



2021-2022
**GRADUATE
CATALOG**



School of Graduate Studies

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INTRODUCTION

Edinboro University is the northwestern Pennsylvania region's largest and most comprehensive institution of higher education. Located in the community of Edinboro, the University is only 18 miles from Erie, Pennsylvania's fifth largest city, and within 100 miles of and with easy interstate highway access to the major educational and cultural centers of Buffalo, Cleveland and Pittsburgh.

Edinboro boasts 42 buildings on a beautiful 585-acre campus, which includes a five-acre lake, open fields and woods, eight on-campus residence halls for approximately 2,500 students, and the largest and most comprehensive academic library in northwestern Pennsylvania with nearly 420,000 volumes, 700,000 microform units and access to over 100 databases.

Students are guided and inspired by an internationally recognized instructional faculty, 90 percent of whom hold terminal degrees in their field of study. Celebrated for their outstanding research and scholarly accomplishments, a number of faculty members also have held state and national leadership roles in their professional organizations. The student-faculty ratio is 19:1.

The Office of Accessibility for Students administers support services dedicated to enhancing the University's commitment to equal opportunity for students with disabilities. Edinboro's students with disabilities and many visitors benefit from a campus that is highly accessible and celebrates diversity.

The Edinboro University Alumni Association has experienced dramatic growth during the past several years and now has 65,000 members. Alumni have played a major role in fundraising efforts for student scholarships, and continue to be some of the best ambassadors for Edinboro University. EU graduates have brought credit to the University through their pursuit of graduate- and professional-level scholarship and in careers as government officials, Disney animators, federal agents, medical professionals, acclaimed artists and college presidents as well as leaders in business, education, science, criminal justice and countless other fields.

ACCREDITATION

Institutional Accreditation

Edinboro University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (264-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Graduate Program Accreditations and Approvals

Accrediting Agency

Accreditation Commission of Education in Nursing

3343 Peachtree Road NE, Suite 850

Atlanta, GA 30326

(404) 975-5000

Approved by the Pennsylvania State Board of Nursing

Program

MS Nursing/Family Nurse Practitioner

Joint Program with Clarion University

Commission on Accreditation of Allied Health Education Programs

9355 – 113th St. N, #7709

Seminole, FL 33775

(727) 210-2350

MA in Counseling – Art Therapy

Commission on Collegiate Nursing Education

655 K Street NW, Suite 750

Washington, DC 20001

(202) 887-6791

Approved by the Pennsylvania State Board of Nursing

Doctor of Nursing Practice

Joint Program with Clarion University

Council for Accreditation of Counseling and

Related Educational Programs

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

(703) 535-5990

MA Clinical Mental Health Counseling and

Clinical Rehabilitation Counseling

MA Counseling

College Counseling

School Counseling

Council on Academic Accreditation in Audiology

and Speech-Language Pathology

2200 Research Boulevard

Rockville, MD 20850-3289

(301) 296-5700

Approved by the Pennsylvania Department of Education

MA Speech-Language Pathology

Council on Social Work Education

1701 Duke Street, Suite 200

Alexandria, VA 22314

(703) 683-8080

Master of Social Work

National Association of School Psychologists

4340 East West Highway, Suite 402

Bethesda, MD 20814

(301) 657-0270

EDS Educational Specialist in

School Psychology

National Association of Schools of Art and Design

11250 Roger Bacon Drive, Suite 21

Reston, VA 20190-5248

(703) 437-0700

MA Art

MA Art Education

MFA

MA Counseling – Art Therapy

Post-Master's Certificate, Art Therapy

National Council for Accreditation of Teacher Education

1140 19th Street, NW, Suite 400

Washington, DC 20036

School of Education

All Teacher Certification and School

Personnel Preparation Programs

Non-Discrimination Statement, University Policies, and Reporting Procedures

Edinboro University of Pennsylvania is an equal opportunity education institution and employer and will not discriminate on the basis of age, race, color, religion, ethnicity, veteran status, national origin, gender, gender identity, sex, sexual orientation or disability in its activities, programs or employment practices as required by state law, federal law, Title VI, Title VII, Title IX, Section 504, ADEA and the ADA.

For information regarding civil rights or grievance procedures and for inquiries concerning the application of Title IX and its implementing regulation, contact the Office of Social Equity. For information or assistance regarding services, activities and facilities that are accessible to and used by persons with a disability, contact the Office of Accessibility for Students at the Crawford Center. Additionally, inquiries concerning Title IX and its implementing regulation can be made to:

Social Equity

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

Dr. Terrence A. Mitchell
Chief Diversity and Inclusion Officer
(814) 732-1259
Reeder Hall, 306

Mr. Andrew Matt, JD
Title IX Coordinator & Investigator
(814) 732-1564
Reeder Hall, 213

University Ombudsperson

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

The Ombudsperson will arrange a confidential meeting at a time and place convenient for anyone interested in meeting. It's helpful to make an appointment, but visitors can drop by the office without an appointment. It would be most effective to meet in person, but a meeting via telephone can also be arranged. The Ombudsperson will generally not work through email and discourages the sharing of any confidential information.

Ms. Beth Zewe
University Ombudsperson
(814) 732-1710
Reeder Hal, 312

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

Mission Statement

The mission of Edinboro University is to develop students personally, intellectually, and professionally to become contributing citizens of the Commonwealth and beyond.

Values Statement

Edinboro University maintains a welcoming culture of acceptance and belonging, and is committed to fostering an appreciation for learning as a life-long process, supporting a community that values integrity, responsibility, respect and inclusiveness, encouraging innovation, creativity, exploration and reflection, and enhancing quality in all aspects of a cohesive university experience.

Vision Statement

By offering excellent programs and services for an ever-changing society, Edinboro University will be the first choice among students, employers, and the community.

UNIVERSITY CALENDAR

Fall Semester 2021	
Classes Begin	Monday, August 23, 2021
Last Day to Drop-Add	
4:30pm at Hamilton Hall	Monday, August 30, 2021
11:59pm using S.C.O.T.S.	Monday, August 30, 2021
Labor Day (No Classes)	Monday, September 6, 2021
Friday Classes Meet in Place of Tuesday Classes	Tuesday, October 5, 2021
Mid-Semester Break Begins at 10:00pm	Thursday, October 7, 2021
Mid-Semester Break Ends. Classes Resume at 8:00am	Monday, October 11, 2021
Last Day to Withdraw (11:59pm using S.C.O.T.S.)	Friday, October 29, 2021
Thanksgiving Holiday Begins at 10:00pm	Tuesday, November 23, 2021
Thanksgiving Holiday Ends. Classes Resume at 8:00am	Monday, November 29, 2021
Last Day of Class	Friday, December 3, 2021
Final Exam Period Begins	Monday, December 6, 2021
End of Semester at 10:00pm	Friday, December 10, 2021
Commencement	Saturday, December 11, 2021
Spring Semester 2022	
Classes Begin	Tuesday, January 18, 2022
Last day to Drop-Add	
4:30pm at Hamilton Hall	Tuesday, January 25, 2022
11:59pm using S.C.O.T.S.	Tuesday, January 25, 2022
Spring Break Begins at 10:00pm	Friday, March 4, 2022
Spring Break Ends. Classes Resume at 8:00am	Monday, March 14, 2022
Last Day to Withdraw (11:59pm using S.C.O.T.S.)	Friday, March 18, 2022
Last Day of Class	Monday, May 2, 2022
Final Exam Period Begins	Tuesday, May 3, 2022
End of Semester at 10:00pm	Friday, May 6, 2022
Commencement	Saturday, May 7, 2022

COMMUNICATIONS DIRECTORY

University Switchboard	(814) 732-2000
President	732-2711
Provost and Vice President for Academic Affairs	732-2729
Vice President for Enrollment Management	732-2761
Vice President for Finance and Administration	732-2585
Vice President for University Advancement	732-2992
Interim Dean for Student Engagement	732-2313
Vice President for Marketing and Communications	732-2193
School of Education	732-2752
College of Arts, Humanities, and Social Sciences	732-2400
College of Science and Health Professions	732-2440
School of Business	732-2460
Academic Departments	
Art	732-2406
Biology and Health Sciences	732-2500
Business and Economics	732-2407
Chemistry	732-2485
Communication, Journalism, and Media	732-2444
Communication Sciences and Disorders.....	732-2433
Counseling, School Psychology, and Special Education	732-1326
Criminal Justice, Anthropology, & Forensic Studies.....	732-2409
Early Childhood and Reading.....	732-2650
English and Philosophy	732-2736
Geosciences	732-2529
Health and Physical Education	732-2502
History, Politics, Languages & Cultures.....	732-2575
Mathematics and Computer Science	732-2760
Middle & Secondary Education and Educational Leadership	732-2830
Music and Theatre.....	732-2555
Nursing	732-2900
Physics and Technology	732-2592
Psychology	732-2774
Social Work.....	732-2013
Sociology	732-2573
Other Offices	
Admissions (Undergraduate).....	732-2761
Affirmative Action	732-2167
Alumni	732-2715
Bookstore	732-2456
Student Accounts	732-3502
Center for Career Services	732-2781
Financial Aid	732-3500
Global Education Office	732-2770
Graduate Studies	732-2856
Health Center.....	732-2743
Information Technology Service	732-2111
Library.....	732-2273
Office for Adult Student Service	732-2701
Office of Accessibility for Students	732-2462
Pogue Student Center.....	732-2842
Police	732-2921
Public Relations	732-1731
Records and Registration	732-3501
Residence Life and Housing	732-2818
ROTC/Military Science	732-2562
Student Government.....	732-2910

GRADUATE PROGRAM HEADS

Art	Terry McKelvey, MFA Hamilton Hall, 201 814-732-1155 / tmckelvey@edinboro.edu
Art Education	Mary Elizabeth Meier, PhD, Doucette Hall, 116 814-732-1267 / mmeier@edinboro.edu
Business	Christine Billen, MBA, Hendricks Hall, 219 814-732-2058 / cmccallum@edinboro.edu
Communication Studies.....	Melissa Gibson, PhD, Compton Hall, 202 814-732-1592 / mgibson@edinboro.edu
Counseling	Adrienne Dixon, PhD Butterfield Hall, 127 814-732-1932 / amdixon@edinboro.edu
Counseling-Art Therapy Program Director.....	Carolyn Treadon, PhD, Butterfield Hall, 234 814-732-1104 / ctreadon@edinboro.edu
Early Childhood Education	Karen Lindeman, PhD, Butterfield Hall, 314 814-732-1550 / klindeman@edinboro.edu
Educational Leadership	Andrew Pushchak, EdD, Butterfield Hall, 230 814-732-1548 / apushchak@edinboro.edu
Educational Psychology	Edward Snyder, PhD, Butterfield Hall, 117 814-732-1099 / esnyder@edinboro.edu
Middle & Secondary Teacher Certification	Whitney Wesley, PhD, Butterfield Hall, 220 814-732-1591 / wwesley@edinboro.edu
Nursing	Colleen Barrett, DNSc, Human Services, 132 814-732-1643 / cbarrett@edinboro.edu
Reading.....	Karen Tyler, PhD, Butterfield Hall, 325 814-732-2750 / kt Tyler@edinboro.edu
School Psychology	Edward Snyder, PhD, Butterfield Hall, 117 814-732-1099 / esnyder@edinboro.edu
Social Work.....	Janice Carello, PhD, Hendricks Hall, G35 814-732-1738 / jcarello@edinboro.edu
Special Education.....	Meghan Ferraro, EdD, Butterfield Hall, 121 814-732-2410 / ferrarom@edinboro.edu
Speech/Language Pathology	Catherine Krival, PhD, Human Services, 248 814-732-1472 / ckrival@edinboro.edu

STANDARDS OF ETHICS FOR GRADUATE STUDENTS

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

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

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

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

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

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

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

GRADUATE STUDENT DISPOSITIONS

By accepting admission into Edinboro University's School of Graduate Studies, students agree to educate themselves, and comply with, all professional dispositions applicable to their respective programs of study.

Specific professional dispositions are in effect for the following Edinboro University graduate programs:

- All Master of Arts Counseling programs including concentrations (Clinical Mental, Clinical Rehabilitation, College, School, Art Therapy, post-Masters licensure preparation, post-Master's certification, and certificate in Art Therapy).
- Educational Specialist in School Psychology
- All Master of Education programs including teacher preparation programs. (Teacher Leadership, Educational Psychology, Early Childhood, Reading, Special Education and post-baccalaureate teacher certification.)
- Nursing (MSN and DNP)
- Social Work
- Speech Language Pathology

Faculty in each of the above graduate programs recognizes the importance of professional dispositions and, accordingly, the faculty will work to help students understand the respective dispositions in preparation for professional life in their chosen discipline.

Students will receive the professional disposition policies via their respective graduate program head, graduate program handbooks and/or department web pages.

The faculty will also provide students with appropriate, documented, and timely feedback to develop these disposition skills. To that end, each graduate program will routinely measure and assess student progress in meeting respective professional ethics and standards.

Upon admission to the above listed programs, graduate students agree to comply with programmatic assessment of these skills and to engage in personal reflection during their academic journey in pursuit of their degree. In the event a student is not meeting required dispositional requirements, they will be subject to due process and remediation by the graduate program faculty. Students will be given written notice of a remediation hearing and ample time to prepare. A written summary of a remediation will be shared within 30 days of a hearing. A student's academic advisor will be encouraged to attend the hearing along with the student.

A student success plan will be developed in conjunction with the student, advisor and graduate program faculty. The ultimate goal is to prepare the student to be successful in their chosen discipline. However, in the event the plan is unsuccessful, a student's enrollment may be recommended for termination to the Graduate School. The Graduate School has the final authority, in consultation with the University Provost, to terminate a graduate student's enrollment based on academic and/or dispositional factors.

The graduate student may appeal the decision of the Graduate School or the Provost and Vice President for Academic Affairs only in either of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial so as to effectively deny the student a fair opportunity to be heard; or (2) new and significant evidence, which would not have been presented by diligent preparation at the initial hearing has become available. The student shall appeal the decision in writing within ten (10) calendar days of receipt of the decision. The decision of the Provost is final.

A graduate student at EU is also subject to the Student Code of Conduct which addresses behaviors such as plagiarism, academic dishonesty, etc. If a student's behavior is in violation of the Student Code of Conduct, the matter will be referred to the Office of Student Judicial Affairs.

ADMISSION POLICIES AND PROCEDURES

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

Application Procedures

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

Only complete applications will be given full consideration. A complete application is defined as one in which all materials required for the admission decision have been received by the Graduate Office. Applicants must arrange for the Graduate Office to receive an official transcript from each college or university at which graduate or undergraduate credit has been earned. *Transcripts must be received directly from the issuing school and will not be accepted if "issued to student."* Applicants who have not yet earned a bachelor's degree may submit a partial transcript at the time the application form is submitted. This may entitle the applicant to conditional admission pending receipt of the official transcript with posting of graduation. **Transcripts may be sent to the following addresses: School of Graduate Studies, 140 Butterfield Hall, 310 Scotland Road, Edinboro PA 16444 or gradstudies@edinboro.edu. Application materials not sent to either of these addresses may delay or invalidate an application. No application materials are to be sent to Program Heads/individual faculty members or specific departments.**

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 Executive Director to be equivalent to at least a bachelor's degree from a regionally accredited United States college or university is a prerequisite for admission to graduate study. For admission a student must:

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

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

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

Admissions Categories

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

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

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

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

Post-baccalaureate Plans of Study for Teacher Certification

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

Reactivation and Reinstatement

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

Change of Program

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

Admission Terms

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

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

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

2. A cumulative grade point average of 2.80 or better (4 point scale) or the completion of a master's degree from a regionally accredited United States college or university. Some programs have established higher requirements. These requirements are listed under the curricular information for the specific program.
3. A recommendation for admission from the program head of the department of the proposed graduate major and the Executive Director of Graduate Studies.

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

Conditional An individual who does not meet the GPA and exam requirements listed above for unconditional admission may be admitted on a conditional basis. Conditional admission requires the approval of the appropriate graduate program head and the Executive Director of Graduate Studies. The admission letter will specifically list the conditions which the individual must meet to continue in the degree program and/or be awarded the degree. All post-baccalaureate initial teacher certification students are admitted on a conditional basis.

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

Application Fee

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

Late Registration Fee

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

Senior Citizen Tuition Waiver

All persons age 62 or over who wish to audit an undergraduate or graduate credit-bearing course offered by Edinboro University will be given a full remission of tuition and fees for classes which have available seats. Sundry charges, as defined in the undergraduate catalog, will apply as appropriate. Individuals interested in utilizing this waiver to audit classes must contact the Registrar and are scheduled one week prior to the start of the semester/term, based on seat availability. This tuition and fee waiver does not apply to courses taken for college credits. Courses audited cannot be applied to a degree seeking program at a later date.

Entrance Exams

Miller Analogies Examination. The [Miller Analogies Examination](#) is given periodically on the campus of Edinboro University. Presently, a \$75.00 non-refundable fee is charged for this examination and an advanced registration is required. A copy of the registration form and a schedule of dates and times may be obtained at the School of Graduate Studies. 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 814-240-5065. For other testing sites see www.gre.org or call 800-473-2255.

Graduate Management Admissions Test. The Graduate Management Admission Test is a computer adaptive test intended to assess certain analytical, writing, quantitative, verbal, and reading skills in written English for use in admission to a graduate management program, such as an MBA. For testing sites see www.mba.com/exams/gmat or call 800-717-4628.

International Students

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

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

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

Graduate Record Examination
Educational Testing Service
P.O. Box 6000
Princeton, NJ 0854 1-6000
or visit www.gre.org

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

All correspondence concerning admission to graduate study should be sent to the School of Graduate Studies, 310 Scotland Road, Butterfield Hall – Suite 140, Edinboro University, Edinboro, PA 16444.

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

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

More information about International Student Admissions can be found [here](#).

Under no circumstances should the individual depart for the United States without having first received the I-20 from International Student Services for a specific semester or summer session. This I-20 will not be released until the advanced tuition deposit is received.

Teacher certification for international students requires that the students demonstrate their intention to become U.S. citizens. This involves permanent residency and then application for citizenship. Any international students intending to return to their home countries are ineligible for certification. For additional information, contact the Pennsylvania Department of Education, www.pde.state.pa.us.

FINANCES

Fees and Expenses

All fees and expenses are subject to change without notice

Graduate tuition and fees can be found at <https://www.edinboro.edu/admissions/tuition-and-fees/index.php>

Miscellaneous Service fees can be found at <https://www.edinboro.edu/admissions/tuition-and-fees/index.php>

Note: Tuition, Instructional Technology Tuition and the Instructional Service fee for internship credit hours are charged equivalent to the on-campus per credit hour rate. The University Center fee and Student Activity fees are waived for graduate students who are enrolled in all online or off-campus in accordance with Edinboro University policy F008 found here <https://www.edinboro.edu/offices-services/human-resources/policies.php>

Residency Classification

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

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

Transcripts

In accordance with Public Law 93-380 (Educational Amendments-Family Education Rights and Privacy Act, 1974) transcripts will be released when an individual orders one online by logging into "my.edinboro", selecting the S.C.O.T.S. icon, Student Records, Get My Transcript, for the issuance of an official transcript. Written requests, telephone, or email requests cannot be honored. Since graduate and undergraduate records are maintained separately, a student should clearly indicate when they order their transcript that the request is for an undergraduate or graduate transcript. The fee schedule for transcripts is as follows:

First request for transcripts \$10.00

Second and subsequent requests for transcripts \$10.00 each

No transcripts will be released if money is owed to the University.

Payment of Tuition and Fees

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

Students should log in to my.edinboro and select e-Bill to review their billing statement and make payments by credit card or

ACH (web) check. Please note that credit card payments are processed by a 3rd party servicer called Paypath and carry an additional service fee. ACH (web) check payments have no additional fees. Students can also choose to add an authorized user to their financial account through the eBill system. Full payment of the balance due is expected by the date reflected on the statement unless students are enrolled in a semester payment plan or have a signed, fully executed tuition reimbursement agreement (TRA) from their employer and have paid the student portion of the balance on the account. Information regarding the payment plan and deferred payment options, necessary forms and related fees are available at www.edinboro.edu In the search box type: Student Accounts.

Check and cash payments are also accepted at the Student Accounts Office.

Students may choose to complete a Free Application for Federal Student Aid (FAFSA) in order to apply for Federal Direct Unsubsidized Stafford Loan or Federal Graduate Plus Loan. The Direct Student Loans require a completed Master Promissory Note (MPN) and Entrance Counseling, which completed electronically at <https://studentaid.gov/> before the

funds will be released to the students account. Students who do not qualify for the Federal loan program may choose to apply for a private loan. More information on financial aid is provided later in this document and also available at www.edinboro.edu keyword: Financial Aid

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.

The following policy was adopted in Fall 2011 to establish tuition and fee charges for students who take graduate and/or undergraduate coursework at the University during an academic period.

1. a) Undergraduate students will be billed for tuition and fees at the undergraduate level.
b) Post baccalaureate students will be billed for tuition and fees at the graduate level.
2. a) A post baccalaureate student who is taking a combination of graduate and undergraduate coursework in a semester will be billed graduate tuition for undergraduate credits and graduate credits.
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 credits not to exceed the full-time undergraduate tuition and fee rates.
3. 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.

Direct Deposit of Financial Aid Refunds

All financial aid programs are administered by the University's Financial Aid Office. Once funds are disbursed to pay tuition, fees, room and board, the Student Accounts Office will refund excess financial aid proceeds to the student.

As a convenience to students, the University can direct deposit financial aid refunds to the student's bank account. You may designate any bank, savings and loan association, or credit union in the United States that is a member of the Federal Reserve System and accepts electronic funds transfer. Student refund direct deposit is set-up through the student's green E-BILL icon in their my.Edinboro portal online. Anyone not choosing direct deposit will continue to receive a university check for any excess funds which will be mailed to the student's permanent address. Refunds are processed once a week and issued on Fridays.

Delinquent Accounts

A late payment fine of \$100 and a financial hold are placed on student accounts with no payment arrangements (including unsatisfied financial aid requirements) 30 days after the first due date of the semester. The financial hold prohibits subsequent registration activity and release of diplomas and transcripts. No student shall be enrolled, graduated, or granted a transcript of their records until all previous charges have been paid.

Withdrawal from the University and Refund Procedures

Edinboro University recognizes the occasional necessity for students to withdraw, either totally or in part, from course work for a variety of valid reasons. It further acknowledges that a fee refund policy must be reasonable and equitable for both the student and the University. The student, through registration, makes a financial commitment to the University upon which the University determines its expenditure patterns and obligations. In most cases, the University is unable to significantly reduce its costs if a student partially or totally withdraws. The refund policy includes a time-related schedule with a reasonable and equitable withdrawal refund deadline. The tuition technology fee, new student application fee, semester payment plan fee, and new student advanced registration deposit are non-refundable. The official withdrawal date from room charges is based upon date of departure from the residence hall by removing all belongings and/or returning the room key or the official University withdrawal date, whichever is later.

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

Account adjustments are calculated in accordance with PA Board of Governor's Policy 1983-19-A and automatically credited to student accounts. Credit balances associated with Federal Title IV aid will be automatically returned to the lender per

Federal Title IV regulations. Personal payments on account can be carried forward one year upon request. Requests for exceptions to the posted refund policy and/or schedule should be submitted to the Student Accounts Office and will be forwarded to the Vice President for Finance and Administration or their designee for consideration.

Total withdrawal from the University (All semesters/sessions)

- 1. Prior to the first scheduled class meeting.** Students who totally withdraw from all classes prior to the meeting of their first scheduled class are entitled to a 100 percent refund of all fees (except for the new student application fee and the new student advanced tuition deposit) for the semester or session from which they are withdrawing.
- 2. Voluntary Total Withdrawal after first scheduled class meeting.** Students officially and totally withdrawing after the first class meeting may seek refunds of tuition and fees according to PA State System of Higher Education Policy 1983-19-A should refer to the refund schedule relative to the academic term. Special start and end date program courses will be adjusted per the published pro-rated policy. The refund schedules and policies can be found at www.edinboro.edu keyword: Student Accounts

****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.**

- 3. Refunds of room and food service charges.** Students officially totally withdrawing from the University may have refund adjustments posted to their accounts in accordance with the above policy. Otherwise, the Housing and Dining Service agreements cannot be broken by the student unless they have been formally released in writing by the University (Release fee of \$250 may apply; Refer to University Policy No. A058, Housing and Food Service Release). A refund of base meal fees (excluding flex and block plan balances) may be credited to the student's account upon approval of a release. The effective date of release from these agreements will determine the refund percentage.

Unless specified elsewhere in the refund policy, unused flex account balances for the fall semester will carry over to the spring semester for students who renew their Food Service Agreements with the University; all remaining flex dollars in excess of \$5.00 will be forfeited at the end of the spring semester.

- 4. Involuntary withdrawal after first scheduled class meeting.** There will be no account adjustment or refund of tuition, fees, room and board when a student has been suspended or expelled from the University for disciplinary or other reasons.

Procedure

Individuals desiring to withdraw from or drop all courses and leave the University, will be able to do so via the S.C.O.T.S. system located in the my.Edinboro Portal, during the first 10 weeks of the semester. Students are still encouraged to carefully consider such an important decision and its impact on their academic career and financial aid status and to consult with appropriate faculty or staff prior to submitting their withdrawal request on S.C.O.T.S. Students who withdraw from scheduled courses during the first 8 days of a semester, or an equivalent period during a session, will be permitted to drop their classes without academic penalty; no academic record will be kept for those courses. From the second through the tenth week, or an equivalent period in a session, students who withdraw from their classes will receive a W (withdrawal) on their academic record for the courses from which they withdrew. A request for an official withdrawal from any or all classes after ten week of the semester or equivalent period in a session will be reviewed by the Dean, and, if extenuating circumstances exist, the request may be approved.

If approved, a student will receive a W (withdrawal) on their academic record. No withdrawals are permitted once the final exam period has begun. If a student officially withdraws from all courses and wishes to return to the University at a later date, the student must then apply for reinstatement through the School of Graduate Studies.

Financial Assistance

The Financial Aid Office at Edinboro University is dedicated to making advanced degrees affordable and attainable for graduate students. Graduate students can complete the Free Application for Federal Student Aid (FAFSA) and may be eligible for Federal Direct Unsubsidized Stafford Loans. Typically, graduate students are eligible for \$20,500 of unsubsidized loans for the academic year. The combined aggregate loan limit that a graduate student may borrow is \$138,500. You can view your aggregate loan limits and loan servicer information at <https://studentaid.gov/>.

Enrollment Status for Graduate Students

- Full-time – 9 or more credits/term
- ¾ time – 7 or 8 credits/term
- ½ time – 5 or 6 graduate credits/term
- (must have at least 5 graduate-level credit hours)

Aid eligibility, award amounts and cost of attendance (budgets) will be adjusted to reflect a change in enrollment status each semester. Students must notify the office if not enrolled full-time or if enrollment changes from semester to semester.

If you are taking all undergraduate courses or enrolled in a post baccalaureate program (i.e. teacher certification) aid will be awarded based on undergraduate rules. Aid for teacher certification, innovative nursing, second bachelor's degree and/or post baccalaureate certification programs:

- Must be enrolled at least half-time (6 credits) to be eligible for federal student loans
- Students enrolled are considered fifth-year undergraduate and subject to undergraduate lifetime loan limits.
- Students are not eligible for state and federal grants, since they already have a bachelor's degree.

Loans

Federal Stafford Loans

The Federal Unsubsidized Stafford Loan program is available based on the amount needed to meet the student's cost of attendance budget (COA) and their academic level. The student may opt to pay the interest while enrolled in school or have the interest capitalized (added to the principal). Unsubsidized Stafford loan eligibility is limited by the total aid received from all sources and their COA budget. Students must complete entrance counseling which explains their rights and responsibilities and a master promissory note before loans are disbursed. Stafford loans may have origination and/or rebate fees deducted from the loan amount. Interest rates are established yearly by the federal government.

Graduate students enrolled in a Master's program have a maximum annual Stafford amount of \$20,500, which includes Fall, Winter, Spring, and Summer enrollment for an academic year.

Graduate students enrolled in the Teacher Certification program and not receiving a master's degree are subject to undergraduate loan limits of \$5,500 Subsidized Stafford and \$7,000 Unsubsidized Stafford. Graduate students enrolled in all undergraduate coursework for any given term are also subject to undergraduate loan limits.

Federal Graduate PLUS Loan

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

Sargent Emergency Student Loan Fund

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

Academic Year and Enrollment Requirements

Students are required to be enrolled in a degree or certificate program in order to be considered for Federal Title IV student grants and loans are reduced proportionately for part-time students. Student withdrawals from classes during the rebate period (first five weeks of the semester) will limit the full-time or part-time enrollment designation. Full withdrawal from all classes will result in restricted student aid program eligibility. Withdrawing students should seek financial aid counseling.

The Return of Title IV Funds Policy as Required by the U. S. Department of Education

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

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

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

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

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

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

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

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

Graduate Assistantships

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

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

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

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

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

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

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

1. The student's cumulative graduate GPA falls below 3.0
2. The student ceases to be a full-time graduate student during any semester in which the assistantship is in effect. The student will have to remit to the University the tuition and fees balance for that term as well as pay FICA taxes on stipend earnings already paid to them.
3. The student is found guilty of unethical behavior within the University community.
4. The student fails to complete assistantship work assignments in a satisfactory manner.
5. The student is working more than 37 hours per week outside the University.

Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients

Edinboro University has developed standards of Satisfactory Academic Progress (SAP) in accordance with federal regulations. This Policy measures quantity (number of credits completed), quality (cumulative quality point average), and maximum time frames for completion and measures progress incrementally. SAP will be reviewed after each payment period, (fall, spring, and summer).

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

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

The number of semesters is based on full time enrollment of 9 credits or more as full time. An adjustment is made for less than full time enrollment based on financial aid academic status as follows: 6.75 – 8 credits = $\frac{3}{4}$ time enrollment or 75% of a semester enrollment; 4.5-6 graduate credits = $\frac{1}{2}$ time enrollment or 50% of a semester enrollment.

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

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

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

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

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

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

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

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

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

Appeals. Students who wish to appeal the suspension of financial aid eligibility based on mitigating circumstances (e.g. severe illness, death of close family member, severe injury, other factors relevant to student success) may do so by submitting a letter of appeal and supporting documentation to the financial aid office within the first 2 weeks of the semester which is affected by the SAP status for which the appeal applies.

All appeals for reinstatement of aid must include:

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

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

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

The committee will not review incomplete and/or partial appeals. All documentation is retained by the Financial Aid Office for audit purposes.

Scholarships

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

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

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

Veterans Success Center

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

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

More information is available by <https://www.edinboro.edu/life-at-the-boro/support-and-services/veterans-success-center/index.php> , calling (814)-732-1568, or by emailing veterans@edinboro.edu

Change of Address or Name

Students can change their address through their SCOTS account. A change of name form is required for a name change. Please see Records and Registration for this form and procedure.

ACADEMIC STANDARDS AND POLICIES

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

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

Academic Advisement and Student Responsibility

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

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

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

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that colleges and universities, with certain exceptions, obtain a student's written consent prior to disclosure of personally identifiable information. However, institutions may (not must) disclose appropriately designated "directory information" without written consent, unless the university has been advised by the student that he/she does not wish to have his/her directory information released.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can, but is not required to be disclosed to outside organizations without the student's written permission.

Edinboro University is committed to maintaining the privacy of its students' records and therefore also limits its release of Directory Information for official University purposes only.

Edinboro University will not release Directory Information for solicitation purposes to 3rd parties from outside the university. This includes outside vendors, businesses and organizations unless the university has entered into a contract or agreement with the organization to supply specific service to the university or its students that requires the use of this information.

The Registrar, as the custodian of student records, also carefully screens the release of Directory Information to parties within the university to assure that its students only receive correspondence related to the academic and social missions of the institution.

