be presented with emphasis on availability and effectiveness. Each participant will be assigned a student to tutor, applying a clinical diagnostic model. Prerequisite: two of the following: **MATH107; MATH201; MATH250.**

**ELED720 DIAGNOSTIC MATH  
WORKSHOP FOR  
ELEMENTARY TEACHERS  
2 sem. hrs.**

This course prepares teachers and administrators in diagnostic techniques for prescribing remedial instruction, focusing on student's individual needs. This course may not be used for the master's degree if **ELED719** has been taken.

**ELED721 SEMINAR IN CHILDREN'S  
LITERATURE 3 sem. hrs.**

This course provides opportunities for students to become familiar with the history and recent developments in literature for children through investigations and research. Consideration is given to different types of materials used in creative interpretation of literature and in related areas of choral reading, storytelling and illustration. Special emphasis is placed on the role of children's literature in the total school program. Prerequisite: undergraduate course in Children's Literature.

**ELED724 INSTRUCTIONAL DESIGN  
3 sem. hrs.**

This online course provides an overview of the field of instructional design incorporating various instructional design models and paradigms. It includes the historical perspective, research findings, and current issues and trends. This course is designed to promote problem solving of current design issues to include a needs assessment, product development, implementation, and evaluation of school curriculum needs.

**ELED725 MATHEMATICS CLINIC  
3 or 6 sem. hrs.**

This course is a practicum of clinical experiences for elementary and middle school teachers. Diagnostic and prescriptive instructional techniques with low and under achievers will be undertaken. The clinician will develop abilities to select and/or design test experiences for mathematics achievement and attitude analysis for clients. Clinicians will study the characteristics of various instructional systems appropriate for specific learning behavior and apply these systems after analysis of student test data. The learning model will include one teacher – one student and small group instruction. Prerequisites: **ELED654** and **ELED719.**

**ELED726 MICROCOMPUTERS IN  
EDUCATION II 3 sem. hrs.**

The contemporary classroom uses of microcomputers will be reviewed and expanded in this course. Each student will select two areas for supervised study in "Computers in Education." Specific curricular revisions and additions for computer usage will be presented. Methods of using the microcomputer in record keeping and research is included. Prerequisites: **ELED526** and either **CSCI117** or demonstrated beginning competency in BASIC.

**ELED727 MICROCOMPUTERS IN  
EDUCATION CLINIC II  
3 sem. hrs.**

Clinic II is an opportunity for experience in teaching using microcomputers. Professional software and student produced mini-soft programs will be incorporated into learning modules. These modules will be field-tested. Practice teaching may include young children, special classes, or adults. Prerequisite: previous experience with BASIC programming.

**ELED728 INSTRUCTIONAL  
TECHNOLOGY PROJECT  
MANAGEMENT FOR  
EDUCATORS 3 sem. hrs.**

This course involves the examination of ergonomics and its application in an educational setting. The students will apply instructional design principles, communication theories, and innovation techniques to analyze available technology resources within a school environment. Students must conduct a needs

assessment, develop a facility and technology plan, and disseminate findings in a written report. Prerequisite: **ELED626, ELED627.**

**ELED729 INSTRUCTIONAL  
TECHNOLOGY  
PRACTICUM 3-6 sem. hrs.**

This course presents prospective technology media specialists with the opportunity to apply all facets of technology management, integration, and instruction using theoretical constructs. The students employ decision-making when planning, developing, implementing and assessing technology integration appropriate for diverse settings. This practicum experience addresses PDE's Instructional Technology Specialist Performance and International Society for Technology in Education (ISTE) Standards for Technology Facilitation. Prerequisite: Students must successfully complete all coursework and the Praxis exam prior to enrollment in this course.

**ELED730 FOUNDATIONS OF  
CHARACTER EDUCATION  
3 sem. hrs.**

This course, intended for upper-level education majors and graduate students, examines how children develop a sense of character. It includes theories of moral development, character formulation, the role of the family, teacher, peer groups, and additional environmental factors influencing character. Current curricular approaches to character education are examined.

**ELED732 IMPROVEMENT OF  
INSTRUCTION IN  
ELEMENTARY SCHOOL  
SOCIAL STUDIES  
3 sem. hrs.**

This course analyzes the elements of a good curriculum and familiarizes the students with the guides and criteria utilized in course construction. Major curriculum organization, reorganization of the social studies and the unit or broad-view design are given special attention. The strengths and weaknesses of present programs in social studies are evaluated and an opportunity is provided for students to share their experiences.

**ELED735 DEVELOPING  
CREATIVITY IN YOUNG  
CHILDREN 3 sem. hrs.**

The purpose of this course is to define and examine the nature of creativity, to learn its recognizable characteristics, and to present methods of nurturing creative talent. This course will utilize recent research findings and available instruments to identify creativeness in young children. Research and experimentation will be used to identify, select, and evaluate instructional materials.

**ELED740 CONFLICT RESOLUTION  
IN EDUCATIONAL  
SETTINGS 3 sem. hrs.**

This course examines perspectives on prosocial guidance and the concepts and skills underlying conflict resolution related to character education. It explores developmental perspectives and the roles of students, teachers, administrators, and families in resolving conflict. This course addresses types and sources of conflict and introduces strategies, materials, and resources for dealing with conflict within the curriculum. Prerequisite: **EDUC703** or **ELED730**.

**ELED747.40 WORKSHOP FOR  
CLASSROOM  
ENRICHMENT: ART  
ACTIVITIES (ELED647  
ART WORKSHOP FOR  
ELEMENTARY  
TEACHERS) 3 sem. hrs.**

This course studies recent research in Art Education, provides for a reevaluation of objectives and applications of art education principles and involves working with materials to expand the experiences and capabilities of the elementary teacher in the art program.

**ELED754 PROBLEMS AND TRENDS  
IN TEACHING  
ARITHMETIC – MODERN  
MATH CONCEPTS  
3 sem. hrs.**

Inquiry is emphasized in this course to analyze and evaluate trends and practices in elementary school arithmetic. Criteria for evaluation are located through confrontation and analysis of the relationships between the developmental processes of child development and the structure of mathematics. An opportunity is provided for experimentation, demonstration, and criticism.

**ELED758 IMPROVEMENT OF  
INSTRUCTION IN  
ELEMENTARY SCHOOL  
SCIENCE 3 sem. hrs.**

The purpose of this course is to prepare elementary school science teachers to meet the challenge of the recent curriculum trends in elementary education. Inquiry, observational skills and inductive reasoning techniques are used as tools to develop methods of instruction in elementary science. Analysis and evaluation are made of newer ideas for instruction. The increasing role of the laboratory activity in the elementary schools will be explored.

**ELED759 INSTRUCTIONAL  
TECHNIQUES IN SCIENCE  
3 sem. hrs.**

This course promotes science teaching competence and instructional leadership in science among elementary and middle school teachers. It emphasizes the development of science teaching skills directly applicable to the class-

room through hands-on strategies, content, and materials reflecting the current recommendations set forth by state and federal agencies and associations.

**ELED775 INFANT/TODDLER CARE  
AND EDUCATION  
3 sem. hrs.**

This course provides an in-depth study of the growth and development of infants and toddlers. Students examine the application of child development principles to practices in various types of child care settings. The course also addresses topics such as learning through play, components of quality programs, and the characteristics and responsibilities of caregivers.

**ELED776 THEORY AND PRACTICE  
IN EARLY CHILDHOOD  
EDUCATION 3 sem. hrs.**

A search for effectual techniques for promoting the maximum of learning in classroom situations, this course is founded in the theories of learning educators. Application of theoretic principles to real and hypothetical problem areas will constitute a significant portion of the study. To aid the experienced teacher in exploring new avenues to learning and finding solutions to current problems are purposes of this course.

**ELED777 METHODS AND  
MATERIALS FOR EARLY  
CHILDHOOD EDUCATION  
3 sem. hrs.**

This workshop-type course will concern itself with the examination and evaluation of techniques, facilities, and equipment used in connection with the instruction of young children. Recent research findings regarding educational trends will be utilized. Included will be the planning, preparation, and critical analyses of materials for individual, small group and large group instruction.

**ELED778 PLAY AND  
DEVELOPMENT 3 sem. hrs.**

This course examines the rationale and value of play for children. It reviews the dynamics and categories of play as defined by classical and contemporary theories. The motor skills, cognitive abilities, creativity, and social-emotional factors influencing children's play are presented. Sociopolitical, educational, psychological, and medical issues affecting children's play are explored. The course examines how play can be integrated into the curriculum of preschool through primary grades.

**ELED779 PROGRAMS IN NURSERY  
SCHOOL EDUCATION  
3 sem. hrs.**

This course is designed to confront the in-service teacher with problems, issues and trends in nursery school education. State, fed-

eral, and private programs in the United States and other countries, as well as philosophies and procedures will be emphasized.

**ELED782 ASSESSMENT AND  
EVALUATION IN  
ELEMENTARY AND  
MIDDLE SCHOOLS  
3 sem. hrs.**

This course encompasses the study of assessment and evaluation of student academic achievement, attitudes, and skills in elementary and middle schools. Contemporary methods of assessment and evaluation are critiqued. Students design, implement, and evaluate alternative assessment instruments focusing on improved instruction. School-wide assessment strategies are developed. Prerequisite: **ELED380** or professor approval.

**ELED783 ISSUES AND TRENDS IN  
EARLY LITERACY  
DEVELOPMENT  
3 sem. hrs.**

This course provides an in-depth study of current issues and trends relating to literacy acquisition and development in young children. It examines 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. Those who have taken **ELED520** may not take **ELED783** for credit.

**ELED784 CURRICULUM IN EARLY  
CHILDHOOD EDUCATION  
3 sem. hrs.**

This course investigates the nature and scope of curriculum development for children, from birth through third grade, and analyzes various curriculum concepts, principles and organizational patterns. It also addresses historical foundations, philosophies, learning theories, and contemporary influences on early childhood curriculum.

**ELED785 EARLY CHILDHOOD  
PROGRAMS:  
ADMINISTRATION  
AND SUPERVISION  
3 sem. hrs.**

This course examines the development of special knowledge, competencies and interpersonal relationships needed by successful administrators, managers and supervisors of early childhood programs. Topics include the development and management of early childhood programs and proposal writing. The course also addresses staff selection and training as well as issues related to curriculum, parent involvement and child advocacy.

**ELED786 ELEMENTARY AND MIDDLE SCHOOL CURRICULUM IMPROVEMENT AND DEVELOPMENT 3 sem. hrs.**

This course investigates the nature and scope of curriculum improvement and development in both the elementary and middle schools. Various curriculum concepts, principles and organizational patterns are analyzed in-depth. The influence of curriculum foundations is thoroughly examined. The development of educational goals and objectives is studied in relation to educational strategies, resources, and evaluation. The course also emphasizes the study of curriculum evaluation and curriculum innovation or problems. Current curriculum issues are explored.

**ELED787 SEMINAR IN ELEMENTARY EDUCATION**

**1 or 3 sem. hrs.**

This course is designed to provide an avenue for investigations of special progress projects and areas within the scope of elementary education. The course will be offered by department members who are especially qualified to lead studies in-depth.

**ELED789 STRATEGIES FOR TEACHING MATHEMATICS 3 sem. hrs.**

This course focuses on both math content and pedagogy using a variety of math manipulative materials and explores cooperative learning, alternative assessment techniques, and communicating the language of mathematics. This course discusses the NCTM Curriculum and Evaluation Standards for School Mathematics and Professional Standards for Teaching Mathematics, and introduces strategies for use by teacher leaders in their local school districts.

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## Reading Courses

**READ607 READING AND WRITING IN THE CONTENT AREAS 3 sem. hrs.**

This course explores methods and materials for effective secondary reading instruction and is designed for the full-time reading teacher or the regular academic teacher who provides reading and writing instruction. The course is designed to permit discussion and independent study in areas of major concern for secondary teachers in better reading and writing acquisition.

**READ701 ISSUES AND TRENDS IN READING 3 sem. hrs.**

This course is designed for the purpose of keeping the student informed on the changing nature of the teaching of reading. Students will

be expected to demonstrate a sound understanding of the following contemporary issues and trends: Mental Retardation, Early Childhood, Primary, Intermediate, Jr.-Sr. High School, College, Vocational and Adult Basic Education. The field of new research in reading will be extensively explored. Prerequisite: **READ706** or consent of the instructor.

**READ702 READING AND THE SPECIAL NEEDS STUDENT 3 sem. hrs.**

This course will investigate reading problems inherent to various categories of special needs students. Students will demonstrate competencies in interpreting their cumulative records, making recommendations for further testing and understanding physical and mental problems that may hinder reading progress. It also explores specific problems that affect reading and remedial strategies, inclusion practices, and working with support personnel. Prerequisites: **RD706** or permission of the instructor.

**READ706 FOUNDATIONS OF LITERACY THEORY AND INSTRUCTION 3 sem. hrs.**

This course will deal with the foundations of literacy in the elementary and middle school. It will offer a careful study of theory and best practice as applied to literacy learning for diverse learners. Emphasis will be given to the scope and sequence of literacy instruction, instructional methods and materials, assessment, and strategies used in teaching reading and writing to elementary and middle school children. An observational field component is included in the course. Prerequisites for teacher certification students: **ELED180, ELED220, ELED240** or **ELED721**.

**READ709 LITERACY DIFFICULTIES: ASSESSMENT AND INTERVENTION 3 sem. hrs.**

This course will emphasize techniques for diagnosing and providing instructional intervention for student with literacy difficulties. Emphasis will be placed on appropriate diagnostic techniques, plans for the organization of an effective literacy program, and the development of practical intervention strategies. The student will complete a field component by preparing a detailed case study. Prerequisite: **READ706** or **READ607** or permission of the instructor.

**READ710 SEMINAR: ORGANIZATION, SUPERVISION, AND ADMINISTRATION OF READING PROGRAMS 3 sem. hrs.**

This course emphasizes organization and supervision of reading programs from kindergarten through high school. Specific focus is given to the role of the reading specialist in

program development and implementation, organizational patterns in reading programs, and designing and operating professional development programs.

**READ712 READING CLINIC 3 sem. hrs.**

This course is designed to present the prospective Reading Specialist the opportunity to begin to put into practice the theoretical constructs learned in preceding courses. The clinic practicum requires the graduate student to diagnose the reading problems of several different clients (e.g., different age, sex, mental abilities, and learning problems) and prepare and carry out a remedial program of instruction. Based on the needs of the student, as determined in consultation with members of the reading faculty, this course may be repeated. A student may earn a maximum of 9 semester hours, no more than 3 semester hours in any semester. Prerequisites: **READ706, READ709** and **READ607** or permission of the instructor.

**READ720 READING RECOVERY I 3 sem. hrs.**

This course prepares experienced teachers to become sensitive observers of at-risk first grade students' reading and writing behaviors. It develops skills in making informed diagnoses to guide instruction. Prerequisite: permission of instructor.

**READ721 READING RECOVERY II 3 sem. hrs.**

This course refines and expands teachers' level of awareness and understanding of how to implement the Reading Recovery program effectively. Teachers learn to use diagnostic techniques and strategies for conducting lessons through clinical and peer critiquing. Prerequisite: **READ720**.

**READ794 RESEARCH AND DESIGN IN READING 3 sem. hrs.**

The acquiring of competencies in the evaluation of current research in reading, ability to apply research methods and techniques to problems in reading and to analyze and make implications of results are the goals of this course.

# INFORMATION TECHNOLOGY PROGRAM

## MASTER OF SCIENCE DEGREE

### Information Technology

The Master of Science in Information Technology is a program of the School of Science, Management and Technology. Emphasis in this program is placed on securing the information transmission environment, modeling the storage of information, analyzing the information needs of the organization and understanding the importance and application of information in the organization. In addition, the practical concerns of managing networks, web sites, databases and systems are addressed.

The Master of Science in Information Technology is designed to supplement the participant's domain specific knowledge with expertise, experience, and understanding of computer systems, application tools and related vocabulary. It will enable the participant to integrate information system technology into enterprise processes, prepare the participant to effectively use current technology in the professional arena and provide the participant with basic skills to pursue learning new computer tools and applications independently.

#### Admission Requirements

In addition to the standard graduate admissions application materials:

1. A statement of purpose detailing past professional experience and why the current degree is being pursued.
2. Access to electronic communication.
3. Knowledge of the principles of financial accounting and microeconomics as demonstrated through appropriate coursework or a portfolio of professional experience.

#### Information Technology Curriculum

The Master of Science in Information Technology requires the completion of 36 credit hours of graduate work. Twenty-four credits are earned in IT courses and nine credit hours are earned in business administration courses. There is also a three credit hour capstone experience.

IT600	Information Technology (3)
IT610	Network Technology (3)
IT620	Database Management Systems (3)

IT630	Project Management (3)
BUAD640	Economics of Markets and Enterprise Finance (3)
BUAD645	Enterprise Management and Marketing (3)
IT650	Information System Analysis and Design (3)
IT660	Web Systems and Interface Design (3)
IT665	Internet Technology (3)
IT670	Electronic Security (3)
BUAD675	E-commerce (3)
IT790	Independent Study (1-9)

The three semester hour capstone experience requirement may be completed by either of the following options.

IT795	Seminar in Information Technology (3)
IT799	Thesis (3-9)

### INFORMATION TECHNOLOGY CERTIFICATE

Information Technology (IT) is a cutting-edge, multifaceted technology field designed to meet the needs of today's enterprises as they expand into the Internet age. Information Technology includes the technical areas of computer systems networking, management information systems, database design, systems security and electronic commerce, with an added emphasis placed on the knowledge of business practices.

IT training prepares graduates for a variety of career paths, including system manager, network manager/technician, database manager/designer, web page designer, and system project manager. Since information flow is at the heart of every organization, the information technologist provides critical link to the management and planning function of the organization.

#### Admission Requirements

In addition to the standard graduate admissions application materials:

1. Completed graduate application.
2. Application fee of \$30.00.
3. Submit an official transcript reflecting a baccalaureate degree from an accredited institution.
4. A statement of purpose detailing past experience and the reasons for pursuing graduate work.

#### IT Certificate Curriculum

The certificate requires the completion of 15 credit hours of graduate work comprised of the following list:

IT600	Information Technology
IT610	Network Technology
IT620	Database Management Systems

IT630	Project Management
COMM645	Tech. of Communications

The COMM645 course serves as a capstone for the certificate and should be taken after the other courses are completed.

## Information Technology Courses

### BUAD640 THE ECONOMICS OF MARKETS AND ENTERPRISE FINANCE 3 sem. hrs.

This course presents those elements of economic and financial theory and those characteristics of the economic environment that are necessary to an understanding of enterprise decision making. The role of the external economic environment and that of the financial function within the enterprise are emphasized. Those topics that are of particular relevance to information technology are emphasized. Enrollment in this course is restricted to students in the Master of Science in Information Technology program. Prerequisite: knowledge of the principles of financial accounting and microeconomics.

### BUAD645 ENTERPRISE MANAGEMENT AND MARKETING 3 sem. hrs.

This course presents established management and marketing theory and practice utilized in successful enterprise decision making. Topics that are of particular relevance to the management of information technology are emphasized. Enrollment in this course is restricted to students in the Master of Science in Information Technology program. Prerequisite: knowledge of principles of financial accounting and microeconomics.

### BUAD675 E-COMMERCE 3 sem. hrs.

This course examines the current business and technical issues of electronic commerce. Focus is on the motivation for and structure of the electronic commerce environments. Critical success factors, both economic and technical, are explored as well as legal and ethical issues. Design and deployment challenges are investigated. Enrollment in this course is restricted to students in the Master of Science in Information Technology program. Prerequisites: **IT660, BUAD640, BUAD645.**

### COMM645 TECHNOLOGY OF COMMUNICATION 3 sem. hrs.

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.

**IT600 INFORMATION TECHNOLOGY 3 sem. hrs.**

This course examines the use of information technology in organizations. Computer systems are covered as are communications technologies and networks. The effect of technology on information flow in organizations is examined and legal questions regarding the use of information technology are discussed. Basic tools such as word processors, spreadsheet software, and presentation graphics packages are taught.

**IT610 NETWORK TECHNOLOGY 3 sem. hrs.**

This course examines the access to and use of networks. Network design, implementation, and administration are covered. It explains available communication technologies and computer networks and applications such as those on the Internet, videoconferencing, collaborative computing, and the virtual office. Prerequisite: **IT600**.

**IT620 DATABASE MANAGEMENT SYSTEMS 3 sem. hrs.**

This course examines databases ranging in size from those suitable for personal computers through large databases provided by large organizations and online information services. Topics include database applications, file management, data modeling, database design and implementation, database management systems, and data mining. Prerequisite: **IT600**.