Edinboro University hereby designates the following student information as "directory information." Such information may be disclosed without a student's previous consent by the institution for any purpose, at its discretion with the exceptions noted below:

1. Name
2. Addresses (campus, local, permanent, and email)
3. Telephone number
4. Program and concentration(s) and minor(s)
5. Student activity participation, including athletics
6. Weight, height (athletic teams)
7. Dates of attendance
8. Full-time, Three-Quarter Time, Half-Time, Less Than Half Time Enrollment Status
9. Anticipated graduation date
10. Class level
11. Degrees and awards received

12. Date of graduation
13. All educational institutions previously attended
14. Academic awards/scholarships/honors received
15. Student Photograph

Currently enrolled students have the opportunity to withhold disclosure of all 15 categories of information under the Family Educational Rights and Privacy Act (FERPA). The University will not partially withhold this information, so students are advised to think carefully before requesting non-disclosure. To withhold disclosure, written notification must be received in the Office of Records and Registration, Hamilton Hall, 210 Glasgow Road, Edinboro, PA 16444. Forms requesting the withholding of "directory information" are available [online](#) or in the Office of Records and Registration.

Edinboro University assumes that failure on the part of any student to specifically request the withholding of "directory information" indicates individual approval for disclosures. Former students and alumni are not covered under the Family Educational Rights and Privacy Act (FERPA). As such, the University is not obligated to honor requests for non-disclosure of "directory information" from former students.

Note: Students requesting that "directory information" not be disclosed will have this information withheld indefinitely after leaving the University. Students are cautioned that making such a request may adversely impact future requests from potential employers, and other important individuals/organizations.

Grading System

Grade	Grade Points	Grade	Grade Points
A (Excellent)	4.00	F (Failing)	(0 Grade Points)
A-	3.67	AU (Audit)	(0 Grade Points)
B+	3.33	R (Research in Progress)	
B (Good)	3.00	RT (Research Terminated)	
B-	2.67	S (Satisfactory)	(0 Grade Points)
C+	2.33	TR (Transfer)	
C (Below Average)	2.00	U (Unsatisfactory)	
C-	1.67	UF (Unearned Failing)	
		UU (Unearned Unsatisfactory)	
		W (Withdrawal)	
		WF (Withdrawal: Failing-Prior to 2016)	
		WP (Withdrawal: Passing-Prior to 2016)	
		I (Incomplete Grade)	

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

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

A grade of W shows that the student withdrew between the end of the add/drop period and the beginning of the final examination period for that term or part of term.

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

Maximum Number of C and F Grades

No more than six semester hours of C or C+ grades will be accepted during a student's graduate career. This includes both graduate and undergraduate courses taken while a graduate student. If a student earns more than six credits of C or C+ grades, the usual consequence is termination of the student's program. If a student earns a C- or an F in any course during their graduate career, the usual consequence is termination of the student's program. Repeats of C, C-, or F grades are not automatic and require the permission of the Graduate Executive Director. As noted under "Cumulative Grade Average", graduate students are expected to maintain a minimum GPA of 3.0.

Cumulative Grade Average

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

Undergraduate Courses Taken for Graduate Credit

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

Substitution of Credit

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

Transfer of Credit

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

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

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

The Executive Director of Graduate Studies 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. 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. Transfer credit will not be authorized if prior written approval for the transfer credit has not been granted by the Graduate Executive Director.

3. Students who have been admitted to a graduate program and have a GPA of at least 3.0 may take one or more courses at another institution and transfer those credits to Edinboro University with advance approval using the [transfer credit form](#). The completed form must be date stamped in the Graduate Office at least four weeks prior to the semester in which the course begins. After-the-fact requests for transfer credit will be denied. Transfer credit may not be used to repeat courses already taken at Edinboro University. The Graduate Executive Director is the final point of approval for all transfer credits.

Time Limitations on Meeting Degree Requirements

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

Repeating Courses

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

Auditing a Graduate Course

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

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

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

Appeal of a Graduate Grade

This policy provides for due process in the rare instance when a student can provide clear evidence that the assignment of the grade was a result of a calculation error or was assigned based on unsubstantiated academic evaluation by the instructor. Each academic department of the University shall have an Academic Appeals Committee. Membership of the committee shall consist of at least three faculty members of the department and at least two students who are majors in the department's programs, all of whom shall be elected by the department faculty.

Students wishing to appeal a final grade must initiate the appeal within fifteen (15) calendar days after the beginning of the semester following the issuance of the grade. Summer school shall not constitute a semester. With the exception of the grade, no part of this procedure will become a part of any individual's University record or file. The procedures are as follows:

1. The student should initiate the appeal by consulting on an informal basis with the faculty member who gave the final grade. If no satisfactory results are achieved, then the student may continue the appeals procedure.
2. All grade appeals shall be made by the student in writing directly to the faculty member who gave the grade within twenty-five (25) calendar days after the beginning of the semester following the issuance of the grade. A copy of the appeal must be sent to the chairperson of the department in which the appeal is made. Summer school shall not constitute a semester.
3. Should the faculty member find in favor of the student, the grade change form, initialed by the department chairperson, shall be sent within ten (10) University calendar days to the Registrar. Should the faculty member find in favor of the grade as given, the student shall be notified in writing within ten (10) University calendar days.
4. Should the student desire, he/she may appeal a negative decision by the faculty member to the Academic Appeals Committee of the department in which he/she received the grade within ten (10) calendar days after being notified by the faculty member. The appeal shall be made in writing to the chairperson of the departmental Academic Appeals

Committee. A copy should be delivered to the department chairperson.

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

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

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

Withdrawal from a Course

Graduate students may withdraw from one or more classes at any point in the semester after the first week of classes. Students who withdraw from scheduled courses during the first week of a semester, or an equivalent period during a summer session, will be permitted to drop their classes without academic penalty; no academic record will be kept for those courses. From the second week until the beginning of final exam week, students who withdraw from their classes will receive a W on their academic record for the courses from which they withdraw.

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

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

Withdrawal from the University

Enrolled graduate students who wish to completely withdraw from their courses must inform the staff of the School of Graduate Studies of their intention to leave school.

Attendance

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

Class Cancellation

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

Registration Procedures

Students may register online using S.C.O.T.S. 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.. Newly admitted students will be informed of the registration process at the time of admission.

Adding Courses or Changing Courses

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

Academic Credit and Course Load

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

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

The policy on course load is designed to permit a student to proceed in the degree program at his or her own rate and yet protect the student from registering for more credits than they 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 Executive Director n of Graduate Studies to carry an academic overload.

Earning a Second Master's Degree

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

Students in the Master of Arts degree programs in Counseling may transfer to a second master's degree a maximum of 12 semester hours earned as part of a previous degree. Students in the Master of Fine Arts degree program may transfer a maximum of 15 semester hours earned as part of a previous graduate degree.

These credits will be accepted for transfer to a student's degree program at the University if (1) the credit is approved by the Executive Director of Graduate Studies, (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. The application for admission to a second degree program will be evaluated by the Executive Director. The Executive Director will inform the applicant of the disposition of the application for admission to a second degree program.

Enrollment of Undergraduate Students

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

Enrollment of Seniors in Graduate Courses for Graduate Credit

Undergraduate students who are within 12 semester hours of completing all courses and/or credit requirements for the bachelor's degree may enroll in up to a maximum of nine semester hours of graduate credit provided (1) the student has completed all requirements for admission to graduate study except the earning of the bachelor's degree, (2) the courses are approved by the individual's graduate advisor or the chairperson of the department of his or her graduate major, (3)

graduate course fees are paid and (4) the combination of graduate and undergraduate credits taken in one semester does not exceed 15 semester hours and the number of graduate credits does not exceed nine semester hours. Graduate credit will be granted upon completion of the bachelor's degree, if this degree is completed within one calendar year following the completion of the first course.

Faculty Enrollment in Graduate Courses

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

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

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

Graduation Review and Commencement

It is the student's responsibility to apply for graduation at the appropriate time. *To avoid a fine your online application must be submitted within the first two weeks for the respective graduation semester/session. All fines are \$100. Applying for graduation is done via the SCOTS portal. Additional details can be obtained from Records and Registration.*

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

Commencement

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

Individuals who complete degree requirements during the summer session preceding the December commencement ceremony will receive their diploma by mail approximately three weeks after the graduation date. These individuals are also invited to participate in the December ceremony. Individuals who complete degree requirements during the first semester will participate in the December commencement. Individuals who complete degree requirements at the conclusion of the second semester will participate in the May commencement ceremony. Diplomas will be mailed to students following official verification of completion of degree requirements.

ACADEMIC RESOURCES, SERVICES, AND SPECIAL PROGRAMS

Performing Arts Series

The mission of the Office of Performing Arts is to promote the live performance of musical and performing arts. Sponsored by the Edinboro University Student Government Association and Edinboro University, the Performing Arts Series provides as diverse a programming schedule allowed as possible. With a commitment to lifelong learning and artistic expression of the human experience, the Performing Arts Series embodies the education of the individual in a democratic society. The Performing Arts Office is located in the Diebold Center for the Performing Arts, phone 814-732-2518.

Baron-Forness Library (temporarily located in Van Houten for the 2021-22 academic year)

Baron-Forness Library is a progressive and dynamic resource committed to supporting the curricular and research needs of Edinboro University. As the largest academic library in the region, Baron-Forness provides information resources and services to members of the University community and to the residents of northwest Pennsylvania, ever mindful of the challenge of change in an information-driven environment.

To meet the needs of today's information consumers, the Library provides access to online indexes, electronic books, full-text journal databases, reserve materials, multimedia, software, and equipment. As such, many of the important indexes and databases in the various academic disciplines are accessible from any networked or Wi-Fi enabled devices. The vast majority of the Library's online resources are also available remotely to meet the needs of the growing number of commuter and distance education students.

The Library's catalog provides a web-based resource for identifying and locating books, periodicals, media, and other materials in the library. Along with the search functionalities, this sophisticated tool enables library users to access their library accounts and renew materials online. The library's "Discovery" search tool enables library users to search across multiple resources simultaneously with an easy-to-use Google-like search box. To obtain materials not available locally, library users have access to the holdings of 60+ academic libraries in the region with the "EZBorrow" shared library catalog and "RapidILL", a system for obtaining periodical content quickly and efficiently.

To aid in the use of Library resources, library faculty are available Monday through Friday to provide research assistance. Library faculty also teach research techniques through classroom presentations and workshops. For assistance with term papers and writing assignments, students can visit the University's Writing Center on the second floor of the Library. The Library also contains a computer lab with a total of 40 networked PCs loaded with standard productivity software and courseware applications. Both black and white and color printing are available in the lab. In addition to the desktop PCs, the library maintains 24 laptop computers that can be checked out and used by students anywhere in the building along with 10 notebook computers that can be used outside of the library.

The library is organized to allow students and faculty easy access to library materials. The open stack plan allows researchers direct access to the collections. University archives and special collections spaces are staffed and open to the public. A wireless network is available throughout the building to ensure ready access to electronic resources. Group study spaces, classrooms, and a 24-hour study room are also available. Ample space is provided for individual study with both tables and private carrels. A coffee bar is available on weekdays for drinks and other refreshments. The library maintains a presence on Facebook (@baronfornesslibrary) as well as Twitter (@baronforness). Visit these pages for announcements about resources and services and photos of recent events.

Information Technology Services - ITS

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

Academic Resources

- Students can access over 60 computer labs with a variety of hardware and software. A number of academic departments operate their own computer labs in conjunction with ITS. All computer labs are connected to the campus network and the Internet.
- The campus features over 150 technology enhanced classrooms, which include cutting-edge teaching and learning resources. Most of these classrooms include a "smart podium," a specially equipped desk that enables faculty

members to operate computer and audio-visual equipment from one location. One 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.

- The campus features over 150 technology-enhanced classrooms that are equipped with smart podiums that control a variety of audio and video components such as but not limited to: video projectors, smart boards, document cameras and DVD/blue ray players. Faculty are able to operate these devices from the confines of the podium within the classrooms.
- Many courses have web-based supplements, and Edinboro University offers a growing number of web-based courses and programs.

Co-Curricular Resources

StudentNet is the term we use for technology services provided for students living in the residence halls. We provide internet connections, cable television service, telephone service, and technicians who are available to assist students with their technology needs. All residence housing is wired for high-speed data connections, digital satellite cable television service, and all have wireless internet.

Wireless internet access is available in all areas frequented by students including classroom buildings, the library, student lounges, dining areas and the Frank G. Pogue Student Center.

The Technology Help Center is located in the upper level lobby of Ross Hall near the entrance to the pedestrian bridge. All students can receive assistance with technology issues by stopping in, calling, or scheduling an appointment. Services available to students include:

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

Student Resources

- Students are provided e-mail accounts and cloud storage for their academic files. Their e-mail and cloud storage can be accessed via a web browser at any time and from anywhere in the world.
- The my.Edinboro portal and Mobile Edinboro app along with the newly redesigned Edinboro.edu complement each other to provide a full service web experience for students of Edinboro University. Applications available include notification messages and alerts, the campus calendar, University News, S.C.O.T.S., Student Jobs, and more!
- With S.C.O.T.S., our Student-Centered On-Line Transaction System, students can register, add and drop classes, view their academic history, grades, and conduct other University business including financial transactions.
- Information such as course schedules, course descriptions, and student handbook are available on the University's web site.

For more information on technology at Edinboro, please call the Technology Help Center at 814-732-2111.

Graduate Student Organizations

Graduate Student Council

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

Graduate Professional Development Program

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

Other Services

The Reading Clinic is offered by the Masters in Reading Program through the Department of Early Childhood and Reading as part of the READ 712 Reading Clinic course. The Clinic's primary purpose is to train reading specialists at the graduate level to operate in a clinical setting under the direct supervision and guidance of the Reading faculty. The Reading candidates work with children who may have a variety of reading difficulties.

The Governor George M. Leader Speech and Hearing Center provides assessment and treatment services for individuals with communication disorders. A wide range of services are provided for children and adults with needs in the areas of articulation/phonology, accent reduction, augmentative and alternative communication, fluency, voice, receptive and expressive language, cognition, and swallowing. Clients are seen on a regular basis and are accepted from within the University, public and parochial schools, hospitals, nursing homes, and the community at large. We are a fee-for-service clinic providing services at a reasonable cost. A reduced rate, based on a sliding fee scale, is available for those with low income and/or extreme financial hardship who meet the qualifying guidelines.

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

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

Learning Technology Services

Located in the lower level of Ross Hall, provides a variety of services to students, faculty and staff. Falling within the framework of the Information Technology Services, the services are divided into the following key areas.

Classroom Technology, provides 1st line support for all classroom technology on campus.

Distance Education, provides support, and training of online technologies used by students and faculty.

Event AV, maintains and supplies AV equipment and staff for events on campus

Faculty Development Center (FDC), an instructional technology resource available to Faculty 24/7.

Media Services, supports all video conferencing technologies on campus, maintains a studio to record and edit AV content.

Professional Development, working in conjunction with the Center for Faculty Excellence (CFE), provides individual and group training events, 3rd party training resource

STUDENT ENGAGEMENT

President's Expectations for Student Services

Edinboro University is committed to ensuring the highest quality of service to its students. As president, I am keenly interested in the quality of the student campus experience and student success, and therefore want to share my strong expectations of all University faculty and staff in this critical area. Consistent with our institutional values, these expectations support our commitment to providing a welcoming, attentive and supportive environment for all students in a community that values integrity, responsibility, respect and inclusiveness.

Edinboro University and its employees provide all students with a range of services to assist them in reaching their educational and professional goals, including:

- Effective academic and career advising and support and access to technology and digital resources
- Assistance and support with financial aid and billing, registration and scheduling, career development, academic support and study abroad
- Support and guidance in physical and mental health and wellness, student safety and fulfilling campus and residential life experiences

All Edinboro University personnel are expected to be helpful, respectful and constructive in all communications and interactions with students.

All campus offices and personnel are expected to make every effort to respond to student inquiries and requests immediately, if possible. Two to three business days is a reasonable period of time if the response cannot be immediate.

All departments and offices are expected to regularly evaluate their policies and processes from a student perspective and adjust them as needed to ensure that services and resources are being provided in the clearest, most accessible and most supportive way.

Edinboro University and its various units are expected to proactively seek student feedback through surveys, focus groups and other methods and to take timely action to improve the student experience based on that feedback.

These expectations will be shared with all new employees as part of new employee orientation to ensure knowledge of these expectations and to promote discussion of them regarding employee engagement with students.

These expectations will be shared on a periodic basis with all employees for refreshment/reinforcement.

In cases where there are complaints or concerns raised or observed with regard to meeting the expectations, the employee's supervisor will be expected to address such concerns through discussion with the employee and with reference to these expectations. Repeated concerns may be elevated to a higher-level supervisor for intervention with the employee.

Office of Accessibility Services

Edinboro University is committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. Enrolled students who believe they have a

disability for which they seek accommodation should request disability accommodation from the Office for Accessibility Services (OAS).

More information about OAS can be found at <https://www.edinboro.edu/academics/support/accessibility-services/>

Frank G. Pogue Student Center

College is an experience, and Edinboro University offers seemingly endless opportunities to get involved, stay active, and develop valuable life skills. Edinboro has over 140 clubs and organizations; 18 competitive NCAA Division I and Division II teams; and 12 social fraternities and sororities. Pogue Student Center is the hub for campus life activity. Students can grab a meal in the food court, work out in the Fitness Center, shop in the Bookstore or campus convenience store, and meet with friends to watch a movie in Scot Cinema or socialize in the Game Room.

Scot Cinema

Located on the first floor of Pogue Student Center is our 75-seat theater. The theater is free for students and only \$1 for guests. A stage is also available for small productions and speaker events.

Fitness Center

The Fitness Center, located in the Pogue Student Center, is a space that will suit nearly anyone's fitness needs. With name brand equipment such as Life Fitness, Nautilus, and Matrix, you will be able to fulfill your fitness goals. Two Aerobics Studios allow the opportunity to provide a variety of fitness classes, as well as space for Open Recreation. Our Elevated Track, which spans 1/14 of a mile, also overlooks the lake. Two gymnasiums allow for a variety of activities and provide a lot of space for open recreation as well as the ability to reserve a gym for a group or organization.

Student Government Association

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

Student Health Services

The mission of the Student Health Services is to provide the highest quality of episodic patient care, to support and enhance education and increase retention by modifying or removing health-related barriers to learning, and to promote optimal wellness. Health is viewed as more than the absence of illness; it is a positive state of full functioning in relation to one's capacities. Student Health Services is staffed by licensed family physicians, a certified registered nurse practitioner, and registered nurses. A wide referral base is maintained for any expertise needed to treat the student. Ambulance service is available from the local community fire department and is utilized at the student's own expense or his/her insurance carrier. Extreme confidentiality is maintained and information will not be released without the student's written permission. Short-term observation is available if the staff feels it would be appropriate.

A Parenting Resource Room is also available at Mc Nerney Hall across the lobby from Ghering Health and Wellness Center to assist students who are pregnant or parents by providing a safe space for themselves and their children while on campus. For additional information, please call to schedule an appointment with our professional staff at 814-732-2743.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) is part of the University's comprehensive student health program. It is centrally located on campus and is accessible to all students.

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

CAPS provides services to enrolled students without charge on a short-term basis with a focus on facilitating personal and academic growth. The faculty includes psychologists who provide counseling for personal, social, and emotional concerns, as well as brief psychotherapy, crisis intervention, group programs, and personal development opportunities. A listing of the

personal development and group programs being offered is available from CAPS. The Wellness Peer Educator program is coordinated by this office.

Hours are 9:00 a.m.-5:00 p.m., Monday through Friday, during each semester, except when the University is officially closed. Appointments are by request and can be made by phone or in person. At times there may be a waiting list to initiate services, except for emergencies. All services provided are held strictly confidential. For additional information, call 814-732-2252 or visit us at www.edinboro.edu, search: CAPS

Campus Life

The Campus Life Office serves as a campus programming center for University clubs and organizations, ROTC/Military Science, Recreational Sports, Club Sports, University Programming Board, Homecoming Activities, Greek Life, The Pogue Student Center, and Leadership Development. We host a number of events throughout the year that are planned and coordinated by students, for students. The University Programming Board is the central event-planning group for the campus. This student-run committee provides entertainment and activities for all students. The purpose of these events is to enhance the educational, cultural, social, and recreational aspects of the university experience. Activities include speakers, comedians, recreation, and a wide variety of other events that are free to students. The University Programming Board also oversees the Student Concert Committee, Homecoming Committee, Welcome Week Committee, and SnowFest Committee.

Campus Life also offers many multicultural programs and resources to our students. We are charged with creating a climate that is sensitive to the needs of its diverse population. The office achieves these objectives by designing and sponsoring programs that lead to an increased understanding of diversity and by providing opportunities to learn, work, and live in a harmonious environment that is free of discrimination.

Our office offers a variety of resources and programming that enhance college life and celebrate individual differences. We provide leadership opportunities that foster personal and professional development while coordinating multicultural initiatives. We encourage acceptance and appreciation of cultural differences where everyone is welcomed and supported.

Volunteer Service

The Office of Volunteer Services is located in the Campus Life Office. Over the years, Edinboro University students have contributed thousands of dollars and hundreds of service hours to northwest Pennsylvania. Community service and volunteer work are expectations of students at Edinboro University. This is one more way the University, students, clubs, and the community work together to create a more positive living/learning environment for the greater Edinboro area.

Center for Diversity and Inclusion

The Center for Diversity and Inclusion seeks to identify and eliminate barriers to an equitable and diverse environment. We serve as a catalyst in assisting the Edinboro community in creating a climate that promotes civility, respect, and sensitivity. Our goal is for all students, faculty, and staff to obtain understanding and foster awareness of different cultures, languages, and peoples.

Student Conduct

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 Conduct provides the due process through which allegations of misconduct are adjudicated. The Student Code of Conduct and Judicial Procedures is available on the Office of Student Conduct website.

Recreational Sports

Looking to participate in a structured recreational sports activity? Boro Rec Sports offers a host of co-ed, men's, and women's leagues year round for both individual and team sports. These sports include basketball, flag football, soccer, tennis, floor hockey, volleyball, racquetball, softball, table tennis and more.

Campus Outdoor Recreational Experience

The Campus Outdoor Recreational Experience (CORE) provides the campus community with additional outlets for the expenditure of leisure time. Outdoor recreational trips complete with equipment rentals include white water rafting, skydiving, caving, mountain biking, hiking, camping, canoeing, paintball, the spring break adventure trip, alpine and cross country skiing, rock climbing, snowshoeing, and snowboarding. These programs are structured for any level of adventure. No experience necessary! Stop by our office in the climbing gym in the Pogue Student Center for more trip information or to rent any of our outdoor equipment. Our rentals include everything from bikes and roller blades to tents and corn-hole boards. Come join the experience!

Interested in developing your leadership and team building? Stop into the CORE office to schedule you and your friends for a day at the Ropes Course. Students can have programs designed specifically for them in the areas of communication, team building, organization and more! Interested students can participate in a variety of high and low ropes obstacles, including our leap of faith, whale watch, zip line, and giant swing, just to name a few! Stop by the climbing gym for more information on this great opportunity!

Wheelchair Basketball Program

Edinboro University offers a unique opportunity for students with disabilities. The Wheelchair Basketball program offers students with disabilities the opportunity to compete in intercollegiate wheelchair basketball.

Athletics

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

Offering 18 intercollegiate sports, the University has established a rich tradition with its ongoing accomplishments in the arena of collegiate athletics. The foundation of the athletic success is an experienced and knowledgeable staff, consisting of professional coaches and support personnel who have combined to serve Edinboro University for 300 years. Many of the coaches are recognized annually for their statewide and national success.

Overall, it is the goal of the University to provide the best quality educational and athletic experience possible for its student-athletes. The program has also enjoyed success in the classroom with numerous student-athletes earning Academic All-American honors. The department annually recognizes its scholar-athletes at a recognition banquet for those students who have earned a cumulative grade point average of 3.0 or better during their careers. Generally over 40 percent of all student-athletes meet this criterion. Edinboro has enjoyed unprecedented individual and team success in recent years, and this past year was no exception. Seven teams competed in their respective NCAA championships, including women's soccer; men's and women's cross country, men's tennis, women's indoor track and field, women's volleyball and wrestling.

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

Residence Life and Housing

If you are interested in on-campus housing as a Graduate Student, please email boroliving@edinboro.edu or call 814-732-2818.

Center for Career Development and Experiential Learning

The Center for Career Development and Experiential Learning (CCDEL) offers a variety of programs, information and services to undergraduate and graduate students, alumni, and prospective students. Students may meet with professional staff to help clarify goals and interests review occupational workforce data and connect with hands-on learning opportunities in their field. Edinboro University is on Handshake, a network of career, internship and opportunities in the immediate region and across the nation. The CCDEL also provides personality and career assessments, education on interview preparation and assistance with professional writing. The CCDEL offers free professional headshots, personal branding guidance and online tools to help in career discovery and planning. CCDEL staff provide educational programs for classes and student clubs and organizations on a variety of topics including career development and planning, resume writing, interviewing, and job searching. Several events, including on-campus career fairs, employer information sessions, and interview days take place throughout the year. Please visit our website at <https://tartanedge.edinboro.edu/> for more information and resources. Online students are encouraged to utilize the robust online services and resources available through TartanEdge as many on-campus services may not be available to them.

Global Education Services

Global Education at Edinboro University is founded upon a recognition of the diversity of the world in which we live. For more than 50 years, The Global Education Office has been welcoming students from around the world to Edinboro. The office provides qualified support to international students from application to graduation and beyond. This support includes, but is not limited to, non-immigrant student status compliance, cultural adjustment, academic success, and liaising with other campus offices and the surrounding community.

Students interested in applying for admission can learn more by visiting Edinboro University's website at:

<https://www.edinboro.edu/offices-services/global-education-office/index.php>

Identification Cards

Identification cards can be obtained at the Access Office in the lobby of Lawrence Towers from 8:00am-4:00pm Monday-Friday. University policy requires that all students, faculty and staff carry the Edinboro University ID card at all times while on campus. ID Cards are required for accessing dining, door access, fitness center admittance, charging books to Financial Aid at bookstore, getting parking passes, Baron-Forness Library services, and entry into University athletic games and cultural events. ID cards are valid as long as the holder is associated with the University and is in good standing. Students can apply online for an ID card [here](#).

Parking on Campus

Parking on campus is by decal which you apply for on line at <https://www.edinboro.edu/offices-services/police/campus-parking.php> or temporary permit which may be obtained 24/7 from the University Police located at the 6N main entrance of the University in the Information Center. Your current University ID, a valid Driver's License, and Vehicle Registration must be presented when picking up your parking decal at the University Police Department.

Student Accessibility Services

Edinboro University has been actively involved in providing services to students with disabilities since September 1974. Student Accessibility Services (SAS) provides needed support services to students with various disabilities who attend the University. These disabilities include, but are not limited to, physical disabilities, learning disabilities, autism spectrum disorders, visual impairments, and hearing impairments. Students are required to provide appropriate medical documentation and/or test evaluations to the SAS if they are going to request any accommodations; it is important to note that providing documentation of a disability does not always suffice for documenting accommodation needs. Educational accommodations at the university level are provided based upon current documentation, expressed need of the student, and involve an interactive process. Educational accommodations may include priority scheduling, alternative testing arrangements, books and materials in alternate formats, readers, scribes, interpreters or real-time captioning service, and laboratory aides.

Edinboro also offers a number of services that are personal in nature and are offered on a fee for service basis. Services include personal care attendant, van transportation, wheelchair maintenance, peer advisors, meal aides, academic aides, occupational therapy, and assistive technology services/training. The Office for Accessibility Services (OAS) works closely with disability related agencies including the Office of Vocational Rehabilitation and the Bureau of Blindness and Visual Services.

DEGREES AND PROGRAMS

DOCTOR OF NURSING PRACTICE (DNP)

EDUCATIONAL SPECIALIST (EdS)

School Psychology

MASTER OF FINE ARTS (MFA)

- Ceramics
- Jewelry/Metals
- Painting
- Printmaking
- Sculpture

MASTER OF ARTS (MA)

Art

- Art Education
- Studio Art

Communication Studies

Counseling

- Art Therapy
- Clinical Mental Health
- Clinical Mental Health/Clinical Rehabilitation
- College
- School

Speech and Language Pathology

MASTER OF BUSINESS ADMINISTRATION (MBA)

MASTER OF EDUCATION (MEd)

Early Childhood Education

Educational Psychology

Reading

Reading – Dyslexia Intervention

Special Education

Teacher Leadership

MASTER OF SCIENCE (MSN)

Nursing

MASTER OF SOCIAL WORK (MSW)

POST-MASTER'S CERTIFICATION

Art Therapy

School Counseling

Family Nurse Practitioner

POST-BACCALAUREATE TEACHER CERTIFICATION*

Art Education (K-12)
Biology (7-12)
Chemistry (7-12)
Comprehensive English (7-12)
Early Childhood Education (PreK-4)
Health & Physical Education
Mathematics (7-12)
Middle Level - English/Language Arts/Reading
Middle Level - Mathematics
Middle Level - Mathematics & English/Language Arts/Reading
Middle Level - Mathematics & Science
Middle Level - Mathematics & Social Studies
Middle Level - Science
Middle Level - Science & English/Language Arts/Reading
Middle Level - Science and Social Studies
Middle Level - Social Studies
Physics (7-12)
Social Studies (7-12)

SPECIALIZED CERTIFICATIONS

Educational Leadership

- K-12 Principal Certification*
- Letter of Eligibility for Superintendents*
- Supervisor of Special Education*

Reading Specialist (K-12) (requires an existing Instructional I certification)*

Special Education

- Autism Spectrum Disorders Endorsement
- PreK-8 Teacher Certification (requires an existing Instructional I certification in a PreK-8 area)*
- 7-12 Teacher Certification (requires an existing Instructional I certification in a 7-12 area)*

ENDORSEMENTS

Autism Spectrum Disorders*

English as a Second Language—Program Specialist (requires an existing Instructional I certification)*

Online Teaching Endorsement*

STEM Teaching Endorsement*

GRADUATE INSTITUTIONAL CERTIFICATES

Arts Infusion

Conflict Management

*** endorsed by the Pennsylvania Department of Education**

DOCTOR OF NURSING PRACTICE

(Major Code 9005)

The Edinboro and Clarion Universities' Doctor of Nursing Practice (DNP) program has a minimum requirement of 27 credits, based on graduate preparation upon application to the program. This program is accredited by the *Commission on Collegiate Nursing Education (CCNE)*. Courses are taken part-time over a minimum of 5 semesters in an online format. Students will be admitted in cohorts and begin courses in summer session of each year. The program is designed to be flexible, affordable and professionally rewarding. The online, part-time structure accommodates full time employment for students while pursuing their DNP. This program offers the opportunity to advance skills in:

- Leadership
- Policy
- Population health
- Clinical practice

The DNP program has students from diverse populations and professional backgrounds with broad areas of expertise. The cohort design allows students to learn from each other as well as the coursework and faculty members leading to professional collaboration that is one of the keystone goals for DNP education.

Faculty oversight and advisement is completed using an online learning platform, phones, emails, and virtual meetings as well as face to face if requested.

Contact Information

Dr. Deborah J. Kelly, DNP, RN, CHPCA

Clarion University of Pennsylvania, Venango College School of Health Sciences Department of Nursing

1801 West First Street

Oil City, Pennsylvania 16301

Phone: (814) 393-1258

Fax: (814) 676-0251

dkelly@clarion.edu

Admission Requirements and Procedures

Students must hold a Master's degree from a nationally accredited program. Eligible Master's degrees include: MSN, MBA, and MHSc. Master's Degrees in other disciplines will be considered. Those applicants with a Master's Degree other than the MSN must also have a BSN. Eligible applicants may be educated in direct care roles such as nurse practitioner, nurse anesthetist, clinical specialist, and nurse midwife; or may practice in roles such as nurse administration (leadership), nursing informatics, or nurse education.

The student must also meet the following requirements:

1. Completed online application form
2. Non-refundable application fee (\$40 payable at the time of online application submission)
3. Official transcripts from all undergraduate and graduate institutions attended
4. Applicants must have at least one degree in nursing, either a BSN, BSN equivalent, or a Master of Science in Nursing (MSN), with a minimum 3.25 GPA
5. MSN or other master's degree from an accredited program with a GPA of 3.25 or higher (Applicants with a master's degree other than nursing may require additional coursework prior to enrollment, as determined by a review of official transcripts)
6. A graduate course in research with a grade of "B" or higher or successful completion of graduate thesis (Completion of a graduate level capstone project will be considered upon review of the project)
7. Two professional recommendations; excluding peer reference
8. Resume/CV
9. Current unencumbered licenses as a Registered Nurse
10. Written documentation of completed clinical hours in a master's program (DNP degree requires a total of 1000 hours of clinical time between the master's and doctoral programs)
11. A type-written 1-2 page personal statement describing your learning goals and a telephone interview

Curriculum

DNP Core Courses

NURS 806 DNP Leadership	NURS 809 Advanced Topics in Population Health
NURS 807 Information Management in Health Care	NURS 810 Advanced Care of the Individual and Family Advanced Practice
NURS 808 Analytical Methods of Evidence-Based Practice	

Culminating practice-based experiences build on the foundation of previous coursework in the program. Note that the internships and DNP project are also considered part of the core curriculum.