**IT630 PROJECT MANAGEMENT 3 sem. hrs.**

This course surveys the types of projects found in organizations and examines current project management software. Various models of project management, from design through implementation, are studied. The role of information, including information management systems, in projects and organizational decision making is presented. Prerequisite: **IT600**.

**IT650 INFORMATION SYSTEM ANALYSIS AND DESIGN 3 sem. hrs.**

This course examines techniques for developing modern business information systems. Students will have the opportunity to develop skills necessary to design, present, implement, manage and maintain information systems. The role of the systems analyst is explored through projects and case studies. Enrollment is this course is restricted to students in the Master of Science in Information Technology program. Prerequisites: **IT620, IT630, BUAD640, BUAD645**.

**IT660 WEB SYSTEMS AND INTERFACE DESIGN 3 sem. hrs.**

This course explores web concepts and implementation issues. Topics include markup languages, script customization, web interface design principles, security issues, and information retrieval techniques. Each student designs and creates web-based projects. Enrollment in this course is restricted to students in the Master of Science in Information Technology program. Prerequisite: **IT600**.

**IT665 INTERNET TECHNOLOGY 3 sem. hrs.**

This course examines the technical characteristics and logical structure of networks. Focus will be on Internet technology, applications and governance. Network management functions such as inventory, financial, fault and performance management are explored. Enrollment in this course is restricted to students in the Master of Science in Information Technology program. Prerequisites: **IT610, BUAD640, BUAD645**.

**IT670 ELECTRONIC SECURITY 3 sem. hrs.**

This course examines security in information technology, including the need for security, risk analysis, security solutions and security management. Encryption methods are explored. Both software and network security are discussed. Case studies are used as practical applications of security topics. Enrollment in this course is restricted to students in the Master of Science in Information Technology program. Prerequisites: **IT610, BUAD640, BUAD645**.

**IT790 INDEPENDENT STUDY 1-9 sem. hrs.**

This experience is designed to meet the needs of students who wish to prepare individual studies or projects in the field of information technology under the direction of the faculty of the Department of Mathematics and Computer Science or the Department of Business Administration and Economics. It is the student's responsibility to complete the required forms and to submit them for approval. Enrollment in this course is restricted to students in the Master of Science in Information Technology program.

**IT795 SEMINAR IN INFORMATION TECHNOLOGY 3 sem. hrs.**

This course integrates information technology topics through their application to real world environments. Students select, research, present and discuss topics of timely importance in information technology. Current enterprise resource planning software may be used to explore the integrated enterprise model. Enrollment in this course is restricted to stu-

dents in the Master of Science in Information Technology program. Prerequisite: 30 credit hours of IT and BUAD courses.

**IT799 THESIS 3-9 sem. hrs.**

This course gives Master of Science in Information Technology degree candidates the opportunity to apply information technology principles to a chosen research topic in advanced information technology under the supervision of a research advisor. Enrollment in this course is restricted to students in the Master of Science in Information Technology program. Prerequisite: 30 credit hours of IT and BUAD courses.

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## INSTRUCTIONAL TECHNOLOGY SPECIALIST CERTIFICATION PROGRAM

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The Instructional Technology Specialist certification program emphasizes both the scholarly understanding of research and theory as well as the practical application of instructional technology and its integration in the school system. The graduate certification program provides students with a wide range of emerging technologies while still ensuring the basic competencies required of all practitioners.

### Curriculum

ELED726	Instructional Design (online) (3) or
SEDU731	A Technological Approach to the Selection, Utilization, Evaluation, and Production of Instructional Media
ELED626	Technology Integration in the Classroom (Replaces EE526 Microcomputers in Education I) (3)
SEDU670	Applications of Multimedia in Education (3)
ELED627	Technology Implementation and Assessment (replaces EE527 Educational Technology Clinic I) (3)
SEDU680	Telecommunications in Education (replaces EDUC580 Telecommunications) (3)
ELED728	Instructional Technology Project Management for Educators (3)
ELED729	Instructional Technology Practicum (6)

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## Instructional Technology Specialist Courses

### ELED626 TECHNOLOGY INTEGRATION IN THE CLASSROOM

This course examines current issues that shape technology's future role in restructuring education. Current technology applications, procedures, learning theories and ISTE standards will be addressed in an instructional plan for school curriculum. Ethical and legal issues related to technology will be examined.

### ELED627 TECHNOLOGY IMPLEMENTATION AND ASSESSMENT

This course identifies appropriate assessment strategies used to evaluate technology integration in the classroom and considers implications for curriculum planning. Students will examine assessment strategies teachers use to evaluate student multimedia products as well as the analysis of implementation decisions and application in creating technology rich classrooms in diverse settings. Prerequisite: **ELED626**.

### ELED726 INSTRUCTIONAL DESIGN

This online course provides an overview of the field of instructional design incorporating various instructional design models and paradigms. It includes the historical perspective, research findings, and current issues and trends. This course is designed to promote problem solving of current design issues to include a needs assessment, product development, implementation, and evaluation of school curriculum needs.

### ELED728 INSTRUCTIONAL TECHNOLOGY PROJECT MANAGEMENT FOR EDUCATORS

This course involves the examination of ergonomics and its application in an educational setting. The students will apply Instructional Design principles, communication theories, and innovation techniques to analyze available technology resources within a school environment. Students must conduct a needs assessment, develop a facility and technology plan, and disseminate findings in a written report. Prerequisites: **ELED526, ELED527**.

### ELED729 INSTRUCTIONAL TECHNOLOGY PRACTICUM

This course presents prospective Technology specialists the opportunity to apply all facets of technology management, integration, and instruction using theoretical constructs. The students employ decision-making while planning, developing, implementing and assessing

technology integration appropriate for diverse settings. This practicum experience addresses PDE's Instructional Technology specialist Performance standards and International Society for Technology in Education (ISTE) Standards for Technology Facilitation. Prerequisite: Students must successfully complete all coursework prior to enrollment in this course.

### SEDU670 APPLICATIONS OF MULTIMEDIA IN EDUCATION

This course explores the history of multimedia and the application and production of multimedia in its present day format. Emphasis will be placed on enabling the student to interact with many types of media via the computer, such as text, graphics, photos, sounds, animation and video. Techniques for the active integration of present day multimedia platforms such as CD-ROM, presentation software, the Internet, and commercial packages with instructional curriculum will be demonstrated.

### SEDU680 TELECOMMUNICATIONS IN EDUCATION

This course helps students develop frameworks for applying and integrating informational networks and resources into the teaching and research process via the computer. Various browsing tools, search methodologies, online software and maintenance techniques help develop instructional strategies in the student's content area. The course emphasizes active student integration of the information infrastructure in current educational settings.

### SEDU731 A TECHNOLOGICAL APPROACH TO THE SELECTION, UTILIZATION, EVALUATION, AND PRODUCTION OF INSTRUCTIONAL MEDIA

This course assists students in the discovery of systematic approaches to mediate teaching and learning problems through the selection, utilization, evaluation, and production of instructional media. Focus will be on a practical hands-on approach that will involve students directly in solving instructional problems through the use of commercial programs and the development of student produced media.

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## MIDDLE AND SECONDARY INSTRUCTION PROGRAM

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The Secondary Education Department offers graduate programs leading to the master of education in middle and secondary instruction degree for the bachelor's level adult learner who desires certification as a teacher or for current teacher practitioners who wish to complete a master's degree.

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## MASTER OF EDUCATION DEGREE

### Middle and Secondary Instruction

The master of education in middle and secondary instruction degree provides opportunities for both certified and non-education majors to pursue an advanced degree. The program focuses on the needs of the adult learner by offering choices based on the individual's varied skills, knowledge, expertise, and needs. A core battery of essential courses is required while subject specific electives are also available thus, satisfying individual requirements and interests.

Because the University recognizes that change is persistent, the program is also designed to be flexible and bases modifications on planned sequential evaluations. It is anticipated that the master of education in middle and secondary instruction degree will provide the candidate with the opportunity to (1) pursue personal development because it strengthens and extends teachers' and future teachers' desire for lifelong learning experiences by offering programs in one's area of interest; (2) enhance professional competencies by offering both education/methods courses and select content courses; (3) acquire skills necessary to develop appropriate educational goals that are essential for current and long term planning; and (4) expand existing methodology, content, and educational knowledge by providing a knowledgeable, experienced, and educated University staff to deliver service to students.

The master of education degree is a 30 hour program, the completion of which **results in the earning of a master of education degree with specialization in the areas of: biology, English, geosciences, mathematics, social studies (history, political science, psycholo-**

**gy, economics, geography, anthropology, sociology), and health.** Additional concentration areas include the Behavior Management Certificate, the Character Education Certificate, the Instructional Technology Specialist I PDE Certification, and the Information Technology Certificate programs. Additional content areas may be pursued with permission from the Dean of Graduate Studies and Research.

### Requirements and Procedures

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

1. complete an application for admission to the master of education in middle and secondary instruction degree program. These applications may be obtained at the Secondary Education or Graduate Studies and Research offices.
2. have earned a score at, or above, the 50th percentile on either the Miller Analogies Test or the Aptitude Test of the Graduate Record Examination.
3. have earned an undergraduate cumulative quality point average of 2.50 or better (4 point scale).
4. satisfactorily complete a personal interview with the program chair or his/her designee. The applicant should, as soon as he or she is informed by the University, make an appointment for this interview with a specific individual.
5. possess, in the judgment of personnel of the Secondary Education Department, personal and professional characteristics and the academic background believed to be conducive to success in one's chosen field of study.
6. if applicable, apply for the acceptance of transfer credit by providing the Dean's Office with an official transcript of all graduate credit earned.
7. receive recommendation for admission from the program head to the Dean of Education.

### Degree Requirements

Individuals must satisfy requirements for the master of education in middle and secondary instruction, including the attainment of teacher certification in a secondary subject area or in a K-12 subject area before the awarding of the MEd. In addition, students will be required to satisfactorily complete or maintain the following:

- ❖ A statement of personal program objectives.
- ❖ Development and presentation of a portfolio.
- ❖ A written examination for students whose QPA is less than 3.25.

- ❖ A 3.0 cumulative grade average.
- ❖ Eligibility for certification in the content area of the master's degree.

### Required Courses for Master of Education in Middle and Secondary Instruction

The following outline applies to educators who hold certification.

<b>Teaching Practices</b>	<b>6 sem. hrs.</b>
SEDU702 Teaching in the Contemporary Classroom	
SEDU786 Secondary and Middle School Curriculum Improvement and Development	

<b>Research</b>	<b>3 sem. hrs.</b>
EDUC788 Research in Education	

<b>Foundations</b>	<b>3 sem. hrs.</b>
EDUC784 Psychological Foundations of Education	

<b>Special Populations</b>	<b>3 sem. hrs.</b>
SPED780 Learning Disabilities	

<b>Computer Literacy</b>	<b>3 sem. hrs.</b>
SEDU731 A Technological Approach to the Selection, Utilization, Evaluation and Production of Instructional Media	

<b>Specialty Area</b>	<b>12 sem. hrs.</b>
To be selected with advisors.	

#### Thesis

I. Teaching Practices	6 sem. hrs.
SEDU702 Teaching in the Contemporary Classroom (3)	
SEDU786 Secondary and Middle School Curriculum (3)	
II. Research	3 sem. hrs.
EDUC788 Research in Education (3)	
III. Foundations	3 sem. hrs.
EDUC784 Psychological Foundations of Education (3)	

IV. Special Populations	3 sem. hrs.
SPED780 Learning Disabilities (3)	

V. Computer Literacy	3 sem. hrs.
SEDU731 Selection, Utilization and Production of Instructional Materials (3)	

VI. Pedagogy	9 sem. hrs.
Choice of subject specialty, pedagogy, or certificate program	

VII. Thesis	3 sem. hrs.
EDUC799 Thesis (3)	

**TOTAL 30 sem. hrs.**

#### Non-Thesis 30 sem. hrs.

I. Teaching Practices	6 sem. hrs.
SEDU702 Teaching in the Contemporary Classroom	
SEDU786 Secondary and Middle School Curriculum	
II. Research	3 sem. hrs.
EDUC788 Research in Education	

III. Foundations	3 sem. hrs.
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### Middle and Secondary Instruction Program/71

EDUC784 Psychological Foundations of Education	
IV. Special Populations	3 sem. hrs.
SPED780 Learning Disabilities	
V. Computer Literacy	3 sem. hrs.
SEDU731 Selection, Utilization and Production of Instructional Materials	
VI. Pedagogy	12 sem. hrs.
Choice of subject specialty, pedagogy, or certificate program	

### Master of Education in Middle and Secondary Instruction with Behavior Management Certificate

I. Teaching Practices	6 sem. hrs.
SEDU702 Teaching in the Contemporary Classroom (3)	
SEDU786 Secondary and Middle School Curriculum (3)	
II. Research	3 sem. hrs.
EDUC788 Research in Education (3)	
III. Foundations	3 sem. hrs.
EDUC784 Psychological Foundations of Education (3)	
IV. Special Populations	3 sem. hrs.
SPED780 Learning Disabilities (3)	
V. Computer Literacy	3 sem. hrs.
SEDU731 Instructional Technology (3)	
VI. Behavior Management Specialist Certificate	9 sem. hrs.
SPED628 Classroom and School-wide Behavior Management Strategies for Inclusive Settings (3)	
SPED794 Management of Serious Behavior Problems in Applied Settings (3)	
APSY796 Crises Management and Violence Prevention (3)	
VII. Electives	3 sem. hrs.

**TOTAL 30 sem. hrs.**

### Master of Education in Middle and Secondary Instruction Character Education Certificate

I. Teaching Practices	6 sem. hrs.
SEDU702 Teaching in the Contemporary Classroom (3)	
SEDU786 Secondary and Middle School Curriculum (3)	
II. Research	3 sem. hrs.
EDUC788 Research in Education (3)	
III. Foundations	3 sem. hrs.
EDUC784 Psychological Foundations of Education (3)	
IV. Special Populations	3 sem. hrs.
SPED780 Learning Disabilities (3)	
V. Computer Literacy	3 sem. hrs.
SEDU731 Instructional Technology (3)	
VI. Character Education Introductory Courses	3 sem. hrs.
EDUC703 Character Education in American Public Schools (3) <b>Or</b>	

ELED730	Character Education and the Young Child	
VII. Character Education Electives		
		6 sem. hrs.
<i>Choose two from the following list of courses</i>		
EDUC686	Classroom Management and Control (3)	
SPED628	Classroom and School-wide Behavior Management Strategies for Inclusive Settings	
SPED710	Seminar in Exceptionalities (3) <b>Or</b>	
ELED740	Conflict Resolution in Educational Settings	
VIII. Character Education Capstone Courses		
		3 sem. hrs.
CHAR750	Program Development and Practicum in Character Education (3)	
<b>TOTAL</b>		<b>30 sem. hrs.</b>

### Master of Education in Middle and Secondary Instruction with Technology Instructional Specialist Certificate

I. Teaching Practices		6 sem. hrs.
SEDU702	Teaching in the Contemporary Classroom (3)	
SEDU786	Secondary and Middle School Curriculum (3)	
II. Research		3 sem. hrs.
EDUC788	Research in Education (3)	
III. Foundations		3 sem. hrs.
EDUC784	Psychological Foundations of Education (3)	
IV. Special Populations		3 sem. hrs.
SPED780	Learning Disabilities (3)	
V. Computer Literacy/Educational Technology		21 sem. hrs.
ELED724	Instructional Design <b>Or</b>	
SEDU731	Instructional Technology (3)	
ELED626	Technology Integration (3)	
ELED627	Technological Implementation and Assessment (3)	
SEDU670	Multimedia and Web Page Design (3)	
SEDU680	Telecommunications (3)	
ELED728	Instructional Technology Project Management (3)	
ELED729	Instructional Technology Practicum (3)	
<b>TOTAL</b>		<b>36 sem. hrs.</b>

### Alternative Certification Options

Graduate students who wish to pursue certification while enrolled in the master of education in middle and secondary instruction degree must complete the following undergraduate courses:

SEDU565	Instructional Techniques for English and Modern Foreign Languages <b>Or</b>
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SEDU571	Instructional Techniques for Mathematics <b>Or</b>
SEDU572	Instructional Techniques for Secondary Science <b>Or</b>
SEDU573	Instructional Techniques for Social Studies
SEDU575	Junior Field Experience in Secondary Education
SEDU381	Measurement and Evaluation
SEDU495	Student Teaching

The following graduate courses may be used to satisfy the remaining certification requirements:

SCHA710	Education and Society (substituting for SEDU271)
SEDU607	Reading in the Secondary Schools (substituting for SEDU306)
SEDU700	Educational Assessment of Students in the Middle and Secondary Schools (substituting for SEDU381)
SEDU731	Selection, Utilization, and Production of Instructional Materials (substituting for SEDU383)
SEDU774	Contemporary Problems in Public Education (substituting for SEDU486)
EDUC784	Psychological Foundations of Education (substituting for APSY213)

All students who pursue certification must follow Act 354 requirements which is a set of procedures and standards that govern teacher education programs. A copy of this information may be secured from the office of the Dean of Education or from the Secondary Education Department, Miller Research Learning Center.

### Advising Guidelines

The master of education in middle and secondary instruction degree is unique in that it provides a co-advising component consisting of an advisor from the content area and one from the Secondary Education Department. The purpose of dual advisement is to provide comprehensive service to students in planning their program of studies. Because students must secure approval from both advisors, an initial planning meeting should be arranged for the student and advisors to identify the type of program to be pursued – its scope, depth, and design. For the candidate who has a generalist background, it would be desirable to focus on content courses that are sequential and hierarchical in development while the highly trained or academic specialist may profit from a broader perspective. The initial conference, then, would establish priorities and long range goals toward which the candidate will work. The advisors will assist stu-

dents in selecting and sequencing course work and determine an appropriate program of study based on the individual's competencies and goals.

When the candidate has completed 12 semester hours, he or she must apply for candidacy. When the candidate has completed 24 semester hours, an interim conference composed of advisors and student would be arranged to review progress and reassess remaining goals. The 24 hour review is necessary to ensure that both advisors and the student are focused on the approved plan of study or that necessary modifications can be effected.

At the completion of the 30 semester hours a final conference will determine whether or not the candidate will be recommended to go before the three member program committee for terminal evaluation. If at any point during the formative assessments, the advisors and/or student cannot reach consensus, the matter will be referred to the Dean of Education who will decide the issue or refer the problem to the appropriate content area deans for their recommendations.

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## Education Courses

### EDUC601 COOPERATIVE/ COLLABORATIVE STRATEGIES FOR LEARNING 3 sem. hrs.

This course provides information concerning cooperative/collaborative strategies to develop effective teaching techniques. It explores characteristics of cooperative/collaborative learning and application of these characteristics to specific curriculum instruction.

### EDUC602 LEARNING STYLES 3 sem. hrs.

This course is designed to assist educators in identifying individual students' learning styles and individual teachers' teaching styles and in expanding their teaching styles to teach students through their own unique learning styles characteristics. The course will provide teachers with a knowledge base that enables them to organize and administer a program based on learning styles, develop instructional resources, design specific strategies, and redesign typical classrooms to respond to learning style differences.

### EDUC686 CLASSROOM MANAGEMENT AND CONTROL 3 sem. hrs.

This course acquaints upper-level education majors with behavioral and humanistic theories of classroom management, the elements which create a positive learning atmosphere, and the most recent research on classroom organization and student motivation, with a



practical emphasis on case studies and classroom simulations. The class addresses problem solving, the ethical dimension of classroom management, conflict resolution, and management issues as they relate to urban, suburban, and rural schools. Students with credit in EDUC386 may not enroll in EDUC586.

**EDUC781 STATISTICAL METHODS  
IN EDUCATION**

**3 sem. hrs.**

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.

**EDUC783 PHILOSOPHICAL  
FOUNDATIONS OF  
EDUCATION**

**3 sem. hrs.**

This course draws on philosophical thought to study past and present American educational theory and practice. It critically analyzes national, state, and local policies, trends, and controversies to determine their corresponding theoretical and philosophical underpinnings. Study topics include multicultural education, equity and excellence, constructivist vs. traditional teaching, and the arts in education.

**EDUC784 PSYCHOLOGICAL  
FOUNDATIONS OF  
EDUCATION**

**3 sem. hrs.**

This course provides for advanced study of the psychological aspects of contemporary theories of human learning and development. It examines constructivist approaches to instruction. Students apply knowledge of learning theories to classroom decisions concerning student diversity, student motivation, and instructional strategies.

**EDUC788 RESEARCH IN  
EDUCATION**

**3 sem. hrs.**

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.

**SCHA710 SEMINAR: EDUCATION  
AND SOCIETY**

**3 sem. hrs.**

This course analyzes the social structures and interrelations of elementary, secondary, and higher education institutions. It identifies and analyzes school-community interrelationships and processes by which educational objectives are developed, implemented, and evaluated by society. (SCHA710 replaces SCHA710.40)

**SEDU381 MEASUREMENT AND  
EVALUATION IN THE  
MIDDLE AND SECONDARY  
SCHOOL CLASSROOM**

**2 sem. hrs.**

This course introduces prospective teachers to principles and procedures of measurement and evaluation used in secondary schools. It emphasizes well-written objectives, well constructed tests to measure the achievement of those objectives, proper analysis of the results of the tests, and the use of that information to evaluate students. This course should be taken prior to the junior level field experience. Prerequisite: **SEDU370-373**, Instructional Techniques or permission of the instructor.

**SEDU495 STUDENT TEACHING**

**6-12 sem. hrs.**

This culminating experience coordinated and supervised by a University faculty, provides opportunities to display competency in professional informed decision making in middle and secondary schools under the direct, daily supervision of a qualified cooperating teacher. Under extenuating circumstances, enrollment for six semester hours requires permission of both the chairperson of the Department of Secondary Education and Dean of Education. Prerequisites: current PDE and University requirements.

**SEDU565 INSTRUCTIONAL  
TECHNIQUES FOR  
ENGLISH AND MODERN  
FOREIGN LANGUAGES**

**3 sem. hrs.**

This advanced undergraduate course prepares prospective language teachers to make informed decisions regarding theories and models of language instruction, elements of daily and unit planning, learning styles, use of visuals, techniques for teaching ESL and special needs students; and addresses problem solving in delivering instruction, in classroom management, in assessment, and in motivational strategies. Students who have successfully completed EDUC380 may not take this course for credit. Prerequisite: **ENGL102** and 18 hours in major area.

**SEDU571 INSTRUCTIONAL  
TECHNIQUES FOR  
MATHEMATICS**

**3 sem. hrs.**

This advanced undergraduate course prepares prospective mathematics teachers to make informed decisions regarding theories and models of mathematics instruction, elements of daily and long range planning, teacher and student characteristics, learning styles, use of technology and prepared visuals, and inclusion of students with special needs; and addresses problem solving in the selection and delivery of instruction, classroom management, assessment, and motivational strategies. Students who have successfully completed EDUC380

may not take this course for credit. Prerequisite: **ENGL102** and 18 hours in major area.

**SEDU572 INSTRUCTIONAL  
TECHNIQUES FOR  
SECONDARY SCIENCE**

**3 sem. hrs.**

This advanced undergraduate course prepares prospective science teachers to make informed decisions regarding theories, research, and models of best practice for daily and long range planning, learning styles, use of technology; techniques for teaching students of diverse backgrounds and those with special needs; and addresses problem solving in delivering science instruction, in classroom management, in assessment, and in motivational strategies. Students who have successfully completed EDUC380 may not take this course for credit. Prerequisite: **ENGL102** and 18 hours in major area.

**SEDU573 INSTRUCTIONAL  
TECHNIQUES FOR SOCIAL  
STUDIES**

**3 sem. hrs.**

This advanced undergraduate course prepares prospective social studies teachers to make informed decisions regarding theories and models of social studies instruction, ramifications of the individual social sciences on the integrated social studies curriculum, elements of short term and long range instructional planning, student characteristics and learning styles, and the inclusion of students with special needs; and addresses reflection and problem solving in instructional strategy selection, classroom management techniques, and methods of assessment. Students who have successfully completed EDUC380 may not take this course for credit. Prerequisite: **ENGL102** and 18 hours in major area.

**SEDU575 SECONDARY EDUCATION  
FIELD EXPERIENCE**

**3 sem. hrs.**

This course provides secondary education majors with a pre-student teaching field experience which complements the on-campus methods course. The field experience enables teacher candidates to correlate both the theoretical and the practical aspects of classroom management and instruction. Corequisite: concurrent with the methods course.

**SEDU607 READING IN THE  
SECONDARY SCHOOLS**

**3 sem. hrs.**

This course provides information about the historical and philosophical influences on reading in middle and secondary schools in America. It offers information regarding the developmental needs of these students as a prerequisite to making decisions regarding reading instruction. Students will learn how to integrate reading and study skill strategies into their teaching while meeting the needs of diverse learners.

**SEDU625 MIDDLE LEVEL INSTRUCTIONAL LEADERSHIP 1-3 sem. hrs.**

The course develops instructional leadership skills by studying instructional leadership, staff management, cooperative planning, and the application of educational research to curriculum development. The course will also include strategic teaching as a means to mastery level teaching and as a basis for team leadership.

**SEDU670 APPLICATIONS OF MULTIMEDIA IN EDUCATION 3 sem. hrs.**

This course explores the history of multimedia and the application and production of multimedia in its present day format. Emphasis will be placed on enabling the student to interact with many types of media via the computer, such as text, graphics, photos, sounds, animation and video. Techniques for the active integration of present day multimedia platforms such as CR-ROM, presentation software, the internet, and commercial packages with instructional curriculum will be demonstrated.

**SEDU680 TELECOMMUNICATIONS 3 sem. hrs.**

This course helps students develop frameworks for applying and integrating informational networks into the teaching and research process via the computer. Various browsing tools, search methodologies and maintenance techniques help develop instructional strategies in the student's content area. The course emphasizes active student integration of the information highway in current educational settings.

**SEDU700 EDUCATIONAL ASSESSMENT OF STUDENTS IN THE MIDDLE AND SECONDARY SCHOOLS 3 sem. hrs.**

This course acquaints teachers with techniques in choosing and developing appropriate assessment methods. It emphasizes skills in administering, scoring, and interpreting results of assessment methods.

**SEDU702 TEACHING IN THE CONTEMPORARY CLASSROOM 3 sem. hrs.**

The dominant theme in this course in current educational practice and research is the importance of analysis and reflection in the teaching process. Through the study of three related issues each practitioner-graduate student will determine a path for professional development. Theories of adult development guide and structure learning experiences in reflective practice, school reform, and effective schools research.

**SEDU731 A TECHNOLOGICAL APPROACH TO THE SELECTION, UTILIZATION, EVALUATION, AND PRODUCTION OF INSTRUCTIONAL MEDIA 3 sem. hrs.**

This course assists students in the discovery of systematic approaches to mediate teaching and learning problems through the selection, utilization, evaluation, and production of instructional media. Focus will be on a practical hands-on approach which will involve students directly in solving instructional problems through the use of commercial programs and the development of student produced media.

**SEDU735 SEMINAR IN INSTRUCTIONAL TECHNOLOGY 3 sem. hrs.**

The student will be presented with a forum in which he will present, discuss, and resolve for himself selected issues and problems facing the area of instructional technology today. This course should allow the student an opportunity to bring together the theory of his/her course work with the experience of his/her practicum to develop strategies for implementing technology in the schools.

**SEDU774 CONTEMPORARY PROBLEMS IN PUBLIC EDUCATION 3 sem. hrs.**

In this course graduate students critically examine complex problems confronting education. The problems generally included are: the impact of state and federal laws and regulations; the social context for working with students at risk for health problems, child abuse, and poverty related concerns; and the realities of managing a classroom during an era of educational and political reform.

**SEDU786 SECONDARY AND MIDDLE SCHOOL CURRICULUM IMPROVEMENT AND DEVELOPMENT 3 sem. hrs.**

This course provides educators an opportunity to investigate current issues and procedures in the development and improvement of curriculum for the middle school and secondary school. The initial focus is upon conventional methods and techniques for curriculum analysis and design, followed by the study of contemporary curriculum developments and trends with the emphasis on the task of implementing curriculum change.

**SEDU796 SEMINAR IN PROFESSIONAL EDUCATION 3 sem. hrs.**

This seminar is designed to provide educational experiences in selected areas current to the needs of inservice teachers. The subject matter

will reflect the interests of teachers who wish to enhance their competencies in professional education as related to their respective academic disciplines. Prerequisite: consent of the instructor.

**SEDU799 THESIS 3 sem. hrs.**

The thesis in education completes the masters level study in the art of teaching. Under the supervision of both members of their advisement team, students prepare a major scholarly paper within the framework of current research methods. Prerequisite: **EDUC788**.

**SPED710 SEMINAR IN SPECIAL EDUCATION AND EXCEPTIONALITIES 3 sem. hrs.**

This course acquaints graduate students with the historical development of special education and current and anticipated issues in special education. It reviews the attitudes toward and treatment of exceptionalities and the impact of exceptionalities on self, family, and community. It stresses etiology and identification of the various exceptionalities, as well as knowledge of the educational process for each.

**SPED770 PSYCHOLOGY OF THE CULTURALLY DIFFERENT 3 sem. hrs.**

This course is designed to broaden the preparation of professionals who may serve culturally different populations. Definition, identification and development of culturally different groups will be reviewed. The course will consider the educational, sociological, political, and economic factors as they affect the psychology of the culturally different. Instruction will include classroom lectures, activities, discussions, field experiences and guest resource personnel.

**SPED780 LEARNING DISABILITIES 3 sem. hrs.**

This course provides theoretical and practical knowledge in teaching youngsters who manifest a significant discrepancy between their estimated intellectual potential and demonstrated achievement due to disorders in the learning processes. It explores behavioral analysis and diagnostic-remedial procedures through an inter-disciplinary view of psychology and special education.

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# NURSING PROGRAM

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## MASTER OF SCIENCE IN NURSING

(Consortium with Clarion  
University and Slippery Rock  
University)

### Family Nurse Practitioner Program

#### Program of Study

Clarion University, Edinboro University, and Slippery Rock University jointly offer the Master of Science in Nursing with a family nurse practitioner concentration and a nurse educator concentration. The family nurse practitioner concentration is a 45-credit degree program. The nurse educator concentration is a 36-credit program. Both concentrations lead to a Master of Science in Nursing. The graduate program in nursing is accredited by the National League for Nursing Accrediting Commission.

Individuals already holding a master's degree in nursing may earn a second master's while completing the family nurse practitioner program. Additionally, a certificate track is available for post-master's registered nurse practitioners who wish to become certified as family nurse practitioners and for masters' prepared clinicians who wish to prepare themselves for careers in nursing education. All post-masters individuals are eligible for advanced placement in the program. The number of advanced placement credits for these students will be evaluated on an individual basis according to credentials, education, and professional experience.

Courses are offered at Clarion, Edinboro, and Slippery Rock universities and their off-campus sites. Students may select one university site for advisement. This program has received accreditation through NLNAC for both tracks and approval from the Pennsylvania State Board of Nursing (for the FNP concentration).

#### Admission Requirements

Minimum requirements for admission to this degree program are:

- Complete program application materials
- Evidence of an earned B.S.N. from an NLNAC accredited program
- An undergraduate quality point average of 2.75 on a 4.0 scale
- Completion of admission interview and required essay
- One year of recent full-time or two years of recent part-time clinical practice
- Demonstration of computer literacy

- Ability to use statistical measures to analyze data

Admission to this program is competitive. A complete application does not guarantee admission. Individuals not meeting the quality point average and/or competency requirements MAY be eligible for provisional admission into the program.

Successful completion of the program makes FNP students eligible to apply to the State Board of Nursing for legal certification.

Nursing License Requirement: All students are required to possess a nursing license in the state in which they have precepted clinical experiences.

For an application packet contact:

Division of Graduate Studies  
108 Carrier Administration Building  
Clarion University of Pa.  
840 Wood Street  
Clarion, PA 16214-1232  
814-393-2337, Fax: 814-393-2722  
[www.clarion.edu/graduatestudies/index.shtml](http://www.clarion.edu/graduatestudies/index.shtml)  
e-mail: [jmcline@clarion.edu](mailto:jmcline@clarion.edu)  
or [mrizler@clarion.edu](mailto:mrizler@clarion.edu)

Direct information requests to:

MSN Graduate Program Coordinator  
Department of Nursing  
Slippery Rock University of Pa.  
Slippery Rock, PA 16057  
724-738-2323, Fax: 724-738-2509  
e-mail: [joyce.penrose@sru.edu](mailto:joyce.penrose@sru.edu)

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## MASTER OF SCIENCE IN NURSING DEGREE

### Family Nurse Practitioner Concentration

#### Curriculum

A minimum of 45 semester hours of graduate credit must be earned for this degree. The program of study is as follows:

NURS601	Advanced Concepts in Pathophysiology
NURS602	Pharmacologic Applications
NURS605	Evolution of Nursing Theory
NURS610	Advanced Concepts in Nursing Research
NURS614	Health Promotion: Family and Community Perspectives
NURS615	Advanced Health Assessment
NURS616	Advanced Health Practicum
NURS620	Clinical Decision Making I
NURS621	Clinical Decision Making I Practicum

NURS630	Clinical Decision Making II
NURS631	Clinical Decision Making II Role Seminar
NURS632	Clinical Decision Making II Practicum
NURS640	Clinical Decision Making III
NURS641	Clinical Decision Making III Role Seminar
NURS642	Clinical Decision Making III Practicum
NURS645	Nursing and Public Policy
NURS750	Internship
NURS800	Scholarly Project/Thesis

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## MASTER OF SCIENCE IN NURSING DEGREE

### Nurse Educator Concentration

NURS601	Advanced Concepts in Pathophysiology
NURS602	Pharmacologic Applications
NURS605	Evolution of Nursing Theory
NURS610	Advanced Concepts in Nursing Research
NURS614	Health Promotion: Family and Community Perspectives
NURS615	Advanced Health Assessment
NURS616	Advanced Health Practicum
NURS645	Nursing and Public Policy
NURS675	Nursing Curriculum Development
NURS676	Educational Strategies in Nursing
NURS677	Evaluation and Assessment in Nursing
NURS750	Internship
NURS800	Scholarly Project/Thesis

#### Graduation Requirements

1. Successful completion of required course work including all clinical experiences.
2. A cumulative quality point average of 3.00 or better. Students may earn a grade of "C" in only one non-clinical course without jeopardizing their status in the program. If an additional grade of "C" is earned, the student will be automatically placed on probation. Students placed on probation must repeat a "C" course and earn a grade of "B" or better the next semester that the course is offered or be removed from the program. Only two "C" grades can be repeated. Additional grades of "C" will be cause for automatic removal from the program.
3. Students must maintain a "B" average in all clinical courses. If a grade of "C" or below is earned the student will automatically be placed on probation. Students placed on probation must repeat that clinical course and earn a grade of "B" or bet-

ter the next semester that course is offered or be removed from the program. Students can repeat one clinical course. An additional "C" in any clinical course will be cause for removal from the program.

4. Successful completion of the comprehensive examination for nurse practitioner students and a portfolio for the nurse educator students.
5. Completion of a thesis or scholarly project. The procedure established for the MSN program will be followed.

### Degree Requirements

Candidates for this degree must have satisfactorily completed the degree requirements for the master of science degree described in the catalogue. The student must satisfactorily complete a comprehensive examination and a thesis/scholarly project.

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## Nursing Courses

### **NURS601 ADVANCED CONCEPTS IN PATHOPHYSIOLOGY** 3 sem. hrs.

The certified nurse practitioner must combine an understanding of the complexity of biochemical and anatomical alterations that culminate in disease, and the corrective mechanisms of a wide range of drugs and other therapies that will result in a best fit of diagnosis and treatment. Since patients afflicted with major diseases present with diverse signs and symptoms, the goal of the course will be to present diseases from a multi-system approach and then explore the logic of the current therapies known to cure or arrest the disease. Fall annually.

### **NURS602 PHARMACOLOGIC APPLICATIONS** 3 sem. hrs.

This course will cover 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. Prerequisite: **NURS601**. Spring annually.

### **NURS605 EVOLUTION OF NURSING THEORY** 3 sem. hrs.

This course 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. Fall annually.

### **NURS610 ADVANCED CONCEPTS IN NURSING RESEARCH** 3 sem. hrs.

This course 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/thesis. Prerequisite: **NURS605** or by permission of instructor. Spring annually and as needed.

### **NURS614 HEALTH PROMOTION: FAMILY AND COMMUNITY PERSPECTIVES** 3 sem. hrs.

This course 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 prerequisite to all other clinical nursing courses in the nurse practitioner concentration, but may be taken concurrently with **NURS620**. Fall annually.

### **NURS615 ADVANCED HEALTH ASSESSMENT** 2 sem. hrs.

This course builds upon the basic assessment skills of the nurse. It is designed to augment, refine, and enhance the practitioner's ability to assess the health status of individuals, to recognize deviant and abnormal findings, to evaluate responses to illness and to identify health risks. The course enables the practitioner to collect a comprehensive health history and perform a complete physical assessment in a systematic and organized manner. Course content emphasizes a holistic approach towards assessment; incorporating the client's response to wellness and illness, sociocultural influences, and health seeking behaviors. Specialized assessment tests and procedures and laboratory test data are used by the practitioner to uncover client health cues in addition to those identified by questioning and examining. The practitioner's skill in assessing a client's resources, strengths, limitations, and coping

behaviors are intensified. Two lecture hours weekly. Prerequisite or co-requisite: **NURS601**. Fall annually and as needed.

### **NURS620 CLINICAL DECISION MAKING I** 2 sem. hrs.

This course emphasizes clinical data-gathering skills, diagnostic reasoning, and clinical problem-solving for application in **NURS630** and **NURS640** directed toward the management of 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. Two lecture hours weekly. This course is required as a prerequisite to all other clinical nursing courses. Prerequisite: **NURS615** and **NURS616**. Spring annually and as needed.

### **NURS630 CLINICAL DECISION MAKING II** 3 sem. hrs.

This course focuses upon birth through adolescence in regard to 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. All dimensions of development and the total health of the child and family are considered. Course theory seeks to expand the practitioner's base of knowledge and understanding while clinical practicum provides an opportunity for the application of learning and the enhancement of decision-making skills. Opportunity is provided for the development of skill in selected therapeutic interventions related to health care of the client from birth through adolescence. The course provides for expansion of knowledge for application in working with clients, families, and colleagues in clinical practice. Collaboration with other health care providers is fostered. Three lecture hours weekly. This course must be taken concurrently with **NURS631** and **NURS632**. Prerequisite: Minimum grade of "B" in **NURS614**, **NURS615**, and **NURS620**. Fall annually.

### **NURS631 CLINICAL DECISION MAKING II: ROLE SEMINAR** 1 sem. hr.

This seminar, a controlled environment for deliberation on clinical situations encountered, explores the role of the practitioner in advanced nursing practice. It provides opportunities for discussion of alternative approaches to diagnosis, advanced nursing, medical or collaborative management. The seminar will include the discussion of clinical based research questions, client presentation, and effective treatment interventions. Two laboratory hours weekly. This course must be taken

concurrently with NURS630. Prerequisite: Minimum grade of "B" in NURS614, NURS615, and NURS620. Fall annually.

**NURS640 CLINICAL DECISION MAKING III 3 sem. hrs.**

This course focuses upon adults (young, middle aged, and older) in regard to 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. All dimensions of development and the total health of the adult and family are considered. Course theory seeks to expand the practitioner's base of knowledge and understanding while clinical practicum provides an opportunity for the application of learning and the enhancement of decision-making skills. Opportunity is provided for the development of skill in selected therapeutic interventions related to health care of the adult. The course provides for expansion of knowledge for application in working with clients, families, and colleagues in clinical practice. Collaboration with other health care providers is fostered with emphasis upon the coordination and continuity of client care. Three lecture hours weekly. This course must be taken concurrently with NURS641 and NURS642. Prerequisites: Minimum grade of "B" in NURS614, NURS615, and NURS620. Spring annually.

**NURS641 CLINICAL DECISION MAKING III: ROLE SEMINAR 1 sem. hr.**

This seminar, a controlled environment for deliberation on clinical situations encountered, explores the role of the practitioner in advanced nursing practice. It provides opportunities for discussion of alternative approaches to diagnosis, advanced nursing, medical or collaborative management. The seminar will include the discussion of clinical-based research questions, client presentations, and effective treatment interventions. Two laboratory hours weekly. This course must be taken concurrently with NURS640. Prerequisites: Minimum grade of "B" in NURS614, NURS615, and NURS620. Spring annually.

**NURS645 NURSING AND PUBLIC POLICY 3 sem. hrs.**

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. Spring annually.

**NURS675 NURSING CURRICULUM DEVELOPMENT**

This course examines curriculum development in post-secondary nursing programs. It focuses on philosophical issues, learning theories, learner needs assessment, and curriculum design for target populations in various nursing education programs. It enables advanced practice nursing students to develop and evaluate curriculum for selected nursing education programs.