Clinical Courses

NURS 849: DNP Clinical Internship Elective - 45 hours (1cr.varied) *	NURS 851: DNP Internship II – 135 hours (3cr.)
NURS 850: DNP Internship I - 135 hours (3cr.)	NURS 900: DNP Project (Clinical Dissertation) – 135 hours (6 credits +)

All DNP degrees require a minimum of 1000 clinical hours with 500 hours potentially transferred in from a master's program.**

*For Professional Nurses accepted into the DNP program with less than 500 clinical hours NURS 849 can be taken as needed to meet the 1000 total hour requirement for a DNP.

**Transfer of clinical hours from a previous program requires 1) documentation of the hours from the prior master's program and 2) Approval of clinical hours by admission committee 3) No more than 500 hours can be transferred.

Approved Clinical Internship Hours are available for review at:

http://www.clarion.edu/academics/colleges-and-schools/college-of-health-sciences-and-human-services/department-of-nursing/dnp_approvedinternshiphours.pdf

Degree Requirements

- Core classes *
- Internship hours equaling a minimum of 1,000 practice hours (MSN + DNP) *
- 500 Internship hours from the DNP Program *(for a total of 1000 hours between MSN and DNP)
- Professional Portfolio completed *
- DNP Project Completion and Defense *
- DNP Professional Poster *
- DNP Project Presentation
- Proof of submission for publication (not acceptance)

* These must be completed to walk during commencement.

Program Plans

All students follow a part-time program plan. Part-time is defined as 8 credits or less.

Program Plan with Advanced Clinical Practice Specialty Electives

Year 1 ***						Year 2***			
Summer		Fall		Spring		Summer		Fall	
Course	Cr	Course	Cr	Course	Cr	Course	Cr	Course	Cr
NURS 806	3	NURS 807	3	NURS 809	3	NURS 850	3	NURS 850	3
		NURS 808	3	NURS 810	3	NURS 900	3	NURS 900	3

*Students may choose to complete the NURS 900 DNP Project over extra semesters.

**Students with less than 500 clinical hours at admission will need to complete additional sections of NURS 851 Clinical Internship for a total of 1000 hours between MSN and DNP Completion

***Students may take sections of NURS849 at any time during the program

Advising

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

Program Faculty

Edinboro University

Dr. Colleen Barrett, DNP, CRNP, FNP-BC

cbarrett@edinboro.edu

Dr. Meg Larson, DNP

mlarson@edinboro.edu

Dr. Jill Rodgers, DOC

jrogers@edinboro.edu

Dr. Thomas White, DEd, CRNP, CEN

twhite@edinboro.edu

Clarion University

Dr. Deborah J. Kelly, DNP, RN, CHPCA

dkelly@clarion.edu

Dr. Lana Smith, PhD, CRNP

lasmith@clarion.edu

EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY

(Major Code 8700)

Program Description

The Educational Specialist Degree in School Psychology is a 67 credit program of study that in conjunction with passing scores on the National School Psychology Exam leads to Pennsylvania School Psychologist Certification and recognition as a Nationally Certified School Psychologist.

The School Psychology Program prepares its graduates for the professional practice of psychology in the schools by emphasizing a scientist-practitioner model of training. The mission of the program is to prepare graduates students according to the National Association of School Psychologists (NASP) training standards and develop leaders in schools who use empirically supported practices for instruction, mental health/crisis intervention, and special education 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 intervention of problems experienced by children, schools, and communities.

Contact Information

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

Dr. Edward Snyder, Graduate Program Head
Butterfield Hall 117
(814) 732-1099
esnyder@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education. A grade point average of 3.0 or better for the junior and senior years is required.
4. GRE results are required. Scores in the 30th percentile or above for the verbal, quantitative, and analytical writing sections are preferred.
5. Applicants must submit three reference letters.
6. A one to two page essay answering the following questions:
 - a. What attracted you to the field of school psychology?
 - b. What attributes do you possess that will enable you to succeed as a graduate student and ultimately as a practitioner?
 - c. What are your professional goals?
7. A professional resume.

Upon receipt of all application materials you will be contacted for an interview. For full consideration of a graduate assistantship, the application for a fall semester start must be received by February 15th. Applications received after this date will be considered.

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

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

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

Curriculum

Fall Year One

*APSY720 Learning Theories (3 credits)	online
APSY722 Assessment in School Psychology I (3 credits)	online and Saturday
APSY781 Statistics in Education (3 credits)	online and Saturday
*SPED710 Seminar in Special Education and Exceptionalities (3 credits) Begin 50 hour school experience	online

Spring Year One

APSY723 Assessment in School Psychology II (3 credits)	online and Saturday
*APSY727 Psychoeducational Counseling and Interviewing (3 credits)	online
COUN712 Human Development Across the Lifespan (3 credits)	online
*SPED725 Seminar in Mild to Moderate Disabilities (3 credits) online Complete-50 hour school experience	

Summer Year One

APSY721 Cultural, Social, and Biological Bases of Personality Development (3 credits)	online
*APSY796 Crisis Management and Violence Prevention (3 credits)	online

Fall Year Two

APSY615 Professional Development in School Psychology (3 credits)	online and Saturday
*APSY625 Collaborative Consultation in Educational Settings (3 credits)	online
APSY725 Clinical Practicum in School Psychology (3 credits)	2 days/week
*APSY/SPED 788 Research in Education I (3 credits)	online

Spring Year Two

APSY724 Psychoeducational Assessment of Behavioral and Developmental Disabilities (3 credits)	online and Saturday
APSY735 Clinical Practicum in School Psychology (3 credits)	2 days/week
*APSY789 Research II: Seminar in Ed. /Psych. Research (3 credits)	online
*READ706 Foundations of Literacy (3 credits)	online
*Pass MEd Education Psychology Comprehensive Exam	
*Submit Research Project Paper for MEd in Educational Psychology	
Completion of MEd in Educational Psychology Degree	

Summer Year Two

APSY790 Seminar in School Psychology (3 credits)	online
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Year Three

APSY795 Internship in School Psychology (10 credits) >1200 hours	
Pass Praxis II exam	
Pass Comprehensive Internship Review	
Completion of Ed.S. in School Psychology Degree	

Degree Requirements

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

Comprehensive Evaluation. During internships, candidates complete artifacts for the internship portfolio including the following reports: psychological evaluation report, intervention consultation report for an academic goal, intervention consultation report for a behavior goal, and program evaluation report. Portfolio artifacts are evaluated by program faculty

using rubrics. Formative evaluations are completed by program faculty using the following methods: Individual meetings with candidates and site supervisors, monthly group intern meetings, reviewing Intern Evaluation Forms completed by site supervisors, and reviewing intern hourly logs of their experiences. Summative intern evaluations are conducted by program faculty using the 40-week Intern Evaluation form, the final logs submitted by interns, intern portfolio artifacts, and intern performance on the National School Psychology (Praxis II) exam.

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

National School Psychology Exam (School Psychologist 5402). A product of Educational Testing Service, this instrument is designed for use by school psychology candidates and should be taken toward the end of the program. Questions focus on content and process issues relevant to the school setting. The main content areas include data-based decision making; research-based academic practices; research-based behavioral and mental health practices; consultation and collaboration; applied psychological foundations; and ethical, legal, and professional foundations. Qualifying scores vary by state.

Advising

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

Program Faculty

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

Joel Erion, Professor

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

Meghan Ferraro, Assistant Professor

B.S. in Education, Lock Haven University
M.S. Education, Educational Psychology, Indiana University of PA
School Psychology Certification, Indiana University of PA
Ed.D. School Psychology, Indiana University of PA
Pennsylvania Teaching Certificate, Elementary and Special Education
Pennsylvania Certified School Psychologist
Nationally Certified School Psychologist
Professional interests: Consultation, special education, behavioral assessments and interventions, reading instruction/intervention, and Multi-Tiered System of Supports.

Edward P. Snyder, Professor

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

MASTER OF FINE ARTS

(Major Code 8596)

Program Description

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

Contact Information

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

Terry McKelvey, MFA, Graduate Program Head
(814) 732-1155
tmckelvey@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Submit a letter of intent (Please indicate the main medium of interest: Ceramics, Metals/Jewelry, Painting, Printmaking or Sculpture).
5. Three letters of reference. At least two of these should be faculty members the applicant had as instructors for undergraduate or graduate art courses.
6. Submit the required portfolio of 20 images of recent studio work using the Edinboro SlideRoom account found at <https://edinboroart.slideroom.com/>. Include title, media, size, and date of each image. These must be submitted **on or before the application deadline of February 1 for Fall admission.**
7. A personal interview if notified by the department.

All necessary steps of the admission process, except the personal interview, must be completed by February 1st.

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

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

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

MFA Curriculum

The MFA program has five studio concentrations: Ceramics, Jewelry/Metals, Painting, Printmaking, and Sculpture. Curricular requirements vary depending on the studio concentration. A minimum of 60 semester hours of graduate credit must be earned as a partial requirement for this degree. At least 30 semester hours must be in graduate student-only courses. While the following is a general description of the curriculum, students must meet with an advisor to develop their Plan of Study.

MFA, CERAMICS CURRICULUM (Concentration Code 8590)

I. Courses in Ceramics	30 cr. hrs.
<i>(A minimum of fifteen credits of level I studio courses, and fifteen credits of level II studio work in the major must be completed – see Candidacy.)</i>	
II. Courses in a complementary studio area*	6 cr. hrs.
III. Courses in Art History, Aesthetics, or Criticism**	12 cr. hrs.
IV. Courses in related electives**	9 cr. hrs.
V. ART 799 Studio Exhibit	3 cr. hrs.

* Complementary studio area courses and electives may be taken in ceramics, drawing, jewelry/metals, painting, printmaking, sculpture and wood furniture design.

**May include credits in ARHI 730 and ART 700/701/702

MFA, JEWELRY / METALS CURRICULUM (Concentration Code 8591)

MFA, PAINTING CURRICULUM (Concentration Code 8592)

MFA, PRINTMAKING CURRICULUM (Concentration Code 8593)

MFA, SCULPTURE CURRICULUM (Concentration Code 8594)

I. Courses in the major studio area*	30 credit hours
<i>(A minimum of fifteen credits of level I studio courses, and fifteen credits of level II studio work in the major must be completed – see Candidacy.)</i>	
II. Courses in a complementary studio area**	6 cr. hours
III. ARHI 730 Special Topics in Art History	9 cr. hours
IV. ART 700/701,702 Seminar in Fine Arts	9 cr. hours
V. Courses in related electives**	3 cr. hours
VI. ART799 Studio Exhibit	3 cr. hours

*The major studio area courses are in jewelry/metals, painting, printmaking, or sculpture.

**Complementary studio area courses and electives may be taken in ceramics, drawing, jewelry/ metals, painting, printmaking, sculpture, and wood furniture design.

Degree Requirements

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

1. Secure pre-approval from the student's graduate committee for the site and duration of the Studio Exhibit;
2. Must satisfactorily complete a thesis exhibition, earning a grade of "B" or better for the course ART 799 Studio Exhibit; and
3. Must satisfactorily complete a comprehensive verbal defense of the work in the thesis exhibition as reviewed by the student's graduate committee;
4. Submit a flash drive of images documenting each piece in the final exhibition and a written artist's statement, to the student's advisor prior to the awarding of the degree; and
5. Refer to Academic Information section of the Graduate catalogue for general degree requirements.

Candidacy. During his or her fifteenth semester hour of level I course work in the major studio area, the student must submit to the School of Graduate Studies an Application for Admission to Candidacy for the MFA Degree. This application may be obtained from the School of Graduate Studies.

Prior to the student's enrollment in level II courses, the student's MFA Committee will review and evaluate the applicant's

progress in the MFA program. This committee will make one of the following recommendations:

1. Admission of the student to Candidacy for the MFA degree with authorization given to the student to enroll in the level II course work in the major studio area.
2. Deny the student's request for admission to Candidacy with authorization for the student to enroll in up to six additional semester hours in I level course work in the major studio area. The student would be required to submit a new application for admission to Candidacy prior to completion of the sixth 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 minimum cumulative quality point average of 3.00 (four point scale) for the course work completed as part of the MFA degree program.

Studio Exhibit. It is the student's responsibility to prepare a minimum of one quality digital image of each piece included in the Studio Exhibit. These images on a flash drive must be presented to the student's Advisor and are expected to be at a professional quality prior to receiving a grade for ART 799 and subsequently the awarding of the degree. A written artist's statement concerning the work in the Studio Exhibit must be displayed in the exhibition, and included with the images mentioned above. The department chairperson will maintain a file of the images and statement from each Studio Exhibit.

Advising

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

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

Program Faculty

Suzanne Amendolara	samendolara@edinboro.edu
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MASTER OF ARTS

MASTER OF ARTS IN ART

(Major Code 8005)

The Master of Arts (M.A.) degree in Art will fill specific educational needs within Pennsylvania, 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 available at Edinboro University. The student may concentrate in art education or studio art.

ART EDUCATION CONCENTRATION

(Concentration Code 08011)

Program Description

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

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

Contact Information

Dr. Mary Elizabeth Meier, Graduate Program Head
Doucette Hall 116
(814) 732-1267
mmeier@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80. For students with a GPA below 2.80 scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum (30 credits)

ARED 650 Strategies for Art Teachers

ARED 701 Current Issues in Art Education

ARED 705 Aesthetics & Art Criticism for Art Education

ARED 706 Curriculum Development in Art Education

ARED 715 Critical Readings in Art Education

ARED 720 Therapeutic Art Education

EDUC 788 Research in Education

ARED 750 Research in Art Education

ARED 775 Culminating Experience in Art Education (6 cr)

Degree Requirements

Individuals must comply with the degree requirements of master's degrees listed under *Academic Standards and Policies* in this catalogue.

Advising

The program director will serve as the advisor.

STUDIO ART CONCENTRATION (Concentration Code 08013)

Program Description

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

Contact Information

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

Terry McKelvey, MFA, Graduate Program Head
(814) 732-1155
tmckelvey@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Submit a letter of intent (If applying for the studio, please indicate the main medium of interest; Ceramics, Metals/Jewelry, Painting, Printmaking or Sculpture)
5. Three letters of reference. These should include at least two faculty members the applicant had as instructors for undergraduate or graduate art courses.
6. Submit the required portfolio of 10 images of recent studio work using the Edinboro SlideRoom account found at <https://edinboroart.slideroom.com/>. Include title, media, size, and date of each image. These must be submitted on or before the application deadline of February 1 for Fall admission.
7. A personal interview if notified by the department.

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

Curriculum

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

I.	Studio concentration courses	12 credits
II.	Art Studio/Art Education/Art Theory courses	6-9 credit hours
III.	Related elective courses	6 credit hours
IV.	Culminating experience (Select A or B)	3-6 credit hours
	A. Final Exhibition	3 credits
	B. Thesis	3 credits

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

Degree Requirements

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

1. Earn a grade of "B" or better for the course ART 735 - Final Exhibit (3 credits)
2. Satisfactorily complete a one-person show, the site and duration of which have been pre-approved by the student's graduate committee.
3. Satisfactorily complete an oral examination based on the exhibition.

4. Submit a written artist's statement concerning the work in ART 735 to be displayed during the exhibition
5. Submit a flash drive with one quality image of each piece documenting the final exhibition and the written artist's statement submitted to the student's Advisor prior to awarding the degree.

Plan of Study: Following acceptance into the MA program and prior to enrolling in classes, the MA student shall meet with the advisor to complete a plan of study for the degree. Changes for this designated plan must be approved by the advisor. Copies of the plan must be kept by the student, the advisor, and provided for the student's file in the Art Office. Under extenuating circumstances, a student may be unable to meet with his/her advisor before enrolling in classes. In this case, a student may enroll in classes, but must develop a Plan of Study with the approval of his/her advisor before enrolling in his/her twelfth semester hour of degree credit at Edinboro University.

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

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

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

Advising

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

Program Faculty

Suzanne Amendolara	samendolara@edinboro.edu
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MASTER OF ARTS IN COMMUNICATION STUDIES

(Major Code 8006)

Program Description

The study of communication is important to virtually every profession that involves working with people – education, advertising and public relations, management and marketing, health care and social services, politics and public services, and other organizational and institutional contexts, public and private. The Master of Arts in Communication Studies (MACS) program seeks to develop a student’s specialized knowledge and skill in the following areas of emphasis: managerial and leadership communication, and integrated marketing communication. Students also have the option of obtaining the Graduate Certificate in conflict Management concurrently with their program of study. A Master of Communication Studies develops capabilities to initiate and advance his or her professional career in one or more of these areas, to work with and serve others in diverse communities with dignity and respect, and to understand the complexities associated with learning and communicating ethical and cultural values.

The Master of Art in Communication Studies program goals are as follows:

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

Program Emphases

In conjunction with [Core Courses](#), and in addition to the [Certificate in Conflict Management](#), students select courses to develop expertise in one or more of the following emphases. To claim an emphasis, students must take the required core course (marked with an asterisk*) for that emphasis, and a minimum of two additional courses listed under the emphasis.

Managerial and Leadership Communication

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

Integrated Marketing Communication

- COMM 605 Communication Strategies in Advertising
- COMM 635 Integrated Marketing Communication*
- PR 640 Public Relations Management
- COMM 645 Technology of Communication
- COMM 685 Crisis Communication
- COMM 750 Persuasion & Propaganda

Contact Information

Dr. Melissa Gibson, Graduate Program Head
Compton Hall 202
Phone: (814) 732-1592
Email: mgibson@edinboro.edu

Admission Requirements and Procedures

1. Complete the online application
2. Pay an application fee of \$30.
3. Submit an official transcript verifying an earned baccalaureate degree from an accredited institution
4. Scores for the Miller Analogies Test (MAT), or the general aptitude portion of the Graduate Record Examination (GRE). If you possess a master’s degree you do not need to complete the exams listed above. Applicants with at least a 2.8 undergraduate QPA and two years of professional experience are not required to submit MAT/GRE

scores, but must submit a writing sample or samples demonstrating research, analytical and writing capabilities.

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

Applicants without full-time professional work experience or at least one semester of full-time field experience at the undergraduate level at time of admission into the degree program will be encouraged to enroll in the internship track and participate in a field experience of at least 3 credit hours.

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

Applicants who do not meet the minimum GPA or exam scores may be admitted on a conditional basis, but will be required to earn a B or better in all coursework within the first 9 credit hours to remain in the program.

Curriculum

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

Required Core Courses¹ 6 credits

Theory (Choose one; 3 credit hours)

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

Research (Choose one; 3 credit hours)

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

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

Elective Courses (24 credit hours; any additional Core course taken may be counted here)

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

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

For Internship track, the student must complete 3-6 credit hours of COMM 796 in consultation with the program advisor.

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

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

Degree Requirements

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

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

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

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

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

Option B: COMM 799 Thesis (3 credit hours). Students complete three credits of thesis research which requires writing a prospectus, conducting systematic inquiry of a communication phenomenon, and applying pertinent communication theories and methodologies. Students then orally defend the thesis to a committee of three faculty.

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

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

Advising

The program advisor for the Master of Arts in Communication Studies Dr. Melissa Gibson, Phone: (814) 732-1592, mgibson@edinboro.edu. Students are required to contact Dr. Gibson soon after admission to schedule a meeting to review requirements and prepare a Plan of Study.

Program Faculty

Dr. Anthony Esposito	aesposito@edinboro.edu
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Dr. Ronald Raymond	rreymond@edinboro.edu
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Dr. Andrew R. Smith	arsmith@edinboro.edu
Dr. James Wertz	rwertz@edinboro.edu

MASTER OF ARTS IN COUNSELING

(Major Code 8049)

Program Description

The Edinboro University of PA Counseling programs provide courses of study leading to a Master of Arts degree in Counseling with emphases in school counseling, college counseling, clinical mental health counseling and art therapy. Edinboro University is proud to be one of the first universities in the nation to offer a dual Clinical Mental Health Clinical Rehabilitation Counseling and Counseling master's program. Edinboro University has four CACREP accredited Counseling programs including Clinical Mental Health Counseling, Clinical Mental Health Counseling/Clinical Rehabilitation Counseling, Student Affairs and College Counseling, and School Counseling.

Art Therapy is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of The Accreditation Council for Art Therapy Education (ACATE) and is also accredited by the National Association of School of Art and Design (NASAD) Commission on Accreditation. All Counseling programs are offered completely online.

Overarching Mission Statement. The students and faculty of the Counseling Program at Edinboro University are a diverse community of learners who engage in service, leadership, and scholarship. Faculty are committed to providing developmentally sound academic and field experiences to educate counselors in training to be effective practitioners in a pluralistic society. Collectively, our mission is to prepare professional counselors who **embody** ethical and culturally responsive behavior, **enhance** the well-being of families, groups, couples and individuals, and **advocate** on behalf of both the counseling profession and those who are served.

Online Program Applicants: It is important that online applicants who are applying to graduate programs leading to state licensure in states other than Pennsylvania be aware of the various state professional licensure requirements. Please use this link to check the licensure requirements by state via careerstop.org: [Counseling Licensure Requirements by State](#)

[Counseling Program Outcomes](#)

[Counseling Manuals, Guides, and Policies](#)

SCHOOL COUNSELING

(Concentration Code 08056)

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

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

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

- Development of a "Plan of Study" for each student including 60 graduate credits that meet the educational requirements for certification as a school counselor and counselor licensure in the state of Pennsylvania.
- Demonstrate knowledge of the school setting and curriculum.
- Demonstrate an understanding of the ethical standards and guidelines of the American School Counselor Association (ASCA), of policies, laws, and legislation relevant to school counseling.
- Demonstrate methods of planning and presenting guidance-related educational programs for school personnel and parents.
- Use surveys, interviews, and needs assessments and data to improve the school environment.

- Design, implement, and evaluate a comprehensive developmental school program.
- Implement and evaluate specific strategies designed to meet program goals and objectives.
- Design appropriate developmental structured activities for small groups, peer helper groups, classroom guidance, and programs for a pluralistic school community.
- Demonstrate knowledge of issues which may affect the development and functioning of children and adolescents (e.g., abuse, eating disorders, and attention deficit hyperactivity disorders).
- Demonstrate methods of consulting with parents, teachers, administrators, support staff and community agency personnel.
- Encourage students' involvement in professional counseling organizations (e.g., Counseling Club, Chi Sigma Iota Fraternity Inc., Pennsylvania Counseling Association, Pennsylvania School Counseling Association, American School Counseling Association, American Counseling Association, and National Rehabilitation Association) by discussing the benefits of such involvement and providing students with membership application material.

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

School Counseling Curriculum

60 Credit Hours

Core Courses

33 Credit Hours

- COUN 705 Group Processes
- COUN 707 Ethical and Legal Issues in Counseling
- COUN 710 Appraisal Techniques in the Helping Professions
- COUN 712 Human Development Across the Lifespan
- COUN 715 Career Development and Life Planning
- COUN 720 Counseling and Consultation Theories
- COUN 730 Supervised Counseling Practice
- COUN 745 Multicultural Counseling
- COUN 791 Addictions Counseling
- COUN 794 Research and Program Evaluation
- COUN 797 Crisis and Trauma Counseling

School Counseling Specialized Courses

12 Credit Hours

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

School Counseling Electives

6 Credit Hours

School Counseling Fieldwork Courses

9 Credit Hours

- COUN 735 Counseling Practicum
- COUN 795 Internship in Counseling*

COLLEGE COUNSELING (Concentration Code 08051)

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

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

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

- Functional knowledge of developmental processes appropriate to college students and the academic community.
- Functional knowledge and application of processes related to the "common language" of diagnosis, assessment, treatment planning, and relevant psychopharmacology within the collegiate/academic environment.

- Ability to communicate effectively with and appropriately advocate for diverse communities within the collegiate/academic environment.
- Ability to plan preventive, interventive, and postventive processes as appropriate for the client and/or the collegiate/academic environment, including research and evaluative applications that assist in refining those processes.
- Functional knowledge of ethical and legal issues impacting college counseling, including application of that knowledge.

Program Objectives. Program-specific objectives center upon core counseling areas, as well as specific learning outcomes. Students in College Counseling will demonstrate:

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

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

College Counseling Curriculum

60 Credit Hours

Core Courses

33 Credit Hours

COUN 705 Group Processes
 COUN 707 Ethical and Legal Issues in Counseling
 COUN 710 Appraisal Techniques in the Helping Professions
 COUN 712 Human Development Across the Lifespan
 COUN 715 Career Development and Life Planning
 COUN 720 Counseling and Consultation Theories
 COUN 730 Supervised Counseling Practice
 COUN 745 Multicultural Counseling
 COUN 791 Addictions Counseling
 COUN 794 Research and Program Evaluation
 COUN 797 Crisis and Trauma Counseling

College Counseling Specialized Courses

12 Credit Hours

COUN 700 Introduction to the Helping Professions
 COUN 750 College Student Development
 COUN 753 Student Affairs Practice and Administration
 COUN 755 Psychopathology and Interventions **OR**
 COUN 756 Counseling the College Student

College Counseling Electives

3 Credit Hours

College Counseling Fieldwork Courses

9 Credit Hours

COUN 735 Counseling Practicum
 COUN 795 Internship in Counseling*

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

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

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

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

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

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

The Clinical Rehabilitation Counseling and Clinical Mental Health Counseling program offers students experiences that promote

development of their professional identities as counseling professionals by:

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

Clinical Rehabilitation Counseling and Clinical Mental Health Curriculum

63 Credit Hours

Core Courses

33 Credit Hours

COUN 705 Group Processes
COUN 707 Ethical and Legal Issues in Counseling
COUN 710 Appraisal Techniques in the Helping Professions
COUN 712 Human Development Across the Lifespan
COUN 715 Career Development and Life Planning
COUN 720 Counseling and Consultation Theories
COUN 730 Supervised Counseling Practice
COUN 745 Multicultural Counseling
COUN 791 Addictions Counseling
COUN 794 Research and Program Evaluation
COUN 797 Crisis and Trauma Counseling

Clinical Rehabilitation and Clinical Mental Health Counseling Specialized Courses

21 Credit Hours

COUN 702 Introduction to Rehabilitation Counseling
COUN 754 Family Counseling
COUN 755 Psychopathology and Intervention
COUN 780 Medical Information for the Helping Professions
COUN 782 Vocational Development in Rehabilitation
COUN 784 Psychosocial Aspects of Disabilities
COUN 788 Case Management

Clinical Rehabilitation and Clinical Mental Health Counseling Fieldwork Courses

9 Credit Hours

COUN 735 Counseling Practicum
COUN 795 Internship in Counseling*

CLINICAL MENTAL HEALTH COUNSELING

(Concentration Code 08058)

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

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

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

Clinical Mental Health Counseling Program Objectives. To provide networking opportunities for clinical mental health counseling students with mental health professionals in the field of counseling.

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

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

Clinical Mental Health Curriculum

60 Credit Hours

Core Courses

33 Credit Hours

- COUN 705 Group Processes
- COUN 707 Ethical and Legal Issues in Counseling
- COUN 710 Appraisal Techniques in the Helping Professions
- COUN 712 Human Development Across the Lifespan
- COUN 715 Career Development and Life Planning
- COUN 720 Counseling and Consultation Theories
- COUN 730 Supervised Counseling Practice
- COUN 745 Multicultural Counseling
- COUN 791 Addictions Counseling
- COUN 794 Research and Program Evaluation
- COUN 797 Crisis and Trauma Counseling

Clinical Mental Health Counseling Specialized Courses

12 Credit Hours

- COUN 704 Clinical Mental Health Counseling
- COUN 754 Family Counseling
- COUN 755 Psychopathology and Intervention
- COUN 757 Child and Adolescent Counseling

Clinical Mental Health Counseling Electives

6 Credit Hours

Clinical Mental Health Counseling Fieldwork Courses

9 Credit Hours

- COUN 735 Counseling Practicum
- COUN 795 Internship in Counseling*

ART THERAPY

(Concentration Code 08057)

Art Therapy Program Mission. In September 2018, the [Commission on Accreditation of Allied Health Education Programs](#), the largest programmatic accreditor of health science professions in the U.S., granted Edinboro's Master of Arts in Counseling – Art Therapy the nation's first standard-compliant accreditation at the recommendation of the Accreditation Council for Art Therapy Education. The mission of the art therapy program is to empower the artist and clinician within the art therapist through an accessible, shared learning experience designed to develop successful, contributing professionals in our communities and world.

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

To fulfill our mission we:

- Provide a rigorous didactic curriculum in counseling and experiential art therapy education
- Emphasize the understanding of various individual, group, and family theoretical approaches
- Prepare graduates to integrate theoretical approaches into the practice of art therapy with culturally diverse people of all ages in a variety of settings
- Encourage students to develop a personal and ethical approach to counseling and art therapy
- Ground students in a mental health perspective
- Promote clinical competence in assessment and treatment

- Develop competency in planning, conducting, and evaluating counseling and art therapy research
- Enhance student self-awareness and development of counseling and artist-therapist identity through personal art making and self-reflection
- Foster skills in the therapeutic use of a broad range of art processes and material

Art Therapy Program Goals.

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

Art Therapy Curriculum

60 Credit Hours

Core Courses 36 Credit Hours

COUN	710	Appraisal Techniques in the Helping Professions
COUN	712	Human Development across the Lifespan
COUN	715	Career Development and Life Planning
COUN	730	Supervised Counseling Practice
COUN	735	Counseling Practicum
COUN	745	Multicultural Counseling
COUN	755	Psychopathology and Interventions Addictions
COUN	791	Counseling
COUN	795	Crisis and Trauma Counseling
COUN	797	Internship in Counseling (6 credits)

Required Art Therapy Courses 21 Credit Hours

ARTT	710	History and Theory of Counseling and Consultation in Art Therapy
ARTT	720	Media and Materials in Art Therapy
ARTT	730	Art Therapy Practice and Assessment
ARTT	735	Clinical and Group Art Therapy
ARTT	740	Professional Functioning, Standards, and Ethics in Art Therapy
ARTT	790	Introduction to Art Therapy Research
ARTT	791	Advanced Research in Art Therapy

Art Therapy Electives (2 credits each – must take 6 credits)

ARTT	750	Current Trends in Art Therapy
ARTT	751	Trauma Informed Art Therapy
ARTT	752	Metaphor and Creativity in Art Therapy
ARTT	753	Clinical Approaches in Art Therapy
ARTT	754	Digital Media in Art Therapy
ARTT	755	Community Engagement in Art Therapy
ARTT	760	International Art Therapy

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

Contact Information

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

Dr. Adrienne Dixon, Program Head

(814) 732-1932

amdixon@edinboro.edu

Art Therapy Program Director

Dr. Carolyn Treadon

(814) 732-1104

ctreadon@edinboro.edu

Admissions Requirements and Procedures

Edinboro University has four CACREP accredited Counseling programs including Clinical Mental Health Counseling, Clinical Mental Health Counseling/Clinical Rehabilitation Counseling, Student Affairs and College Counseling, and School Counseling.

Applications for admissions are reviewed between August 15 and September 15 (application deadline for spring semester) and December 15 and February 15 (application deadline for fall semester).

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide the name, email address, and place of employment for three (3) professional references (electronic reference requests will be emailed to each). These individuals should be able to describe your interpersonal skills, ethical judgment, and professional potential for counseling or art therapy
4. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education. If you have completed graduate work, please include an official transcript of all previous graduate work.
5. Complete an APA formatted writing sample of 500-750 words, with a minimum of two (2) references and citations answering the following:
 - a. Why do you want to study counseling/art therapy at Edinboro University?
 - b. What are the personal and professional experiences that have led you to choose a career in counseling/art therapy?
 - c. In your research, what have you learned about your chosen counseling/art therapy concentration?