**NURS676 EDUCATIONAL STRATEGIES IN NURSING**

This course provides a comprehensive overview of educational strategies for students who desire to function as advanced practice nurses in the educational arena. It provides the necessary theory to implement the instructional process with various populations. It 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.

**NURS677 EVALUATION AND ASSESSMENT IN NURSING**

This course provides a comprehensive overview of evaluation and assessment in learning for students who desire to function as advanced practice nurses in the educational arena. It emphasizes current issues in assessment, establishment and measurement of learning outcomes, and development and utilization of assessment tools. Students design and use evaluation tools for clinical and classroom application in nursing and health education.

**NURS750 INTERNSHIP 3-6 sem. hrs.**

Provides the opportunity to gain competency in the multifaceted role of nurse practitioner or nurse educator through a supervised clinical experience. Students enact their chosen role in selected settings with target populations while functioning under the guidance of certified nurse practitioners, licensed physicians, or nurse educators who have been approved by the department as preceptors. Nine to 18 hours of clinical experience weekly, depending on program concentration. Prerequisites include all program course work, excluding scholarly paper/thesis. Summer annually and as needed.

**NURS800 RESEARCH PROJECT/ THESIS 3 sem. hrs.**

Students will engage in individual or group research related to an aspect of care relevant to the nurse practitioner. The scholarly activity is supervised by a research advisor and committee. Prerequisites: **NURS605** and **NURS610**.

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## PSYCHOLOGY PROGRAM

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The Psychology Department provides programs leading to a master of arts degree in clinical psychology. The clinical psychology program prepares students for careers as providers of psychological services in mental health and other community settings.

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### MASTER OF ARTS DEGREE

#### Clinical Psychology

The purpose of the master of arts degree program in clinical psychology is to provide knowledge and training for qualified college graduates in the findings and principles of the science of psychology; and the knowledge which will enable them to function on a professional level in a variety of settings where in psychological principles and skills are used to aid in the solution of specific human problems and in the general promotion of human welfare. The graduate training of this program is in the area of "clinical psychology" and is designed to prepare the graduates of the program to perform psychological services at a professional level in a wide variety of human service organizations and agencies.

#### 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. Must have a bachelor of arts degree in psychology or completed a minimum of 15 semester hours of undergraduate credit in psychology including one course in statistics, one course in learning or experimental, and one course in either personality or abnormal psychology.
2. Must have three individuals write letters of recommendation. At least one of these letters must come from a professor of psychology.
3. Must complete the department admissions information and essay which includes the following:
  - (a) a listing of all psychology courses completed, the semester in which they were completed, the final grade received, and an indication if any were taken for graduate credit;

- (b) a list of relevant clinical experience;
- (c) a list of relevant research experience;
- (d) a personal essay indicating the student's professional goals and the personal qualities which would facilitate achieving those goals.

## Curriculum

A minimum of 48 semester hours of graduate credit is required for completion of this degree. These credits need to be earned as follows:

PSYC664	Clinical Neuropsychology (3)
PSYC666	Childhood Psychopathology (3)
PSYC668	Personality Development (3)
PSYC761	Adult Psychopathology (3)
PSYC762	Clinical Assessment I: Cognitive (3)
PSYC763	Clinical Assessment II: Personality (3)
PSYC764	Psychopharmacology (3)
PSYC766	Learning Bases of Behavior Change (3)
PSYC767	Essentials of Psychotherapy (3)
PSYC768	Clinical Research Methods (3)
PSYC770	Ethics and Professional Issues (3)
PSYC773	Clinical Assessment III – The Rorschach Test and Other Projectives (3)
PSYC744	Internship* (12)

\*In this course the student will receive a grade of either "S" (Satisfactory) or "U" (Unsatisfactory).

## Degree Requirements

Individuals must comply with the degree requirements established by Edinboro University for the Master of Arts degree. A degree will not be awarded solely on the basis of credit earned. Candidates for the degree must demonstrate they possess the ability to assume the degree of responsibility required of a master's level clinician and the personal characteristics essential to effective working relationships with others. Students in this program must also:

1. satisfactorily complete a non-credit master's project.
2. satisfactorily complete a comprehensive examination.
3. have earned a cumulative average of "B" or better at the time they are scheduled to enroll for the course PSYC744 Internship. No more than 6 semester hours of "C" grades may be earned prior to enrollment in PSYC744.
4. earn a grade of "S" (Satisfactory) in the course PSYC744 Internship.

**NOTE:** The Psychology Department will maintain a file of all evaluation reports for students enrolled in the course PSYC744 Internship. This department will, at the request of an individual stu-

dent or the staff of the Center for Career Services, provide the Center for Career Services with a copy of the evaluation reports for specific students enrolled in the course PSYC744.

\*\*A double asterisk for a graduate course title indicates the course was designed for majors only.

## Psychology Courses

### PSYC664 CLINICAL NEUROPSYCHOLOGY 3 sem. hrs.

This course will introduce students to the anatomy and functions of the mammalian peripheral and central nervous systems under healthy and pathological conditions. Students will investigate topics including historical concepts, cellular physiology, synaptic neurotransmission, transmitter agents, psychopharmacology, neuroanatomy, and contemporary brain imaging systems. Students will also survey brain-behavior relationships as they relate to sensation, perception, emotion, cognition, and selected mental disorders.

### PSYC668 PERSONALITY DEVELOPMENT 3 sem. hrs.

This course reviews major theories of personality development, and relates these theories to clinical activities such as case conceptualization, assessment and intervention. The basis premises of each theory are discussed, and theories are compared and contrasted.

### PSYC716 CHILDHOOD PSYCHOPATHOLOGY 3 sem. hrs.

Students will develop an indepth understanding of childhood psychopathology from birth through adolescence. A developmental conceptualization will be utilized. Theories/approaches used to understand disorders, classification systems, and research strategies will be addressed. Emphasis will be placed on etiology, prevalence, assessment, diagnosis, and treatment of each disorder discussed.

### PSYC740 PRACTICUM IN CLINICAL PSYCHOLOGY 3 sem. hrs.

This course will provide students with an opportunity to practice skills obtained in psychotherapy, assessment, and theory classes, in an applied setting of interest. In addition, students will have an opportunity to consider ethical principles as they relate to actual clinical practice, and to develop greater sensitivity to client from diverse backgrounds. Prerequisite: acceptance into MA clinical psychology program.

### PSYC744 INTERNSHIP (\*\*) 12 sem. hrs.

This course provides a fifteen week full-time

internship. Prerequisite: Satisfactory completion of the comprehensive examination for the Clinical Psychology degree program. NOTE: The grading system used for this course is "S" (satisfactory) or "U" (unsatisfactory).

### PSYC761 ADULT PSYCHOPATHOLOGY 3 sem. hrs.

This course is intended for students preparing for careers in the professional practice of clinical psychology. This course adopts a scientist-practitioner approach to the definition, etiology, epidemiology, diagnosis, assessment, and treatment of adult disorders included in the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition-Text Revision (DSM-IV-TR).

### PSYC762 CLINICAL ASSESSMENT I: COGNITIVE 3 sem. hrs.

This course addresses fundamental theoretical and applied issues associated with cognitive assessment. It includes an overview of basic psychometric principles, the historical context of intelligence testing, major theories of intelligence, the APA ethical principles, test bias, and multicultural assessment. Primary emphasis will be placed on the administration, scoring, and verbal and written interpretation of major cognitive assessment instruments. Prerequisite: Acceptance into the M.A. Clinical Psychology Program or permission of instructor.

### PSYC763 CLINICAL ASSESSMENT II: OBJECTIVE PERSONALITY ASSESSMENT 3 sem. hrs.

This course addresses the administration, scoring, interpretation, and psychometric properties of several contemporary structured personality tests. Fundamental methods of test development will be discussed, including logical/rational, theoretical, empirical criterion keying, and factor analytic test construction. In addition to this applied emphasis on specific instruments, critical topics related to the theory and practice of personality assessment will also be addressed. Prerequisite: PSYC762 or permission of instructor.

### PSYC764 PSYCHOPHARMACOLOGY 3 sem. hrs.

This course is intended to provide the student with sufficient knowledge of psychotherapeutic drugs to allow for effective communication with medical practitioners and for successful integration of psychotherapy with pharmacotherapy in the treatment of psychopathology. Prerequisite: PSYC761.

### PSYC766 LEARNING BASES OF BEHAVIOR CHANGE 3 sem. hrs.

This course is designed to provide students with a thorough understanding of learning

based strategies for behavior change within a clinical context. Students will review basic learning theories and contemporary psychological interventions based upon behavioral and cognitive-behavioral theories. The theory and techniques of applied behavioral analysis are reviewed, along with a sample of empirically validated cognitive-behavioral interventions for specific psychological disorders.

**PSYC767 ESSENTIALS OF PSYCHOTHERAPY**  
3 sem. hrs.

This course is designed to provide an understanding of the theory and practice of psychotherapy. There are two main foci: (1) pragmatic skills for doing short-term psychotherapy, and (2) theoretical and practical information on classic and contemporary schools of psychotherapy, which may include psychodynamic, humanistic, cognitive, and solution-oriented therapies. Relevant issues, such as biological models of therapy, empirically validated treatments, and delivery of services, may also be covered.

**PSYC768 CLINICAL RESEARCH METHODS**  
3 sem. hrs.

This course is composed of two general topics, statistical techniques in clinical psychology and research design problems in clinical settings. The intent is to teach the student the basic principles of psychological research design for use in applied settings and the use of the appropriate analytical procedures for the interpretation of clinical data. Prerequisite: Undergraduate course in statistics or permission of instructor.

**PSYC770 ETHICS AND PROFESSIONAL ISSUES**  
3 sem. hrs.

Students will develop an indepth understanding of ethical, legal, and related professional issues in psychology, including suicide, dangerousness, mandated reporting, involuntary commitment, managed care, and mujlti-culturalism. Other economic, political and societal factors which affect the mental health system will be discussed.

**PSYC773 CLINICAL ASSESSMENT III – THE RORSCHACH TEST AND OTHER PROJECTIVES**  
3 sem. hrs.

This is the third in a series of courses designed to train clinical psychology graduate students in the art and science of psychodiagnostic evaluation. This course focuses on the use of projective techniques with an emphasis on the Comprehensive System for the Rorschach Inkblot Test. Students are introduced to procedures for administering, scoring and interpreting the Rorschach. The projective hypothesis and other projective tests such as the Thematic Apperception Test are also reviewed. Prerequisite: **PSYC763**.

**PSYC787 SPECIAL TOPICS IN PSYCHOLOGY**  
3 sem. hrs.

This course provides for an in-depth study of a specialized topic in Psychology.

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## Behavioral Science Courses

**BEHV708 FOUNDATIONS OF BEHAVIORAL RESEARCH**  
3 sem. hrs.

This course is designed to acquaint the student with the role of behavioral research in applied settings. The student will be taught to critically read research literature, to design, analyze, and interpret his or her own research; to write a research report; and to incorporate research findings into a broader theoretical framework. Prerequisite: an undergraduate course in statistics or the consent of the instructor.

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## SOCIAL SCIENCES PROGRAM

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

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## MASTER OF ARTS DEGREE

### Social Sciences

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

#### Admission Requirements

Individuals seeking admission as degree students in this curriculum must comply with the general admission requirements for the School of Graduate Studies listed in this catalogue.

#### Curriculum

This curriculum contains both a thesis pro-

gram and a non-thesis program. Both programs require the earning of a minimum of 36 semester hours of graduate credit as a partial requirement of the degree. These credits must be earned as follows:

- I. A Multi-disciplinary Social Science Research Course 3 sem. hrs.  
Recommended Course Options:  
HIST660, SOC500, POLI770, HIST700, HIST793, ANTH79
- II. Courses in a Primary Social Science Field\* 12-15 sem. hrs.
- III. Courses in a Secondary Social Science Field\* 6 sem. hrs.
- IV. Social Sciences Elective Courses Not in the Primary or Secondary Field 6 sem. hrs.
- V. SSCI799 Thesis\*\* 3-12 sem. hrs.
- VI. Related Elective Courses 6 sem. hrs.

\* Not all areas of the social sciences are currently available for use as primary or secondary social sciences fields. Interested students should contact the chairperson of the History Department to determine areas available.

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

Students not completing the thesis must complete a non-credit research project.

\*\*A double asterisk for a graduate course title indicates the course was designed for majors only.

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## History Courses

**HIST500 ARCHIVAL THEORY**  
3 sem. hrs.

This course introduces students to the principles of archival theory. It examines the basic tenets of how to appraise material, how to preserve the material, how to arrange and describe the material and finally, how to provide access to it. Students will also be introduced to the archival profession as a career option. Prerequisite: **HIST200** or **HIST400** or permission of instructor.

**HIST515 HISTORY OF FEMINISM IN ACTION**  
3 sem. hrs.

This course examines the emergence and history of feminist centuries thought and action, focusing primarily on the 19th and 20th. It analyzes the impact of feminism on political, social, and economic matters. It also emphasizes the intersection of race, class, and gender as they relate to the feminist movement.

**HIST520 HISTORY OF WOMEN AND WAR: 20TH CENTURY U.S.****3 sem. hrs.**

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 wars. Special emphasis will be placed upon women's roles during World War II. Prerequisites: Students must have taken one of the following courses: **HIST315, HIST415, HIST515, HIST330, HIST375, HIST376, ENGL311, ENGL365**, or permission of instructor.

**HIST537 HISTORY OF EUROPE: 19TH CENTURY****3 sem. hrs.**

In this course, the political, social, and economic changes which occurred in Europe between 1815 and 1914 are studied. Attention will be focused on the Concert System, the forces of liberalism, nationalism, democracy, the industrial revolution, the unification of Germany and Italy, diplomatic developments, the Second Industrial Revolution, and origins of World War I.

**HIST538 HISTORY OF EUROPE: 20TH CENTURY****3 sem. hrs.**

A detailed study of the political, social, economic, and cultural changes in Europe which have occurred since World War I is made. Emphases are placed on such powerful forces as militarism, nationalism, imperialism, fascism, and communism. The effects of the Versailles Settlement, the Depression, the Second World War, and the Cold War upon the internal and external policies of European nations are analyzed.

**HIST541 THE HOLOCAUST IN HISTORY****3 sem. hrs.**

This course examines the Third Reich's systematic murder of millions of Jews and other targeted populations during the Second World War. The nature of genocide, the evolution of anti-Semitism, the ideology and methodology of Nazi mass murder, and the metahistorical consequences of this tragic event will be considered in detail.

**HIST565 SLAVERY, CIVIL WAR, AND RECONSTRUCTION****3 sem. hrs.**

This course will examine the causes, pressure, and events leading to the disruption of the Union. It will include political, economic, and social developments during the war period, in addition to a study of the military and naval operations. The struggle for the reestablishment of the Union will be explored in light of recent revision and contemporary events.

**HIST602 HISTORY OF EAST ASIA****3 sem. hrs.**

This course examines economic, political, social and cultural development of the major countries in East Asia and the Pacific Islands emphasizing those forces and movements of the past which are most significant in the understanding of the present. Graduate students will demonstrate a deeper understanding of the complexities of the history of East Asia as determined by the instructor.

**HIST604 SEMINAR IN MULTICULTURAL AMERICA****3 sem. hrs.**

This course examines the history and culture of the many ethnic groups in the United States and how they create and maintain their identities within a changing society. It also traces the historical development of intragroup differences based on social class, gender, education, and age. It explores topics such as race, migration, religion, politics, the role of the family, physical and mental health, and the impact of ethnicity on mainstream American society.

**HIST606 THE UNITED STATES AND ASIA****3 sem. hrs.**

This course introduces the major principles of the U.S. foreign policy toward Asia with special emphasis on East Asia during the 19th and 20th centuries. Students will learn the history of the United States diplomatic/commercial relations with East Asia as well as history of the six Asian wars in which the United States was involved. Graduate students will demonstrate a deeper understanding of the complexities of the history of the U.S. relationship with Asia as determined by the instructor.

**HIST613 THE MIDDLE EAST: 20TH CENTURY****3 sem. hrs.**

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.

**HIST614 HISTORY OF WOMEN IN EUROPE****3 sem. hrs.**

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.

**HIST615 HISTORY OF WOMEN IN THE U.S.****3 sem. hrs.**

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.

**HIST616 HISTORY OF WOMEN IN GLOBAL SOCIETIES****3 sem. hrs.**

This course studies the history of women in a global context. It examines their status in pre-colonial 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.

**HIST623 READINGS IN LATIN AMERICAN HISTORY AND POLITICS****3 sem. hrs.**

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.

**HIST624 SEMINAR IN LATIN AMERICAN HISTORY AND POLITICS****3 sem. hrs.**

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.

**HIST627 HISTORY OF MEXICO AND CENTRAL AMERICA****3 sem. hrs.**

This course studies the major economic, political and social developments in Mexico and the Central Americas during the National Period. Special emphases will be placed on the contemporary problems and the relationship to each other and to the United States. Graduate students will demonstrate a deeper understanding of the complexities of Mexican and Central American history as determined by the instructor.

**HIST632 MEDIEVAL EUROPE****3 sem. hrs.**

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.

**HIST634 HISTORY OF CHRISTIANITY 3 sem. hrs.**

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.

**HIST641 HISTORY OF NAZI GERMANY 3 sem. hrs.**

This course surveys the origins and development of the NSDAP (National Socialist German Workers Party, or Nazi) which held power in Germany from 1933-1945. It concentrates on the major political leaders and processes, the goals and appeal of the Nazis, and their impact upon Germans and Europeans. Graduate students will demonstrate a deeper understanding of the complexities of history of Nazi Germany as determined by the instructor.

**HIST652 HISTORY OF EASTERN EUROPE: 19TH AND 20TH CENTURIES 3 sem. hrs.**

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.

**HIST655 HISTORY OF RUSSIA SINCE 1825 3 sem. hrs.**

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.

**HIST660 UNITED STATES HISTORIOGRAPHY 3 sem. hrs.**

Students in this course will explore the development of the historical theories and schools of the major historians from William Bradford to Allan Nevins. Availability and use of the major source collections will be discussed. The students will prepare a major paper dealing with a controversial problem in American History.

**HIST664 THE JACKSONIAN ERA: UNITED STATES 1828-1848 3 sem. hrs.**

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.

**HIST666 THE GILDED AGE: UNITED STATES 1870-1900 3 sem. hrs.**

In this course, a detailed study is made of the revolutionary change brought about in our society as a result of major innovations in economic, political, and social institutions during the last decade of the 19th century. Emphases will be given to the theories and philosophies which caused the changes and to the resulting protest movements and governmental regulatory action.

**HIST667 THE PROGRESSIVE ERA 3 sem. hrs.**

An in-depth study of the beginning period of 20th century America, 1900-1920. By means of lectures, seminars, intensive readings of secondary works (earlier ones, as well as more recent interpretations) and journal articles, writing research papers, and book reviews, the student will explore the economic, political, and cultural history of the Progressive Era which should provide him or her with an understanding of the historical origins and early development of Modern America.

**HIST668 HISTORY OF AMERICAN LABOR 3 sem. hrs.**

This course studies the rise of American labor, presenting it as an integral part of American political, economic, industrial, and social history. It focuses attention on the pre-Civil War developments, upon which most labor institutions and traditions are based, and examines labor's impact upon American institutions. Graduate students will demonstrate a deeper understanding of the complexities of labor history.

**HIST669 HISTORY OF THE NEW DEAL 3 sem. hrs.**

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.

**HIST672 U.S. SOCIAL AND INTELLECTUAL HISTORY II 3 sem. hrs.**

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.

**HIST674 ECONOMIC HISTORY OF THE UNITED STATES II 3 sem. hrs.**

This course begins with 1865 and continues to the present. It concentrates on the rise of the industrial standard and its impact on American Society.

**HIST675 U.S. MILITARY HISTORY 3 sem. hrs.**

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.

**HIST677 AMERICAN URBAN DEVELOPMENT 3 sem. hrs.**

This course explores the historical evolution of U.S. cities from mid-19th century to the post-World War II era. It emphasizes urban historiography, the process of urbanization, population growth and demographic change, social and geographical mobility, the relationship between technology and the urban environment, the development of municipal services, and the dichotomy between urban political machines and reformers.

**HIST689 APPALACHIAN CULTURE 3 sem. hrs.**

This course examines the ethnohistory of the Appalachian region. It includes material of the origins of the culture, its historical development, and its present status. Emphasis is placed on understanding the traditional way of life of a largely rural people, a way of life that is rapidly changing. The course will include the use of films, tapes, and records to bring the authentic Appalachian culture into the classroom. Prerequisite: ANTH180 or permission of the instructor. Students enrolling in this course may register for anthropology or history credit.