Additional Requirements for Admission to the Art Therapy Concentration:

1. A link to an online portfolio (ex. flickr, dropbox, snapfish) of 20 images of applicant's art demonstrating variety of 2 and 3-D pieces.
2. Psychology Credits: (12) graduate or undergraduate credits, including Abnormal Psychology or Psychopathology and a course that addresses Developmental Psychology. Twelve credits must be taken before candidacy.
3. Studio Art credits: (18) graduate or undergraduate credits in 2 and 3-D studio art areas. Up to six credits can be done as portfolio review. This must be done prior to application through the program director.
4. Applicants with more than two (2) outstanding prerequisites will not be considered for admission.

An individual admission interview with at least two faculty members is a requirement of the admission process. Interviews are completed on Mondays following the application deadline. The Program Head will contact the applicants after the fall or spring admission deadline to set up interviews. Interviews are conducted using Zoom online and will last 30 minutes.

There are three different admissions outcomes: Acceptance, Waitlist, and Denial. Students who are accepted into a CACREP accredited program have twenty days from the date of admission to confirm or deny their acceptance. Students who are placed on the waiting list will be ranked and will receive notification as soon as a space is made available in the program.

Students who are admitted will be assigned a faculty advisor scheduled to attend a mandatory New Student Orientation Session (multimodal or online and in person options).

Degree Requirements

Candidacy- Because of the nature of the role of the professional counselor, degree candidates of the programs must demonstrate such qualities as genuineness, warmth, empathy, ethics, professionalism, and interpersonal skills. Students will be evaluated on Knowledge, Skills and Dispositions necessary for professionals at various transition points through the program. Candidacy is the first

point where these qualities will be formally evaluated. Both the individual student and faculty will have input into this evaluation. Review of the Application for Admission to Candidacy is seen as very important and this review will include interpersonal skills as well as academic progress. The advisor presents the candidacy application for program staff recommendation. A degree student may not be admitted to Candidacy until (1) at least 12 semester hours of degree credit have been completed, (2) an Application for Admission to Candidacy has been filed with the advisor, and (3) the student has made satisfactory progress in her or his degree program (minimum of a 3.0 QPA).

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

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

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

Advising

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

Faculty

Dr. Kevon Bruce	kbruce@edinboro.edu
Dr. Adrienne Dixon	amdixon@edinboro.edu
Dr. Julaine Field	jfield@edinboro.edu
Dr. Sheila Lorenzo de la Pena	slorenzo@edinboro.edu
Dr. Penelope Orr	porr@edinboro.edu
Dr. Susan Packard	spackard@edinboro.edu
Dr. Everett Painter	epainter@edinboro.edu
Dr. Carolyn Treadon	ctreadon@edinboro.edu
Dr. Katherine Wardi-Zonna	kwardizonna@edinboro.edu

MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLOGY

(Major Code 8045)

Program Description

Edinboro University's Master of Arts program in Speech-Language Pathology provides students with the academic knowledge and clinical experience for careers in a variety of professional settings. Our alumni are employed in hospitals, schools, rehabilitation facilities, skilled nursing facilities, clinics, and private practices. They are qualified to provide services to people of all ages who have communication and/or swallowing and feeding disorders. By engaging students in the acquisition and application of knowledge, Edinboro University faculty members encourage students to become thoughtful and insightful decision makers. Students work closely with faculty and clinical instructors as they learn to make informed professional judgments and use contemporary approaches to prevention, diagnosis and management across the speech-language pathology scope of practice. Students must complete all academic courses and clinical practicum required for clinical certification by the American Speech-Language-Hearing Association. The Master of Arts education program in Speech Language Pathology education at Edinboro University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700

Admission Requirements and Procedures

Individuals seeking admission as degree students in this curriculum must comply with the special admission requirements of this curriculum listed below:

1. Create an account with [CSDCAS](#) and follow the application instructions thoroughly.
2. **All required components of the application must be submitted to CSDCAS before the posted deadline (February 1) to be considered for admission.**
 - a. Official transcripts from all institutions where you have received college credits must be sent to CSDCAS Verification Department, PO Box 9113, Watertown, MA 02471. Edinboro welcomes applications from graduates of CSD programs, as well as any other baccalaureate program. Graduates of the latter will need to complete certain prerequisite courses (see next pages) either prior to or after being accepted into the program, which can be completed in a fall-spring sequence.
 - b. Graduate Record Examination (GRE) scores sent to CSDCAS. (Edinboro code 0735) [NOTE: for the 2020-21 application cycle, no GRE will be required to qualify for admission.]
 - c. Three letters of reference, with preferably at least two from CSD faculty familiar with your work.
 - d. Statement of purpose (1-2 pages).
 - e. Current resume
3. A minimum undergraduate GPA of 3.0/4.0 is required for fully qualified admission.
4. ***Please do not submit any application materials (including GRE score) to Edinboro University directly.***
5. Initial offers of admission are normally made by April 1 and those applicants will automatically be considered for a graduate assistantship, which combine partial tuition waivers with a paid work assignment.
6. CSDCAS customer service is available Monday thru Friday from 9 am to 5 pm (ET) at 617-612-2030 or csdcasinfo@csdcas.org.

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

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

Undergraduate Prerequisite Courses and Requirements

Students with an undergraduate degree in Communication Sciences and Disorders from a university in the United States will typically meet all of the requirements for graduate admission. Students who have an undergraduate degree in another field may need to complete additional coursework at the post-baccalaureate level. Undergraduate courses equivalent to the Edinboro University courses listed below are required for admission to the MA in Speech-Language Pathology program. Students with insufficient undergraduate preparation will be required to complete undergraduate prerequisite courses prior to fulfilling course requirements for the master's program.

CSD 230 Intro to Audiology
CSD 300 Normal Communication Development
Across the Lifespan
CSD 355 Anatomy and Physiology of the Speech/Hearing
Mechanism
CSD 375 Acoustical Phonetics and Phonetic Analysis
CSD 350 Speech and Hearing Science
CSD 420 Clinical Observation (Minimum of 25 hours of
approved clinical observation)

CSD 500 Neuroanatomy (may be taken concurrently with
graduate courses)
CSD 515 Audiologic Rehabilitation (may be taken
concurrently with graduate courses)
At least one course in statistics.
At least one biological science.
At least one physical science course.
At least one course in behavioral/social sciences.

Curriculum

The Master of Arts curriculum is designed to maximize learning in an efficient and appropriately sequenced manner. It is ultimately designed to prepare students to meet the needs of today's clients/patients and employers, and to be eligible for ASHA certification and PA licensure. A minimum of 54 semester hours of graduate credit is required. Students must also pass the National Examination for Speech-Language Pathology (PRAXIS II: Speech- Language Pathology). These credits should be earned as follows:

I. Core Courses (36 cr. hrs.)

CSD 605 AAC Assessment and Intervention
CSD 611 Seminar in Clinical Methods
CSD 616 Audiology for the Speech Language Pathologist
CSD 630 Fluency Disorders
CSD 635 Speech Sound Disorders
CSD 640 Language Disorders
CSD 650 Aphasia/Neurological Disorders
CSD 655 Swallowing Disorders
CSD 706 Professional Issues in Speech-Language
Pathology/Audiology
CSD 740 Voice Disorders
CSD 772 Research Methods in Communication Disorders
CSD 790 Communication Disorders in the Educational
Setting

II. SLP Program Electives (3 cr. hrs.)

CSD 675 Topics in Communication Disorders: Motor
Speech Disorders
CSD 745 Early Intervention in Speech-Language
Pathology
CSD 793 Independent Study

III. Clinical Education (15 cr. hrs.)

CSD 711 Advanced Clinical Practice--on campus
CSD 711 Advanced Clinical Practice--off campus
CSD 711 Advanced Clinical Practice--on campus
CSD 711 Advanced Clinical Practice--pediatric
CSD 711 Advanced Clinical Practice--adult

IV Thesis (optional)

CSD 799 Thesis

Certification. To be recommended for Pennsylvania Educational Specialist Certification, the student must:

1. Complete all requirements for the Master of Arts degree in Speech-Language Pathology.
2. Complete one internship that involves providing pediatric services under the supervision of a qualified clinical instructor.
3. Complete the online portion of the application through the Teacher Information Management System (TIMS)
4. Earn a passing score on National Examination for Speech-Language Pathology (PRAXIS II: Speech- Language Pathology)

Degree Requirements

Individuals must comply with the degree requirements for the Master of Arts degree listed in the graduate catalog. The student must also complete the National Examination for Speech-Language Pathology (PRAXIS II: Speech- Language Pathology). It is the student's responsibility to schedule this test through ETS prior to completion of the graduate program.

Advising

Students will be assigned an advisor from the Speech/Language Pathology faculty. Students are expected to consult with their advisor as their program progresses.

Program Faculty

Craig Coleman, M.A., CCC-SLP, BCS-F, ASHA Fellow - Department Chair ccoleman@edinboro.edu

M.A., Speech-Language Pathology, University of Pittsburgh

B.A., Communication Sciences and Disorders, Clarion University

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

Ph.D., Communication Sciences and Disorders, University of Cincinnati

M.S., Speech-Language Pathology, University of Wisconsin-Whitewater

B.A., Psychology, University of Wisconsin-Madison

Cynthia Reyes-Pabon, M.S., CCC-SLP, (Director of Clinical Education), creyes@edinboro.edu

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

B.A., Communication Sciences and Disorders, Clarion University

Amitkumar Tayade, Ph.D. atayade@edinboro.edu

Ph.D., Audiology, The University of North Carolina at Greensboro

Masters in Audiology and Speech Language Pathology, Maharashtra University of Health Sciences

B. Sc. Hearing, Language and Speech, Maharashtra University of Health Sciences

Mary Weidner, Ph.D., CCC-SLP aweidner@edinboro.edu

Ph.D., Communication Sciences and Disorders, West Virginia University

M.A., Speech-Language Pathology, Indiana University of Pennsylvania

B.S., Speech-Language Pathology & Audiology, Indiana University of Pennsylvania

Expert adjunct instructors augment our core faculty to provide advanced clinical practicum instruction and to teach in areas of expertise: Julie Haas, MA CCC-SLP, Christine Shumaker, MA CCC-SLP, Kristen West, MA CCC-SLP

MASTER OF BUSINESS ADMINISTRATION

(Major Code 8060)

Program Description

Edinboro University's Master of Business Administration program is designed to meet the needs of leaders in various industries who manage people, processes, or finances. As such, the degree provides for an emphasis in business, which allows students to explore graduate-level coursework in human resources, marketing, and supply-chain management. Alternatively, students interested in managing government or non-profit organizations will find coursework in other graduate programs at Edinboro University. The flexibility of the MBA program at Edinboro University allows students to focus their graduate management education in a discipline(s) that will best meet their career goals. Students may take courses from a variety of graduate programs offered by Edinboro, including business, communication studies, and social work. In addition, students may take more focused business courses online through partnerships with California University and Clarion University. This allows students currently working in various business and social service industries to complete a graduate degree that fits their professional goals.

The Edinboro University Master of Business Administration program is offered in an innovative blended format. This format delivers MBA courses in a face-to-face environment with online content which allows for individualized learning. Students may attend sessions on a face-to-face basis or in an online environment. By utilizing this advanced delivery approach, students are provided the ultimate flexibility in program delivery that allows a student to choose the delivery modality not only from course to course, but from class session to class session. In addition, students are exposed to working in an environment with fellow students that is comparable to current expectations in organizations in our global economy. Students will work in groups with students from different locations utilizing technology and other tools to facilitate not only completion of course requirements, but development of leadership and team-building skills used today.

Contact Information

Christine Billen, MBA, Graduate Program Head
Hendricks Hall 219
814-732-2058
cmccallum@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Completion of the Graduate Management Admission Test (GMAT), if required.¹
(If GMAT is required, students must achieve an undergraduate GPA x 200 + GMAT Score equal to at least 1050.)
5. Provide current professional resume or CV.
6. Submit two professional letters of recommendation.
7. If applicable, apply for the acceptance of transfer credit prior to the beginning of the program (when possible).

¹ Students may be able to waive the GMAT based on college GPA, prior graduate study, and/or work experience. Please contact the School of Graduate Studies for additional information.

Prerequisites

Students will be expected to possess competencies through prior coursework or relevant experience in accounting or finance (accounting preferred), economics, management, marketing, statistics, and business mathematics**. Students who do not demonstrate these competencies through prior coursework or relevant experience may illustrate these competencies by completing assessment tests offered by [Ivy Software](#).

*For students who do not have these courses as undergraduate courses, or for information on how to demonstrate competencies based on prior experience, please contact the School of Graduate Studies.

** Students will meet the prerequisites for courses in the MBA program and not require additional coursework, provided students obtained a B or better in the equivalent to following courses: ECON220 Principles of Economics – Micro, ECON225 Principles of Economics – Macro, either ACCT215 Principles of Accounting I and ACCT220 Principles of Accounting II or FIN300 Principles of Finance, either MGMT260 Fundamentals of Management and Marketing or MGMT300 Principles of Management and MKTG4300 Principles of Marketing, and either MATH105 College Algebra or STAT260 Elements of Statistics.

*** Ivy Software provides the assessments for a fee of \$25.00 per assessment. Once a student completes an assessment, if he or she is successful, the competency is satisfied. If not, he or she is given the option to complete modules through Ivy Software for a fee of \$75.00 per module (and achieve a satisfactory score) or take the equivalent course provided by Edinboro University. Successful completion of the assessment or the module will be deemed an equivalent to the required course.

Curriculum

Given the approach of the program to provide courses that are interdisciplinary in nature and that break down the silos that usually handcuff traditional MBA programs, the course learning objectives of all required courses in the program are designed so each course touches on nearly all program learning objectives.

The program requirements include a core of 18 credits, 9 credits of electives, which can be used to complete a concentration or emphasis, and a 3 credit capstone course as follows:

Core Courses (18 credit hours)

MBA 600 History of Management Decision-Making	MBA 660 Investors' and Creditors' Decisions
MBA 610 Managers' Use of Accounting in Decisions	MBA 710 Implementation of Change
MBA 620 Employees' Decisions in Organizations	MBA 720 Leadership in Decision

Electives (9 credit hours)

Business focus:

MBA 630 Customers' Decisions in the Marketplace
MBA 640 Supplier Decisions and Support
MBA 650 Employers' Decisions in the Workplace

Communications focus:

Any COMM courses 600 or higher

Social Work focus:

SOWK 600 Human Behavior and the Social Environment I
SOWK 604 Social Policy and Social Policy Practice I
SOWK 706 Trauma-Informed Policy
SOWK 744 Social Work Administration

Required Capstone (3 credit hours)

MBA 790 Strategic Decision-Making

Learning Objectives

The MBA program is designed to meet the following program goals:

- **Develop an appreciation for the importance of the organization's stakeholders in making sound, ethical business decisions.** Each student will develop an appreciation for the impact various stakeholders have on business organizations. Consequently, students will understand the impact business decisions have on these stakeholders and how to respond to the ethical dilemmas that can result.
- **Apply analytical and collaborative processes in business decision-making.** Each student will apply appropriate quantitative and analytical skills to not only solve practical business problems, but make decisions in the best interest of the organization's stakeholders in a collaborative manner.
- **Integrate the needs of the various stakeholders, on a global level, with the needs of the organization to improve the organization's value.** Each student will demonstrate the ability to reflect on the impact decisions have on stakeholders and integrate these reflections into a decision that increases the value to all constituents of the organization. Students will be able to incorporate global issues into these decisions, as appropriate.

- **Effectively collaborate and communicate with other stakeholders to make effective business decisions.** Each student will effectively communicate complicated business issues across disciplines and effectively work in teams for the benefit of all stakeholders of the organization.
- **Demonstrate the ability to lead an organization through an ethical, strategic decision-making process.** Each student will learn leadership skills that will allow him or her to help lead teams through strategic decision-making. Each student will have an appreciation for the ethical implications that working with competing stakeholders have on the organization and will ensure that the team he or she leads maintains an ethical mind-set.

While Edinboro offers these three elective courses, students can create a specialized degree emphasis in alternate ways.

Graduate MBA courses offered by California University or Clarion University (which are offered online at each institution and are, therefore, accessible to EU students).

Upon approval by the Program Head and Dean of the School of Business, a degree plan can be created by the student through other graduate courses offered at Edinboro University to meet the student's career goals, including, but not limited to the Master of Social Work or Master of Arts in Communication Studies Program. Students may, but are not required to, choose an emphasis by selecting courses that are in a related discipline or field.

Program Faculty

Christine Billen, cmccallum@edinboro.edu

MASTER OF EDUCATION

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

(Major Code 8662)

Program Description

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

Contact Information

Dr. Karen Lindeman, Graduate Program Head
Butterfield Hall 312
(814) 732-1550
klindeman@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Verification of possession of a valid elementary education or early childhood teaching certificate, if applicable.
5. Minimum undergraduate GPA of 2.8 or satisfactory scores on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE).
6. An essay may also be required/as requested.

Curriculum

Required Courses (27 cr. hrs.)

ECED 700 Development of Young Learners
ECED 710 Issues and Trends in Early Literacy Development
ECED 715 Curriculums in Early Childhood Education
ECED 720 Math and Science for Young Children **
ECED 730 Observation, Documentation, and Assessment in Early Childhood **
ECED 740 Family, School and Community: Partnerships in Early Childhood Education
ECED 750 Play, Research and Advocacy
EDUC 788 Research in Education
SPED 710 Seminar in Exceptionalities

Elective Choice (3 cr. hrs.)

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

**Completed during summer residency

Degree Requirements

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

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

Teacher Certification

Students not holding Elementary Education Certification who seek Early Childhood Certification (Program code 08107) must complete additional coursework in Early Childhood Education. The curriculum may be found in the section of the graduate catalog on PA Teacher Certification programs.

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

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

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

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

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

Advising

The program director will serve as the advisor.

Program Faculty

Dr. Kristina Bodamer kbodamer@edinboro.edu
Dr. Michelle Kimmy mkimmy@edinboro.edu
Dr. Karen Lindeman klindeman@edinboro.edu
Dr. Mary Jo Melvin mmelvin@edinboro.edu

MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

(Major Code 8641)

Program Description

The MED Educational Psychology program has been designed to give the interested student a broad understanding of theory in the areas of education and psychology. The student will understand the application of education and psychology to help children, adolescents, teachers, and families. The program may 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 empirically based approaches or evidence based practices. Respect for diversity among individuals, groups, and communities is emphasized throughout the curriculum. The goal of the program is to help each student to identify and apply his/her unique talents and understand how to utilize a problem-solving, data based approach for working with P-12 students, teachers, and families. The application of empirically supported approaches to assist all children in achieving academic success, social competence, and emotional and physical health is valued by the program.

It is important to point out that there is no license or certification for working with students and families as part of this program. **The MED Educational Psychology program is a degree only program and is NOT the School Psychology Certification program.**

Contact Information

Dr. Edward Snyder, Graduate Program Head

Butterfield Hall 116

(814) 732-1099

esnyder@edinboro.edu

Admission Requirements

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Minimum 3.0 GPA for junior and senior year of bachelor's degree.
5. Three letters of reference.
6. Professional resume.
7. Submit an essay (1-2 pages) answering the following questions:
 - a. What attracted you to the field of educational/school psychology?
 - b. What attributes do you possess that will enable you to succeed as a graduate student and ultimately as a practitioner?
 - c. What are your professional goals?

Curriculum

Required Courses (21 credits)

APSY 625 Collaborative Consultation in Educational Settings

APSY 720 Learning Theories

APSY 727 Psychoeducational Counseling and Interviewing

APSY 788/SPED 788 Research I: Educational Psychology and Special Education

APSY 789 Research II: Seminar in Educational and Psychological Research

APSY 796 Crisis Management and Violence Prevention in Schools

SPED 710 Seminar in Exceptionalities

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

APSY 721 Biological, Social, and Cultural Bases of Personality

APSY 724 Psychoeducational Assessment of Behavioral and Developmental Disabilities

APSY 781 Statistical Methods in Education

COUN 712 Human Development across the Lifespan

READ 706 Foundations of Literacy: Theory and Instruction

SPED 628 Classroom and School-wide Behavior Management Strategies for Inclusive Settings

SPED 720 Advanced Assessment

SPED 750 Behavior Disorders and Positive Behavior Supports

Degree Requirements

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

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

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

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

Advising

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

Program Faculty

Dr. Joel Erion jerion@edinboro.edu
Dr. Meghan Ferraro ferrarom@edinboro.edu
Dr. Edward P. Snyder esnyder@edinboro.edu

MASTER OF EDUCATION IN READING

(Major Code 8705)

Program Description

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

Contact information

Dr. Karen Tyler, Graduate Program Head
Butterfield Hall 330B
(814) 732- 2303
kyler@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Minimum 3.0 overall GPA.
5. Copy of valid teaching certificate or complete a program of study approved by the Dean of Education, leading to certification as an elementary or secondary school teacher *prior* to completion of the program.

Curriculum

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

READ 702 Literacy Interventions for Striving Readers -or- READ 624 Introduction to Dyslexia and Dyslexia Interventions
READ 704 Comprehensive Literacy Curriculum: Design and Implementation
READ 706 Foundations of Literacy: Theory and Instruction
READ 707 Literacy Instruction for the Content Area Professional
READ 708 English Language Learners in the Literacy Curriculum
READ 709 Literacy Difficulties: Assessment and Intervention
READ 710 Organization, Supervision and Administration of Reading Programs
READ 712 Reading Clinic
READ 717 Language Arts Instruction: Design and Implementation
READ 794 Research Design in Reading

Degree Requirements

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

Candidacy: Graduate Requirements in Progress [GRIP].

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

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

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

Certification: PRAXIS II: Reading Specialist Exam 5301.

The Master of Reading program prepares students for certification as a Reading Specialist. It is the student's responsibility to register for the *Reading Specialist PRAXIS* exam and to apply for Reading Specialist Certification. Candidates seeking teacher certification from

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

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

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

Advising

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

Faculty

Dr. Jessica Fuda Daddio	jfuda@edinboro.edu
Dr. Karen Tyler	kyler@edinboro.edu
Dr. Kristin Webber	kwebber@edinboro.edu

MASTER OF EDUCATION IN READING – DYSLEXIA INTERVENTION

(Major Code 8706)

Program Description

It is estimated that 1 in 5 children could potentially struggle with dyslexia today. This program will enable students to obtain a Master's Degree in Reading with specialized qualifications in dyslexia interventions. Educators, educational professionals, parents, and speech and language professionals will be guided to further understand structured literacy approaches in curriculum, instruction, and assessment. The literacy professional will learn evidence-based programmatic research to match the specific needs of individuals challenged with spoken and written language.

Contact information

Dr. Karen Tyler, Graduate Program Head
Butterfield Hall 330B
(814) 732- 2303
kt Tyler@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. If applicable, submit a copy of valid teaching certificate or complete a program of study approved by the Dean of Education, leading to certification as an elementary or secondary school teacher *prior* to completion of the program.

Curriculum

30 semester hours of graduate credit is required to complete the degree.

These credits should be earned as follows:

READ 624/SPED 624	Introduction to Dyslexia and Dyslexia Interventions
READ 625/SPED 625	Fundamentals of Phonics and English Language Structure
READ 706	Foundations of Literacy: Theory and Instruction
READ 709	Literacy Difficulties: Assessment and Intervention
READ/APSY 726	The Reading Brain and Evidence-Based Instruction
READ 727	Advanced Structured Language Teaching Practicum, Part I
READ 728	Advanced Structured Language Teaching Practicum, Part II
READ 729	Assistive Technology in Literacy Instruction
READ 730	Advocating for Individuals with Dyslexia
READ 794	Research and Design in Reading

Degree Requirements

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

Advising

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

Faculty

Dr. Karen Tyler	kt Tyler@edinboro.edu
Dr. Jeanne Faieta	jfaieta@edinboro.edu
Dr. Kristin Webber	kwebber@edinboro.edu

MASTER OF EDUCATION IN SPECIAL EDUCATION

(Major Code 8688)

Program Description

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

OPTION 1 Individuals who hold undergraduate teaching certification from an accredited institution and individuals who hold a related undergraduate degree without certification may enroll in the M.Ed. in Special Education with PK-12 certification. The courses are designed to meet all Pennsylvania Department of Education Special Education guidelines and Council for Exception Children standards. For individuals who already hold a teaching certificate, the program is 36 credits. For individuals seeking initial teaching certification, the program requires a minimum of 42 credits (additional coursework may be required based on degree/previous coursework).

OPTION 2 The Master of Education degree program for students who are currently certified in special education is designed to develop and improve knowledge of and performance in core professional competencies related to the field of special education in behavior management.

Contact Information

Dr. Meghan Ferraro, Graduate Program Head
Butterfield Hall 121
(814) 732-2410
ferrarom@edinboro.edu

Admissions Requirements and Procedures

Visit the Graduate School webpage and click the “Applying to Graduate School” link on the left side of the screen.

Begin by creating an account on CollegeNET by clicking the “account” link on the Apply page.

CollegeNET is a self-managed application system. It will allow you to submit admission materials, check the status of your application, and view your decision letter using this account. If you have issues with your CollegeNET account, consult the CollegeNET help desk by submitting a Help Request Form or email help@collegenet.com.

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.
5. Copy of valid teacher certification when applicable (for Option 2 – Behavior Management and for Option 1 – Adding on Special Education Certification to existing teaching certificate).

Curriculum

OPTION 1 P-12 (M.Ed. in Special Education - Seeking Certification)

ADDING SPECIAL EDUCATION CERTIFICATION (36 credits)

SPED 715 – Behavior Management Strategies
SPED 710 – Seminar in Exceptionalities
SPED 714 – Instructional Strategies to Promote Inclusion
Inclusion
SPED 720 – Advanced Assessment
SPED 725 – Seminar in Mild to Moderate Disabilities
SPED 740 – Issues Affecting Individuals with Severe Disabilities
Disabilities
SPED 745 – Language/Literacy-Based Instruction in Special Ed.

SPED 755 – Collaboration and IEP Development
SPED 695 – Graduate Field Experience in Special Ed.

APSY 788 – Research I
APSY 789 – Research II

INITIAL SPECIAL EDUCATION CERTIFICATION (Minimum 42 credits)

SPED 715 – Behavior Management Strategies
SPED 710 – Seminar in Exceptionalities
SPED 714 – Instructional Strategies to Promote
Inclusion
SPED 720 – Advanced Assessment
SPED 725 – Seminar in Mild to Moderate Disabilities
SPED 740 – Issues Affecting Individuals with Severe
Disabilities
SPED 745 – Language & Literacy-Based Instruction in
Special Ed.
SPED 755 – Collaboration and IEP Development
SPED 695 – Student Teaching (minimum of 9 credits;
Full Semester)
APSY 788 – Research I
APSY 789 – Research II
*ECED 720 – Math and Science Experiences for Young
Children
*READ 625 – Fundamentals of Literacy

***Depending on prior coursework and education, post-baccalaureate students pursuing initial teacher certification may be required to take one or more additional courses.*

OPTION 2 Behavior Management (M.Ed. in Special Education; Already certified in special education)

APSY 788 – Research I
APSY 789 – Research II
SPED 610 – Secondary Transition
SPED 715 – Behavior Management Strategies
SPED 760 – Early Intervention and Working with Families
SPED 765 – Response to Intervention, Progress Monitoring, and Data Management
APSY 796 – Crisis Management and Violence Prevention in Schools
SPED 750 – Behavior Disorders and Positive Behavior Supports
SPED 785 – Applied Behavior Analysis
SPED 695 – Graduate Field Experience in Special Education*

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

Degree Requirements

Students in these programs must comply with the course requirements for the master of education degree. In addition, students must satisfactorily complete a non-credit master's project that is developed and implemented during the two research courses (APSY 788 and APSY 789).

Note: Students who enter the Special Education M.Ed. program seeking teacher certification in Special Education must also meet the requirements for Pennsylvania certification including the Special Education Praxis Exams.

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

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

Advising

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

Program Faculty

Dr. Erik Bentsen	ebentsen@edinboro.edu
Dr. Joel Erion	jerion@edinboro.edu
Dr. Jeanne Faieta	jfaieta@edinboro.edu
Dr. Meghan Ferraro	ferrarom@edinboro.edu
Dr. Juanita Kasper	jkasper@edinboro.edu
Dr. Mary Nientimp	mnientimp@edinboro.edu
Dr. Edward Snyder	esnyder@edinboro.edu

MASTER OF EDUCATION IN TEACHER LEADERSHIP

(Major Code 8673)

Program Description

The coursework and related experiences prepare the M.Ed. candidate to promote the success of all students by being a teacher leader within their classroom, content area, school, or district. Emphasis is placed on determining candidate's own personal leadership vision and leadership style while at the same time learning to lead others.

Contact Information

Dr. Andrew J. Pushchak, Graduate Program Head

Butterfield Hall 230

Phone: (814) 732-2548

Fax: (814) 732-2233

Email: apushchak@edinboro.edu

Admission Requirements and Procedures

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

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

Curriculum

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

EDLR 700 Introduction to Educational Leadership

EDLR 716 Foundational Principles of Trauma Informed Practices in Schools

EDLR 720 Dynamics and Processes for Leading Change

EDLR 731 School and Community Relations

EDLR 735 Content Literacy

EDLR 741 Curriculum Leadership

EDLR 745 Instructional Leadership

EDLR 775 Educational Leadership Theory and Practice

EDLR 770 Action Research for Teachers

EDLR 795 Technology Standards for Educational Leaders

Degree Requirements

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

Add-on Fast Track Teacher Certification

Candidates already possessing an undergraduate degree who are seeking teacher certification may take advantage of this fast track teacher certification opportunity. The Fast Track program allows students to complete their certification requirements as little as three semesters*, with new cohorts beginning every summer.

The teacher certification requirements must be completed prior to beginning coursework for the master's degree. Upon completion of the fast track certification program, candidates may transfer 12 graduate credits in to the Master of Education degree in Teacher Leadership.

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

Concentration: Teacher Certification (8626)

The following courses are required for teacher certification (40-43 semester hours)

Foundations of Education (online)

SEDU 692 Adolescent Development
SEDU 702 Teaching in a Multicultural Classroom
SEDU 731 Applied Technology Integration in Education
SPED 710 Seminar in Exceptionalities

Field Block (on campus and in field)

SEDU 606 Content Literacy
SEDU 700 Assessment in Middle & Secondary Schools
SEDU 691 Classroom Management
SEDU 675 or MLED 675 Field Experience

MLED 667 Mathematics & Science for the Middle Level Learner
SEDU 681 Instructional Techniques for Mathematics
SEDU 682 Instructional Techniques for Secondary Science
SEDU 683 Instructional Techniques for Social Studies
SEDU 684 Instructional Techniques for the Teaching of English

and up to two of the following:

MLED 666 English, Language Arts & Social Studies for the Middle Level Learner

Student Teaching Block (online and in field)

SEDU 695 or MLED 695 Student Teaching
SPED 725 Adaptations and Accommodations

***Additional courses in content area may be required as needed.**

Add-On Concentrations

Candidates already possessing teacher certification may take advantage of adding the following concentrations on to the Master of Education degree in Teacher Leadership:

Concentration: ESL Specialist (8624)

Specialization Courses (15 credit hours)

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

Advising

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

Program Faculty

Dr. Heather-Lee Baron hbaron@edinboro.edu
Mr. Ken Berlin kberlin@edinboro.edu
Dr. Jennifer Dempsey jdempsey@edinboro.edu
Dr. Tracy McCalla tmccalla@edinboro.edu
Dr. Andrew Pushchak apushchak@edinboro.edu
Dr. Annessa Steele asteele@edinboro.edu
Dr. Whitney Wesley wwesley@edinboro.edu
Dr. Connie Youngblood cyoungblood@edinboro.edu
Dr. John Ziegler jfziegler@edinboro.edu

MASTER OF SCIENCE

MASTER OF SCIENCE IN NURSING

(Major Code 8400)

Clarion and Edinboro Universities

Program Description

The Master of Science in Nursing program is sponsored jointly by Clarion and Edinboro Universities. The focus of this degree is family nurse practitioner (FNP; Concentration Code 8402). The FNP concentration is 45 semester hours in length and includes 600 hours of clinical practice. FNP graduates are prepared to provide primary care in medically under-served areas and are eligible to apply to the Pennsylvania State Board of Nursing for legal certification as certified registered nurse practitioners (CRNP) in family health after passing professional certification exams through either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Courses are delivered online with the exception of clinical practica and a limited number of skill labs and workshops. Graduates of the program receive a joint degree granted by both universities. Students may select one university site for advisement and may utilize facilities and services of both universities. The MSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Students should check the program website for the most up-to-date program information: <http://www.clarion.edu/msn/> Information about program requirements and administrative matters is also available at both universities.