**HIST695 FIELD EXPERIENCES IN HISTORY 2-5 sem. hrs.**

This course emphasizes developing historical research skills through supervised internships or field work at archives or historical sites. It uses college archives, Erie and Crawford County records, municipal materials, or material available at other sites in the United States or abroad. The student will acquire advanced

historical research skills and will prepare a substantial research project or paper. Graduate students will develop a deeper understanding of the skills and knowledge acquired through field experiences in history as determined by the instructor and/or site supervisor.

**HIST697 AFRICA: CULTURE AND PEOPLE 3 sem. hrs.**

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.

**HIST700 METHODS OF HISTORICAL RESEARCH 3 sem. hrs.**

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.

**HIST713 HISTORY OF WITCHCRAFT 3 sem. hrs.**

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.

**HIST714 HISTORY OF AFRICAN AMERICAN WOMEN 3 sem. hrs.**

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.

**HIST715 SEMINAR IN WOMEN'S HISTORY 3 sem. hrs.**

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.

**HIST717 READINGS IN AFRICAN HISTORY 3 sem. hrs.**

Students registering for this experience will do individual reading and study of sources and secondary materials on specific problems or areas in African history. The readings will be directed by a faculty member. Prerequisite: consent of the chairperson of the History Department.

**HIST730 READINGS IN EUROPEAN HISTORY 3 sem. hrs.**

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.

**HIST739 SEMINAR IN EUROPEAN HISTORY 3 sem. hrs.**

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.

**HIST760 READINGS IN UNITED STATES HISTORY 3 sem. hrs.**

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.

**HIST769 SEMINAR IN U.S. HISTORY 3 sem. hrs.**

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.

**HIST793 INDEPENDENT STUDY 3 sem. hrs.**

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.

**HIST795 INTERNSHIP IN HISTORY 3-12 sem. hrs.**

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 his-

tory as determined by the instructor and site supervisor.

**HIST799 THESIS 3 or 6 sem. hrs.**

Research for the Master's thesis is conducted under the supervision of the advisor. Prerequisite: consent of the department chairperson.

**MUSE501 INTRODUCTION TO MUSEUM ADMINISTRATION 3 sem. hrs.**

This course introduces students to museum management and operations, 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. They will also have an opportunity to design their own museum.

**MUSE502 INTRODUCTION TO HISTORIC PRESERVATION AND CULTURAL RESOURCE MANAGEMENT 3 sem. hrs.**

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.

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## Anthropology Courses

**ANTH501 ANTHROPOLOGY OF AGING 3 sem. hrs.**

This course is an introduction to the cross-cultural study of aging. The process of aging is studied from the holistic perspective of anthropology. The statuses and roles of the elderly are examined as they exist in a variety of cultures. Emphasis is placed on understanding both the process of aging as it is handled cross-culturally and the relationship of other cultural variables to that process. Prerequisites: ANTH180 or ANTH275 or permission of the instructor.

**ANTH502 THE ARCHAEOLOGY OF THE BRITISH ISLES 3 sem. hrs.**

This course examines the archaeology of the British Isles. Field trips to the British Museum and to numerous archaeological sites in the vicinity of Oxford, England, complement course lectures.

**ANTH604 SEMINAR IN  
MULTICULTURAL  
AMERICA 3 sem. hrs.**

This course examines the history and culture of the many ethnic groups in the United States and how they create and maintain their identities within a changing society. It also traces the historical development of intragroup differences based on social class, gender, education, and age. It explores topics such as race, migration, religion, politics, the role of the family, physical and mental health, and the impact of ethnicity on mainstream American society.

**ANTH615 RITUAL, MAGIC AND  
MYTH 3 sem. hrs.**

This course examines religious belief and ritual in nonliterate 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.

**ANTH664 CULTURE, ILLNESS AND  
CURING 3 sem. hrs.**

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.

**ANTH671 INTRODUCTION TO  
ARCHAEOLOGY 3 sem. hrs.**

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.

**ANTH672 CULTURES OF THE  
WORLD 3 sem. hrs.**

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.

**ANTH673 ARCHAEOLOGICAL FIELD  
STUDIES 3-12 sem. hrs.**

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.

**ANTH674 INDIANS OF NORTH  
AMERICA 3 sem. hrs.**

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.

**ANTH695 FIELD EXPERIENCES IN  
ARCHAEOLOGY 2-5 sem. hrs.**

Emphasis is placed upon developing archaeological research skills through supervised internships or field work at archives or historical sites. Utilizing college archives, Erie and Crawford County records, municipal materials, or material available at other sites in the United States or abroad. The student will acquire advanced archaeological research skills and will prepare a substantial paper. Credit as arranged.

**ANTH697 SPECIAL TOPICS IN  
ANTHROPOLOGY 1-3 sem. hrs.**

The subjects in anthropology treated in this course will vary depending upon student and instructor interests and are beyond the scope of materials treated extensively in regularly scheduled courses. A list of topics is maintained in the files of the department head.

**ANTH795 INTERNSHIP IN  
ANTHROPOLOGY 3-12 sem. hrs.**

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.

## Sociology Courses

**SOC500 METHODS OF  
SOCIOLOGICAL  
RESEARCH 3 sem. hrs.**

To develop an appreciation and understanding of the essential features of the scientific approach. The course attempts to synthesize and coordinate the essential elements of both logic and the scientific approach to the study of human society. Prerequisite: **SOC200** or permission of the instructor. (Formerly **SOC300**).

**SOC502 CONTEMPORARY  
SOCIOLOGICAL THEORY 3 sem. hrs.**

Analyses of the main trends in contemporary sociological theory and a critical assessment of the various trends. Special consideration will be given to power in the functionalist, mathematical, equilibristic, and evolutionist models. Prerequisite: **SOC200** or permission of the instructor. (Formerly **SOC302**).

**SOC530 SOCIOLOGY OF DEVIANT  
BEHAVIOR 3 sem. hrs.**

This course focuses upon the process by which individuals in our society become labeled as deviant, the reaction of society to deviant behavior, and the methods by which various agencies and individuals attempt to regulate, control and treat deviant behavior. Particular attention is given to the assumption of deviant identities, the formation of deviant subcultures, and the creation of secondary deviance. Rather than focusing upon particular forms of deviant behavior, a framework is provided with which any form of deviance may be studied. Prerequisite: **SOC200** or permission of the instructor.

**SOC532 CRIMINOLOGY 3 sem. hrs.**

The primary focus of this course is upon various types of adult crime in categories such as white collar crime, organized crime, public order crime, professional crime, political crime and violent personal crime. Other topics covered include criminological theory, statistical assessment of criminal behavior, citizen reaction to and involvement with crime, and victimization studies. Prerequisite: **SOC200** or permission of instructor.

**SOC600 VICTIMOLOGY 3 sem. hrs.**

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. Prerequisite: **SOC100**.

**SOC601 INTRODUCTION TO SOCIOLOGICAL THEORY****3 sem. hrs.**

This is an introductory course in sociological theory designed to acquaint the student with methodological and substantive problems of sociological knowledge; the role of theory in research; controversial issues in theory and research. The main focus is on the works of particular sociologists whose theories have not only historical interest, but also have great impact on the subject matter and methods of contemporary sociology. Prerequisite: **SOC200** or permission of the instructor.

**SOC605 URBAN SOCIOLOGY****3 sem. hrs.**

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.

**SOC610 POPULATION AND ECOLOGY****3 sem. hrs.**

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.

**SOC611 SOCIAL ORGANIZATION****3 sem. hrs.**

An analysis of the various processes and forms of social organization, with particular attention on theoretical approaches to the study of formal organizations. Emphasis on key concepts and their use in analyzing hospitals, churches, schools, voluntary associations, work organizations and societies. Prerequisite: **SOC200**.

**SOC633 METHODS OF POLICY EVALUATION IN SOCIAL SCIENCE****3 sem. hrs.**

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.

**SOC640 THE FAMILY AS A SOCIAL INSTITUTION****3 sem. hrs.**

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.

**SOC643 SOCIOLOGY OF RELIGION****3 sem. hrs.**

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.

**SOC647 WORK AND SOCIETY****3 sem. hrs.**

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.

**SOC664 RACE AND ETHNIC RELATIONS****3 sem. hrs.**

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.

**SOC670 SOCIAL GERONTOLOGY****3 sem. hrs.**

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.

**SOC675 SOCIAL PRINCIPLES OF RELIGION AND MYTH****3 sem. hrs.**

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.

**SOC700 ADVANCED RESEARCH METHODS****3 sem. hrs.**

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**.

**SOC730 QUALITATIVE RESEARCH METHODS FOR THE SOCIAL SCIENCES****3 sem. hrs.**

This is a 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: **SOC100** or permission of instructor.

**SOC757 SOCIAL STRATIFICATION****3 sem. hrs.**

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.

**SOC790 INDEPENDENT STUDY****2-5 sem. hrs.**

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 proj-

ect 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.

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## Social Work Courses

### **SOWK515 SOCIAL ADMINISTRATION AND SOCIAL POLICY FOR PRACTITIONER 3 sem. hrs.**

This course provides vital information for the social services practitioner about the administration of social agencies. It also addresses policy issues and explains some methods of policy analysis.

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## Criminal Justice Courses

### **CRIM500 SEMINAR: CRIMINAL JUSTICE SYSTEMS 3 sem. hrs.**

This seminar will attempt to integrate the various components of Criminal Justice as a system. It will focus upon problem areas within the criminal justice system with an attempt to search for solutions and the improvement of criminal justice. Particular attention is given to the assumption of deviant identities, the formation of deviant subcultures, and the creation of secondary deviance. Rather than focusing upon particular forms of deviant behavior, a framework is provided with which any form of deviance may be studied. Prerequisite: **CRIM200** or permission of the instructor.

### **CRIM750 COMPUTERS, CRIME AND CRIMINAL JUSTICE 3 sem. hrs.**

This course investigates how computers intersect with crime and the criminal justice system. Students will learn to use the World Wide Web for research and focus upon specific criminal justice information available over the internet. The class will look at a variety of computer crimes, crimes assisted by computers, their investigation, security measures which can be used, and introduce computer forensic techniques. The use of computers by the police, prosecutors, the courts, probation and parole, jails and prisons, and citizen action groups will be studied. Graduate students will demonstrate a deeper understanding of the complexities of computers, crime, and criminal justice. Prerequisite: **CSCI104** or higher and **CRIM200**, majors only or permission of instructor.

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## Political Science Courses

The following political science courses are designated according to the fields of study they represent. American Government and Politics (AGP): Public Administration (PA): International Relations and Comparative Government (IR-CG) and Political Theory (PT).

### **POLI508/ECON508 GOVERNMENT BUDGETING AND FINANCE 3 sem. hrs.**

The policy and administrative aspects of taxation, budgeting and public expenditures in theory and in application with case studies and field research. Federal, state and local budgetary procedures and administrative methods of fiscal control. Prerequisite: **POLI201**, **POLI306-307**, or instructor approval.

### **POLI509 ADMINISTRATIVE LAW 3 sem. hrs.**

The basic legal framework of administrative organization; the rules governing exercise of administrative powers, including administrative procedure and legal procedures for the enforcement of bureaucratic responsibility in democratic state role of the ombudsman. Prerequisite: **POLI201**, **POLI306-307** or instructor approval. (PA)

### **POLI510 HEALTH CARE POLITICS AND POLICY 3 sem. hrs.**

Health Care Politics and Policy will analyze those factors in the political process that influence policy information and decision making in the American Health Care System. The course will also analyze health care policy with respect to its impact on beneficiaries both in terms of health and non-health goals.

### **POLI511 PUBLIC PERSONNEL ADMINISTRATION 3 sem. hrs.**

This covers the process of structuring a contemporary personnel system within the context of the public service. The theory has application, however, in business and industry. In scope, this course is concerned with career systems, methods of manpower recruitment, wage and salary criteria, evaluation, staffing, techniques of classification, etc. Furthermore, the course is concerned with the personnel function both as it affects individuals and groups, for example: disciplinary actions, union or other group interaction. Field research and observations will be included. (PA)

### **POLI512 PUBLIC EMPLOYEE UNIONISM 3 sem. hrs.**

This course examines those features of public employee unionism which are of greatest importance to present day public administra-

tion including the establishment of the management-union relationship, the bargaining process, impasse resolution, the contract and grievance procedure. Special attention is given to the question of the compatibility of unionism and the merit concept. Prerequisite: **POLI201** or **POLI306** or permission of the instructor. (PA)

### **POLI544 POLITICAL SYSTEMS OF THE NEW NATION-STATES AND DEVELOPING AREAS 3 sem. hrs.**

Theories of political modernization and comparative politics, the concept of political development, political culture and political socialization in developing societies; sociological and economic aspects of political modernization; the politics of the developing nations, articulation and aggregation on interest; the governmental and representative process; the role of the military in developing nations. Prerequisite: **POLI200** or **POLI240** or permission of the instructor. (IR-CG)

### **POLI547 GOVERNMENT AND POLITICS IN THE MIDDLE EAST 3 sem. hrs.**

An analysis of the transformation of middle eastern society from Morocco to Iran as case studies in political modernization; special reference to causes and character of modernization; role of leadership ideologies and institutions. Prerequisite: **POLI200** or **POLI240** or permission of instructor.

### **POLI548 UNITED STATES-LATIN AMERICAN RELATIONS: CONTEMPORARY PROBLEMS 3 sem. hrs.**

Relations between the United States and Latin America are highly structured by different institutional arrangements. Historically, however, they have been influenced by political conflicts and confrontations. The different crises affecting the region underline the urgency of the latter over long-standing diplomatic practices. While Latin America struggles to increase its political and economic independence, the United States is concerned with its own hemispheric interests. This course will examine these and other issues affecting U.S.-Latin American relations. (IR-CG)

### **POLI549 AMERICAN FOREIGN POLICY 3 sem. hrs.**

Concerns the formation and conduct of United States relations with other nations of the world; emphasis is institutional with policy makers and policy execution at the center of the stage; also places American foreign policy in its historical and contemporary perspective. Prerequisites: **POLI201** or **POLI248** or permission of instructor, (IR-CG) (AGP)

**POLI550 INTERNATIONAL LAW AND ORGANIZATIONS****3 sem. hrs.**

An analysis of the legal and political foundations of the international community, and the relevance of legal norms to contemporary international relations. Among the legal relationships to be examined are the United Nations and selected regional organizations. Prerequisite: **POLI200** or **POLI248** or permission of instructor. (IR-CG)

**POLI560 JURISPRUDENCE****3 sem. hrs.**

This course examines legal thought of classical and modern thinkers such as Plato, Aristotle, Aquinas, Rousseau, Locke, Bentham, Holmes, Pound, Frank, Ross, Hart, Dworkin, and others. It includes contemporary materials in law and legal research from several disciplines. Prerequisite: **POLI201** or permission of instructor.

**POLI563 CIVIL LIBERTIES****3 sem. hrs.**

This course analyzes philosophical and legal foundations of civil liberty guarantees expressed in the Bill of Rights. Prerequisite: **POLI201**. (AGP)

**POLI565 CONSTITUTIONAL LAW****3 sem. hrs.**

This course analyzes critical issues concerning the U.S. Constitution. Prerequisite: **POLI201**. (AGP)

**POLI567 THE POLITICS OF CRIME****3 sem. hrs.**

The Politics of Crime takes a systems approach to raise questions regarding the relationship between the political process and criminal behavior as well as other factors in the criminal justice system. The course specifically focuses on criminal law as an important variable operating within a political context, the administration of criminal justice, decision making at all levels, and value conflicts inherent in the allocation of resources for the operation of the criminal justice system. (AGP)

**POLI573 CONTEMPORARY POLITICAL THEORY****3 sem. hrs.**

Political philosophy and contemporary theory in the discipline, science and values, concepts of normative and empirical theory in a science of politics; inductive and deductive theories; the behavioral approach and its current meaning and limitations in political theory; systems; game; communications and political development theories. Prerequisites: **POLI200** and **POLI201** or permission of instructor. (PT)

**POLI574 AMERICAN POLITICAL THOUGHT****3 sem. hrs.**

Evolution of American political ideas and

thought from Colonial times to the present, covering such theorists as Williams, Paine, Madison, Jefferson, Marshall, Thoreau, George and Veblen among others. Prerequisite: **POLI200** or permission of instructor. (PT)

**POLI597 NICARAGUA: POLITICS AND SOCIETY****3 sem. hrs.**

This course examines the social, political, and economic changes brought to Nicaragua by the 1979 revolution. The course includes an experience in Nicaragua and is offered in the summer sessions only.

**POLI623 READINGS IN LATIN AMERICAN HISTORY AND POLITICS****3 sem. hrs.**

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.

**POLI624 SEMINAR IN LATIN AMERICAN HISTORY AND POLITICS****3 sem. hrs.**

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.

**POLI641 GOVERNMENT AND POLITICS OF LATIN AMERICA****3 sem. hrs.**

This course examines the structure and function of the various governmental systems of Latin America, the political and social forces operating within the countries that bear directly on governmental action and policy, the trend toward democratization and civilian government, and the social and political impact of the external debt. The study includes Central America, South America, and the Caribbean island nations. Graduate students will demonstrate a deeper understanding of the complexities of government and politics in Latin America as determined by the instructor. Prerequisites: **POLI200** or **POLI240**.

**POLI770 METHODS OF POLITICAL INQUIRY****3 sem. hrs.**

This course will acquaint students with the literature of the discipline of political science and is intended to prepare the student for scholarly research in political science. Methods of inquiry will be examined and problems of scope studied, including the interrelationship with cognate disciplines. Mechanics and

techniques for the preparation of research papers and other writings will be studied and discussed in order to give the student more adequate preparation in the systematic inquiry necessary for graduate theses and writing projects.

**POLI780 SEMINAR: POLITICAL THEORY****3 sem. hrs.**

This course is designed to explore and analyze selected historical and contemporary questions in political theory. Inquiry will embrace both normative and empirical subject; topics will depend upon the emphasis of the instructor and the individual research interests of the student.

**POLI782 SEMINAR: AMERICAN GOVERNMENT AND POLITICS****3 sem. hrs.**

This course is designed to analyze special aspects and problems dealing with the structural and behavioral concepts of the American political system. "The Federalist Papers," "Election Campaign Issues," "Politics Through Literature," are typical seminar topics. Pertinent research, discussion and readings will form the basis of meeting seminar objectives.

**POLI784 SEMINAR: INTERNATIONAL RELATIONS AND COMPARATIVE GOVERNMENT****3 sem. hrs.**

This course provides for consideration of selected topics in the advanced areas of each field. International relations will consider foreign policy formulation, new communisms, regional problems, development of international organizations and peace-making operations. Comparative government will extend to non-western governments, politics and opposition, civic and political culture, political development and political change.

**POLI790 INDEPENDENT READINGS IN POLITICAL SCIENCE****3 sem. hrs.**

Through this experience, individual or independent work and directed readings are conducted under the supervision of a member of the faculty. Prerequisite: consent of the chairperson of the Political Science Department.

# SOCIAL WORK PROGRAM

## MASTER OF SOCIAL WORK DEGREE

The Social Work Department provides a program leading to a Master of Social Work (M.S.W.) degree. The program prepares students for advanced social work practice providing services to families, and can be completed on a full-time or part-time basis.

The program's mission is consistent with the mission of the University and graduate division. It builds on a strong liberal arts base and encourages students to become lifelong learners who will contribute to the profession and their communities. The program prepares graduates to provide service in a family context to meet the social and economic needs of residents of the region. The program has a commitment to social and economic justice, to serving vulnerable and disadvantaged populations, and to promoting a civil society. The program prepares graduates who are able to work with individuals, families, groups and communities of diverse ethnic, racial, religious, and cultural backgrounds, and of differing ages, abilities, social classes and sexual orientation.

At its June 2001 meeting, the Commission on Accreditation of the Council on Social Work Education, the profession's national accrediting body, granted candidacy status to the MSW program.

### Program Goals

The goals of the graduate program in social work are:

1. To prepare students for advanced social work practice providing services to families.
2. To prepare graduates with requisite opportunities to develop a commitment to a civil society, contribution to the profession and their community, and to lifelong learning.
3. To prepare graduates who can work with individuals, families, groups and communities of diverse ethnic, racial, religious, and cultural backgrounds, and of differing ages, abilities, social classes, and sexual orientation.
4. To prepare graduates who can assume the profession's commitment and responsibility to work to improve the quality of life of populations at greatest risk, and to the promotion of social and economic justice.

### Admission Requirements and Procedures

1. Completed graduate application
2. Application fee of \$25.00
3. Submit an official transcript reflecting completion of a baccalaureate degree including a course in statistics and a course with substantive content on human biology from an accredited institution, a minimum of 21 semester hours in the liberal arts distributed among the humanities, mathematics, fine arts, physical and biological sciences, and social and behavioral sciences.
4. Three written letters of recommendation
5. A minimum overall GPA of 2.80
6. An autobiographical essay stating professional goals and how professional social work education will help attain those goals.
7. A professional resume.
8. Take either the Miller's Analogies Test (MAT) or the general Aptitude Test of the Graduate Record Examination (GRE) and score at the 50th percentile or better. A copy of the scores for these tests must be sent to the Office of Graduate Studies and Research.
9. No credit will be given for life or work experience.

### Curriculum Requirements

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. It may be taken on either a full-time or part-time basis. The program has only one concentration – advanced social work practice providing services to families.

The curriculum is divided into two levels, the foundation year and the concentration year. Each year requires completion of 30 semester hours credit. The curriculum provides a carefully-designed sequence of courses which build on prior learning, and courses must be taken in sequence. Practice and Field courses (SOWK 612, 717, 622, 623, 613, 719, 722, 723) are open only to students formally admitted to the degree program.

Applicants who have a baccalaureate degree in social work from a program accredited by the Council on Social Work Education, who meet requirements for admission, who present field or employment references indicating their readiness for advanced social work practice, and who have completed the following or equivalent courses with a grade of "B" or better may be eligible for advanced standing: 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. Students admitted to advanced standing must complete with a grade of "B" or better the pre-entry course, SOWK699 Principles of Advanced Social Work Practice with Families. This three-credit course is offered during the summer preceding fall entry into the program.

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 field (SOWK 622, 623, 722 or 723). Students are expected to comply with all requirements of the National Association of Social Work's Code of Ethics and to demonstrate appropriate professional behavior. Failure to do so may result in termination of the student from the program.

### Full-Time Two-year Program

#### Foundation year courses

<b>Fall</b>		<b>15 sem. hrs.</b>
SOWK600	Human Behavior and Social Environment I (3)	
SOWK604	Social Welfare, Social Policy, and Social Work (3)	
SOWK608	Social Work Research I (3)	
SOWK612	Social Work Practice I (3)	
SOWK622	Field Education Internship I (3)	
<b>Spring</b>		<b>15 sem. hrs.</b>
SOWK602	Human Behavior and Social Environment II (3)	
SOWK606	Social Policy and Social Policy Practice (3)	
SOWK609	Social Work Research II (3)	
SOWK613	Social Work Practice II (3)	
SOWK623	Field Education Internship II (3)	

#### Concentration Year Courses

<b>Fall</b>		<b>15 sem. hrs.</b>
SOWK740	Family Diversity (3)	
SOWK719	Social Work Practice with Families I (3)	
SOWK744	Administration and Supervision in Family Service Settings (3)	
SOWK798	Family Practice Integrative Seminar I (3)	
SOWK722	Field Education Internship III (3)	
<b>Spring</b>		<b>15 sem. hrs.</b>
SOWK717	Social Work Practice with Families II (3)	
SOWK799	Family Practice Integrative Seminar II (3)	
SOWK723	Field Education Internship IV (3)	

#### Program Electives (Two, one of which may be from outside the department, with program approval.)

SOWK741	Practice for Families and Children in Child Welfare (3)
SOWK742	Mental Health Practice in Social Work with Individuals and Families (3)

**SOWK743 Alcohol, Tobacco, and Other Drugs (ATOD): Interventions with Families (3)**

### Part-Time Program

A part-time program is also available.

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## Social Work Courses

### **SOWK600 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I** 3 sem. hrs.

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.

### **SOWK602 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II** 3 sem. hrs.

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**.

### **SOWK604 SOCIAL WELFARE, SOCIAL POLICY, AND SOCIAL WORK** 3 sem. hrs.

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.

### **SOWK606 SOCIAL POLICY AND SOCIAL POLICY PRACTICE** 3 sem. hrs.

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**.

### **SOWK608 SOCIAL WORK RESEARCH I** 3 sem. hrs.

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.

### **SOWK609 SOCIAL WORK RESEARCH II** 3 sem. hrs.

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. Prerequisites: **SOWK608**.

### **SOWK612 SOCIAL WORK PRACTICE I** 3 sem. hrs.

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.

### **SOWK613 SOCIAL WORK PRACTICE II** 3 sem. hrs.

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.

### **SOWK622 FIELD EDUCATION INTERNSHIP I** 3 sem. hrs.

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. One hour weekly seminar required. Open only to students formally admitted to the program.

### **SOWK623 FIELD EDUCATION INTERNSHIP II** 3 sem. hrs.

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. One hour weekly seminar required. Open only to students formally admitted to the program.

### **SOWK699 PRINCIPLES OF ADVANCED SOCIAL WORK PRACTICE WITH FAMILIES** 3 sem. hrs.

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. Prerequisites: 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).

### **SOWK717 FAMILY SOCIAL WORK PRACTICE I** 3 sem. hrs.

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** and **SOWK623**. Open only to majors.

**SOWK719 FAMILY SOCIAL WORK PRACTICE II 3 sem. hrs.**

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** and **SOWK722**.

**SOWK722 FIELD EDUCATION INTERNSHIP III 3 sem. hrs.**

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 completed the foundation year.

**SOWK723 FIELD EDUCATION INTERNSHIP IV 3 sem. hrs.**

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.

**SOWK740 FAMILY DIVERSITY I 3 sem. hrs.**

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 considerations.

**SOWK741 PRACTICE FOR FAMILIES AND CHILDREN IN CHILD WELFARE 3 sem. hrs.**

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.

**SOWK742 MENTAL HEALTH PRACTICE IN SOCIAL WORK WITH INDIVIDUALS AND FAMILIES 3 sem. hrs.**

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.

**SOWK743 ALCOHOL, TOBACCO AND OTHER DRUG (ATOD) INTERVENTIONS WITH FAMILIES 3 sem. hrs.**

This course presents an orientation to working with families in social work practice, with spe-

cial 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.

**SOWK744 ADMINISTRATIVE SOCIAL WORK PRACTICE 3 sem. hrs.**

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.

**SOWK798 FAMILY PRACTICE INTEGRATIVE SEMINAR I 3 sem. hrs.**

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.

**SOWK799 FAMILY PRACTICE INTEGRATIVE SEMINAR II 3 sem. hrs.**

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

work issues, arising from students' research and contemporary practice, and to present their practice frameworks and findings. Prerequisite: **SOWK798**.

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## SPECIAL EDUCATION AND SCHOOL PSYCHOLOGY PROGRAMS

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The Special Education and School Psychology Department provides comprehensive programs leading to a master of education degree with specializations in special education and in educational psychology. The department also offers an advanced program in school psychology. Individuals completing this program may be recommended for certification by the Commonwealth of Pennsylvania as a school psychologist. A non-degree certificate program in behavioral management is also offered by the department.

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## MASTER OF EDUCATION DEGREE Educational Psychology

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.

All electives must be approved by the student's departmental advisor and may be chosen to enhance the student's interest in school psychology, human development and learning, or educational evaluation and research.

### 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. Submit three letters of reference.
2. Submit a one-two page essay 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?
3. Submit a professional resume.
4. Possess a quality point average of 3.0 or better (4 point scale) for the junior and senior year of the bachelor's degree.
5. Applicants should obtain either a Miller Analogies Test (MAT) score at or above the 30th percentile or Graduate Record Examination (GRE) scores averaging at or above the 30th percentile.

All materials should be received by February 1 for an applicant to be considered for a graduate assistantship. Application materials may be considered after this date for enrollment in the program.

### Curriculum

A minimum of 30 semester hours of graduate credit must be earned as a requirement for this degree. Depending upon the individual student's interests and input from the advisor, the student selects course work from the following plan of study for educational psychology. Upon entry into the program and following each 12 credits of course work, the student and his or her advisor assess the student's progress.

Students in this curriculum must satisfactorily complete:

Required Courses	21 sem. hrs.
APSY789	Research II: Seminar in Educational and Psychological Research
EDUC788	Research in Education
APSY720	Learning Theories
APSY724	Psychoeducational Assessment of Beh. and Dev. Disabilities
APSY727	Psych. Counseling and Interv.
SPED710	Seminar in Exceptionalities
(SPED750 or SPED780 with permission or recommendation of advisor)	
SPED720	Advanced Assessment in Spec. Ed. (3)
(or APSY615 for school psychology certification students)	
Elective Courses	9 sem. hrs.
A minimum of six credit hours must have the APSY or SPED prefix.	
APSY721	Biological, Social, and Cultural Bases of Personality Development (3)
APSY796	Crises Management and Violence Prevention (3)
COUN740	Individual Develop. Through Adol. (3)
EDUC781	Statistics Methods

SPED628	Behavior Management Strategies (3)
SPED750	Seminar in Behavior Disorders (3)
SPED780	Learning Disabilities (3)
SPED790	Instructional Techniques for the Learning Disabled
SPED794	Management Behavior Problems (3)

\* These courses must be taken if the candidate is pursuing behavior specialist certification.

### Degree Requirements

Individuals must comply with the degree requirements for the master of education degree described in this catalogue. The student is also required to satisfactorily complete a comprehensive examination and either a thesis or non-credit master's project.

## THE SCHOOL PSYCHOLOGY PROGRAM

(Post-Master's Degree Level)

The School Psychology Program at Edinboro University prepares its graduates for the professional practice of psychology in the schools by emphasizing a practitioner model of training. A solid foundation of classroom and practical experience is provided which reflects both traditional and current, empirically supported trends in psychology and education. These experiences prepare graduates to provide assistance and expertise in the evaluation, diagnosis, and remediation of problems experienced by children in the nation's schools and communities.

Respect for the diversity of individuals and groups of people is emphasized throughout the curriculum. The goal is to help each student identify and apply her/his unique talents while cultivating professional competencies which allow her/him to work with children and families affected by a broad spectrum of exceptional conditions. The focus is on assisting all children achieve academic success, social competence, and emotional health.

### Admission Requirements and Procedures

Individuals who have completed the Master of Education in Educational Psychology at Edinboro University should complete an application for admission to the School Psychology Program by March 15 and be recommended for admission by the program coordinator.

Individuals seeking to complete certification as school psychologists but who have not obtained the Master of Education in Educational Psychology at Edinboro University must comply with the admission requirements listed below, in addition to the general admission requirements for graduate admissions:

1. Submit three letters of reference.
  - a. Be sure to note whether or not you waive your right to review the recommendation.
  - b. Find recommenders who know you well.
  - c. Obtain a recommendation from a college professor, academic advisor, or supervisor.
2. Submit a one-two page essay 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?
3. Submit a professional resume.
4. Possess a quality point average of 3.0 or better (4 point scale) for the junior and senior year of the bachelor's degree.
5. Applicants should obtain scores averaging the 30th percentile or above for the verbal, quantitative, and analytical writing sections of the GRE General Test.

All materials should be received by February 1 for an applicant to be considered for a graduate assistantship. Application materials may be considered after this date for enrollment in the program.

### Curriculum

A minimum of 75 semester hours of graduate credit must be earned as a requirement for this program. The student selects course work from the following plan of study for school psychology. Upon entry into the program and following each 12 credits of course work, the student and his or her advisor assess the student's progress.

### Program Requirements

An advanced certificate in school psychology will be awarded if the student satisfactorily completes the competency requirements for the program, has a cumulative average of "B" or better for the credits earned as part of the program, and satisfactorily completes the comprehensive examination. The comprehensive examination will be oral and will cover the school psychology program.

### Mission and Philosophy

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 communities 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.

### Competencies for the School Psychology Certification Program

The general purpose of the School Psychology Program at Edinboro University of Pennsylvania is to train candidates to become professional providers of a variety of psychological services in schools and communities. Training focuses on solving problems through data-based decision making. The following domains serve as goals and objectives for our candidates and are systematically assessed throughout training.

#### Data-based Decision-Making and Accountability

1. Candidates will have knowledge of varied models and methods of assessment that yield useful and valid information for understanding the strengths, needs, and progress of all students. Candidates will apply assessment methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcome of service.

#### Consultation and Collaboration

2. Candidates will develop a sound foundation in academic and behavioral consultation that emphasizes a collaborative model for planning, implementing, and evaluating interventions.

#### Effective Instruction and Development of Cognitive/Academic Success

3. Candidates will develop an ability to evaluate cognitive and academic skills and design and evaluate interventions.

#### Socialization and Development of Life Skills

4. Candidates will demonstrate skills for evaluating behavioral, affective, adaptive, and social skills of children and adolescents, as well as, for designing, implementing, and evaluating appropriate interventions.

### Student Diversity in Development and Learning

5. Candidates will develop knowledge and skills for recognizing and implementing accommodations for individual differences, abilities, and disabilities, as well as, for factors stemming from cultural variables.

### School and Systems Organization, Policy Development, and Climate

6. Candidates will develop a knowledge of and sensitivity to organizational, policy-making, and climate factors that affect schools and related community settings, along with skills to work with individuals and groups to influence policies and practices in a positive direction for improved student services.

### Prevention, Crisis Intervention, and Mental Health

7. Candidates will develop knowledge of developmental, biological, cultural, social, and psychopathological factors that affect children and adolescents. Also, candidates will develop skills for designing prevention and intervention programs encouraging mental and physical well-being among students.

### Home/School/Community Collaboration

8. Candidates will develop knowledge of how family systems affect the academic, emotional, developmental, and social progress of students along with skills to work with families and school and community representatives, to provide and improve services to families.

### Research and Program Evaluation

9. Candidates will develop knowledge of statistical methods and research and evaluation techniques, along with skills for applying this knowledge to improve services in schools.

### School Psychology Practice and Development

10. Candidates will demonstrate the professional ethical and practice standards delineated by NASP and develop an understanding of service delivery models, public policy, and public law related to school psychology. Candidates will develop knowledge of the historical foundations of school psychology and the importance of career-long professional development.

### Information Technology

11. Candidates will develop knowledge of sources of information and technology relevant to service delivery, and skills to access this information/technology and use it in a professionally responsible manner.

### Program Description

The school psychology program at Edinboro University of Pennsylvania offers a graduate program culminating with a specialist certificate as a school psychologist in the state of Pennsylvania. Individuals with a bachelor's degree may enter the program and then complete the master's level coursework and the post-master's school psychology coursework and internship.

### Student's Responsibility

It is the responsibility of individuals completing requirements for certification as a school psychologist to submit the form needed to obtain the certification from the Commonwealth of Pennsylvania to the Dean of Education as soon as the certification requirements have been completed.

### Courses in the School Psychology Program

APSY615	Introduction to School Psychology (3)
APSY625	Collaborative Consultation in Educational Settings (3)
APSY720	Learning Theories (3)
APSY721	Cultural, Social, and Biological Bases of Personality Development (3)
APSY722	Individual Psychological Assessment I (3)
APSY723	Individual Psychological Assessment II (3)
APSY724	Psychoeducational Assessment of Behavioral and Developmental Disabilities (3)
APSY725	Clinical Practicum in School Psychology (3)
APSY727	Psychoeducational Counseling and Interviewing (3)
APSY735	Advanced Clinical Practicum in School Psychology (3)
APSY789	Research II: Seminar in Educational and Psychological Research (3)
APSY790	Seminar in School Psychology (3)
APSY795	Internship in School Psychology (18)
APSY796	Crisis Management and Violence Prevention (3)
COUN740	Individual Dev. Through Adolescence (3)
EDUC781	Statistics in Education (3)
EDUC788	Research in Education (3)
SPED710	Seminar in Special Education and Exceptionalities (3)
SPED730	Analysis of Special Education Curriculum (3)
SPED780	Learning Disabilities (3)

## School Psychology Courses

### APSY615 INTRODUCTION TO SCHOOL PSYCHOLOGY 3 sem. hrs.

This course offers 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.

### APSY625 COLLABORATIVE CONSULTATION IN EDUCATIONAL SETTINGS 3 sem. hrs.

This course prepares the student to participate in collaborative consultation services for students experiencing learning and/or adjustment problems. It emphasizes enhancing communication skills, interactive teaming, problem solving, case management skills, systems level consultation, and implementation with culturally diverse students. Prerequisites: **SPED215** or **SPED710** or permission of instructor.

### APSY720 LEARNING THEORIES 3 sem. hrs.

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.

### APSY721 CULTURAL, SOCIAL, AND BIOLOGICAL BASES OF PERSONALITY DEVELOPMENT 3 sem. hrs.

This course reviews theories on how social and cultural factors influence personality development in children and adolescents. Additionally, drugs commonly prescribed to school-age children are reviewed. Information on intended effects, side-effects, and monitoring procedures of these medications are discussed in-depth.

### APSY722 INDIVIDUAL PSYCHOLOGICAL ASSESSMENT I 3 sem. hrs.

This course 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.

### APSY723 INDIVIDUAL PSYCHOLOGICAL ASSESSMENT II 3 sem. hrs.

This course develops competence with interpreting a variety of norm-referenced and informal psychological and educational assessment instruments. Integration of data into psychoeducational reports is central. Alternatives to classic psychometric theory and emergent trends are discussed. Guidelines for ethically sound and culturally fair testing are reviewed in detail. The course emphasizes practical application of the results in school settings, including report writing, definitional guidelines, progress monitoring, program evaluation, and legal provisions. Prerequisite: **APSY722**.

### APSY724 PSYCHOEDUCATIONAL ASSESSMENT OF BEHAVIORAL AND DEVELOPMENTAL DISABILITIES 3 sem. hrs.

This course 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.

### APSY725 CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY 3 sem. hrs.

This course provides advanced school psychology students with supervised practical experiences in schools and other educational or mental health settings. Students are oriented to the educational process and are given opportunities to practice assessment and intervention skills. Prerequisite: **APSY722** or permission of instructor.

### APSY727 PSYCHOEDUCATIONAL COUNSELING AND INTERVIEWING 3 sem. hrs.

This course introduces the student to psychoeducational counseling and interviewing in the schools. Emphasis is on collecting and incorporating interview data into psychoeducational reports and linking assessment data to psychoeducational interventions. Readings, discussion and role play are used to assist the student explore her/his personal views of human nature and diversity.

### APSY735 ADVANCED CLINICAL PRACTICUM IN SCHOOL PSYCHOLOGY 3 sem. hrs.

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.

**APSY789 RESEARCH II: SEMINAR IN EDUCATIONAL AND PSYCHOLOGICAL RESEARCH 3 sem. hrs.**

This course teaches skills required for completing data collection for research, evaluating the validity of research results, and presenting research to the public. Students are required to complete a research manuscript of publishable quality. Prerequisite: **EDUC788**.

**APSY790 SEMINAR IN SCHOOL PSYCHOLOGY 3 sem. hrs.**

This course focuses 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. Consultation and collaboration in educational settings, common professional problems, and the organization of psychological services in school settings. Prerequisite: permission of instructor.

**APSY795 INTERNSHIP IN SCHOOL PSYCHOLOGY 3-9 sem. hrs.**

This internship in school psychology 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 assessment and direct and indirect intervention design and implementation. Interns work with children across developmental levels from varied backgrounds who experience educational and behavioral difficulties. Prerequisite: **APSY725** or permission of instructor.

**APSY796 CRISIS MANAGEMENT AND VIOLENCE PREVENTION IN SCHOOLS 3 sem. hrs.**

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. Prerequisites: **SPED628** and **SPED794** or permission of instructor.

## POST-BACCALAUREATE PROGRAM OPTIONS IN SPECIAL EDUCATION

Individuals who hold an undergraduate degree – in any field – from an accredited institution may select from among several Special Education program options, each of which is addressed in detail, below:

**Degree-only Program** – M.Ed. in Special Education for students who already hold special education teacher certification. (*A minimum of 36 semester hours of graduate credit are required for the M.Ed. in Special Education.*)

**Degree + Certification Program** – M.Ed. in Special Education with concomitant special education certification. (*Students pursuing teacher certification will receive an individualized course of study specifying the additional courses required.*)

**Certification-only Program** – a non-degree course of study toward special education certification. (*Students who do not hold a graduate degree and pursue this option are strongly encouraged to take graduate-level certification courses whenever possible, as most of those graduate courses can also be applied toward the M.Ed. in Special Education.*)

**Behavior Management Specialist Certificate Program** – a nine credit, in-house specialization that may be taken alone or as part of the M.Ed. program.

## MASTER OF EDUCATION DEGREE Special Education

The Master of Education degree program in Special Education is designed to develop and improve knowledge of and performance in core professional competencies related to the field of special education. Plans of study can be individualized, to some extent, to allow students who are already experienced in the field to develop additional expertise in a certain area of exceptionality (e.g., learning disabilities or giftedness) or to allow a student to acquire specific skills needed to perform the duties associated with a new position in the field (one requiring specialization in, e.g., behavior management or early intervention).