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

Program Outcomes. Graduates will:

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

Contact Information

Dr. Colleen Barrett, DNP, CRNP, FNP-BC
Graduate Program Head, Edinboro University
Rm. 122 Jeremy D. Brown Human Services Building
(814) 732-1643
cbarrett@edinboro.edu

Dr. Deborah J. Kelly, DNP, RN, CHPCA
Nurse Administrator
Clarion University of Pennsylvania
Venango College School of Health Sciences
Department of Nursing
1801 West First Street
Oil City, Pennsylvania 16301
Phone: (814) 393-1258
Fax: (814) 676-0251
dkelly@clarion.edu

Admission Requirements and Procedures

The admission requirements for the MSN are the following:

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

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

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

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

For detailed instructions and to request an application, please visit: [Master of Science in Nursing](#)
Tuition and fees for graduate students enrolled in the Nursing program can be found at <http://www.clarion.edu/60195/>.

Curriculum

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

NURS 601: Advanced Concepts in Pathophysiology*
NURS 602: Pharmacologic Applications
NURS 605: Evolution of Nursing Theory**
NURS 610: Advanced Concepts in Nursing Research
NURS 614: Health Promotion: Family and Community Perspectives***
NURS 615: Advanced Health Assessment
NURS 616: Advanced Health Assessment Practicum
NURS 620: Clinical Decision Making
NURS 621: Clinical Decision Making I Practicum
NURS 630: Clinical Decision Making II
NURS 631: Clinical Decision Making II Role Seminar
NURS 632: Clinical Decision Making II Practicum
NURS 640: Clinical Decision Making III
NURS 641: Clinical Decision Making III Role Seminar
NURS 642: Clinical Decision Making III Practicum
NURS 645: Nursing and Public Policy
NURS 750: Family Nurse Practitioner Internship
NURS 800: Scholarly Project/Thesis

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

** NURS 605 is a prerequisite to NURS 610.

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

Degree Requirements

To fulfill degree requirements for graduation, the student must complete 45 semester hours or required course work for the family

nurse practitioner concentration. The student must maintain a QPA of 3.0 or better on a 4.0 scale. Successful completion of a comprehensive assessment in the form of a professional portfolio is required. A scholarly project/thesis is also required for graduation. All degree requirements must be completed within six years of the first date of enrollment.

Advising

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

Program Faculty

Edinboro University

Dr. Colleen Barrett, DNP, CRNP, FNP-BC
Dr. Meg Larson, DNP
Dr. Jill Rodgers, DOC
Dr. Thomas White, DEd, CRNP, CEN

cbarrett@edinboro.edu
mlarson@edinboro.edu
jrogers@edinboro.edu
twhite@edinboro.edu

Clarion University

Dr. Deborah J. Kelly, DNP, RN, CHPCA
Dr. Lana Smith, PhD, CRNP

dkelly@clarion.edu
lasmith@clarion.edu

SECOND MASTER'S DEGREE FAMILY NURSE PRACTITIONER (Concentration Code 8402)

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

MASTER OF SOCIAL WORK

(Major Code 8022)

Program Description

Social work is one profession with countless ways to help. Social workers work with clients and within systems to address individual and social problems such as domestic violence, mental health issues, substance abuse, chronic or catastrophic illnesses, disabilities, adoption, divorce, loss of loved ones, and other challenges.

Social workers are employed in a variety of roles, such as individual, family, and group therapists, adoption facilitators, community organizers, program evaluators, case managers, patient advocates, policy advocates, directors of nonprofit agencies, and disaster relief workers.

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

Edinboro's trauma-informed and family-focused MSW programs prepares graduates to work in a wide range of practice settings, including private practice, family based agencies, mental health care agencies, addiction treatment centers, schools, medical care facilities, psychiatric facilities, rehabilitation facilities, hospitals, correctional facilities, veteran's agencies, foster care and adoption agencies, nursing homes, senior centers, and in community practice and policy settings.

Applicants should have a commitment to a career in social work, to serving those who are vulnerable, and becoming leaders of change in their agencies and in their communities. Applicants must also possess the interpersonal qualities to work with a multicultural and diverse population including differences in gender, age, physical or mental abilities, social class, various races/ethnicities, economic status and sexual orientation.

The Master of Social Work (MSW) degree program is fully accredited by the Council on Social Work Education (CSWE).

Contact

Dr. Janice Carello, Graduate Program Head
Hendricks Hall G35
(814) 732-1738
jcarello@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education. The transcript should include:
 - One course evidencing significant content in human biology or human anatomy & physiology (this can be completed during the first year of the MSW Program if not taken during undergraduate studies).
 - A minimum of 21 semester hours of credit (or equivalent) distributed within a liberal arts curriculum in humanities, mathematics, physical and biological sciences, social and behavioral sciences, and fine arts.
4. Eligibility for the Advanced Standing One Year Program requires a completed baccalaureate degree in social work received within the last five years from a program accredited by the Council on Social Work Education in addition to the above criteria.
5. Applicants to the Regular Two Year Program must have a minimum GPA of 2.8. Those with an overall GPA of less than 2.80 must produce scores from the Miller Analogies Test (MAT) or the general aptitude portion of the Graduate Record Examination (GRE). Required scores are related to the applicant's GPA level.
6. Applicants to the Advanced Standing One Year Program must have a minimum GPA of 3.0.
7. All applicants must supply two letters of reference from individuals who know you in a professional or educational setting.

- References should indicate readiness for graduate study and/or readiness for advanced social work practice.
 - Applicants to the Advanced Standing One Year Program should submit references from their undergraduate field coordinator or faculty field liaison and their field supervisor. These references should speak to one's performance in the social work field and in social work courses.
8. All applicants must provide a professional resume.
 9. All applicants must submit a personal statement. This statement is considered a writing sample and is reviewed as part of your application for content and writing quality. Your statement should be 3-4 pages, typed and double-spaced in correct APA format. The purpose of this statement is to obtain a clear understanding of your background and should include content about:
 - Why you have chosen to enter the social work profession.
 - Your ability to value the perspectives of diverse populations.
 - How your academic, professional, personal, and volunteer experiences have prepared you for graduate studies in social work.
 - Your motivation to apply to the MSW Program at Edinboro University.

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

Note: The priority deadline for application to the Regular program is July 1st for Fall and November 15th for Spring. Applications received after that date will be considered on a space-available basis. The deadline for Advanced Standing applicants is May 1.

Curriculum

The program prepares student for advanced social work practice with a specialized focus on family centered trauma-informed approaches providing services at all system levels.

- **Regular Two Year Program.** The Master of Social Work degree requires a minimum of 60 semester hours of professional training and a minimum of 900 clock hours of supervised internship. The curriculum is divided into two levels, the foundation year and the concentration year.
- **Advanced Standing One Year Program.** Admission to Advanced Standing is competitive. The maximum number of courses eligible for waiver is nine (9); based on this, Advanced Standing students are exempt from most Foundation Year courses. Course credits waived is dependent on both equivalency to courses in Edinboro University's MSW program and having earned grades of B or better. Course syllabi may be requested. No credit will be given for life or work experience or by examination. All students admitted to the Advanced Standing program begin in the summer semester and are required to complete SOWK 640 in addition to any Foundation Year courses not waived.

I. Foundation Year 30 cr. hrs.

SOWK	600	HBSE I
SOWK	602	HBSE II
SOWK	604	Social Policy & Social
SOWK	608	Social Work Research I
SOWK	609	Social Work Research II
SOWK	612	Social Work Practice I
SOWK	613	Social Work Practice II
SOWK	622	Field Education Internship I
SOWK	623	Field Education Internship II
SOWK	640	Human Diversity

II. Concentration Year 30 cr. hrs.

SOWK	706	Trauma-Informed Policy
SOWK	717	Family Social Work Practice I
SOWK	719	Family Social Work Practice II
SOWK	722	Field Education Internship III
SOWK	723	Field Education Internship IV
SOWK	742	Psychopathology
SOWK	743	Addiction Assessment & Treatment for the Individual and Family
SOWK	744	Social Work Administration
SOWK	795	Trauma Theory and Treatment
SOWK	796	Cognitive-Behavioral Treatment: Theory and Intervention

Degree Requirements

Students must maintain a cumulative quality point average of 3.00 or better to remain in good standing in the program. A maximum of six semester hours of "C" grades will be accepted. Only one "C" grade will be accepted for any field internship (SOWK 622, 623, 722 or 723). Students are expected to comply with the Code of Ethics for the National Association of Social Workers and to demonstrate appropriate professional behavior. Failure to do so may result in termination from the program. Please see <https://www.socialworkers.org/pubs/code/default.asp>

Advising

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

Program Faculty

Dr. William Koehler, MSW, Ph.D.-Social Work Department Chair	wkoehler@edinboro.edu
Dr. Janice Carello, MSW, Ph.D.- MSW Program Head	icarello@edinboro.edu
Natalie Montero, MSW- MSW Field Internship Coordinator	nmontero@edinboro.edu
Dr. Roselle Scaggs, MSW, Ph.D.	rscaggs@edinboro.edu
Dr. Suzanne McDevitt, MSW, Ph.D.	smcdevitt@edinboro.edu
Dr. David Pugh, MSW, Ph.D.	dpugh@edinboro.edu
Dr. Hilary Copp, MDiv, MSW, Ph.D	hcopp@edinboro.edu
Dr. Elaine Rinfrette, MSW, Ph.D.-	erinfrette@edinboro.edu
Dr. Christine Rine, MSW, Ph.D	crine@edinboro.edu
Dr. Margaret Smith, MSW, MPH, Ph.D	msmith@edinboro.edu
Dr. Molly Wolf, MSW, Ph.D.	mrwolf@edinboro.edu
Dr. Shraddha Prabhu, MSW, Ph.D.	sprabhu@edinboro.edu
Dr. Kimberly Hardner, LSW, DSW	khardner@edinboro.edu
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Janet Montgomery, MSW	jmontgomery@edinboro.edu
Tonya Ravnell, MSW	travnell@edinboro.edu
Monica Levine Sauberman , MSW	mlevinesauberman@edinboro.edu

POST-MASTER'S CERTIFICATE PROGRAMS

POST-MASTER'S ART THERAPY CERTIFICATE

(MAJOR CODE 8949)

The Post-Master's Art Therapy Certificate provides students with the knowledge and skills necessary for conducting art therapy within an existing mental health practice. This program allows students to add the qualifications for a Provisionally Registered Art Therapist to their current mental health credentials. The certificate is designed to provide mental health practitioners with the essentials of art therapy, including history and theory, media and materials used, professional functioning and standards, clinical and group, and supervised internship experiences. Students enrolled in the art therapy certificate program should already hold a master's degree in a mental health field. The mission of the art therapy program is to empower the artist and clinician within the art therapist through an accessible, shared learning experience designed to develop successful, contributing professionals in our communities and world.

Contact Information

Dr. Carolyn Treadon
(814) 732-1104
ctreadon@edinboro.edu

ADMISSION REQUIREMENTS and PROCEDURES

- Visit the Graduate School webpage and click the "Apply" link on the left side of the screen.
- Begin by creating an account on CollegeNET by clicking the "account" link on the Apply page.

CollegeNET is a self-managed application system. It will allow you to submit admission materials, check the status of your application, and view your decision letter using this account. If you have issues with your CollegeNET account, consult the CollegeNET help desk by submitting a Help Request Form or email help@collegenet.com.

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

1. Complete the online application. And pay the application fee of \$30.
2. Provide an official transcript verifying an earned master's degree in a mental health field from an accredited institution (not needed if degree was earned at Edinboro). Include all transcripts of courses taken outside of the degree that contain prerequisite courses.
3. Provide the name, email address, and place of employment for three (3) references (electronic reference requests will be emailed to each).
4. Complete an APA formatted writing sample of 500 – 750 words, with a minimum of two (2) references and citations answering the following:
 - a. Why do you want to study art therapy/counseling at Edinboro University?
 - b. What are the personal and professional experiences that have led you to choose a career in art therapy/counseling?
 - c. In your research, what have you learned about the profession of art therapy counseling?
5. A link to an online portfolio (ex. flickr, dropbox, snapfish) of 20 images of applicant's art demonstrating a variety of 2- and 3-D pieces.
6. Prerequisites:
 - a. Studio Art credits: (18) graduate or undergraduate credits in 2 and 3-D studio art areas. Up to six credits can be done as portfolio approval. This must be done prior to application through the program director. Eighteen (18) credits must be taken before candidacy.

For full consideration, a completed application for a Fall semester start must be received by February 15th. Spring semester applications must be received by September 15th. Applications will be screened after the deadline. Applicants with more than two outstanding prerequisites will not be considered for admission.

Curriculum - 31 credits

ARTT 710 History and Theory of Art Therapy
ARTT 720 Media and Materials in Art Therapy
ARTT 730 Art Therapy Practice and Assessment
ARTT 735 Clinical and Group Art Therapy

ARTT 740 Professional Functioning, Standards, and Ethics in Art Therapy
ARTT 790 Research Project in Art Therapy
COUN 795 Internship in Counseling*

Art Therapy Electives (2 credits each – must take 4 credits)

ARTT 750 Current Trends in Art Therapy
ARTT 751 Trauma Informed Art Therapy
ARTT 752 Metaphor and Creativity in Art Therapy
ARTT 753 Clinical Approaches in Art Therapy
ARTT 754 Digital Media in Art Therapy
ARTT 755 Community Engagement in Art Therapy
ARTT 760 International Art Therapy

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

POST-MASTER'S SCHOOL COUNSELING CERTIFICATE

(Major Code 8848)

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

Contact Information

Dr. Adrienne Dixon, Graduate Program Head
Butterfield Hall 127
(814) 732-1932
amdixon@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate and master's degree in counseling or a closely related area (e.g., clinical psychology) from a regionally accredited institution of higher education.
4. Recent resume.
5. An admissions interview may be required.

The following may be examples of courses needed:

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

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

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

POST-MASTER'S LICENSURE PREPARATION PROGRAMS

(Major Code 8908)

Pennsylvania Act 136 of 1998 provides for the licensure of professional counselors. Act 136 requires the completion of a planned program of study consisting of 60 semester hours of graduate course work in counseling or a closely related field, including a 48-semester hour master's degree in counseling or a closely related area.

You must provide board-review documentation outlining course requirements for licensure when applying for this program.

For more information on Pennsylvania licensure you may access <http://www.pacounseling.org>.

*** Candidates seeking licensure from a state other than Pennsylvania should follow the procedures required by that specific state, and provide board-review documentation outlining requirements for licensure.**

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

Contact Information

Dr. Adrienne Dixon, Graduate Program Head
Butterfield Hall 127
(814) 732-1932
amdixon@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate and master's degree in counseling or a closely related area (e.g., clinical psychology) from a regionally accredited institution of higher education.
4. Recent resume.
5. An admissions interview may be required.

Curriculum

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

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

POST-MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE

(Major Code 8951)

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

Contact Information

Dr. Colleen Barrett, DNP, CRNP, FNP-BC
Graduate Program Head, Edinboro University
Rm. 122 Jeremy D. Brown Human Services Building
(814) 732-1643
cbarrett@edinboro.edu

Dr. Deborah J. Kelly, DNP, RN, CHPCA
Nurse Administrator
Clarion University of Pennsylvania
Venango College School of Health Sciences
Department of Nursing
1801 West First Street
Oil City, Pennsylvania 16301
Phone: (814) 393-1258
Fax: (814) 676-0251
dkelly@clarion.edu

POST-BACCALAUREATE TEACHER CERTIFICATION

Edinboro University offers PA teacher certification in the following areas:

- Art Education – Grades 7-12
- Biology
- Chemistry
- Comprehensive English
- Early Childhood Education
- Health and Physical Education
- Mathematics
- Middle Level – English/Language Arts/Reading
- Middle Level – Mathematics
- Middle Level – Mathematics & English/Language Arts/Reading
- Middle Level – Mathematics & Science
- Middle Level – Mathematics & Social Studies
- Middle Level – Science
- Middle Level – Science & English/Language Arts/Reading
- Middle Level – Science & Social Studies
- Middle Level – Social Studies
- Social Studies
- Special Education – Grades PK – 12

The following pages have curriculum information for each teacher certification area.

All student teaching assignments are made by the School of Education Office of Field and Student Teaching at off-campus locations. The assignments are in select school districts with which the University has a signed affiliation agreement. The University reserves the right to assign any teacher candidate to schools in the Edinboro University service area. These districts are within Erie County, Crawford County and Warren County. Teacher candidates must assume responsibility for living expenses and transportation arrangements to the schools to which they are assigned.

PA certification requires that all teacher certification programs be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect ***at the time at which they apply for certification.***

ART EDUCATION TEACHER CERTIFICATION (Program Code 8105)

Program Description

This program leads to PreK-12 PA teacher certification in Art Education.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

ARED 283 Technology Portfolio in Art Education OR SEDU 731 Applications of Technology Integration in Education

ARED 650 Strategies for Art Teachers

ARED 704 Art Education Graduate Field II

ARED 705 Aesthetics and Art Criticism for Art Education

ARED 706 Curriculum Development in Art Education

ARED 710 Graduate Student Teaching

ARHI 105 Overview of Art History

ART 101 Two-Dimensional Design

ART 102 Three-Dimensional Design

ART 103 Four-Dimensional Design

ART 105 Color

ART 106 Drawing I

ART 107 Drawing II

ART 231 Painting I

SEDU 702 Teaching in the Contemporary Multicultural Classroom

SPED 710 Seminar in Exceptionalities

SPED 725 Seminar in Mild to Moderate Disabilities

One of the following:

- ART 211 Metals I
- ART 216 Ceramics I
- ART 221 Printmaking I
- ART 226 Sculpture I
- ART 251 Photography I
- ART 267 Film & Video Production I
- ART 268 Beginning Animation

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect ***at the time at which they apply for certification.***

BIOLOGY TEACHER CERTIFICATION (Program Code 8119)

Program Description

This program leads to 7-12 PA teacher certification in Biology.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL 150 Principles of Biology
BIOL 230 Botany
BIOL 240 Zoology
BIOL 300 Genetics
BIOL 320 Plant Physiology OR BIOL 340 Animal Physiology
BIOL 400 Ecology
BIOL 300+ Biology Elective
CHEM 240 Principals of Chemistry I
CHEM 241 Principals of Chemistry II
CHEM 301 General Organic Chemistry
GEOG 145 Environmental Issues
MATH 211 Analytic Geometry and Calculus I
STAT 260 Elements of Statistics
PHYS 201 Physics I
PHYS 202 Physics II
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 676 Field Experience for Middle and Secondary Education
SEDU 682 Instructional Techniques for Secondary Science
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 695 Student Teaching
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect *at the time at which they apply for certification*.

CHEMISTRY TEACHER CERTIFICATION (Program Code 8120)

Program Description

This program leads to 7-12 PA teacher certification in Biology.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

CHEM 240 Principles of Chemistry I
CHEM 241 Principles of Chemistry II
CHEM 280 Laboratory Safety I
CHEM 310 Quantitative Analysis
CHEM 330 Organic Chemistry I
CHEM 331 Organic Chemistry II
CHEM 341 Biochemistry
CHEM 530 Physical Chemistry I
CHEM 531 Physical Chemistry II
GEOS 101 Dynamic Earth
GEOG 145 Environmental Issues
MATH 211 Analytic Geometry and Calculus I
MATH 212 Analytic Geometry and Calculus II
STAT 260 Elements of Statistics
PHYS 201 Physics I
PHYS 202 Physics II
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 676 Field Experience for Middle and Secondary Education
SEDU 682 Instructional Techniques for Secondary Science
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 695 Student Teaching
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect *at the time at which they apply for certification*.

COMPREHENSIVE ENGLISH TEACHER CERTIFICATION (Program Code 8112)

Program Description

This program leads to 7-12 PA teacher certification in Comprehensive English.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

COMM 107 Public Speaking
ENGL 201 American Literature Survey I (Origins-1865)
ENGL 202 American Literature Survey II (1865-Present)
ENGL 209 Foundations for Literary Study
ENGL 211 Traditional Grammar
ENGL 241 British Literature Survey I
ENGL 242 British Literature Survey II
ENGL 260 Literature of the Classical World OR ENGL 261 Literature of the Renaissance
ENGL 315 Shakespeare I OR ENGL 319 Shakespeare II
ENGL 489 Literary Criticism Theory
ENGL 499 Thesis Seminar in Literature
ENGL 421 History of the English Language
ENGL 425 Composition Theory
ENGL 446 Adolescent Literature: The Problem Novel
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 676 Field Experience for Middle and Secondary Education
SEDU 684 Instructional Techniques for the Teaching of English
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 695 Student Teaching
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect ***at the time at which they apply for certification.***

EARLY CHILDHOOD EDUCATION TEACHER CERTIFICATION (Program Code 8107)

Program Description

This program leads to PA teacher certification in Early Childhood Education (PK-4).

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

ECED 200 Planning, Designing/Maintaining Early Learning Environment
ECED 320 Literacy Foundations (Grades 1-4)
ECED 330 Language Arts (Grades 1-4)
ECED 340 Methods of Teaching Social Studies
ECED 350 Learning and Teaching Math Grades 1-4
ECED 360 Learning and Teaching Science Grades 1-4
ECED 370 Differentiated Reading in Grades 1-4
ECED 375 Class Guidance/Clinical Experience Grades 1-4
ECED 480 Data Driven Assessment for Student Learning
ECED 615 Language, Movement & Music in the Elementary Classroom
ECED 695 Graduate Field Experience in Early Childhood
ECED 700 Development of Young Learners
ECED 710 Issues & Trends in Early Literacy Development
ECED 715 Curriculums in Early Childhood Education
ECED 720 Math & Science Experience in ECED*
ECED 730 Observation, Documentation and Assessment in ECE*
ECED 740 Family, School and Community: Partnerships in ECED
ECED 795 Student Teaching
SEDU 702 Teaching Cont. Multicultural Class
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild/Moderate Disabilities

*These classes are completed during a one-week summer residency.

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect **at the time at which they apply for certification.**

HEALTH AND PHYSICAL EDUCATION TEACHER CERTIFICATION (Program Code 8109)

Program Description

This program leads to PreK-12 PA teacher certification in Health and Physical Education.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

HPE 133 Personal Health
HPE 135 Alcohol, Tobacco and Other Drug Education
HPE 215 Pedagogy for Individual Activities: Aquatics, Gymnastics, and Adventure Activities
HPE 220 Pedagogy for Team Games I: Basketball/Soccer/Track and Field
HPE 222 Principles of Fitness Instruction
HPE 225 Pedagogy for Team Games II: Volleyball, Softball, Football
HPE 230 Pedagogy for Lifetime Activities: Golf, Tennis, Badminton
HPE 245 Human Sexuality
HPE 265 Health Emergencies
HPE 278 Physical Education in the Elementary School
HPE 300 Applied Anatomy and Physiology for HPE I
HPE 301 Applied Anatomy and Physiology for HPE II
HPE 306 Classroom Management in Health and Physical Education
HPE 311 Planning and Evaluation in Health and Physical Education
HPE 314 Kinesiology
HPE 315 Management of Sport and Physical Education Programs
HPE 350 Exercise Physiology I
HPE 360 Adapted Physical Education
HPE 364 Health Methodology
HPE 384 Technology Integration in Health and Physical Education
HPE 400 Critical Issues in Health
HPE 405 Health and Physical Education Field Experience
HPE 495 Student Teaching
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect ***at the time at which they apply for certification.***

MATHEMATICS TEACHER CERTIFICATION (Program Code 8116)

Program Description

This program leads to 7-12 PA teacher certification in Mathematics.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

CSCI 130 Principals of Programming I
MATH 211 Analytical Geometry and Calculus I
MATH 212 Analytical Geometry and Calculus II
MATH 270 Discrete Mathematics I
MATH 275 Linear Algebra
MATH 290 Intro to Proofs
MATH 311 Analytical Geometry and Calculus III
MATH 350 Mathematical Probability and Statistics
MATH 353 College Geometry
MATH 370 Discrete Mathematics II
MATH 372 History & Roots of Math
MATH 403 Mathematics for the Secondary School Teacher
MATH 404 Computers and Calculators in the Secondary Mathematics Curriculum
MATH 411 Introduction to Analysis
MATH 421 Abstract Algebra
STAT 350 Mathematical Probability and Statistics
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 676 Field Experience for Middle and Secondary Education
SEDU 681 Instructional Techniques for Mathematics
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 695 Student Teaching
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect *at the time at which they apply for certification*.

MIDDLE LEVEL ENGLISH/LANGUAGE ARTS/READING TEACHER CERTIFICATION (Program Code 8126)

Program Description

This program leads to 4-8 PA teacher certification in English/Language Arts/Reading.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL 150 Principles of Biology
CHEM 140 General Chemistry
ENGL 118 Introduction to Poetry
ENGL 201 American Literature Survey I (Origins-1865) OR ENGL 202 American Literature Survey II (1865-Present)
ENGL 211 Traditional Grammar
ENGL 241 British Literature Survey I OR ENGL 242 British Literature Survey II
ENGL 425 Composition Theory
ENGL 446 Adolescent Literature: The Problem Novel
HIST 101 World Civilization I OR HIST 102 World Civilization II
HIST 261 History of US I OR HIST 262 History of US II
HIST 380 History of Pennsylvania
MATH 105 College Algebra
MATH 103 Math for Teachers I
MATH 203 Math for Teachers II
MATH 250 Informal Geometry
PHYS 201 Physics I
THEA 218 Introduction to Theatre
MLED 666 Integrated English, Language Arts and Social Studies for the Middle Level Learner
MLED 667 Integrated Mathematics and Science for the Middle Level Learner
MLED 675 Middle Level Field
MLED 695 Middle Level Student Teaching
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect *at the time at which they apply for certification*.

MIDDLE LEVEL MATHEMATICS TEACHER CERTIFICATION (Program Code 8127)

Program Description

This program leads to 4-8 PA teacher certification in Mathematics.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL 150 Principles of Biology
CHEM 140 General Chemistry
ENG 115 Intro to Literature
ENG 211 Traditional Grammar
ENG 300+ English Literature 300+
HIST 101 World Civilization I OR HIST 102 World Civilization II
HIST 261 History of US I OR HIST 262 History of US II
HIST 380 History of Pennsylvania
MATH 107 Precalculus
MATH 211 Analytical Geometry and Calculus I
MATH 212 Analytical Geometry and Calculus II
MATH 250 Informal Geometry
MATH 270 Discrete Mathematics I
MATH 275 Linear Algebra I
MATH 300 Applied Statistical Methods
MATH 403 Mathematics for the Secondary School Teacher OR MATH 404 Computers and Calculators in the Secondary Mathematics Curriculum
PHYS 201 Physics I
MLED 666 Integrated English, Language Arts and Social Studies for the Middle Level Learner
MLED 667 Integrated Mathematics and Science for the Middle Level Learner
MLED 675 Middle Level Field
MLED 695 Middle Level Student Teaching
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect *at the time at which they apply for certification*.

MIDDLE LEVEL MATH AND ENGLISH/LANGUAGE ARTS/READING TEACHER CERTIFICATION (Program Code 8130)

Program Description

This program leads to 4-8 PA teacher certification in Mathematics.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL103 Principles of Biology
CHEM 140 General Chemistry
ENGL 118 Introduction to Poetry
ENGL 201 American Literature Survey I (Origins-1865) OR
ENGL 202 American Literature Survey II (1865-Present)
ENGL 209 Foundations of Literary Study
ENGL 211 Traditional Grammar
ENGL 446 Adolescent Literature: The Problem Novel
HIST 101 World Civilization I OR HIST 102 World Civilization II
HIST 261 History of US I OR HIST 262 History of US II
HIST 380 Pennsylvania History
MATH 105 College Algebra
MATH 208 Essentials of Calculus
MATH 250 Informal Geometry
STAT 260 Elements of Statistics
MATH 270 Discrete Mathematics I
MATH 275 Linear Algebra I

MATH 403 Mathematics for the Secondary School Teacher OR
MATH 404 Computers and Calculators in the Secondary
Mathematics Curriculum
PHYS 201 Physics I
MLED 666 Integrated English, Language Arts and Social Studies for
the Middle Level Learner
MLED 667 Integrated Mathematics and Science for the Middle
Level Learner
MLED 675 Middle Level Field
MLED 695 Middle Level Student Teaching
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 700 Educational Assessment of Students in the Middle and
Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect **at the time at which they apply for certification.**

MIDDLE LEVEL MATH AND SCIENCE TEACHER CERTIFICATION (Program Code 8131)

Program Description

This program leads to 4-8 PA teacher certification in Mathematics and Science.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL 150 Principles of Biology
BIOL 230 Botany OR BIOL 240 Zoology
CHEM 140 General Chemistry I
ENG 115 Intro to Literature
ENG 211 Traditional Grammar
ENG 300+ English Literature 300+
GEOS 101 Dynamic Earth OR
GEOS 109 Atmospheric & Space Science
GEOS 300 Geoscience Elective 300+
HIST 101 World Civilization I OR HIST 102 World Civilization II
HIST 261 History of US I OR HIST 262 History of US II
HIST 380 Pennsylvania History
MATH 107 Precalculus
MATH 211 Analytical Geometry and Calculus I
MATH 212 Analytical Geometry and Calculus II
MATH 250 Informal Geometry
STAT 260 Elements of Statistics
MATH 270 Discrete Mathematics I
PHYS 201 Physics I
MLED 666 Integrated English, Language Arts and Social Studies for the Middle Level Learner
MLED 667 Integrated Mathematics and Science for the Middle Level Learner
MLED 675 Middle Level Field
MLED 695 Middle Level Student Teaching
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect *at the time at which they apply for certification*.

MIDDLE LEVEL MATH AND SOCIAL STUDIES TEACHER CERTIFICATION (Program Code 8132)

Program Description

This program leads to 4-8 PA teacher certification in Mathematics and Social Studies.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL103 Principles of Biology
CHEM 140 General Chemistry
ECON 100 Elements of Economics
ENG 115 Intro to Literature
ENG 211 Traditional Grammar
ENG 300+ English Literature 300+
GEOG 200 or above
HIST 101 World Civilization I OR HIST 102 World Civilization II
HIST 261 History of US I OR HIST 262 History of US II
HIST 380 History of Pennsylvania
MATH 105 College Algebra
MATH 208 Essentials of Calculus
MATH 250 Informal Geometry
STAT 260 Elements of Statistics
MATH 270 Discrete Mathematics I
MATH 275 Linear Algebra I
MATH 403 Mathematics for the Secondary School Teacher OR MATH 404 Computers and Calculators in the Secondary Mathematics Curriculum
POLI 101 American Politics
PHYS 201 Physics I
MLED 666 Integrated English, Language Arts and Social Studies for the Middle Level Learner
MLED 667 Integrated Mathematics and Science for the Middle Level Learner
MLED 675 Middle Level Field
MLED 695 Middle Level Student Teaching
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect *at the time at which they apply for certification*.