### Online M.Ed. Program

Post-baccalaureate students who live a considerable distance from the University and/or who find themselves in situations whereby

they are unable to attend courses on campus may choose to enroll in the *online* version of the M.Ed. program in Special Education. Students in the online program are assigned to a particular cohort. Together, students in each cohort complete the same courses as those pursuing traditional routes of certification. In addition, they are required to complete a three-week summer residency component on the Edinboro University campus. For further information about this option, please contact the Department of Special Education and School Psychology or the Office of Graduate Studies.

### Admissions Requirements and Procedures

Individuals seeking admission as degree students in the Special Education M.Ed. program must comply with the general admissions requirements for graduate studies at Edinboro University. Upon acceptance to the program, students should contact their assigned advisor to complete a plan of graduate study that is individualized to meet their specific needs, including special education certification for those who do not already possess such certification.

### Curriculum

A minimum of 36 semester hours of graduate credit is required for the Master of Education degree in Special Education. Each student's program of study consists of four components: educational research, educational foundations, core special education, and special education electives:

<b>Required Courses</b>	<b>36 sem. hrs.</b>
<b>Research</b>	<b>6 sem. hrs.</b>
EDUC788 Research in Education (3)	
APSY789 Seminar in Educational and Psychological Research (3)	
<b>Foundations</b>	<b>3 sem. hrs.</b>
EDUC784 Psychological Foundations of Education (3)	
<i>or</i>	
EDUC783 Philosophical Foundations of Education* (3)	
<b>Special Education Core Courses</b>	<b>21 sem. hrs.</b>
SPED710 Seminar in Exceptionalities** (3)	
SPED720 Advanced Assessment in Special Education** (3)	
SPED730 Analysis of Special Education Curriculum** (3)	
SPED740 Social and Educational Issues Affecting Individuals w/ Severe Disabilities** (3)	
SPED750 Seminar in Behavior Disorders** (3)	
SPED780 Learning Disabilities** (3)	
SPED794 Management of Serious Behavior Problems in Applied Settings**/** (3)	

**Elective Courses – choose two 6 sem. hrs.**

SPED460	Young Children with Disabilities (3)
SPED670	Teaching Strategies for Multiple Disabilities (3)
SPED628	Classroom and School-wide Behavior Management Strategies for Inclusive Settings*** (3)
SPED650	Educational Strategies for Gifted Children (3)
SPED694	Workshop in Special Education (3)
SPED695	Graduate Practicum in Special Education (3)
SPED760	Administration and Supervision in Special Education (3)
SPED790	Instructional Techniques for Learning Disabilities (3)
SPED793	Independent Study in Special Education (3)
APSY625	Collaborative Consultation (3)
APSY796	Strategies for Crisis Intervention and School Violence*** (3)

\* Students who are pursuing teacher certification must take EDUC784.

\*\* These courses count toward *both* the M.Ed. and Teacher Certification

\*\*\* These three courses comprise the *Behavior Management Specialist Certificate* program.

**Degree Requirements**

Students in this program must comply with the degree requirements for the master of education degree. In addition, students must satisfactorily complete:

- a written comprehensive examination (for which they must register).
- a non-credit master's project, which is typically developed and completed during their two research courses.

**Note:** Students who enter the Special Education M.Ed. program without teacher certification in special education must also meet the requirements for such certification, before the M.Ed. will be conferred.

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## Post-baccalaureate Teacher Certification in Special Education

**Program Options**

The Department of Special Education and School Psychology offers three teacher certification programs in special education:

- Certification in Special Education, while pursuing a B.S.Ed.
- Dual certification in Special Education/Elementary Education, while pursuing a B.S.Ed.
- Post-baccalaureate certification in Special Education, at either the undergraduate or graduate level

All of our teacher certification programs prepare special education teachers according to the criteria established and revised by the state of Pennsylvania. In Pennsylvania, an *Instructional Certificate in Special Education* indicates that an individual is qualified to teach children in grades N-12 who have disabilities (with the exceptions of hearing, visual, and speech/language impairments), i.e., learning disabilities, mental retardation, emotional/behavioral disorders, autism, traumatic brain injury, orthopedic impairment, and other health impairments.

The plan of study for those who do not hold any prior type of teacher certification will be more extensive than the plan for those who are already certified in another area. The professional education courses required for certification in special education are listed below.

**Curriculum for Teacher Certification, only:**

Post-baccalaureate students may pursue special education teacher certification by following either the undergraduate curriculum or the graduate-level curriculum. The undergraduate and graduate version of each required course is listed below. Post-baccalaureate students who do not already hold a graduate degree are **strongly encouraged to take graduate-levels special education certification courses whenever possible**, as those graduate courses may also be applied toward the M.Ed. in Special Education. Students who take the graduate version of these courses – and include SPED695 as one of their two M.Ed. electives – may have as few as **nine additional credits** beyond the M.Ed. requirements to complete for teacher certification, for **a total of 45 credits for the degree with concurrent certification**.

**Required Special Education Courses****39-42 sem. hrs.**

SPED215	Psychology of Exceptional Children (3)
	<i>or</i>
SPED710	Seminar in Exceptionality and Special Education* (3)
SPED230	Behavior Disorders of Childhood (3)
	<i>or</i>
SPED750	Seminar in Behavior Disorders* (3)
SPED309	Principles of Behavior Management in the Classroom (3)
	<i>or</i>
SPED794	Management of Serious Behavior Problems in Applied Settings* (3)
SPED315	Assessment in Special Education (3)
	<i>or</i>
SPED720	Advanced Assessment in Special Education* (3)

SPED325	Curriculum in Special Education (3)
	<i>or</i>
SPED730	Analysis of Special Education Curricula* (3)
SPED480	Introduction to Learning Disabilities (3)
	<i>or</i>
SPED740	SPED780 Learning Disabilities* (3)
SPED500	Low Incidence Disabilities (3)
	<i>or</i>
SPED740	Social and Educational Issues Affecting Individuals w/ Severe Disabilities* (3)
	Two relevant electives* (6)
SPED441	Teaching Strategies I** (3)
SPED451	Teaching Strategies II** (3)
SPED475	Field Experience in Exceptionalities** (3-6)
SPED695	Special Education Graduate Practicum* (3)

\* Each of these graduate-level courses may also be applied to the M.Ed. in Special Education.

\*\* These three courses – SPED441, SPED451, and SPED475 – do *not* count toward the M.Ed. degree, only toward certification.

Depending upon their prior education and experience, post-baccalaureate students pursuing special education certification may also be required to take one or more *additional* courses from among those listed below. These courses may *not* be applied to the special education M.Ed. program. Students with considerable experience working with individuals with disabilities may apply for a waiver of SPED295 (Pre-field). Students with prior teacher preparation and certification in another field do *not* need to complete SPED495 (Student Teaching).

**Potential Additional Courses****0-33 sem. hrs.**

SEDU271	Education in a Multicultural Society (3)
SEDU383	Educational Technology and Computing (3)
ELED280	Methods of Teaching Reading (3)
	<i>or</i>
READ706	Reading in the Elementary School (3)
ELED350	Teaching Elementary Math (3)
	<i>or</i>
ELED754	Problems and Trends in Teaching Arithmetic (3)
SPED295	Pre-field Survey Experience (3)
ELED/SPED486	Professional Performance in Elementary and Special Education Classrooms (3)
SPED475	Field Experience (3)

SPED495 Student Teaching (12)  
(Other, as determined by the  
Dean of Education and the  
Pennsylvania Department of  
Education)

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## Behavior Management Specialist Certificate

This nine-credit, practitioner-oriented program was designed to address a growing need among educators, mental health workers, social services personnel, and similar professionals to effectively manage difficult behaviors and deal appropriately with crises in schools and comparable settings. The primary focus of the program, which reflects current laws and best-practice research, is the technology of behavior change and regulation. The Behavior Management Specialist program enables individuals who hold an undergraduate degree to develop and refine critical work-related skills without having to enter a graduate degree program. However, the credits earned may also be applied to relevant degree programs, such as those in special education.

### Curriculum

Upon satisfactory completion of the following nine semester hours (within no more than four years), students will be eligible for a *Behavior Management Specialist Certificate* from Edinboro University. (*This in-house program has not been accredited by a national organization.*)

**9 sem. hrs.**

SPED628 Classroom and School-wide  
Behavior Management  
Strategies for Inclusive Settings  
(3)

SPED794 Management of Serious  
Behavior Problems in Applied  
Settings (3)

APSY796 Strategies for Crisis Intervention  
and School Violence (3)

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## Special Education Courses

**SPED433 SPEECH AND LANGUAGE  
PROBLEMS OF  
EXCEPTIONAL CHILDREN  
3 sem. hrs.**

The development of the communicational processes as they relate to the normal child and how they deviate in the exceptional child will be presented. The course will provide the classroom teacher with the academic knowledge to better understand communicational pathologies, the ability to identify specific hearing, speech, language, and voice deviations, and practical suggestions for classroom

management of children with communication-  
al disorders.

**SPED460 YOUNG CHILDREN WITH  
DISABILITIES 3 sem. hrs.**

This course introduces the field of Early Childhood-Special Education with a focus on the young child with disabilities. It emphasizes early intervention rationale, history, identification of at-risk children, disabling conditions, assessment and evaluation procedures, service delivery approaches, program development and model programs, professional resources and the requirements of P.L. 99-457 and 90-538. Prerequisites: **SPED215** or **SPED710**.

**SPED571 PHYSICAL DISABILITIES  
3 sem. hrs.**

This course provides an in-depth understanding of physical disabilities and their effects on the individual, emphasizing those conditions and problems found in persons with disabilities rather than instructional techniques.

**SPED594 WORKSHOP IN SPECIAL  
EDUCATION 1-3 sem. hrs.**

In this workshop, the student will gain practical experience within a specialized area of Special Education. Topics will vary.

**SPED628 CLASSROOM AND  
SCHOOL-WIDE BEHAVIOR  
MANAGEMENT  
STRATEGIES FOR  
INCLUSIVE SETTINGS  
3 sem. hrs.**

This is an advanced course that examines schoolwide and classroom approaches to managing disruptive behaviors in inclusive settings. The emphasis is on current research and effective practice on a continuum from proactive through intervention strategies for managing classroom behavior. This course is designed for students in special education, counseling, school administration, general education, or school psychology who are interested in developing a repertoire of behavior intervention strategies. This is the first course in the Behavior Management Certificate Program.

**SPED640 PSYCHOLOGY OF THE  
GIFTED CHILD 3 sem. hrs.**

This course studies gifted citizens' behavior through lectures, classroom discussion, panel presentations and guest speakers. Major topics include history, definition, characteristics, identification, and programs.

**SPED650 EDUCATIONAL  
STRATEGIES FOR GIFTED  
CHILDREN 3 sem. hrs.**

This course includes a study of procedures of placement, types of programs and methods used in educating the gifted from kindergarten through twelfth grade. Prerequisites: **SPED215** or **SPED710** and **SPED640**.

**SPED655 TEACHING READING IN  
SPECIAL EDUCATION  
3 sem. hrs.**

This course studies effective procedures for teaching mentally and/or physically disabled students to read. It employs a diagnostic prescriptive approach. Prerequisite: **ELED302** or its equivalent.

**SPED670 TEACHING STRATEGIES  
FOR STUDENTS WITH  
MULTIPLE DISABILITIES  
3 sem. hrs.**

This course provides the student with teaching/learning strategies to be used with individuals with multiple disabilities. The course includes assessment, curriculum development, and teaching and educational intervention strategies, and health care needs. Prerequisites: **SPED215** or **SPED710**; and **SPED400**.

**SPED694 WORKSHOP IN SPECIAL  
EDUCATION 1-3 sem. hrs.**

In this workshop, the student will gain practical experience with a specialized area of Special Education. Topics will vary.

**SPED695 FIELD EXPERIENCE WITH  
EXCEPTIONALITIES  
3 sem. hrs.**

The graduate student participates in the educational programming of exceptional individuals at a level of proficiency which recognizes the graduate student as a co-teacher working under the direct supervision of an on-site cooperating teacher, special education supervisor, or administrative personnel. This internship enhances the graduate student's teaching skills with the exceptional population.

**SPED710 SEMINAR IN SPECIAL  
EDUCATION AND  
EXCEPTIONALITIES  
3 sem. hrs.**

This course acquaints graduate students with the historical development of special education and current and anticipated issues in special education. It reviews the attitudes toward and treatment of exceptionalities and the impact of exceptionalities on self, family, and community. It stresses etiology and identification of the various exceptionalities, as well as knowledge of the educational process for each.

**SPED720 ADVANCED ASSESSMENT  
IN SPECIAL EDUCATION  
3 sem. hrs.**

This course studies the legal, educational, psychological and cultural bases for assessment procedures used in special education. It prepares students to be critical interpreters of assessment procedures, instruments, and results. It presents in-depth diagnostic procedures in areas pertinent to children with exceptionalities. Prerequisite: **SPED710**.

**SPED730 ANALYSIS OF SPECIAL EDUCATION CURRICULA**  
**3 sem. hrs.**

This course analyzes the changing roles of curricula in all areas of Special Education including movements in curricular thinking and developments from school exclusion to inclusion. It considers special areas of concern in each exceptionality from birth through age 21 and includes various approaches to developing curricula. Prerequisite: **SPED710**.

**SPED740 SOCIAL AND EDUCATIONAL ISSUES EFFECTING INDIVIDUALS WITH SEVERE DISABILITIES**  
**3 sem. hrs.**

This course focuses on low-incidence disabilities that include individuals with: physical disabilities, health impairments, cognitive disabilities, pervasive developmental disorder, and multiple disabilities. Topics include: conditions, characteristics, educational, social and ethical issues.

**SPED750 SEMINAR IN BEHAVIOR DISORDERS**  
**3 sem. hrs.**

This course is designed to increase understanding of emotional and behavioral disorders in children and to improve competencies in working with children who have such disorders. Emphasis is placed on characteristics of selected disorders and on recent research into etiological factors and psychological and educational interventions. (It is **strongly recommended** that students have previously taken SPED710 and/or have other recent coursework or experience in special education.)

**SPED780 LEARNING DISABILITIES**  
**3 sem. hrs.**

This course provides theoretical and practical knowledge in teaching children who manifest a significant discrepancy between their estimated intellectual potential and demonstrated achievement due to disorders in the learning processes. It explores behavioral analysis and diagnostic-remedial procedures through an inter-disciplinary view of psychology and special education.

**SPED790 INSTRUCTIONAL TECHNIQUES FOR THE LEARNING DISABLED**  
**3 sem. hrs.**

This course provides an in-depth interdisciplinary approach to both diagnostic and remedial procedures necessary for teaching students who manifest a significant discrepancy between their estimated intellectual potential and demonstrated achievement. In addition to diagnosis and remediation, the course also explores neuropsychology, affective behaviors, and educational alternatives. Prerequisite: **SPED780**. Students that have credit in SPED794 cannot take SPED790 for additional credits.

**SPED793 INDEPENDENT STUDY IN SPECIAL EDUCATION**  
**3 sem. hrs.**

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 Special Education. Prerequisite: consent of the chairperson of the Special Education Department.

**SPED794 MANAGEMENT OF SERIOUS BEHAVIOR PROBLEMS IN APPLIED SETTINGS**  
**3 sem. hrs.**

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, and empirically validated interventions for, serious behavior problems. This course is second in the sequence of courses for the Behavior Management Specialist certificate. Prerequisite: **SPED628** or permission of instructor.

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## **SPEECH- LANGUAGE PATHOLOGY PROGRAM**

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### **MASTER OF ARTS DEGREE**

#### **Speech-Language Pathology**

Edinboro University of Pennsylvania's Master of Arts program in Speech-Language Pathology provides students with the academic knowledge and clinical experience for careers in a variety of professional settings. Our alumni are employed in hospitals, regular schools, special schools, rehabilitation facilities, clinics, and private practice. They provide services to people of all ages who have a communication disorder.

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 con-

temporary approaches to diagnosis and remediation of communication disorders.

Students must complete all academic courses and clinical practicum required for clinical certification by the American Speech-Language-Hearing Association. Students with insufficient undergraduate preparation will be required to complete undergraduate prerequisite courses prior to fulfilling course requirements for the master's program.

The Speech-Language Pathology program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology and the Pennsylvania Department of Education.

#### **Admission Requirements and Procedures**

Individuals seeking admission as degree students in this curriculum must comply with the general admission requirements for graduate studies at Edinboro University and with the special admission requirements of this curriculum listed below:

1. Completed graduation application.
2. Application fee of \$25.00 (if you have never applied to Edinboro before).
3. An official transcript reflecting a baccalaureate degree in "speech and hearing disorders" from an accredited institution with an overall 2.8 QPA **or** be prepared to complete prerequisite course material.\*
4. A copy of Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores.
5. Three letters of reference.
6. Professional resume.
7. Typed essay (1-2 pages) answering the following questions:
  - a. What was the best advice you have ever been given?
  - b. How have you applied it in your life choices?
  - c. How has this advice influenced your approach to learning?
8. Application for Graduate Assistantship-Speech/Language Pathology (if you desire to apply for a graduate assistantship).

**Note:** All materials must be received by March 1 to be considered.

#### **Undergraduate Prerequisite Courses and Requirements**

- SHLD125 Psychology of Communication (3)  
SHLD230 Intro to Audiology (3)  
SHLD300 Normal Communication Development Across the Lifespan (3)  
SHLD340 Adv. Language Dev. and Analysis (3)  
SHLD355 Anatomy and Physiology of the Speech/Hearing Mechanism (3)



- SHLD375 Acoustical Phonetics and Phonetic Analysis (3)  
 SHLD420 Clinical Observation (3) (may be waived)  
 SHLD500 Neuroanatomy+  
 SHLD515 Audiologic Rehabilitation (3)

+ May be taken during graduate study for credit.

- Minimum of 25 hours of approved clinical observation.
- At least one math course; two recommended for PDE Certification.
- At least one biological and one physical science course.
- At least six hours in behavioral/social sciences.

### Curriculum

The master of arts curriculum is designed to maximize learning in an efficient and appropriately sequenced manner. It is ultimately designed to prepare students to meet the needs of today's clients/patients and employers, and to be eligible for ASHA certification and state licensure. A minimum of 54 semester hours of graduate credit is required as a partial requirement of this degree. These credits should be earned as follows:

- I. Core Courses 36 sem. hrs.
- SHLD605 AAC Assessment and Intervention (3)  
 SHLD611 Seminar in Clinical Methods (3)  
 SHLD616 Audiology for the Speech-Language Pathologist (3)  
 SHLD630 Fluency Disorders (3)  
 SHLD635 Phonological Disorders (3)  
 SHLD640 Language Disorders (3)  
 SHLD650 Aphasia/Neurological Disorders (3)  
 SHLD655 Swallowing Disorders (3)  
 SHLD706 Professional Issues in Speech-Language Pathology/Audiology (3)  
 SHLD740 Voice/Resonance Disorders (3)  
 SHLD772 Research Methods in Communication Disorders (3)  
 SHLD790 Comm. Disorders in the Educ. Setting (3)
- II. SLP Program Electives 3 sem. hrs.
- SHLD675 Topics in Communication Disorders (1-3)  
 SHLD707 Advanced Augmentation and Alternative Communication (3)  
 SHLD715 Seminar in Aural Rehabilitation (3)  
 SHLD745 Early Intervention in Speech-Language Pathology (3)  
 SHLD793 Independent Study (3)
- III. Clinical Education 15 sem. hrs.

- SHLD711 Advanced Clinical Practice (3)

- IV. Thesis (optional)  
 SHLD799 Thesis (3-6)  
 V. Total 54 semester hours (non-thesis track)

To be recommended for Pennsylvania Instructional I Certification in Speech Language Impaired, the following program must be completed.

1. Complete all requirements for the Master of Arts degree in Speech-Language Pathology.
2. Complete the following PDE Component:  
 2 math courses  
 1 English composition course  
 1 English literature course
3. Meet all other requirements, such as national standardized tests, that currently are stipulated by the Pennsylvania Department of Education and the University's School of Education.

\* An approved graduate course equivalent can be substituted.

### Degree Requirements

Individuals must comply with the degree requirements for the master of arts degree listed in this catalogue. Either a thesis or a non-credit master's project must be completed. The student must sit for the National Examination in Speech Pathology (NESP).

## Speech and Language Pathology Courses

### SHLD605 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) 3 sem. hrs.

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.

### SHLD611 SEMINAR IN CLINICAL METHODS 3 sem. hrs.

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 stan-

dards for ethical service delivery to multicultural clients and clients across the lifespan are discussed.

### SHLD616 AUDIOLOGY FOR THE SPEECH LANGUAGE PATHOLOGIST 3 sem. hrs.

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.

### SHLD630 FLUENCY DISORDERS 3 sem. hrs.

This course studies the development of fluency, disfluency, and stuttering. Etiology identification, assessment, and treatment strategies are emphasized.

### SHLD635 PHONOLOGICAL DISORDERS 3 sem. hrs.

This course provides an in-depth study of the theory and practice in the area of phonological disorders in children. Specific strategies and techniques for assessment and intervention are emphasized.

### SHLD640 LANGUAGE DISORDERS 3 sem. hrs.

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.

### SHLD650 APHASIA/NEUROLOGICAL DISORDERS 3 sem. hrs.

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.

### SHLD655 SWALLOWING DISORDERS IN INFANTS, CHILDREN, AND ADULTS 3 sem. hrs.

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.

**SHLD675 TOPICS IN  
COMMUNICATION  
DISORDERS 3 sem. hrs.**

In this course an in-depth study is made of a specialized topic in the field of communication disorders.

**SHLD706 PROFESSIONAL ISSUES IN  
SPEECH LANGUAGE  
PATHOLOGY AND  
AUDIOLOGY 3 sem. hrs.**

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.

**SHLD707 ADVANCED  
AUGMENTATIVE AND  
ALTERNATIVE  
COMMUNICATION (AAC)  
3 sem. hrs.**

The course emphasizes the use of evidence-based practice and performance measurement to support AAC intervention and management with specific populations. The course explores the range of AAC options/strategies for individuals that rely on AAC including adults with neurologic disorders, early intervention, school-aged populations, and individuals with severe physical and cognitive challenges. The course emphasizes laboratory experience with AAC equipment.

**SHLD711 ADVANCED CLINICAL  
PRACTICE IN SPEECH  
PATHOLOGY 3 sem. hrs.**

This course will provide the advanced student of speech and hearing with a varied clinical experience aimed at sharpening clinical skills, providing a greater breadth and depth of clinical involvements and generally increasing clinical independence and clinical competency. Prerequisite: previous clinical experience.

**SHLD715 SEMINAR IN AURAL  
REHABILITATION  
3 sem. hrs.**

This course studies various approaches to the (re)habilitation of individuals with sensorineural hearing loss. Its scope includes the role of significant others, use of technology, legal issues, educational vocational issues, and therapeutic techniques.

**SHLD740 VOICE/RESONANCE  
DISORDERS 3 sem. hrs.**

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 respira-

tory etiologies is discussed. Hands-on training with acoustic and instrumental diagnostic and treatment techniques is provided. The role of the therapeutic relationship is explored.

**SHLD745 ISSUES IN EARLY  
INTERVENTION FOR  
THE SLP 3 sem. hrs.**

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.

**SHLD772 RESEARCH METHODS IN  
COMMUNICATION  
DISORDERS 3 sem. hrs.**

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.

**SHLD790 COMMUNICATION  
DISORDERS IN THE  
EDUCATIONAL  
SETTING 3 sem. hrs.**

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: **SHLD635, SHLD640.**

**SHLD793 INDEPENDENT STUDY  
3 sem. hrs.**

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.

**SHLD799 THESIS 3-6 sem. hrs.**

Research for the Master's thesis is conducted under the supervision of an advisor. Prerequisite: consent of the departmental chairperson.

**NOTE:** All courses are graded based on criteria outlined by the instructor.

# *Graduate Faculty*



# GRADUATE FACULTY

KENNETH ADAMS, Professor

Professional Studies (2008)

B.S., M.Ed., Edinboro State College, 1975,  
1978; Ph.D., SUNY-Buffalo, 1994

SUZANNE AMENDOLARA, Professor

Art (2009)

B.F.A., Miami University, 1985; M.F.A., Indiana  
University, 1988

JOHN ASHLEY, Associate Professor

Biology and Health Services (2006)

B.S., M.S., Brigham Young University, 1981,  
1983; Ph.D., Washington State University, 1988

JANET BAKER, Professor

Professional Studies (2010)

B.S., Indiana University of Pennsylvania, 1969;  
M.Ed., University of Pittsburgh, 1972; Ed.D.,  
Harvard University, 1987

SHELLE BARRON, Assistant Professor

Art (2006)

B.A., Mercyhurst College, 1974; M.F.A.,  
Edinboro University of Pennsylvania, 1985

KAREN L. BAUER, Professor

Elementary Education (2005)

B.S.Ed., M.Ed., Ed.D., Indiana University of  
Pennsylvania, 1973, 1975, 1987

JOHN BAVARO, Assistant Professor

Art (2006)

B.A., Miami U., 1987; M.F.A., U. of Cincinnati,  
1999

GEOFFREY BEADLE, Assistant Professor

Art (2010)

B.F.A., Temple University, 1995; M.F.A.,  
Boston University, 1997

MARIAN BECKMAN, Associate Professor

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B.S., M.Ed., Edinboro State College, 1971,  
1974; Ed.D., Indiana University of  
Pennsylvania, 1993

IHOR BEMKO, Assistant Professor

History and Anthropology (2006)

B.A., M.P.A., Texas Tech, 1979, 1982; Ph.D.,  
Texas A&M, 1991

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Secondary Education (2010)

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1975; Ph.D., University of Akron, 1998

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Edinboro University of Pennsylvania, 1991

MARY BEVEVINO, Professor

Professional Studies (2006)

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Pennsylvania State University, 1985

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B.S., Indiana University of Pennsylvania, 1973;  
B.S., Edinboro University of Pennsylvania,  
1985; M.Ed., Westminster College, 1978; Ph.D.,  
Penn State University, 1992

NANCY M. BRIGGS, Associate Professor

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B.S., M.Ed., The Pennsylvania State University,  
1965, 1976; Ed.D., Indiana University of  
Pennsylvania, 1994

LISA BRIGHTMAN, Assistant Professor

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B.A., Mercyhurst College, 1984; M.Ed.,  
Edinboro University of Pennsylvania, 1991;  
Ed.D., University of Pittsburgh, 2001

DENNIS BUCKWALTER, Associate Professor,

Secondary Education (2008)

B.S., Geneva College, 1975; M.A. Ed., Ph.D.,  
Virginia Polytechnic Institute and State  
University, 1988, 1992

RACHAEL J. BURKE, Associate Professor

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B.F.A., Western Kentucky University, 1977;  
M.F.A., Miami University, 1983

MARY JO CAMPBELL, Associate Professor

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B.S.Ed., Slippery Rock University of Pa., 1972;  
M.S., Duquesne University, 1975; Ed.D.,  
Indiana University of Pa., 1991

XIN-ZHU CHEN, Assistant Professor

History (2009)

M.A., M.B.A., Ph.D., Bowling Green State  
University, 1985, 1988, 1998

IVAN CHOMPALOV, Assistant Professor

Sociology (2006)

B.A., M.A., Sofia University, 1980, 1992;  
Ph.D., Louisiana State University, 1998

MALCOLM CHRISTHILF, Assistant Professor,

Art (2006)

B.S., Towson State University, 1979; M.A.,  
M.F.A., University of California at Berkeley,  
1985, 1987

GARY CONNELL, Assistant Professor

Professional Studies (2008)

B.A., M.Ed., University of Maine, 1972, 1975;  
Ph.D., NCC, L.P.C., University of Georgia,  
1979

ALICE CONWAY, Associate Professor

Nursing (2009)

B.S.N., Syracuse University, 1964; M.N., Ph.D.,  
University of Pittsburgh, 1968, 1988; CRNP,  
Edinboro University of Pennsylvania, 1989

SALENE J. COWHER, Professor

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B.S., M.A., Slippery Rock University, 1975,  
1980; Ph.D., University of Pittsburgh, 1984;  
N.C.C., L.P.C.

JOHN R. CRISWELL, Professor

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B.S.Ed., M.Ed., California University of Pa.,  
1971, 1978; Ed.D., West Virginia University,  
1988

SUSAN CRISWELL, Professor

Special Education and School Psychology  
(2009)

B.S., Slippery Rock, 1973; M.Ed., Indiana  
University of Pennsylvania, 1977; Ed.D., West  
Virginia University, 1989

CHARLES W. CROSS, Professor

Secondary Education (2006)

A.A., Allegany Community College, 1973; B.S.,  
M.Ed., Frostburg State College, 1975, 1979;  
Ph.D., University of Maryland, 1989

SUSAN CURTIN, Assistant Professor

Elementary Education (2008)

B.S.Ed., Indiana University of Pennsylvania,  
1983; M.Ed., Edinboro University of  
Pennsylvania, 1990; Ed.D., Youngstown State  
University, 2002

KATHLEEN DAILEY, Professor

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B.A., Villa Maria College, 1979; M.Ed.,  
Edinboro State College, 1982; Ed.D., Indiana  
University of Pennsylvania, 1992

SONDRA L. DASTOLI, Professor

Special Education and School Psychology  
(2009)

B.S., Youngstown State, 1963; M.Ed.,  
University of Pittsburgh, 1965; Ph.D., Kent  
State, 1987

MARK DEKA, Assistant Professor

Art (2008)

B.A., Ohio State University, 1979; M.A., Ph.D.,  
Case Western Reserve, 1983, 1991

MARTHA DONKOR, Assistant Professor

History and Anthropology (2010)

B.A., University of Cape Coast, 1991; M.A.,  
University of Guelph, 1995; Ph.D., University  
of Toronto, 2000

JAMES DUNN, Professor

Business Administration and Economics (2009)

B.S., Edinboro State College, 1963; M.A.,  
Ph.D., SUNY Binghamton, 1981

- CHARLES A. EDWARDS, Professor  
Psychology (2006)  
B.A., Berea College, 1976; M.A., Ph.D.,  
University of Kentucky, 1979, 1983
- KAREN EISENHART, Assistant Professor  
Geosciences (2006)  
A.S., State U. of NY, 1992; B.A., Cornell U.,  
1994; M.A., Ph.D., U. of Colorado, 1999, 2004
- STEVEN EMMETT, Assistant Professor  
Art (2008)  
B.F.A., Edinboro State College, 1979; M.F.A.,  
Edinboro University of Pennsylvania, 1988
- JOEL ERION, Associate Professor  
Special Education and School Psychology  
(2006)  
B.S., Clarion University of Pennsylvania, 1975;  
M.Ed., Ed.D., Indiana University of  
Pennsylvania, 1980, 1994
- ANTHONY ESPOSITO, Assistant Professor  
Speech and Communication Studies (2009)  
B.A., M.A., University of Akron, 1988, 1992;  
Ph.D., Bowling Green State University, 1995
- JEAN CROCKETT FAIETA, Professor  
Special Education and School Psychology  
(2008)  
B.S., M.Ed, California University of Pa., 1977,  
1978; Ed.D., West Virginia University, 1989
- DAVID FERSTER, Assistant Professor  
Political Science and Criminal Justice (2006)  
B.A., SUNY at Buffalo College, 1973; J.D.,  
SUNY at Buffalo School of Law, 1976
- IRENE FIALA, Assistant Professor  
Sociology (2006)  
B.B.A., M.B.A., Ph.D., Kent State University,  
1987, 1990, 2003
- DENISE FINAZZO, Associate Professor  
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B.S., M.Ed., Edinboro State College, 1971,  
1974; Ed.D., Indiana University of  
Pennsylvania, 1992
- PATRICIA FLACH, Associate Professor  
Elementary Education (2008)  
B.S., Millersville University of Pennsylvania,  
1970; M.Ed., Ed.D., Indiana University of  
Pennsylvania, 1990, 2000
- MARTIN FOX, Professor  
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B.S., Monmouth College, 1985; M.S., Ph.D.,  
Rutgers, The State University of New Jersey,  
1988, 1992
- DAVID E. FULFORD, Professor  
Biology and Health Services (2010)  
B.S., College of William & Mary, 1981; Ph.D.,  
Medical College of Virginia, 1985
- GERRY GENDLIN, Assistant Professor  
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B.A., California State University at Northridge,  
1985; M.A., Ph.D., Tufts University, 1988, 1992
- GLORIA GERBRACHT, Associate Professor  
Elementary Education (2009)  
B.S., M.Ed., Edinboro State College, 1970,  
1972; Ed.D., Indiana University of  
Pennsylvania, 1994
- BENEDICT GIBSON, Professor  
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B.A., Aquinas College, 1970; M.F.A.,  
University of Nebraska, 1973
- KATHLEEN GOLDEN, Associate Professor  
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B.S., M.A., Youngstown State University, 1977,  
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- SHARON HAMILTON, Associate Professor  
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B.A., Lock Haven University of Pennsylvania,  
1977; M.A., East Carolina University, 1980;  
Ph.D., West Virginia University, 1985
- MELISSA K. GIBSON HANCOX, Assistant  
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1992; M.A., Ph.D., Ohio University, 1995, 1997
- JAY M. HANES, Assistant Professor  
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Ph.D., The Ohio State University, 1994
- MICHAEL J. HANNAN, Professor  
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West Virginia University, 1988
- SUSAN HEGEL, Assistant Professor  
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State University, 1983; Ph.D., University of  
Oregon, 1998
- JAMES HENSON, Instructor  
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Youngstown State, 1972
- DONNA HIXON, Assistant Professor  
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M.P.H., Ph.D., University of Pittsburgh, 1990,  
1992
- JO ANN HOLTZ, Associate Professor  
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M.Ed., Gannon University, 1989
- GREGORY HUNGERFORD, Assistant  
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Ph.D., Ohio State University, 1993
- DALE M. HUNTER, Professor  
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1979; M.Phil., Ph.D., City University of New  
York, 1983, 1987
- JOYCE JAGIELO, Associate Professor  
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- JERRA JENRETTE, Associate Professor  
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1982, 1989, 1990
- JEAN JONES, Associate Professor  
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- ELISABETH JOYCE, Assistant Professor  
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B.A., University of Chicago, 1980; M.A.,  
University of Delaware, 1984; Ph.D., Temple  
University, 1991
- KATHE KOWALSKI, Associate Professor  
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M.F.A., Eastern Michigan University, 1980,  
1985
- GARY LaBINE, Professor  
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State University of New York at Buffalo, 1990
- SUSAN LaBINE, Professor  
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1991
- PAMELA LASHER, Assistant Professor  
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B.S., Edinboro State College, 1974; M.Ed.,  
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M.S., Youngstown State College, 1995; Ph.D.,  
Kent State, 2001
- JOSEPH LAYTHE, Associate Professor  
History and Anthropology (2010)  
B.A., Carroll College, 1987; M.A., Portland  
State University, 1992; Ph.D., University of  
Oregon, 1996

- CYNTHIA LEGIN-BUCELL, Professor  
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- PETER LINDEMAN, Associate Professor  
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M.S., University of Idaho, 1988; Ph.D.,  
University of Louisville, 1997
- JOHN LYSAK, Assistant Professor  
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Carnegie Mellon University, 1988
- WILLIAM MacKAY, Assistant Professor  
Biology and Health Services (2010)  
B.S., McGill University, 1977; M.A., Holstra  
University, 1979; Ph.D., Carnegie-Mellon  
University, 1984
- DAVID W. MARTIN, Assistant Professor  
Art (2010)  
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Virginia Commonwealth University, 1989
- WILLIAM MATHIE, Assistant Professor  
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B.F.A., Milwaukee Institute of Art and Design,  
1985; M.F.A., Indiana University, 1989
- RHONDA MATTHEWS, Assistant Professor  
Sociology (2010)  
B.A., Alcorn State University, 1984; M.S.,  
Mississippi State University, 1986; Ph.D.,  
University of Oklahoma, 1998
- AMY McCLUNE, Assistant Professor  
Nursing (2006)  
B.S.N., Edinboro State College, 1982; M.S.N.,  
Edinboro University of Pennsylvania, 1988;  
Ph.D., University of Pittsburgh, 2001
- SUZANNE McDEVITT, Associate Professor  
Social Work (2009)  
B.A., M.S.W., Ph.D., University of Pittsburgh,  
1973, 1982, 1992
- VIRGINIA L. MCGINNIS, Assistant Professor  
Elementary Education (2009)  
B.S., M.Ed., Edinboro University of  
Pennsylvania, 1969, 1972; Ed.D., University of  
Pittsburgh, 2001
- TERRY McKELVEY, Assistant Professor  
Art (2010)  
B.F.A., Maine College of Art, 1988; M.F.A.,  
Cornell University, 1993
- GRANT McLAREN, Professor  
Psychology (2008)  
B.A., Emory & Henry College, 1986; M.S.,  
Ph.D., Washington State University, 1991, 1992
- MARY JO MELVIN, Associate Professor  
Elementary Education (2009)  
B.S., Edinboro State College, 1975; M.Ed.,  
Edinboro University of Pennsylvania, 1990;  
Ph.D., University of Akron, 1995
- TIMOTHY MEYER, Assistant Professor  
Mathematics and Computer Science (2008)  
A.S., Pennsylvania State University, 1978; B.S.,  
Ohio State University, 1981; M.S., Ph.D., State  
University of New York, 1985, 1995
- KENNETH MILLES, Professor  
Psychology (2009)  
B.A., John Carroll University, 1967; M.A.,  
Ph.D., Kent State University, 1969, 1972
- KIRAN MISRA, Professor  
Biology and Health Services (2010)  
B.S., University of Philippines at Los Banos,  
1978; Ph.D., Cornell University, 1984
- MARTIN J. MITCHELL, Associate Professor  
Biology and Health Services (2010)  
B.S., SUNY-Geneseo, 1981; M.S., Ph.D.,  
Bowling Green State University, 1983, 1987
- TAMMY MITTEN, Assistant Professor  
Professional Studies (2010)  
B.A., Indiana University of Pennsylvania, 1982;  
M.A., Edinboro University of Pennsylvania,  
1985; Ph.D., Purdue University, 1994
- JOSEPH MOLNAR, Assistant Professor  
Mathematics and Computer Science (2006)  
B.S., Westminster College, 1984; M.S., Virginia  
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- CHARLOTTE MOLRINE, Associate Professor,  
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State College, 1982; Ph.D., Kent State  
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- NAZIR MUGHAL, Professor  
History and Anthropology (2006)  
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Pakistan, 1958, 1961, 1963; Ph.D., Southern  
Illinois University, 1971
- DONNA M. MURPHY, Associate Professor  
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B.S.Ed., M.S.Ed., University of Kansas, 1976,  
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- ELVAGE MURPHY, Assistant Professor  
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B.S., Edinboro University of Pennsylvania,  
1987; J.D., West Virginia University, 1993
- STEVEN NACHMAN, Professor  
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B.A., University of Pennsylvania, 1967, M.Phil.,  
Ph.D., Yale University, 1969, 1978
- RUTH NASH-THOMPSON, Associate  
Professor, Special Education and School  
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B.A., Fisk University; 1956; M.A., Case  
Western Reserve University, 1971; Ph.D., Kent  
State University, 1995
- SUSAN C. NORTON, Associate Professor  
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University, 1992; N.C.C., L.P.C.
- PATRICIA NOSEL, Assistant Professor  
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- ROSEMARY OMNIEWSKI, Associate  
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B.Mus.Ed., Temple University, 1971; M.Ed.,  
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- SUSAN PACKARD, Assistant Professor  
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Licensed Psychologist, CRC, NCC, CAC, LPC
- LAURIE A. PARENDES, Associate Professor  
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2. Diebold Center for the Performing Arts
3. Doucette Hall
4. Louis C. Cole Auditorium – Memorial Hall
5. President’s Residence
6. Alumni House
7. Biggers House
8. Taylor House
9. Academy Hall
10. Compton Hall
11. Leader Speech and Hearing Center
12. Faculty Annex
13. Heather Hall
14. Loveland Hall
15. East Hall
16. Garage
17. Earley Hall
18. Maintenance Building
19. Ross Hall
20. Hamilton Hall
21. Crawford Center for Health & Physical Education and Disability Resources
22. R. Benjamin Wiley Arts & Sciences Center
23. Centennial Hall
24. Dearborn Hall
25. Earp Hall
26. Rose Hall
27. Cooper Science Hall
28. McNerney Hall
29. Butterfield Hall
30. Ghering Health and Wellness Center
31. Hendricks Hall
32. Baron-Forness Library
33. Miller Research Learning Center
34. VanHouten Dining Hall
35. University Center
36. McComb Fieldhouse
37. Scranton Hall
38. Shafer Hall
39. Lawrence Towers
40. Sox Harrison Stadium
41. Baseball Field and Recreation Area
42. Softball Field and Recreation Area
43. Gazebo

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