MIDDLE LEVEL SCIENCE TEACHER CERTIFICATION (Program Code 8128)

Program Description

This program leads to 4-8 PA teacher certification in Science.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL 150 Principles of Biology
BIOL 230 Botany OR BIOL 240 Zoology
CHEM 140 General Chemistry I
ENG 115 Foundations of Literary Study
ENG 211 Traditional Grammar
ENG 300+ English Literature 300+
GEOS 101 Dynamic Earth
GEOS 109 Atmospheric & Space Science
HIST 101 World Civilization I OR HIST 102 World Civilization II
HIST 261 History of US I OR HIST 262 History of US II
HIST 380 History of Pennsylvania
MATH 105 College Algebra
MATH 208 Essentials of Calculus
MATH 250 Informal Geometry
STAT 260 Elements of Statistics
Science Lab Science Lab Elective (4 credits)
Science Field Course Field Course 300 level or above
PHYS 101 Physical Science
PHYS 271 Frontiers in Astronomy
MLED 666 Integrated English, Language Arts and Social Studies for the Middle Level Learner
MLED 667 Integrated Mathematics and Science for the Middle Level Learner
MLED 675 Middle Level Field
MLED 695 Middle Level Student Teaching
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect *at the time at which they apply for certification.*

MIDDLE LEVEL SCIENCE AND ENGLISH/LANGUAGE ARTS/READING TEACHER CERTIFICATION (Program Code 8133)

Program Description

This program leads to 4-8 PA teacher certification in Science and English/Language Arts/Reading.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL 150 Principles of Biology	STAT 260 Elements of Statistics
BIOL 230 Botany OR BIOL 240 Zoology	PHYS 201 Physics I
CHEM 140 General Chemistry I	MLED 666 Integrated English, Language Arts and Social Studies for the Middle Level Learner
ENGL 118 Introduction to Poetry	MLED 667 Integrated Mathematics and Science for the Middle Level Learner
ENGL 201 American Literature Survey I OR ENGL 202 American Literature Survey II (1865-Present)	MLED 675 Middle Level Field
ENGL 211 Traditional Grammar	MLED 695 Middle Level Student Teaching
ENGL 446 Adolescent Literature: The Problem Novel	SEDU 606 Content Literacy in the Middle and Secondary School
GEOS 101 Dynamic Earth OR	SEDU 691 Classroom Management in 7-12
GEOS109 Atmospheric & Space Science	SEDU 692 Seminar in Teaching Adolescents
GEOS 300 or above	SEDU 700 Educational Assessment of Students in the Middle and Secondary School
HIST 101 World Civilization I OR HIST 102 World Civilization II	SEDU 702 Teaching in the Contemporary Multicultural Classroom
HIST 261 History of US I OR HIST 262 History of US II	SEDU 731 Applications of Technology Integration in Education
HIST 380 Pennsylvania History	SPED 710 Seminar in Exceptionalities
MATH 105 College Algebra	SPED 725 Seminar in Mild to Moderate Disabilities
MATH 208 Essentials of Calculus	
MATH 250 Informal Geometry	

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect **at the time at which they apply for certification.**

MIDDLE LEVEL SCIENCE AND SOCIAL STUDIES TEACHER CERTIFICATION (Program Code 8134)

Program Description

This program leads to 4-8 PA teacher certification in Science and Social Studies.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies

Butterfield Hall 140

(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL 150 Principles of Biology

BIOL 230 Botany OR BIOL 240 Zoology

CHEM 140 General Chemistry

ECON 100 Elements of Economics

ENG 115 Intro to Literature

ENG 211 Traditional Grammar

ENG 300+ English Literature 300 level or higher

GEOG 200 or above

GEOS 300 or above

GEOS 101 Dynamic Earth OR

GEOS 109 Atmospheric & Space Science

HIST 101 World Civilization I OR

HIST 102 World Civilization II

HIST 261 History of US I OR HIST 262 History of US II

HIST 380 History of Pennsylvania

MATH 105 College Algebra

MATH 208 Essentials of Calculus

MATH 250 Informal Geometry

STAT 260 Elements of Statistics

PHYS 201 Physics I

POLI 101 American Politics

MLED 666 Integrated English, Language Arts and Social Studies for the Middle Level Learner

MLED 667 Integrated Mathematics and Science for the Middle Level Learner

MLED 675 Middle Level Field

MLED 695 Middle Level Student Teaching

SEDU 606 Content Literacy in the Middle and Secondary School

SEDU 691 Classroom Management in 7-12

SEDU 692 Seminar in Teaching Adolescents

SEDU 700 Educational Assessment of Students in the Middle and Secondary School

SEDU 702 Teaching in the Contemporary Multicultural Classroom

SEDU 731 Applications of Technology Integration in Education

SPED 710 Seminar in Exceptionalities

SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect *at the time at which they apply for certification*.

MIDDLE LEVEL SOCIAL STUDIES TEACHER CERTIFICATION (Program Code 8129)

Program Description

This program leads to 4-8 PA teacher certification in Social Studies.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

BIOL 103 Principles of Biology
CHEM 140 General Chemistry
ECON 100 Elements of Economics
ENG 115 Foundations of Literature
ENG 211 Traditional Grammar
ENG 300+ English Literature 300 level or higher
GEOG 101 World Geography
HIST 101 World Civilization I
HIST 102 World Civilization II
HIST 261 History of US I
HIST 262 History of US II
HIST 380 History of Pennsylvania
MATH 105 College Algebra
MATH 103 Math for Teachers I
MATH 203 Math for Teachers II
MATH 250 Informal Geometry
PHYS 201 Physics I
POLI 102 Introduction to Comparative Government

POLI 101 American Politics
MLED 666 Integrated English, Language Arts and Social Studies for the Middle Level Learner
MLED 667 Integrated Mathematics and Science for the Middle Level Learner
MLED 675 Middle Level Field
MLED 695 Middle Level Student Teaching
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect **at the time at which they apply for certification.**

SOCIAL STUDIES TEACHER CERTIFICATION (Program Code 8124)

Program Description

This program leads to 7-12 PA teacher certification in Social Studies.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.

Curriculum

ANTH 180 Introduction to Anthropology
ECON 220 Principles of Microeconomics
ECON 225 Principles of Macroeconomics
GEOG 101 World Geography OR GEOG 130 Cultural Geography
GEOG 300 Geography Elective 300 level or above OR HIST 300 History elective 300 level or above
HIST 100 Study of History OR SOC 250 Introduction to Sociological Research Methods
HIST 101 World Civilizations I
HIST 102 World Civilizations II
HIST 261 History of US I
HIST 262 History of US II
HIST 380 History of Pennsylvania
POLI 101 American Politics
POLI 102 Introduction to Comparative Politics
POLI 315 American State and Local Government
PSYC 390 Social Psychology or SOC 326 Society and the Individual
SOC 100 Principles of Sociology
SEDU 606 Content Literacy in the Middle and Secondary School
SEDU 676 Field Experience for Middle and Secondary Education
SEDU 683 Instructional Techniques for Social Studies
SEDU 691 Classroom Management in 7-12
SEDU 692 Seminar in Teaching Adolescents
SEDU 695 Student Teaching
SEDU 700 Educational Assessment of Students in the Middle and Secondary School
SEDU 702 Teaching in the Contemporary Multicultural Classroom
SEDU 731 Applications of Technology Integration in Education
SPED 710 Seminar in Exceptionalities
SPED 725 Seminar in Mild to Moderate Disabilities

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect **at the time at which they apply for certification.**

SPECIALIZED CERTIFICATIONS

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

(Program Code 8911)

Program Description

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

Contact Information

Dr. Andrew J. Pushchak, Graduate Program Head
Butterfield Hall 230
Phone: (814) 732-2548
Fax: (814) 732-2233
Email: apushchak@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate and master's degree from a regionally accredited institution of higher education.
4. Provide a writing sample, reflecting your understanding on how educational leaders shape learning and your philosophy of promoting student achievement and success for all students.
5. Complete the [mentor form](#).
6. Submit copy of professional certificate.
7. Provide proof of three years of satisfactory, professional, certificated experience.
8. If applicable, apply for the acceptance of transfer credit prior to the beginning of the program (when possible).

Curriculum

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

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

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

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

Additional Requirements. In addition to successful completion of the prescribed 15-27 graduate credits of course work for the PA Principal K-12 certificate, the individual will be required to: conduct and present a focus project on student

achievement in each of the two required internships and meet the cut off score for the PRAXIS 6990 School Leaders Licensure Assessment (SLLA). No more than three semester hours of "C" grade will be accepted toward meeting the 15 semester hours of credit required for the PA Principal K-12 certificate.

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

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

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

Advising

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

Program Faculty

Mr. Kenneth Berlin, kberlin@edinboro.edu

Dr. Tracy McCalla, tmccalla@edinboro.edu

Dr. Andrew Pushchak, apushchak@edinboro.edu

Dr. Constance Youngblood, cyoungblood@edinboro.edu

Dr. John Ziegler, jfziegler@edinboro.edu

PA SUPERVISOR OF SPECIAL EDUCATION POST-MASTER'S CERTIFICATE (Program Code 8948)

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

Contact Information

Dr. Andrew J. Pushchak, Graduate Program Head
Butterfield Hall 230
Phone: (814) 732-2548
Fax: (814) 732-2233
Email: apushchak@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application
2. Pay an application fee of \$30.
3. Submit official transcripts verifying an earned baccalaureate and master's degree from an accredited institution.
4. Writing sample, reflecting your understanding on how educational leaders shape learning and your philosophy of promoting student achievement and success for all students
5. Completed [mentor form](#)
6. Submit copy of a current and valid teaching certificate in Special Education.
7. Proof of five years of satisfactory, professional, certificate experience in Special Education on a Special Education certificate.

Curriculum

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

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

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

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

Individuals not possessing an M.Ed. in Special Education must demonstrate previous graduate course work in Special Education or take additional graduate course work in Special education as prescribed by the Program Head for Teacher Leadership as part of their Supervisor of Special Education certificate program.

Additional Requirements and Procedures. In addition to successful completion of the prescribed 27 graduate credits of course work for the PA Supervisor of Special Education certification, the individual will be required to: conduct and present a focus project on student achievement in the required internship and meet the cut off score for the PRAXIS 5412 Educational Leadership: Administration and Supervision. No more than three semester hours of "C" grade will be accepted toward meeting the 27 semester hours of credit required for the PA Supervisor of Special Education certificate.

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

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

Advising

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

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

Program Faculty

Mr. Kenneth Berlin, kberlin@edinboro.edu

Dr. Tracy McCalla, tmccalla@edinboro.edu

Dr. Andrew Pushchak, apushchak@edinboro.edu

Dr. John Ziegler, jfziegler@edinboro.edu

Dr. Constance Youngblood, cyoungblood@edinboro.edu

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

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

Contact Information

Dr. Andrew Pushchak
Phone: (814) 732-1548
Fax: (814) 732-2233
Email: apushchak@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application
2. Pay an application fee of \$30.
3. Submit official transcripts verify an earned baccalaureate and master's degree from an accredited institution
4. Writing sample, reflecting your understanding on how educational leaders shape learning and your philosophy of promoting student achievement and success for all students
5. Completed [mentor form](#)
6. Completion of a masters of education program
7. Submit professional administrative and /or supervisory certificate
8. Six years of satisfactory professionally certified service of which three of the six years must have been in a certificated supervisory or administrative capacity.

Curriculum

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

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

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

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

EDLR 716 Foundational Principles of Trauma Informed Practices in Schools
EDLR 731 School and Community Relations
EDLR 741 Curriculum Leadership
EDLR 765 Financial Aspects of Educational Leadership
EDLR 775 Educational Leadership Theory and Practice

Additional Requirements. In addition to successful completion of the prescribed 30 graduate credits of course work for the PA Superintendent's Letter of Eligibility, the individual will be required to conduct and present a focus project on student achievement during the required internship and meet the cutoff score for PRAXIS 6991 School Superintendent Assessment

(SSA). No more than three semester hours of "C" grade will be accepted toward meeting the 30 semester hours of credit required for the PA Superintendent's Letter of Eligibility.

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

Advising

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

Program Faculty

Mr. Kenneth Berlin	kberlin@edinboro.edu
Dr. Andrew Pushchak	apushchak@edinboro.edu
Dr. John Ziegler	jfziegler@edinboro.edu
Dr. Constance Youngblood	cyoungblood@edinboro.edu

ESL SPECIALIST CERTIFICATE

(Program Code 8136)

DESCRIPTION OF PROGRAM

The ESL Specialist concentration prepares you to meet the needs of English Language Learners throughout the state and the country. This concentration meets the requirements for PDE English as a Second Language Specialist Endorsement for those holding Pennsylvania Instructional I or II teacher certification.

ADMISSION REQUIREMENTS and PROCEDURES

- Visit the Graduate School webpage and click the “Apply” link on the left side of the screen.
- Begin by creating an account on CollegenET by clicking the “account” link on the Apply page.

CollegenET is a self-managed application system. It will allow you to submit admission materials, check the status of your application, and view your decision letter using this account. If you have issues with your CollegenET account, consult the CollegenET help desk by submitting a Help Request Form or email help@collegenet.com.

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

1. Complete the online application
2. Pay an application fee of \$30.
3. Provide official transcripts verifying an earned baccalaureate degree from a regional accredited institution of higher education.
4. Have earned an undergraduate cumulative quality point average of 3.0
5. Copy of valid teacher teaching certificate.

CURRICULUM

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

ECED 710 Issues and Trends in Early Literacy Development

TESL 603 Human Language and Culture

TESL 675 Second Language Methodologies

TESL 700 Assessing English Language Learners

TESL 790 ESL Field Experience

CERTIFICATE REQUIREMENTS

Additional Requirements.

Candidates must submit the following clearances upon acceptance into the program:

- School of Education Clearance Requirements Permission Statement
- Act 34 Criminal Record Check
- Act 151 Child Abuse Clearance
- Act 114 FBI Fingerprint Clearance
- TB Test Results
- Act 126 Child Abuse Recognition and Mandated Reporting
- Proof of Libability Insurance
- Act 24/82 Arrest/Conviction Report & Certification Form
- Student ID or driver’s license

**For more details regarding required clearances and access to clearance links, visit www.edinboro.edu and search for “teacher clearances.”* Candidates who are employed with a school district or other educational agency during their enrollment in the program may submit a Clearance Release Form approved by their administration or human resources office.

Student Responsibility.

Upon successful completion of the required coursework, candidates will apply through TIMS to have the ESL Specialist certification added to their current Pennsylvania Instructional I or Instructional II teacher certification.

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

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

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

READING SPECIALIST CERTIFICATE

(Program Code 8850)

Program Description

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

Contact information

Dr. Karen Tyler, Graduate Program Head

Butterfield Hall 330B

(814) 732- 2303

kyler@edinboro.edu

Admission Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Minimum 3.0 overall GPA.
5. Copy of valid teaching certificate or complete a program of study approved by the Dean of Education, leading to certification as an elementary or secondary school teacher *prior* to completion of the program.

Curriculum

A minimum of 27 semester hours of graduate credit is required to complete the degree. These credits should be earned as follows:

READ 702 Literacy Interventions for Striving Readers -or- READ 624 Introduction to Dyslexia and Dyslexia Interventions
READ 704 Comprehensive Literacy Curriculum: Design and Implementation
READ 706 Foundations of Literacy: Theory and Instruction
READ 707 Literacy Instruction for the Content Area Professional
READ 708 English Language Learners in the Literacy Curriculum
READ 709 Literacy Difficulties: Assessment and Intervention
READ 710 Organization, Supervision and Administration of Reading Programs
READ 712 Reading Clinic
READ 717 Language Arts Instruction: Design and Implementation

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

Certification: PRAXIS II: Reading Specialist Exam 5301.

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

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

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

SPECIAL EDUCATION (PK-12) TEACHER CERTIFICATION

(Program Code 8139)

Program Description

This program leads to PreK-8 PA teacher certification in Special Education, and is intended for individuals who hold initial teaching certification from an accredited institution. The courses are designed to meet all Pennsylvania Department of Education Special Education guidelines and Council for Exception Children standards. All courses are offered online unless otherwise indicated.

Contact Information

Information regarding certification requirements may be obtained from the School of Graduate Studies
Butterfield Hall 140
(814) 732-2856

Admissions Requirements and Procedures

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

1. Complete the online application.
2. Pay an application fee of \$30.
3. Provide an official transcript verifying an earned baccalaureate degree from a regionally accredited institution of higher education.
4. Undergraduate GPA of a 2.80 is required for admission. Students with a GPA below 2.80, scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) are required.
5. Copy of valid teacher certification.

Curriculum

SPED 695 Graduate Field Experience in Special Education*
SPED 710 Seminar in Exceptionalities
SPED 715 Creating Inclusive Classrooms
SPED 720 Advanced Assessment†
SPED 725 Seminar in Mild to Moderate Disabilities
SPED 735 Explicit Instructional Strategies in Special Education†
SPED 740 Issues Effecting Individuals with Severe Disabilities
SPED 745 Language and Literacy-based Instruction in Special Education
SPED 750 Behavior Disorders and Positive Behavior Supports
SPED 755 Collaboration, Partnerships, and IEP Development

*This course is held in a P-12 classroom. All internship courses, whether in an online or campus-based program, will be charged at the on-campus rate.

Certification Requirements

PA certification requires that the program be completed with a minimum GPA of 3.0.

Teacher candidates must meet the certification requirements, including testing, that are in effect **at the time at which they apply for certification**.

ENDORSEMETNS

ONLINE INSTRUCTION ENDORSEMENT

(Program Code 8857)

Program Description

This graduate certificate in Online Instruction has been designed to provide pre-service and in-service teachers the additional knowledge, skills, and competencies needed to effectively provide instruction in an online environment. The continued growth of online learning environments necessitates the need for teachers to be trained in the research-based best practices that support teaching and learning in distance education. Participants will explore the theories of distance education, examine various configurations of online instruction, including fully online, hybrid, and embedded online learning modules within traditional classrooms, and engage in practical applications of online lesson design. The field experience provides participants the opportunity to demonstrate their application of coursework and strengthen their use of instructional technology tools.

Admission Requirements and Procedures

- Visit the Graduate School webpage and click the “Apply” link on the left side of the screen.
- Begin by creating an account on CollegeNET by clicking the “account” link on the Apply page.

CollegeNET is a self-managed application system. It will allow you to submit admission materials, check the status of your application, and view your decision letter using this account. If you have issues with your CollegeNET account, consult the CollegeNET help desk by submitting a Help Request Form or email help@collegenet.com.

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

1. Complete the online application
2. Pay an application fee of \$30.
3. Submit official transcripts verifying an earned baccalaureate and master’s degree from an accredited institution.
4. Copy of valid teacher certificate in Special Education (not needed for PA certified teachers).

Curriculum

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

SEDU 731 - Application of Technology Integration in Education
SEDU 732 - Adapting for E-Learning
SEDU 733 - Design and Delivery of Online Instruction
SEDU 734 - Online Education Field Experience

Additional Requirements

Candidates must submit the following clearances upon acceptance into the program:

- School of Education Clearance Requirements Permission Statement
- Act 34 Criminal Record Check
- Act 151 Child Abuse Clearance
- Act 114 FBI Fingerprint Clearance
- TB Test Results
- Act 126 Child Abuse Recognition and Mandated Reporting
- Proof of Liability Insurance

- Act 24/82 Arrest/Conviction Report & Certification Form
- Student ID or driver's license

**For more details regarding required clearances and access to clearance links, visit www.edinboro.edu and search for "teacher clearances."*

Candidates who are employed with a school district or other educational agency during their enrollment in the program may submit a Clearance Release Form approved by their admiration or human resources office.

Student Responsibility

Upon successful completion of the required coursework, candidates will apply through TIMS to have the Online Instruction Endoresment added to their current Pennsylvania Instructional I or Instructional II teacher certification.

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

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

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

INTERGRATIVE STEM EDUCATION ENDORSEMENT

(Program Code 8856)

Program Description

This graduate certificate in Integrative STEM Education has been designed to provide middle-level and secondary pre-service and in-service teachers the additional knowledge, skills, and competencies needed to effectively integrate 21st century skills across all academic areas. Participants will explore the theoretical and philosophical framework of STEM education and engage in practical applications of curriculum development and lesson design. The field experience provides participants the opportunity to apply instructional strategies that foster inquiry and problem solving in a student-centered learning environment.

Admission Requirements and Procedures

- Visit the Graduate School webpage and click the “Apply” link on the left side of the screen.
- Begin by creating an account on CollegeNET by clicking the “account” link on the Apply page.

CollegeNET is a self-managed application system. It will allow you to submit admission materials, check the status of your application, and view your decision letter using this account. If you have issues with your CollegeNET account, consult the CollegeNET help desk by submitting a Help Request Form or email help@collegenet.com.

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

1. Complete the online application
2. Pay an application fee of \$30.
3. Submit official transcripts verifying an earned baccalaureate and master’s degree from an accredited institution.
4. Copy of valid teacher certificate in Special Education (not needed for PA certified teachers).

Curriculum

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

EDUC 641 Foundations and Philosophy of STEM Education
EDUC 642 STEM Integrated Curriculum and Assessment
EDUC 643 STEM Strategies and Instructional Practices in Middle and Secondary Education
EDUC 644 Internship for STEM in Middle and Secondary Schools

Additional Requirements

Candidates must submit the following clearances upon acceptance into the program:

- School of Education Clearance Requirements Permission Statement
- Act 34 Criminal Record Check
- Act 151 Child Abuse Clearance
- Act 114 FBI Fingerprint Clearance
- TB Test Results
- Act 126 Child Abuse Recognition and Mandated Reporting
- Proof of Libability Insurance
- Act 24/82 Arrest/Conviction Report & Certification Form
- Student ID or driver’s license

**For more details regarding required clearances and access to clearance links, visit www.edinboro.edu and search for “teacher clearances.”* Candidates who are employed with a school district or other educational agency during their enrollment in the program may submit a Clearance Release Form approved by their admistration or human resources office.

Student Responsibility

Upon successful completion of the required coursework, candidates will apply through TIMS to have the STEM Endorsement added to their current Pennsylvania Instructional I or Instructional II teacher certification.

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

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

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

COURSE DESCRIPTIONS

APSY 615 Introduction to School Psychology (3 credit hours)

This course covers the structure and organization of schools and systems. It offers students an overview of roles and functions of the school psychologist as well as multiple service models for practice. The historical and legal foundations of the school psychology are explored and contemporary demographics and issues of professional identity are reviewed in detail.

APSY 625 Collaborative Consultation in Educational Settings (3 credit hours)

This course prepares the student to participate in collaborative consultation services for students experiencing learning and/or behavior problems. It emphasizes enhancing communications skills, interactive teaming, problem solving, case management skills, systems level consultation, and implementation with culturally diverse students. It also reviews multi-tiered service delivery systems, including response-to-intervention.

APSY 720 Learning Theories (3 credit hours)

This course examines classic and contemporary theories of learning, particularly in regard to the learning and behavior of children and adolescents. It explores the research base of the major theoretical models and examines the implications of those models for the education and treatment of children and adolescents.

APSY 721 Personality Development (3 credit hours)

This course provides an overview of school psychology and psychological assessment in schools. An introduction to historical, professional, legal, and ethical issues in psychological assessment in schools is provided. This course develops competence in administering, scoring, and interpreting intellectual and achievement tests. 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 and legal provisions. Closed to non-majors.

APSY 722 Assessment in School Psychology I (3 credit hours)

Develops competence in administering, scoring, and interpreting an intellectual/achievement assessment system and the use of informal assessment to include curriculum-based measurement and curriculum-based assessment. The statistical and psychometric underpinnings of the instruments are examined. The course emphasizes practical application of the results in school settings including report writing, definitional guidelines, progress monitoring, program evaluation, and legal provisions. Closed to non-majors.

APSY 723 Assessment in School Psychology II (3 credit hours)

This course addresses professional, legal, and ethical issues in psychological assessment in schools in more detail. This course develops competence in administering, scoring, and interpreting a variety of norm-referenced and informal psychological and educational assessment instruments including curriculum-based measurement and curriculum-based assessment. Integrating data into reports and using data for progress monitoring and program evaluation are reviewed in detail. Alternatives to classic psychometric theory and emerging trends are discussed. Guidelines for ethically sound and culturally fair testing are reviewed in detail. Prerequisites: APSY722.

APSY 724 Psychoeducational Assessment of Behavioral and Developmental Disabilities (3 credit hours)

Presents an overview of individual psychoeducational instruments commonly used in school settings. These include behavior rating scales, observation systems, measures of adaptive behavior, interview procedures, and some projective techniques. Students will develop skills for the administration and interpretation of these techniques as well as incorporation of obtained information into written reports.

APSY 725 Clinical Practicum in School Psychology (3 credit hours)

This course provides advanced school psychology students with supervised practical experiences in schools and other educational and 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.

APSY 727 Psychoeducational Counseling and Interviewing (3 credit hours)

This course introduces the various points of view in psychological counseling and interviewing. Readings, discussion, role playing, and actual counseling and interviewing encourage students to develop a theory of therapeutic interaction which is consistent with their views of human nature and their own natural inclinations.

APSY 735 Advanced Clinical Practicum in School Psychology (3 credit hours)

This course provides advanced school psychology students with supervised practical experiences in schools and other educational and mental health settings. Students are given enhanced opportunities to practice assessment and intervention skills. Prerequisite: APSY725 or permission of instructor.

APSY 781 Statistical Methods in Education (3 credit hours)

This course examines statistical tools used in educational and behavioral research including descriptive measures of central tendency, variation, and relationship. It also covers inferential techniques for evaluation measures and allies (test, analysis of variance, chi-square), employing the hand calculator and computer system to do computations.

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

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

APSY 789 Research II: Seminar in Educational/Psychological Research: (3 credit hours)

This course teaches skills required for completing data collection for research, evaluating the validity of research results, and presenting research to the public. Single-case design is emphasized. Students are required to complete a manuscript of publishable quality. Prerequisite: EDUC788 or APSY788.

APSY 790 Seminar in School Psychology (3 credit hours)

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, common professional problems, and the organization of psychological services in school settings. Prerequisite: Permission of instructor.

APSY 795 Internship in School Psychology (3-9 credit hours)

The 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.

APSY 796 Crisis Management and Violence Prevention (3 credit hours)

This course develops an understanding of techniques and issues related to preventing and managing crises situations in schools. It trains students in non-violent interventions for handling aggressive and disruptive school-age individuals.

ARED 650 Strategies for Art Teachers (3 credit hours)

This course is devoted to specific, current issues in teaching and learning related to Art Education. This course requires each student to undertake an in-depth study and research of issues provided by the instructor in light of its practical application to one's own art teaching situation or context.

ARED 701 Current Issues in Art Education (3 credit hours)

This course is devoted to the examination of current issues in art education. The student will develop a professional awareness of global, national, state, and local issues as they apply to their teaching situation. The course will cover an overview of current issues in the field with emphasis on specific issues as determined by the instructor and the needs of the students.

ARED 704 Art Education Graduate Field II (3 credit hours)

This course provides graduate level teacher certification students in art education with a variety of activities and experiences in actual school art programs. Serving as art teacher aides, the students devote two half-days per week to this supervised pre-student teaching field experience. Pre-req. ARED305.

ARED 705 Aesthetics and Art Criticism for Art Education (3 credit hours)

This course examines the nature of the aesthetic experience as it relates to the artist, the art object/event, and the observer. Included are topics on the function and methods of art criticism. Questions are raised concerning the creative act, theories of art, context, interpretation, and evaluation, which are particular significance to the art educator in contemporary schools.

ARED 706 Curriculum Development in Art Education (3 credit hours)

This course is devoted to the examination of curriculum in art education. An overview of past theory as well as contemporary trends in curriculum will be studied. The development and evaluation of art education curriculums will be the major emphasis of the course.

ARED 710 Graduate Student Teaching (12 credit hours)

This course is a culminating experience for graduate level teacher certification in art education. Art education faculty in the art department supervises this course. This student teaching assignment provides the opportunity for the student to display competency in a K-12 public school setting under the direct daily supervision of a qualified cooperating teacher. Prerequisite: ARED704.

ARED 715 Critical Readings in Art Education (3 credit hours)

This course will provide foundational reading of critical literature in the field of art education. Students will gain knowledge of the concepts, theories, and developmental history of art education through readings in art education, education, policy, psychology and other related areas that have shaped the field of art education.

ARED 720 Therapeutic Art Education (3 credit hours)

On a master's level, art educators need to expand on the foundational courses they took in their pre-service training. This course was created to further the master art teacher's understanding of working with students who have special needs. This course will provide

students with the theories and strategies of therapeutic art education and art therapy.

ARED 750 Research in Art Education (3 credit hours)

This course explores current research methodology in art education. Research designs studied will be qualitative, quantitative and mixed-methods. Topics will cover historical, philosophical, case study, survey, experimental design, feminist, ethnographic, and action research. Pre-requisite EDUC788.

ARED 775 Culminating Experience in Art Education (6 credit hours)

The culminating Experience in Art Education Seminar provides an opportunity for students to demonstrate their proficiency in the field of art education before completing their MA with a concentration in Art Education. This entails the completion of a manuscript in which students synthesize previous theory and practice and extend their learning in their chosen area of interest. Prerequisite: ARED750.

ARHI 541 The History of Women in Art (3 credit hours)

This course surveys the history of women in the visual arts. 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.

ARHI 558 Contemporary Art (3 credit hours)

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

ARHI 730 Topics in Art History (3 to 9 credit hours)

This course will focus on a specific topic in Art History suitable for graduate students in the M.F.A. program, other graduate students with permission of the instructor. The content will vary from semester to semester according to the interests of the students and faculty. May be repeated up to three times for credit.

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

This course provides students in-depth study of mold-making and slip-casting. Students will create functional pottery or ceramic sculpture. Topics include practical demonstration of: pattern and model making, various molds, clay modeling, mold alteration, casting, joining and altering of cast parts, glazing and firing. Design concepts, function, and the history of mold making and its use in the creation of contemporary art will be covered. Prerequisite: ART216, ART217, or permission of the instructor.

ART 616 Kiln Construction (3 credit hours): This course is an introduction

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

ART 618 Special Ceramic Workshop (3 credit hours): This special topic course focuses on a specific area within the ceramics field. As with all studio art courses, technical and aesthetic aspects will be addressed in both lectures and critiques. The topic will address a current development in the ceramics field or an essential subject identified by the faculty.

ART 621 The Figure in Ceramics (3 credit hours)

The purpose of this course is to provide students an opportunity for in-depth study of the human figure through the medium of fired ceramics. This class will explore the human form as a vehicle for making art. A variety of approaches to the representation of the figure will be employed. The history of the figure in clay and its place in contemporary art will be covered through lectures and readings. Prerequisites: ART216, ART217, or permission of the instructor.

ART 622 Ceramic Materials and Glaze Calculation (3 credit hours): This course is

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

ART 700 Seminar in Fine Arts (Topic: Study of Contemporary Aesthetics of Art) (3 credit hours)

A seminar designed to encompass all phases of the Visual Arts that apply to the particular study of those attending the class. The seminar will include a summary of current trends as cross-field experiences related to the study areas of those involved, i.e., Ceramics, Painting, Sculpture, Etc. The course is designed to rely on a number of possible approaches to a study of contemporary trends in the fine arts and in professional preparation. The course instructor will assign readings or activities to further these goals. This course is required of MFA students and must be taken during the first year of residence.

ART 701 Seminar in Fine Arts (Topic: Contemporary Art Theory) (3 credit hours)

A seminar designed to encompass all phases of the Visual Arts that apply to the particular study of those attending the class. The seminar will include a summary of current trends as cross-field experiences related to the study areas of those involved, i.e., Ceramics, Painting,

Sculpture, Etc. The course is designed to rely on a number of possible approaches to a study of contemporary trends in the fine arts and in professional preparation. The course instructor will assign readings or activities to further these goals. This course is required of MFA students and must be taken during the first year of residence.

ART 702 Seminar in Fine Arts (Topic: Professional Practices and Preparation) (3 credit hours)

A seminar designed to encompass all phases of the Visual Arts that apply to the particular study of those attending the class. The seminar will include a summary of current trends as cross-field experiences related to the study areas of those involved, i.e., Ceramics, Painting, Sculpture, Etc. The course is designed to rely on a number of possible approaches to a study of contemporary trends in the fine arts and in professional preparation. The course instructor will assign readings or activities to further these goals. This course is required of MFA students and must be taken during the first year of residence.

ART 735 Final Exhibit (3 credit hours)

During the last semester of their degree work, students enrolled in the Master of Arts in Art program with an emphasis in studio must mount a one-person exhibition demonstrating their growth, maturity, and proficiency in one or more studio areas. Prerequisite: Candidacy and approval of the student's graduate committee chairperson/advisor.

ART 740 Studio Problems in Painting (3 credit hours)

A course designed to allow the student to work with the individual instructor in selection of problems suitable to the development of the particular student in painting.

ART 741 Painting I (3-24 credit hours)

This graduate course is for the first year MFA student with a major in Painting. Emphasis is on individual development and execution of pictorial problems. The student will work with an instructor on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student in Art or approval of the Painting area MFA faculty.

ART 742 Painting II (3-24 credit hours)

This graduate course is designed for the second year MFA student with a major in Painting. Continued individual growth in the development and execution of pictorial problems is expected. The student will continue to work with an instructor on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 hours of **ART741** and a positive review by the Painting area MFA faculty.

ART 743 Drawing (3-12 credit hours)

This course emphasizes drawing as an aesthetic experience. Exploration and development of drawing as an independent discipline is expected. Students explore a variety of media, technical processes and conceptual approaches to drawing. Prerequisite: Must be a graduate student in Art.

ART 750 Studio Problems in Sculpture (3 credit hours)

This course is designed to allow the student to work with the individual instructor in selection of problems suitable to the development of the particular student in sculpture.

ART 751 Sculpture I (3-24 credit hours)

This course concentrates on developing, intensifying and enhancing expressional processes as they relate to sculpture. Emphasis is on individual initiative in both the development and the execution of sculptural problems. The student will work with an instructor on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student in Art or approval of the Sculpture area MFA faculty.

ART 752 Sculpture II (3-24 credit hours)

This course is designed to allow the sculpture major to develop artistic, technical and professional competence. The student will work with a member of the Sculpture area MFA faculty on an individual basis. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 semester hours in **ART751** and positive review by the Sculpture area MFA faculty.

ART 760 Studio Problems in Ceramics (3 credit hours)

This course is designed to allow the student to work with the individual instructor in the selection of problems suitable to the particular student's interest in Ceramics.

ART 761 Ceramics I (3-24 credit hours)

This studio course concentrates on developing the artistic, technical and professional competence of the first year MFA student. The

student will work with a member of the MFA Ceramic faculty to develop and explore most fully the potentials of both the student and medium in terms of a plastic visual expression. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student or approval of Ceramic area MFA faculty.

ART 762 Ceramics II (3-24 credit hours)

This studio course concentrates on developing the artistic, technical and professional competence of the second year MFA student. The student will work with a member of the MFA Ceramic faculty to develop and explore most fully the potentials of both the student and the medium in terms of a plastic visual expression. Continued growth in the student's vision and competence is expected. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 semester hours of **ART761** and positive review by the Ceramic area MFA faculty.

ART 770 Studio Problems in Printmaking (3 credit hours)

This course is designed to allow the student to work with the individual instructor in the selection of problems suitable to the development of the particular student in Graphics.

ART 771 Printmaking I (3-24 credit hours)

This is a beginning graduate course in Lithography, Intaglio, Relief or Serigraphy. The student will work on an individual basis with an instructor of the student's choice in pursuit of experimental imagery research and technical control. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student in Art or approval of the Printmaking area MFA faculty.

ART 772 Printmaking II (3-24 credit hours)

In this advanced course emphasis is placed on refining and developing personal imagery as well as developing the technical proficiency required of the professional printmaker. Student will work on an individual basis with an instructor of the student's choice. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 semester hours of **ART771** and positive review by the Printmaking area MFA faculty.

ART 780 Studio Problems in Crafts (3 credit hours)

This course is designed to allow the student to work with the individual instructor in the selection of problems suitable to the particular student in either fiber or wood crafts. The student works with the instructor in developing his or her competence in all phases of the media processes. The emphasis is on the development of the student's artistic capabilities and all around competence in the studio.

ART 791 Jewelry/Metalsmithing I (3-24 credit hours)

In this course the student selects problems in Jewelry/Metalsmithing suitable for varying levels of experience. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: MFA degree student in Art or approval of the Jewelry/Metalsmithing area MFA faculty.

ART 792 Jewelry / Metalsmithing II (3-24 credit hours)

This advanced course is designed to allow the second year Jewelry/Metalsmithing major to develop and extend his or her techniques and visual capabilities. A minimum of 15 semester hours must be completed in this course to meet MFA graduate requirements. Prerequisite: completion of at least 15 semester hours of **ART791** and positive review by the Jewelry/Metalsmithing area MFA faculty.

ART 793 Independent Study in Art (3 credit hours)

This course is devised to meet the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in art history or art studio.

ART 798 Special Topics (1-12 credit hours)

ART 799 Studio Exhibit (3 credit hours)

Registration for ART799 provides credit for the preparation of the studio exhibit required of all MFA degree candidates. The studio exhibit is presented in the form of a "one person" show expressing the culmination of experiences and achievements of the student's total graduate program. A written statement concerning the work of the exhibition must be exhibited along with the work.

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

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

ARTT 720 Art Therapy Media & Technology (3 credit hours)

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

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

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

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

This graduate level course teaches group art therapy and counseling leadership skills, group dynamics, group developmental stages, theories, methods, and ethics. There are two components to this course: classroom didactics and experiential group art therapy counseling experiences. Students analyze group art therapy counseling experiences and become familiar with the theoretical knowledge, skills and models of group art therapy counseling.

ARTT 740 Art Therapy Standards & Ethics (3 credit hours)

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

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

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

ARTT 751 Art Therapy Trauma (2 credit hours)

This course covers trauma based counseling practice as it applies and is used in Art Therapy. Art Therapy theoretical orientation, practices, interventions, and methods for addressing trauma will be explored. Pre-requisite ARTT710 & ARTT720

ARTT 752 Metaphor in Art Therapt (2 credit hours)

This course covers the use of metaphor, symbolism and creativity in Art Therapy. Art Therapy practices, interventions, and methods will be explored. Emphasis will be on universal and personal aspects of symbol formation and application to further the therapeutic process. Pre-Requisite ARTT710 & ARTT720.

ARTT 753 Clinical Art Therapy Application (2 credit hours)

This course provides students the opportunity to put theory into practice with the development of art therapy interventions to meet the needs of diverse individuals in a variety of settings. Through the use of case studies and vignettes, students will learn to develop interventions to address specific clients needs. Focus will be given to theoretical orientation, goal directed treatment and cultural appropriateness. Pre-requisites ARTT710 and ARTT720

ARTT 754 Digital Media in Art Therapy (2 credit hours)

This course covers approaches to art therapy using digital media. We will explore the theories behind the use of digital media in art therapy and the application of digital media theory

ARTT 755 Community Engagement in Art Therapy (2 credits hours)

This course explores the role of art therapy in community engagement to help prepare students to work more effectively with communities and organizations, both domestically and abroad. Students will explore how service and research influence their understanding of art therapy through active participation in community engagement, domestically and/or abroad.

ARTT 760 International Art Therapy (3 credit hours)

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

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

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

ARTT 791 Advanced Art Therapy Research (3 credit hours)

This course provides students the support and direction to implement their final research project in art therapy. The research project in art therapy provides an opportunity for students to demonstrate their proficiency in the field of art therapy before completing their MA in

Counseling - Art Therapy. This entails the completion of a manuscript, project, or thesis in which students synthesize previous theory and practice and extend their learning in their chosen area of interest. Pre-requisite: ARTT790.

COMM 600 Communication Theories (3 credit hours)

This course is designed as a general introduction to communication theory. It surveys the major approaches, processes and communication contexts of theory building in the human sciences, and examines the primary movements that have influenced thinking about communication as a discipline.

COMM 605 Communication Strategies in Advertising (3 credit hours)

This course teaches dynamics of communication in the creation, implementation, and criticism of advertising. Students learn to analyze communication research, message strategies, execution of advertisements, and client-media-consumer relationships from theoretical, critical and applied perspectives. Pre-requisites: Junior status or Permission of Instructor; Graduate status for 600 level enrollment.

COMM 607 Criticism of Mass Media (3 credit hours)

This course examines methods for the critical analysis of mass media messages generated through radio, television, film, and newspapers. Students gain insight into the effect of media on society with particular focus on news bias, mediated politics, advertising, censorship, television violence, economic support systems, and media stereotyping. Prerequisites: JOUR364 or Permission of Instructor. Graduate status for 600 level enrollment.

COMM 610 Communication Research (3 credit hours)

This course introduces research methods and tools in communication studies. Students become proficient in communication design and analysis using quantitative measures, with particular emphasis databases, constructing and applying measurement instruments, and conducting statistical analyses.

COMM 620 Qualitative Communication Research (3 credit hours)

This course provides students with the requisite knowledge and skills to design and carry out qualitative research on communicative practices, interactions and events. Students learn principles of and applications for participant-observation research and how interpretive analysis can serve as the basis for hypothesis generation and quantitative design.

COMM 630 Interpersonal Communication Strategies (3 credit hours)

This course reviews recent theories of interpersonal interaction and introduces methods for analyzing communication between persons in significant relationships. Students examine how relationships develop and deteriorate through communication practices, and how differences in gender, ethnicity, age, class and race affect interpersonal perception.

COMM 635 Integrated Marketing Communication (3 credit hours)

This course is concerned with the creation and implementation of communication campaigns using a mix of promotional methods including public relations, advertising, and related concepts. Goals and objectives, audience analysis, message strategies, tactics, and evaluation research are presented in an applied communication context with particular emphasis on the non-profit sector.

COMM 640 Small Group Communication (3 credit hours)

This course examines the theory and practice of small group communication, with a focus on developing productive interaction in teams, meetings, negotiations, and other group settings. Students take up issues of consensus-building, group leadership and effective decision-making through communication practices.

COMM 645 Technology of Communication (3 credit hours)

This course examines how technology is used as a medium of communication, with a particular focus on Computer Mediated Communication (CMC), Group Decision Support Systems (GDSS), and net meetings. It takes up how communication technology structures perceptions and interactions through web pages, digital stories and multimedia texts.

COMM 650 Rhetorical Theory and Criticism (3 credit hours)

This course surveys selected theories of rhetoric from the classical to the postmodern, and examines methods for the critical analysis of discourse and texts of various genres.

COMM 655 Political Communication (3 credit hours)

This course examines communicative aspects of national political campaigns and related decision-making processes. The role of mass media in political processes is of particular concern, but interpersonal, group, and organizational practices as they pertain to electoral procedures are also examined.

COMM 660 Organizational Communication (3 credit hours)

This course examines the major theories, both classical and contemporary, that drive research in organizational communication, with a focus on systems theory, technological development, organizational climate, information networks, management style, and human relations skills.

COMM 665 Managing Conflict (3 credit hours)

This course addresses problems of managing conflict in interpersonal, group and institutional contexts. Students learn theories of conflict and strategies for negotiation and mediation. The course takes up social and psychological factors of conflict, conflict management styles, anger management practices, assertive behavior, attitude adjustment, and meanings of peace.

COMM 675 Intercultural Conflict & Communication (3 credit hours)

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

COMM 680 Gender and Communication (3 credit hours)

This course considers the intersection of communication, culture, and gender. It examines the implications of socially constructed gender roles, identifying and challenging communication practices that create inequities for both men and women. Emphasis is placed on how such knowledge aids in solving communication problems.

COMM 685 Crisis Management (3 credit hours)

The purpose of the course is to develop a conceptual understanding of the process of communication and crisis management for application in institutional and organizational contexts. Students explore issues of planning, development, and execution of crisis management plans including risk assessment, media relationships, image restoration, and crisis response strategies.

COMM 697 Studies in Communication (3 credit hours)

These topics represent a variety of courses in specialized areas beyond the content of regular courses. Examples include general semantics, creativity and communication, leadership communication, and topics relevant to select to study abroad courses. Specific areas will be developed based on needs and abilities of students in conjunction with available faculty.

COMM 700 Language and Human Conduct (3 credit hours)

This course investigates the relation between language and human conduct, as the understanding of this relation has developed in Western thought during the 20th century.

COMM 710 Communication Ethics (3 credit hours)

This course focuses on the analysis and interpretation of communicative conduct from ethical points of view. Students examine ethical issues relevant to a variety of interests in interpersonal, corporate, international, mediated and other forms of communication, and interrogate the extent to which a universal communicative ethics is possible.

COMM 725 Negotiating Intractable Conflict (3 credit hours)

This course addresses the roles that communication and culture play in the development, management and potential resolution of intractable international and institutional conflicts. Students research issues such as group and cultural identity, nationalism and historicity, institutional interests, power relations, mediation strategies, the rhetoric of reconciliation, and transitional justice.

COMM 730 Communication and Social Process (3 credit hours)

This course examines the role of communication in the constitution of institutional and organizational 'realities.' The ways in which persons internalize, legitimate and alter existing social structures through discursive practices are emphasized. Issues of leadership, agency, power, change, positioning and problem resolution in small group contexts are also addressed.

COMM 740 Communication Consulting (3 credit hours)

This course presents consulting strategies as solutions to communication problems with a focus on research and intervention in the organizational communication situation. Communication theory is applied in the study of consultant-client relationships, organizational communication audits, and the design and implementation of communication change programs. Legal issues related to consulting such as privacy, liability and property are addressed.

COMM 750 Persuasion and Propaganda (3 credit hours)

This course focuses on the communicative aspects of persuasion and the persuasive aspects of propaganda. Students engage in advanced theoretical and critical consideration of the persuasive functions of media, especially television, through an analysis of the rhetoric of popular trials and other media events.

COMM 760 Managerial and Leadership Communication (3 credit hours)

This course focuses on the characteristics and practices of management and leadership as communication-based phenomena within the

organizational setting. It addresses the demands of management and leadership in business, non-profit, social service, and educational organizations, with emphasis on issues of control and change.

COMM 770 Communication Issues (3 credit hours)

This course examines, analyzes, and interprets contemporary communication issues as they relate to a broad spectrum of personal, social and organizational concerns. It explores topics in public relations, management, business, government, the media, international areas, and other communication concentrations.

COMM 793 Independent Study in Communication Studies (3 credit hours)

This experience meets the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of communication studies. Prerequisites: consent of the department chairperson, COMM601, research course, admission to candidacy.

COMM 796 Internship in Communication Studies (3-6 credit hours)

The internship provides an integrating experience, one which allows the graduate student to observe how specific components of the communication process work together and to test conceptual knowledge and skills against the reality of the work place.

COMM 798 Practicum in Communication (3 credit hours)

The Practicum in Communication provides students with the opportunity to conduct audits, develop crises management plans, or other communication and conflict case studies in an organization where they currently are employed, or in an institution that they determine has interest in developing such audits, plans or studies. Prerequisite: Candidacy and completion of 24 hours of coursework.

COMM 799 Thesis (3 credit hours)

Written under the direction of a graduate faculty member, the thesis is a major piece of scholarship that defines a problem in communication, reviews the relevant literature, explores a specific topic, and offers conclusions using quantitative or qualitative research methods. The final document makes a coherent, cogent, and sustained argument about communication processes, theories, or practices. Prerequisites: consent of the department chairperson.

COUN 700 Introduction to the Helping Professions (3 credit hours)

This introductory class is a core experience for students enrolled in the MA Counseling program. It exposes students to the generic components of counseling across settings and enables students to examine in-depth their personal fitness for pursuing a career as a professional helper. It also provides a background for specialized study in each curriculum.

COUN 702 Introduction to Rehabilitation Counseling (3 credit hours)

This course is designed to introduce students to the field of rehabilitation with an emphasis on history, legislation, psychosocial aspects of disability and the rehabilitation process.

COUN 704 Clinical Mental Health Counseling (3 credit hours)

Students will identify the roles and responsibilities of a clinical mental health counselor, types of settings in which clinical mental health counselors work, and the skills required for diagnostic interviews and treatment planning. Students will become familiarly with CACREP standards, certification, and licensure in the field of counseling.

COUN 705 Group Processes (3 credit hours)

This course teaches students to understand group processes and their application. Instruction uses both a didactic approach and a laboratory approach wherein students learn through observing their own group experience.

COUN 707 Ethical and Legal Issues in Counseling (3 credit hours)

Although counselors operate under a professional code of ethics, often these guidelines leave questions unanswered. No single universal "right" answer exists for most ethical dilemmas. It is important for counselors to be familiar with current professional, ethical and legal issues. Understanding professional codes and applying ethical and legal decision-making processes when faced with challenging situations are necessary in order to be a competent professional. This course also presents the opportunity for students to consider the legal context of a counselor's work across the various specialty areas. Legal topics include professional risks, procedural processes, and conflicts between laws and ethics.

COUN 710 Appraisal Techniques in the Helping Professions (3 credit hours)

This course is designed as an overview of assessing individual differences through the usage of group tests and measurements. Competencies will be developed in the areas of selecting, administering, and interpreting group intelligence, aptitude, achievement, interest and personality instruments. Current research involving assessment relative to educational, social, and industrial settings will be examined.

COUN 712 Human Development Across the Lifespan (3 credit hours)

This graduate level course traces human development over the life span. Issues for each stage of development in the arenas of physical, cognitive and psychosocial growth are explored. Culture and systemic influences on development are emphasized. Theories and research

that have applicability to the counseling profession are examined.

COUN 715 Career Development and Life Planning (3 credit hours)

This course allows graduate counseling students to explore, in depth, selected aspects related to vocational psychology, occupational sociology, career development, career choice, career decision making, career counseling and guidance, and other career-related issues and behaviors. The course is designed to acquaint students with the basic theories and constructs that are essential to the understanding and implementation of career development through the life span. Systems of career education, occupational information, decision-making strategies, and life-work planning for special populations are examined.

COUN 720 Counseling and Consultation Theories (3 credit hours)

This course involves the study of selected theories and techniques of individual counseling. Also covered are various models of the consultation process focusing on the rationale of why consultation has emerged as an important adjunct to personal counseling.

COUN 725 Organizational Development and Progress (3 credit hours)

This course prepares students to function productively in entry level and mid-level supervisory positions within institutions and 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.

COUN 730 Supervised Counseling Practice (3 credit hours)

This course assists students in identifying and developing skills of an effective helper. Students participate in counseling experiences using role-playing and "real life" clients and critique in class audio and video tapes of counseling sessions conducted by students.
Prerequisite: COUN720 Counseling and Consultation Theories. Prerequisite: COUN 720 Counseling and Consultation Theories

COUN 735 Counseling Practicum (3 credit hours)

The practicum provides an arranged, supervised experience in a specialized area of counseling. It requires prerequisite training and sufficient experience to allow the beginning of autonomous functioning. Prerequisite: COUN 730 Supervised Counseling Practice.

COUN 740 Individual Development: Childhood Through Adolescence (3 credit hours)

This course enables significant adults (primarily persons whose professions involve them directly in formal education) to base their interactions/interventions with children, adolescents and parents on an understanding of the process of growth and development. Students have the opportunity to engage in a use-oriented project related to their individual interests/needs.

COUN 742 Developmental Counseling in Schools (3 credit hours)

This course prepares students to apply the basic counseling skills in a school setting. It emphasizes the various roles of the elementary and secondary school counselor, tools and strategies appropriate in those settings, and in consulting and collaboration with other school personnel.

COUN 744 Techniques for Counseling the Student with a Disability (3 credit hours)

This course provides a foundation for graduate students in school guidance to effectively counsel the student with a disability. It emphasizes cultural, historical, and socio-economic issues facing the adjustment of this student, as well as specific counseling procedures for assisting him/her in a school setting.

COUN 745 Multicultural Counseling (3 credit hours)

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

COUN 750 Study of the Individual in Higher Education (3 credit hours)

This course reviews major theoretical models of student and adult development, developmental aspects of college students, and the effects of the college experience on individuals. Student personnel practitioners learn to design programs to effect positive developmental changes within college/university students.

COUN 753 Student Affairs Practice and Administration (3 credit hours)

This course prepares graduate students for entry level and mid-level student personnel services positions in higher education. It emphasizes the history and philosophy of higher education, student affairs purposes and functional areas, and professional management/leadership issues relevant to higher education institutions.

COUN 754 Family Counseling Theory and Practice (3 credit hours)

This course prepares students to counsel families. Students also learn how to use the Diagnostic and Statistical Manual of Mental Disorders

for diagnosing and planning treatment with families and individuals.

COUN 755 Psychopathology and Intervention (3 credit hours).

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

COUN 756 Counseling the College Student (3 credit hours)

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

COUN 757 Child and Adolescent Counseling (3 credit hours)

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

COUN 780 Medical Information for the Helping Profession (3 credit hours)

This course is designed to provide students with a working knowledge of disabilities and an understanding of basic medical terminology associated with a variety of disorders found in general rehabilitation settings. Areas of focus include: types of disorders, diagnostic and treatment methods, functional issues, arranging physical restoration services, psychosocial and vocational implications of various disorders and the role of the rehabilitation counselor.

COUN 782 Vocational Development, Services, and Resources in Rehabilitation (3 credit hours)

This course is designed to equip students with knowledge to assist rehabilitation clients in achieving their vocational potential and independent living objectives. Students develop an understanding of the services and resources utilized to help rehabilitation clients in their vocational development. Emphasis is placed on: (a) legislation affecting employment for persons with disabilities, (b) career development theories for people with disabilities, (c) workplace accommodations and the use of assistive technology, (d) occupational and labor market information, (e) career counseling with diverse populations, (f) employer and job development, (g) supported employment, (h) job placement strategies, (i) disability benefits systems, (j) ways to overcome environmental and attitudinal barriers to employment, (k) case management, (l) ethical considerations, (m) issues related to transition from school to work, and (n) independent living services.

COUN 784 Psychosocial Aspects of Disability (3 credit hours)

This course explores the psychological and social aspects of disabilities. Interpersonal as well as intrapersonal issues are examined. Emphasis is placed on the impact of illness, disability, and deviance on the individual and her or his family. The course presents many of the issues and challenges encountered by the rehabilitation professional, including attitudes toward individuals with disabilities and the perspectives of families and professionals. The primary objective is to expand students' perspectives regarding disability and disability-related issues.

COUN 785 Trauma Informed Care for Professionals (3 credits)

This course will explore trauma-informed care and practice for helping professionals. Using an interdisciplinary approach, trauma-informed systems, policies, procedures, and practices will be analyzed. Students will use their disciplinary lens to apply trauma theory and trauma informed practice in the creation of discipline specific trauma-informed initiatives. Students will also work in interdisciplinary teams to understand multi-disciplinary collaboration.

COUN 786 Professional Issues for Direct Service Providers (3 credits)

This course will explore professional issues for direct service providers including secondary and vicarious trauma, burnout, compassion fatigue, and the ethical implications of professional impairment. Career sustaining behaviors including growth mindset, maintaining personal and professional growth, effective strategies for self-care and coping with stress, and wellness initiative will be discussed.

COUN 788 Case Management, Rehabilitation Services, and Evaluation (3 credit hours)

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

the rehabilitation counseling process, and (j) family-centered rehabilitation case management.

COUN 790 Topics in Counselor Education (3 credit hours)

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

COUN 791 Addictions Counseling (3 credit hours)

This course provides counselors with an overview of various types of addiction, treatment modalities, and an understanding of the addictive personality of the addictive process. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families, and groups. Co-occurring disorders such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies, wellness strategies for facilitating optimal development, and diagnosis and treatment planning. This will be accomplished through assigned readings, discussions, lectures, case presentations, and experiential assignments.

COUN 794 Research and Program Evaluation (3 credit hours)

This course provides the opportunity for all students enrolled in counseling programs to apply the knowledge and skills acquired in the beginning research course. Each student is expected to demonstrate the ability to complete a research project in an area of importance to their degree program. The course allows for students to broaden their understanding of important issues within the field of guidance and counseling in addition to the application of research methodology.

COUN 795 Internship in Counseling (3-12 credit hours)

The purpose of the internship is to provide the student with one or more experiential approaches in an area of specialization. Basically the approach(es) will be through (a) parallel program(s) - one(s) in which the student is enrolled in academic courses while spending a limited period of time at the internship site and (b) simulated job experience where the intern performs appropriate job tasks/duties which an employee would do. This course will be graded satisfactory/unsatisfactory. Prerequisites: must have completed all core required courses in the area of specialty unless otherwise approved by the advisor and instructor. COUN 730 and COUN 735 must be completed before enrolling for internship.

COUN 796 Thesis (3 credit hours)

The thesis in counseling is the capstone experience in the master's level study of the art of counseling. Under the supervision of the academic advisor, students prepare a major scholarly paper within the framework of current research methods. A three-member committee is established for each student's thesis. The student's academic advisor serves as the committee chair and assumes primary responsibility for reviewing drafts of the thesis and providing feedback to the student. The other two committee members review the thesis and, when indicated, offer suggestions.

COUN 797 Crisis and Trauma Counseling (3 credit hours)

This course addresses the psychological impact of crises, disasters, emotional/physical abuse, and other trauma-causing events. Examination includes the cognitive, affective, behavioral, developmental, and neurological effects associated with such experiences. Crisis intervention strategies, assessment and trauma recovery models are explored within the context of working with clients in crisis. Attention is also given to vicarious traumatization and self-care of the counselor working with this client population.

COUN 798 Advanced Substance Use Disorder Counseling (3 credits)

This course is designed to equip students with advanced counseling skills to treat individuals with substance use disorder (SUD). The course covers screening, brief intervention, and referral to treatment (SBIRT) for people with SUDs. Students learn how to utilize motivational interviewing (MI), apply the transtheoretical model of counseling (stages of change), and implement evidence based practice in the treatment of SUD and co-occurring conditions. Other topics discussed include working with groups and the professional ethics applicable to SUD counselors. The knowledge and skills outlined in the screening, assessment, and engagement domain of the Pennsylvania Certification Board (PCB) for the Certified Alcohol and Drug Counselor (CADC) and the Certified Advanced Alcohol and Drug Counselor (CAADC) credentials are addressed.

COUN 799 Treatment Planning (3 credits)

This course is designed to equip students with knowledge of the treatment planning process and counseling strategies to guide addiction recovery and reduce relapse. Students learn about assessment and collaboration with the client, relapse prevention groups for co-occurring disorders, resources for the family, community resources to support recovery, rationale for a referral, client advocacy to facilitate continuity of care, relapse prevention therapies, case management activities for service coordination, documentation, and multiple pathways of recovery in treatment planning and referral. The knowledge and skills outlined in the treatment planning, collaboration, and referral domain of the Pennsylvania Certification Board (PCB) for the Certified Alcohol and Drug Counselor (CADC) and the Certified Advanced Alcohol and Drug Counselor (CAADC) and relapse prevention counseling are the primary focus of this course. The Council for Accreditation of Counseling

and Related Educational Program

CSD 605 Augmentative and Alternative Communication (3 credit hours)

This course develops knowledge and skills to provide augmentative and alternative communication (AAC) clinical services to individuals with complex communication needs. The course emphasizes the use of evidence-based practice and performance measurement to support the assessment, intervention, and funding processes. It presents a range of AAC options and strategies based on the three language representation methods used to generate communication.

CSD 611 Seminar in Clinical Methods (3 credit hours)

This course is designed to familiarize students with procedures, methods, and materials used in clinical service delivery to clients with communication disorders. Hands-on training with screening and assessment procedures, treatment elicitation and behavioral management techniques, clinical documentation and record keeping will be provided. Best practice standards for ethical service delivery to multicultural clients and clients across the lifespan are discussed.

CSD 616 Audiology for the Speech Language Pathologist (3 credit hours)

This course provides students with an array of audiological issues relevant to the practice of speech language pathologists. Along with a review of basic audiometric procedures are discussions about issues in screening, central auditory processing disorders, otitis media with effusion, and contemporary technologies.

CSD 630 Fluency Disorders (3 credit hours)

This course studies the development of fluency, disfluency, and stuttering. Etiology identification, assessment, and treatment strategies are emphasized.

CSD 635 Phonological Disorders (3 credit hours)

This course provides an in-depth study of theory and practice in the area of phonological disorders in children. Specific strategies and techniques for assessment and intervention are emphasized.

CSD 640 Language Disorders (3 credit hours)

This course integrates theory and research in the evaluation and treatment of language disorders in school-aged children and adolescents. It emphasizes current issues related to the assessment of language behavior and intervention strategies.

CSD 650 Aphasia/Neurological Disorders (3 credit hours)

This course familiarizes students with the structural and dynamic neuropathology of cerebral injury from cerebrovascular accidents (CVA), traumatic brain injury (TBI), and dementia. Identifying, evaluating, and treating constellation symptomatology of speech, language, and memory impairments are emphasized.

CSD 655 Swallowing Disorders in Infants, Children and Adults (3 credit hours)

This course acquaints students with the normal developmental physiology of the swallowing mechanism. Dysphagia etiologies resulting from abnormal or acquired structural, neurological, or mechanical impairments are discussed across life span. Hands-on training with radiographic/video-fluoroscopic diagnosis, oral-facial massage stimulation, and feeding techniques is provided. Interdisciplinary program planning and role delineation is emphasized.

CSD 675 Topics in Communication Disorders (3 credit hours)

In this course an in-depth study is made of a specialized topic in the field of communication disorders.

CSD 706 Professional Issues in Speech Language Pathology and Audiology (3 credit hours)

This course introduces students to professional issues that currently define the field of speech language pathology. It further identifies the administrative and clinical responsibilities expected of the speech-language pathologist and prepares students to recognize and cope with the potentially explosive issues of the future.

CSD 707 Augmentative and Alternative Communication Intervention (3 credits)

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.

CSD 708 Autistic Spectrum Disorders and Augmentative/Alternative Communication (3 credit hours)

This course introduces strategies for enhancing functional communication skills of individuals with Autistic Spectrum Disorders. The use of aided and non-aided augmentative communication systems are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach. FOR NON-MAJORS. Prerequisite: SPED770.

CSD 711 Advanced Clinical Practice in Speech Pathology (3-6 credit hours)

This course will provide the graduate speech-language pathology student with varied clinical experience, in both on- and off-campus settings, aimed at sharpening clinical skills, providing a greater breadth and depth of clinical involvements and generally increasing clinical independence and clinical competency.

CSD 740 Voice/Resonance Disorders (3 credit hours)

This course examines the histology and physiology of the vocal mechanism and tract, as well as the organic, neurogenic, psychogenic, iatrogenic, and idiopathic etiologies of dysphonia. Pre- and post-surgical management of cleft palate, laryngeal carcinoma, and respiratory etiologies is discussed. Hands-on training with acoustic and instrumental diagnostic and treatment techniques is provided. The role of the therapeutic relationship is explored.

CSD 745 Early Intervention in Speech Language Pathology (3 credit hours)

This course addresses issues encountered by speech-language pathologists when working with children ages birth through five years. Factors placing children at risk for communication disorders will be discussed. Issues include the role of the speech-language pathologist as a team member, the nature and delivery of family-centered services, public law, and culturally sensitive assessment and intervention approaches.

CSD 760 Motor Speech Disorders

This course reviews current motor control processes and the neuropathologies of speech production. Diagnosis and treatment of dysarthria and speech apraxia in children and adults is emphasized.

CSD 772 Research Methods in Communication Disorders (3 credit hours)

This course will explore various research designs and problems in speech-language pathology and audiology. It assists students in understanding, evaluating, and designing research projects in the field of communication disorders. Focus is on critically evaluating current research and understanding research methodology for clinical applications.

CSD 790 Communication Disorders in the Educational Setting (3 credit hours)

The course examines current issues of school management, federal and Pennsylvania special education law, and literacy disorders. It provides hands-on experience in the assessment and treatment of children with communication disorders in school settings. Prerequisite: CSD 635, CSD 640, CSD 793.

CSD 793 Independent Study (3 credit hours)

This experience will meet the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of speech-language pathology or audiology. Prerequisite: consent of the department chairperson.

CSD 799 Thesis (3-6 credit hours)

Research for the Master's thesis is conducted under the supervision of an advisor. Prerequisite: consent of the departmental chairperson.

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

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

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

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

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

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

ECED 670 Foundations of STEM Education in Early Childhood (3 credits)

This course provides an introduction to the foundations of STEM education disciplines and the strategies used to deliver integrative STEM education in the early childhood setting. The nature of STEM education disciplines, STEM pedagogy, teaching strategies, integrative STEM learning, STEM careers, and problem-centered instruction are addressed.

ECED 680 Engineering and Innovation in STEM Education (3 credits)

This introductory course in technology and engineering education focuses on the development and introduction of technology and engineering-based activities to support science and mathematics instruction in the early childhood classroom. Through problem based learning challenges, students will develop an understanding of the design process and the integration of science, technology, engineering,

and mathematics (STEM) often used to solve real-world problems.

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

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

ECED 700 Development of Young Learners (3 credit hours)

This course examines characteristics and needs of children prenatal through ten years by studying theories of physical, cognitive, language, social, and emotional development. Emphasis is placed on influences of development and learning as applied to education. Observation techniques are used to collect and analyze data to formulate healthy, respectful, supportive, and challenging learning environments. Includes 10-40 hours of observation.

ECED 705 A Comparison of Early Childhood Education Models in Europe and the United States (3 credit hours)

This course explores the historical, cultural, and philosophical foundations of early childhood education in the United States and Europe. It analyzes curriculum concepts, principles, and organizational patterns. Students will travel to Europe to examine, compare, and contrast their early childhood models with those in the United States.

ECED 710 Issues and Trends in Early Literacy Development (3 credit hours)

This course provides an in-depth study of current issues and trends relating to literacy acquisition and development in young children. The psychological and sociological factors underlying the development of language and literacy, the identification of best practices, and the evaluation and assessment of literacy environments and materials are examined.

ECED 715 Curriculum in Early Childhood Education (3 credit hours)

This course investigates the nature and scope of curriculum development for children, from birth through the primary grades, and analyzes various curriculum concepts, principles, and organizational patterns. It addresses historical foundations, philosophies, learning theories, and contemporary influences on early childhood curriculum.

ECED 720 Math and Science Experiences for Young Children (3 credit hours)

This course is designed to provide students with knowledge of the integration of science and mathematics concepts and appropriate teaching pedagogy. This course incorporates the integration of text, lecture, and threaded discussions as students integrate science and mathematics concepts through the utilization of children's literature, creation of a mathematics/science center, and development of web resources for cross curricular study.

ECED 730 Observation, Documentation, and Assessment in Early Childhood Education (3 credit hours)

This course identifies appropriate assessment strategies used to evaluate cognitive, physical, and psychosocial development of children and considers implications for curriculum planning. It explores the use of systematic observations, documentation, diagnostics and formative assessment. Candidates use Pennsylvania's Standards Aligned System as an informative source in planning and meeting the standards. A one week residency is required for this course.

ECED 740 Family, School, and Community: Partnerships in Early Childhood Education (3 credit hours)

This course investigates the importance of the families' involvement in children's education, the necessity of collaboration between home and school, as well as the role of the school in promoting families' involvement in their children's education. Topics such as family structures, family involvement, effective home-school-community relationships, support services, advocacy, and school-based, home-based and family education programs are examined.

ECED 750 Play, Research, and Advocacy (3 credit hours)

This course examines the rationale, value, dynamics, and categories of children's play as defined by classical and contemporary theories. Candidates explore motor skills, cognitive abilities, creativity, social-emotional factors and issues influencing children's play, and develop strategies for curriculum integration. Candidates plan and carry out action research projects and advocacy plans based on their research. Prerequisites: EDUC788.

ECED 760 Kindergarten Education (3 credit hours)

This course explores the nature of five- and six-year-olds' learning and development. It investigates specific aspects of the child's social, emotional, cognitive, and physical needs and develops a rationale for kindergarten. It explores curriculum planning and implications of laws and issues, including applicable kindergarten standards.

ECED 770 Childcare Leadership (3 credits)

This course provides childcare directors, preschool directors, early childhood administrators, and aspiring directors with a detailed overview of managing staff, curriculum, schedules, safety, budgets, positive guidance and families enrolled in infant/toddler care, preschool and before/after-school-age childcare programming. Childcare programs are unique and essential to our community and economic stability. This course provides opportunities for managers to explore issues related to professional leadership and to broaden their early childhood

philosophy to best improve childcare for all children. Approved for PA Director's Credential. Prerequisites: none

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

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

ECED 795 Student Teaching (12 credits)

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

EDLR 700 Introduction to Educational Leadership (3 credit hours)

This introductory educational leadership graduate course is designed for prospective leaders at all levels of the school organization. Elements of effective leadership, standards informing educational leadership, role conceptions, and personal leadership vision will be presented. Emphasis is placed on the knowledge, skills and abilities necessary to becoming an innovative educational leader.

EDLR 711 Educational Leadership in a Pluralistic Society (3 credit hours)

This course is designed to lead prospective educational leaders in critical analysis of their roles in contemporary education in a diverse society. Examination of the historical, philosophical, social/cultural, and political forces on institutions of learning will be conducted through self-reflection stimulated by cognitive dissonance, constructive controversy, and ethical decision-making. Students in this course will engage in personal, professional, and organizational discovery of what is required of educational leaders in an increasingly diverse and connected world.

EDLR 716 Trauma Informed Practice in Schools (3 credit hours)

This course will explore trauma within the classroom and provide a detailed description of the knowledge, skills, and dispositions compromising trauma-informed educator competencies. Using an interdisciplinary approach, students will develop a skill set to support the education and development of the whole-child, while preparing teachers and school leaders to recognize the signs of adolescent trauma in the classroom. Trauma-Informed knowledge invites changes to traditional and postmodern pedagogical practices, placing attunement (connecting) and mentoring (coaching) at the core of learning. Educators currently receive little professional development on how trauma impacts students and how to support the education of these students. To compound this, unaddressed student trauma is a major factor in teacher frustration, low job satisfaction, and burnout. The educational needs of these youth are complex, and this course will provide best-practices in trauma-informed care that assures ed

EDLR 720 Dynamics and Processes for Leading Change (3 credit hours)

This educational leadership graduate course studies the principles, themes, and patterns for implementing educational change. Tools, techniques, and strategies for leading effective change are presented. The educational leader as change facilitator is emphasized.

EDLR 721 Collaborative Leadership for Evaluation (3 credit hours)

This course provides the framework for collaborative leadership in order to enhance professional practice through school personnel evaluation. It emphasizes the linkage between evaluation and student achievement. The integration of evaluative tools, methods, and state requirements into the evaluation system is present.

EDLR 731 School and Community Relations (3 credit hours)

This course examines the leadership roles of supervisors, principals, and superintendents to communicate effectively within the school and community. It emphasizes the importance of designing school and community relations programs around the needs and issues of the school and the school district. Particular attention is given to communication with, and involvement of, internal and external publics in the school system.

EDLR 735 Content Literacy (3 credits)

This course provides opportunity for teacher leaders to explore methods for teaching adolescents to read, write, think, and learn in ways that allow them to master subject matter and meaningfully apply their understanding. Differentiating instruction to meet the reading needs and building supportive literacy environment will be explored.

EDLR 741 Curriculum Leadership (3 credit hours)

This course studies the leadership and processes required to align course content, academic standards, and assessments of elementary, middle, and secondary schools curricula. It emphasizes the changing nature of curriculum, the essential elements and processes of curriculum development, and the principal as the curriculum leader. Resources will include Pennsylvania's Standards Aligned System (SAS) and the research base underlying its six components.

EDLR 745 Instructional Leadership (3 credit hours)

This educational leadership graduate course is designed to guide the prospective educational leaders through knowledge and practice related to instructional leadership. Learning theories and the latest research will be investigated. Utilizing student assessment data to

inform practice and evaluate programs will be emphasized. Resources will include Pennsylvania's Standards Aligned System (SAS) and the research base underlying its six components.

EDLR 760 Legal Aspects of Educational Leadership (3 credit hours)

This course familiarizes the educational leadership graduate student with local, state and federal laws governing schools. Legal frameworks affecting public schools are presented. Particular attention is given to leadership for Special Education law. Application of school law at various levels of education leadership is emphasized.

EDLR 765 Financial Aspects of Educational Leadership (3 credit hours)

This course includes a study of factors governing financial policies and practices in public schools. Sources of revenue, budgeting, dispersal of funds, school plant operations, school business operations and record keeping are major topics presented. Financial leadership and responsibility at the district and building level is emphasized.

EDLR 770 Active Research in Teacher Leadership (3 credits)

This course explains and facilitates action research to enable teacher researchers to participate in their own inquiries; to gather, analyze, and report information; and to effect positive change.

EDLR 775 Educational Leadership Theory and Practice (3 credit hours)

This educational leadership graduate course will focus on theoretical foundations useful to the educational leader. Organizational theories relevant to schools and leadership processes essential to school effectiveness will be presented. Aspects of personal leadership style and capacity will be examined.

EDLR 785 Personnel Leadership and Labor Relations (3 credit hours)

This educational leadership graduate course is designed for prospective superintendents and I.U. executive directors. It prepares the educational leader to understand, develop and implement strategies for issues pertaining to personnel, labor relations, and negotiations.

EDLR 789 Elementary Principal Internship (3 credit hours)

This on-site experience at the elementary school level (grades K-6) provides the opportunity, under the direct supervision of university staff personnel and public or private school principals, for practical experiences during one semester.

EDLR 792 School Supervision Internship (6 credit hours)

This internship provides individualized learning programs for each intern. Programs are to be of value to the school district, the university, and the individual intern, and to provide the intern with a learning experience that contains both depth and breadth.

EDLR 794 Secondary Principal Internship (3 credit hours)

This on-site experience at the secondary school level (grades 7-12) provides the opportunity, under the direct supervision of university staff personnel and public or private school principals, for practical experiences during one semester.

EDLR 795 Technology Standards for Educational Leaders (3 credit hours)

This course will address the Technology Standards for School Administrators (TSSA) as developed by the International Society for Technology Education (ISTE). The students will examine the integration, management, planning, policy, and use of technology to improve student achievement from a strategic perspective. The student will develop technology skills that will help the strategic implementation of all aspects of effective technology integration. Included will be the ability to present and communicate effectively, to manage and use data effectively as well as develop resources that will be useful in the implementation of true technology integration.

EDLR 796 The Superintendency (3 credit hours)

This course examines the role and function of the superintendent as the chief educational officer of a public school system. It emphasizes the general operations of the school system, the essential responsibilities, practices, and processes for effective educational administration and organizational leadership.

EDLR 797 Educational Technologies and Facilities (3 credit hours)

This course examines the knowledge the superintendent needs for the effective maintenance, renovation, and construction of facilities. Issues addressed will include, regulations and processes need to conduct the building process including planning, financing, state and local regulations, current technologies, and the construction team.

EDLR 798 Comprehensive Planning and Policy Analysis (3 credit hours)

This course examines the role and function of the superintendent in development, implementation, and evaluation of the strategic plan and school district policy. It presents the guidelines and requirements set forth by the Pennsylvania Department of Education. Emphasis is placed on leadership for educational planning as well as school district policy and regulation development.

EDLR 799 Superintendent's Internship (3 credit hours)

This on-site internship experience at the school district level provides individualized learning programs for each intern. Programs are to be of value to the school district, the university, and the individual intern, and to provide the intern with a learning experience that contains both depth and breadth. Emphasis is placed on the Superintendent as the Chief Educational Officer of the School District.

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

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

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

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

EDUC 643 STEM Practices in Middle and Secondary Education (3 credits)

The purpose of this course is to provide an inquiry based experience to expose students to Inquiry as learning theory and to expose students to Problem-Based Learning as a bridge to instructional design. Additionally, students will engage in the completion of STEM (Science, Technology, Engineering and Math) activities and analyze the activities for the effectiveness at various grade levels. Finally, students will design a STEM based lesson using Understanding by Design (UbD) lesson planning, implement the project based activity with fellow students, and reflect on the effectiveness of the lesson. This will be one course of four that can be used to obtain a STEM endorsement for certified teachers from PDE. Prerequisite: SEDU 641.

EDUC 644 STEM Internship in Middle and Secondary Education (3 credits)

The purpose of this course is to provide students with the opportunity to apply STEM (Science, Technology, Engineering, and Math) related content and pedagogical knowledge, skills, and processes in a real world setting. To be completed as an assigned school or job-embedded internship, this course meets the PA requirement for a field experience at the appropriate developmental level and will be supervised by a qualified faculty member. This will be one course of four that can be used to obtain a STEM endorsement for certified teachers from PDE. Prerequisites: EDUC 642; EDUC 643.

EDUC 785 Trauma Informed Care for Professionals (3 credits)

This course will explore trauma-informed care and practice for helping professionals. Using an interdisciplinary approach, trauma-informed systems, policies, procedures, and practices will be analyzed. Students will use their disciplinary lens to apply trauma theory and trauma informed practice in the creation of discipline specific trauma-informed initiatives. Students will also work in interdisciplinary teams to understand multi-disciplinary collaboration.

EDUC 788 Research in Education (3 credit hours)

This course develops the point of view and skills which enable students to apply research procedures to professional problems. Students gain the expertise necessary to be critical consumers of research and to carry out completed research projects.

EDUC 798 Educational Services Elective (1-12 credit hours)

ENGL 620 Feminist Literature (3 credits)

This course examines feminist thinking as expressed in writing by women. It includes investigation of elements of feminist literary criticism and traces relationships between individual works of literature and cultural values, historical contexts, and literary movements.

ENGL 621 History of the English Language (3 credits)

This course studies the English language from Anglo-Saxon times (5th century) through the period of early modern English (18th century) with emphasis on the diachronic development of grammatical and lexical patterns. Students will examine the historical effects of migration,

invasion, language contact, and technology that influenced specific changes in English over the centuries. Prerequisite: Permission of Instructor.

ENGL 625 Composition Theory (3 credits)

This course introduces students to the theories and research informing the writing process and the teaching of that process. It also examines the relationship of grammar instruction to the writing process. Prerequisites: Permission of Instructor

ENGL 646 Adolescent Literature (3 credits)

This course examines the historical development and current forms of literature for young adults. It also examines strategies and resources for teaching literature in grade 7-12. Prerequisite: Permission of instructor.

ENGL 709 Methods for Graduate Literature Study (3 credit hours)

This course provides graduate students with advanced theory and practice of literary study. It includes forms and readings of the genres of poetry, fiction and drama. It also reinforces and expands theoretical approaches and research methods for this discipline. Prerequisite: None

ENGL 783 Fiction (3 credit hours)

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

ENGL 790 Independent Study (3-6 credits)

The independent study aims to serve those students whose scholarly interest seems clearly adapted to independent work. Students may earn credit for work performed outside the classroom requirements of any specific course in the curriculum. Permission of the chairperson is required.

HIST 600 Public History (3 credit hours)

This course offers an examination of public history that is history practically applied. It is a set of theories, methods, assumptions, and practices guiding the identification, preservation, interpretation, and presentation of historical artifacts, texts, structures, and landscapes for the public. Students will learn the principles and issues and the role of official public policy in public history. They will examine critically the public presentation of history and gain an awareness of the role of public history in contemporary culture as well as its use in the past.

HIST 604 Multicultural America (3 credits)

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.

HIST 605 China, Past and Present (3 credit hours)

This course briefly examines dynastic changes, philosophy and religions, and family and society of traditional China, but greater emphasis will be placed on contemporary history of China since the Opium War. Graduate students will be required to demonstrate a deeper understanding of Chinese history.

HIST 606 The United States and Asia (3 credits)

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.

HIST 609 Japan, Past and Present (3 credit hours)

This course briefly introduces traditional Japan but focuses on contemporary Japan since the creation of the Tokugawa Shogunate in the 17th century. Graduate students will be required to demonstrate a deeper understanding of Japanese history.

HIST 610 Oral History (3 credit hours)

This course offers a detailed examination of oral histories. It introduces the student to oral history as a historical source and the complications of planning, development and operation of oral history projects for colleges, libraries, museums, corporations, professional organizations and public schools. The course will further emphasize finding interview subjects, research and preparation for interviewing, interviewing techniques, post-interview procedures, transcription, legal aspects, management of oral history collections, and the uses of oral history. Prerequisite: Undergraduate degree or completion of HIST200 and HIST400.

HIST 614 History of Women in Europe (3 credit hours)

This course studies the political, social, and economic history of women in Europe from antiquity to the present. It examines and analyzes traditional assumptions about women, but gives particular emphasis to the roles/contributions of women since the Renaissance. Graduate students will demonstrate a deeper understanding of the complexities of women in European history.

HIST 615 History of Women in the U.S. (3 credit hours)

This course studies the political, economic, and social history of women in the United States from colonization to the present. Graduate students will demonstrate a deeper understanding of the complexities of U.S. women's history as determined by the instructor.

HIST 616 History of Women in Global Societies (3 credit hours)

This course studies the history of women in a global context. It examines their status in precolonial times but concentrates on women since the beginning of the independence movements, analyzing their roles in the struggles for liberation. Graduate students will demonstrate a deeper understanding of the complexities of women's history in global societies as determined by the instructor.

HIST 623 Readings in Latin American History and Culture (3 credit hours)

This course provides students with the opportunity to do individual readings and study primary sources and secondary materials in colonial and modern Latin American history and politics. The reading will be directed by a faculty member. Readings and topics will vary depending on the interests of student and faculty. Students may register for History or Political Science credit.

HIST 624 Seminar in Latin American History (3 credit hours)

This course provides directed research in a specific period or topic. The culminating activity of the course is the preparation of a scholarly paper. Topics and periods will vary, depending upon the faculty member. Students may register for History or Political Science credit.

HIST 625 History of Manhood in America (3 credit hours)

This course deals with the development of ideas of "manhood" in the United States. It explores the Classical and Medieval roots of American masculinity, the transmission of these ideas to the New World, and how the social, cultural, physical and political environment of the United States affected these ideas.

HIST 632 Medieval Europe (3 credit hours)

This course stresses the development of European civilization and culture from the 5th century A.D. to about the middle of the 15th century A.D. Emphasis is placed on major social and economic attainments, on the work of the church, on political developments, and on intellectual movements. Graduate students will demonstrate a deeper understanding of the complexities of Medieval European history.

HIST 634 History of Christianity (3 credit hours)

This course studies the political, social, and economic history of Christianity. It also examines the causes and results of Christianity's geographic expansion, and draws comparisons between its various forms and expressions. Graduate students will demonstrate a deeper understanding of the complexities of the history of Christianity.

HIST 635 Archival Theory (3 credits)

This course introduces the 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: HIST100.

HIST 639 History of Modern Germany (3 credit hours)

This course examines modern German history beginning with the growth of the nation state, influence of the French Revolution, revolution and counter-revolution, World Wars I and II, rise of Hitler, and reconstruction after 1945. It also analyzes the impact of the Cold War and its conclusion on Modern Germany. Graduate students enrolled in this course will be required to demonstrate a deeper understanding of the complexities of Modern German history.

HIST 640 Historiography (3 credits)

This course deals with historical research methods, the writing and interpretation of history, and the nature of history. Students will write and report on selected problems in historiography.

HIST 642 History of Nazi Germany (3 credit hours)

This course surveys the origins and development of the NSDAP (National Socialist German Workers Party, or Nazi) which held power in Germany from 1933-1945. It concentrates on the major political leaders and processes, the goals and appeal of the Nazis, and their impact upon Germans and Europeans.

HIST 655 History of Russia since 1825 (3 credit hours)

This course examines Russia from 1825 through the present. It covers the Russian Empire, U.S.S.R., and the Russian Federation. Emphases include relationships of economic development, politics, competing ideologies and foreign policies.

HIST 660 US Historiography (3 credit hours)

Students in this course will explore the development of the historical theories and schools of the major historians from William Bradford to Patricia Limerick. This course will further examine the forces compelling the changes in historical interpretations as well as research philosophies and techniques. Availability and use of the major source collections will be discussed. The students will prepare a major paper dealing with a controversial problem in American History.

HIST 668 History of American Labor (3 credits)

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.

HIST 669 The History of the New Deal (3 credits)

This course provides an in-depth study of the maze of the shifting and contrary interpretations of this complex era in order for the student to develop a framework of understanding that will provide him/her with the proper perspective to evaluate the social, economic and political significance and legacy of the New Deal.

HIST 672 U.S. Social and Intellectual History II (3 credit hours)

The origins and developments of ideas, ideals, and philosophies which led to social movements and the establishment of cultural patterns in the United States will be studied in these courses. This course begins with 1876.

HIST 675 U.S. Military History (3 credit hours)

This course is a study of the development of the American colonial and United States military and naval establishments. Emphases are placed on the evolution, growth, and problems of military and naval policy rather than on specific wars. Graduate students will demonstrate a deeper understanding of the complexities of military history.

HIST 676 History of Women and War: 20th Century U.S. (3 credit hours)

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

HIST 677 American Urban Development (3 credits)

This course explores the historical evolution of U.S. cities from mid-nineteenth 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. Graduate students will demonstrate a deeper understanding of the complexities of urban history.

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

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

HIST 695 Field Experience: The History of Archives

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.

HIST 700 Methods of Historical Research (3 credit hours)

This course introduces students to the scope of history and historical research. It also stresses historiography and a variety of historical interpretations, with emphasis on newer methodologies used by historians. Students will utilize computers and advances in the social sciences. Graduate students will demonstrate a greater understanding of the major sources and historiography of their respective areas of study and produce the first chapter of their thesis or project paper.

HIST 713 History of Witchcraft (3 credit hours)

This course examines the history of witchcraft, and allegations of, in Europe and the United States from the early Middle Ages to the present. It analyzes the role women played in the "witch-craze" through the 17th century in Europe and New England. Special attention focuses on the reaction of Christianity to the real and imagined practice of witchcraft. Graduate students will demonstrate a deeper understanding of the complexities of the history of witchcraft.

HIST 714 History of African American Women (3 credit hours)

This course examines the experiences of African-American women from the colonial period to the present. It analyzes the West African heritage, and African-American women's struggle and contributions to the political, economic, and social history of the United States. An important component is an examination of the intersection of race, class, and gender.

HIST 715 Seminar in Women's History (3 credit hours)

This course provides an in-depth examination of the political, economic, social and cultural developments of women in history. Students read, research, write, and report on selected problems in women's history.

HIST 730 Readings in European History (3 credit hours)

Students registering for this experience will do individual reading and study of sources and secondary materials on specific problems or areas in European history. These readings will be directed by a faculty member. Prerequisite: consent of the chairperson of the History Department.

HIST 739 Seminar in European History (3 credit hours)

This course provides directed research in a specific period or topic. The culminating activity of this course is the preparation of a scholarly paper. Topics and periods will vary, depending upon the faculty member presenting the course.

HIST 760 Readings in United States History (3 credit hours)

Students registering for this experience will do individual readings and study sources and secondary materials on specific problems or areas in United States history. The reading will be directed by a faculty member. Prerequisite: consent of the chairperson of the History Department.

HIST 769 Seminar in U.S. History (3 credit hours)

This course provides directed research in a specific period or topic. The culminating activity of this course is the preparation of a scholarly paper. Topics and periods will vary depending upon the faculty member presenting the course.

HIST 793 Independent Study (3 credit hours)

This experience is designed to meet the needs of the students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of history. Prerequisite: consent of the department chairperson.

HIST 795 Internship in History (3-12 credit hours)

This internship gives students the opportunity to apply, improve, and develop historical skills in a variety of settings, including historic sites, archives, and other locations where institutional histories are being developed. Graduate students will develop a deeper understanding of the skills acquired through internships in history as determined by the instructor and site supervisor.

HIST 799 Thesis (3 or 6 credit hours)

Research for the Master's thesis is conducted under the supervision of the advisor. Prerequisite: consent of the department chairperson.

MBA 600 History of Management Decision Making (3 credit hours)

This course will provide an in-depth understanding of the theories and practices that have shaped management theory. Schools of thought including scientific management, organization theory, and management science and their impacts on society will be explored. Emphasis will be placed on how these foundations of management theory impact decisions made today in an organizational context and how those decisions impact internal and external stakeholders. Prerequisites: Demonstrated competency equivalent to Principles of Management (MGMT 300).

MBA 610 Managers' Use of Accounting in Decisions (3 credits)

This course will provide an in-depth understanding of the accounting theories and practices used by management in making decisions. Cost allocation theories, transfer pricing, and variance analysis will be explored. Emphasis will be placed on how these theories and practices impact decisions made today in an organizational context and how those decisions impact internal and external stakeholders. Prerequisites: Demonstrated competency equivalent to College Algebra (MATH105), and demonstrated competency equivalent to Elements of Statistics (STAT260), and demonstrated competency equivalent to Principles of Accounting I and II (ACCT215 and ACCT220).

MBA 620 Employees' Decisions in Organizations (3 credit hours)

This course will provide an in-depth understanding of how decisions related to organizational behavior can impact the organization's success. This course will focus on organizational culture, individual differences, coping, power, team dynamics and organizational processes in the decision-making process. Emphasis will be placed on how these theories and practices impact decisions made today in an organizational context and how these decisions impact internal and external stakeholders. Prerequisites: Demonstrated competency equivalent to Management (MGMT 300).

MBA 630 Customers' Decisions in the Marketplace (3 credit hours)

This course will provide an in-depth understanding of how decisions related to marketing and consumer behavior can impact the organization's success. This course will focus on the theories underlying and decision-making process used to evaluate market orientation and analysis, consumer behavior, and strategic marketing. Emphasis will be placed on how these theories and practices impact decisions made today in an organizational context and how those decisions impact internal and external stakeholders. Prerequisites: Demonstrated competency equivalent to Principles of Microeconomics (ECON220) and demonstrated competency equivalent to Principles of Marketing (MKTG300).

MBA 640 Supplier Decisions and Support (3 credit hours)

This course will provide an in-depth understanding of how decisions related to the supply chain impact the organization's success. This course will focus on the strategic framework, design of networks, logistics, planning and control of supply systems in the decision making process. The interaction of supply chain management and quality assurance will be explored. Emphasis will be placed on how these theories and practices impact decisions made today in an organizational context and how those decisions impact internal and external stakeholders. Prerequisites: Demonstrate competency equivalent to Principles of Microeconomics (ECON220) and demonstrate competency equivalent to College Algebra (MATH105), and demonstrate competency equivalent to Principles of Management (MGMT300), and demonstrate competency equivalent to Principles of Marketing (MKTG300).

MBA 650 Employers' Decisions in the Workplace (3 credit hours)

This course will provide an in-depth understanding of how decisions related to human resources and managing the human capital of the organization can impact the organization's success. This course will focus on how planning and incentive structures are used in human resources in the decision-making process. The course will evaluate performance management, compensation management, and governance and legal issues involved in managing the workforce. Emphasis will be placed on how these theories and practices impact decisions made today in an organizational context and how those decisions impact internal and external stakeholders. Prerequisites: Demonstrated competency equivalent to Principles of Accounting II (ACCT220) and demonstrated competency equivalent to Principles of Management (MGMT300).

MBA 660 Investors' and Creditors' Decisions (3 credit hours)

This course will provide an in-depth understanding of corporate finance theories and practices and their use by management in making decisions. Financial ratios, time value of money, cost of capital, and risk and return concepts will be explored. Emphasis will be placed on how these theories and practices impact decisions made today in an organizational context and how those decisions impact internal and external stakeholders. Prerequisites: Demonstrated competency equivalent to Principles of Microeconomics (ECON220) and MBA610.

MBA 710 Implementation of Change (3 credit hours)

This course will provide an in-depth understanding of how decisions related to change can impact the organization's success. This course will focus on the forces that impact and strategies for adaptation to change. The course will examine how change impacts stakeholders as well as how organizational change impacts the decision-making process. Emphasis will be placed on how these theories and practices impact decisions made today in an organizational context and how those decisions impact internal and external stakeholders. Prerequisites: Demonstrated competency equivalent to Principles of Microeconomics (ECON220) and MBA600.

MBA 720 Leadership in Decision (3 credit hours)

This course will provide an in-depth understanding of leadership with an emphasis on organizational settings. Leadership theories and their impact and influence on decision making will be explored. Emphasis will be placed on how these theories and practices impact decisions made by internal and external stakeholders. Prerequisite: MBA600.

MBA 790 Strategic Decision Making (3 credit hours)

This course is designed as a capstone experience to provide an in-depth understanding of how decisions can be made strategically within the organization. The impact of assumptions, controversies, rationality, power, and chance will be explored while considering the impact of and on the functional areas of the business organization. Emphasis will be placed on how theories of strategic management and practice impact decisions made today in an organizational context and how those decisions impact internal and external stakeholders. Prerequisite: MBA 600, and MBA610, and MBA 660 (note: MBA660 may be taken concurrently with MBA 790).

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

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

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

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

MLED 675 Middle Level Field (3 credit hours)

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

MLED 695 Middle Level Student Teaching (12 credit hours)

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

NURS 601 Advanced Concepts in Pathophysiology (3 credit hours)

This course is devoted to the study of the physiological process of disease and the body's response to this process. It is the goal of the course to present broad physiological principles that advanced practice nurses can apply to their clinical experiences. Specific diseases will be used to exemplify pathophysiological concepts, and treatment is examined at the molecular level as response to the pathophysiology. The course investigates exogenous causes of diseases, emphasizing infection, inflammation and the immune response, as well as endogenous diseases of the nervous, endocrine, cardiovascular, hepatic pulmonary, and renal systems. Offered fall annually.

NURS 602 Pharmacologic Applications (3 credit hours)

Covers principles of pharmacology as applied to advanced nursing practice. This includes drug effectiveness, mechanism and interaction. Emphasis will be on the pharmacological action of drugs on specific organ systems and the clinical use of drugs in treatment of disease conditions. Emphasis will be on critical decision-making skills in the selection of drug therapy, doses of drugs, routes of administration and preferred therapy. This course focuses upon pharmacologic implications for the family nurse practitioner in working with individuals across the life span. Pre-requisite: NURS 601. Offered spring annually.

NURS 605 Evolution of Nursing Theory (3 credit hours)

Focuses on selected aspects of theory development in nursing science. Emphasis is given to the study of epistemological issues related to the evolution of theory in nursing. Varying levels and components of theories are explored. Major strategies for theory development including concept analysis, synthesis, and theory derivation are analyzed. Students gain experience in critically examining major existing theoretical models. Offered fall annually.

NURS 609 Advanced Evidence Based Practices (3 credit hours)

This course focuses on the elements of evidence-based practice. Identifying clinical/research questions and critically analyzing current nursing and health related research provides the basis for translation of the evidence into day-to-day practice. Integration of existing evidence with clinical judgement forms the basis for improvement in patient, population and organizational outcomes.

NURS 610 Advanced Concepts in Nursing Research (3 credit hours)

Examines the relationship and contribution of nursing research to the development of nursing science. The growth of research will be traced over the course of the last century, with particular emphasis on the evolution which has occurred since mid-century. Students will be assisted to increase their ability to critically evaluate published research and to make decisions concerning its application to practice. Additionally, students will develop a proposal for an individual or group research project which may become the foundational work for the scholarly project. Pre-requisite: NURS 605 or by permission of instructor. Offered spring annually and as needed.

NURS 611 Family Nurse Practitioner Role Transition (2 credit hours)

This course prepares students for successful development from the role of RN to that of practicing family nurse practitioner. The evolving role of the family nurse practitioner will be explored as will approaches for employment contract/collaborating agreements, practice development, and advancing professional standards. Professional, ethical, and legal accountability are emphasized. Prerequisites: NURS601, NURS602, NURS614, NURS609

NURS 612 Clinical Diagnostics (1 credit hour)

This course builds on previous knowledge of basic microbiology, physiology. The focus of the course is application of diagnostic methods and procedures typically carried out in various practice roles and sites. The content addresses selected common laboratory and imaging tests applicable to NP practice, the rationale for these tests, expected results and common abnormal results. The legal, ethical and financial consequences of testing will be reviewed. Prerequisites: NURS601, NURS602

NURS 614 Health Promotion: Family & Community Perspectives (3 credit hours)

Introduces the advanced practice nurse student to health promotion and disease prevention strategies for families and communities. Students will explore principles of family theory, established models of family development, epidemiology, and demography. An opportunity will be given to develop intervention plans to improve wellness based risk assessment and knowledge of national standards of clinical preventive services. This course is a pre-requisite to all other clinical nursing courses in the nurse practitioner concentration. Offered fall annually.

NURS 615 Advanced Health Assessment (2 credit hours)

This course builds upon the basic assessment skills of the nurse. It prepares the advanced practice nurse to conduct focused and comprehensive health assessments of clients across the lifespan. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the client history, physical examination, and diagnostic procedures. Two hours lecture weekly. Must be taken concurrently with NURS 616. Pre- or Co-requisite: NURS 601. Offered fall annually and as needed.

NURS 616 Advanced Health Assessment Practicum (1 credit hour)

Provides an opportunity for the student to implement the objectives identified in NURS 615. Students may select experiences from a variety of clinical settings appropriate to the course focus. Three clinical hours weekly. This course must be taken concurrently with NURS 615. Pre-requisite: NURS 601. Offered fall annually and as needed.

NURS 620 Clinical Decision Making (2 credit hours)

The focus of this course is clinical data gathering skills, diagnostic reasoning, and clinical problem-solving in the management of common health problems of clients throughout the lifespan. Critical thinking skills are emphasized and honed and are used to amplify common sense, intuition, and simple reasoning. Emphasis is placed upon the analysis and synthesis of client data for diagnosis and for identification of appropriate nursing and other therapeutic interventions to be used by the advanced practice nurse. This course is required as a prerequisite to all other clinical nursing courses and is to be taken concurrently with NURS 621. Prerequisite: NURS 615/616. Spring, annually and as needed.

NURS 621 Clinical Decision Making I Practicum (1 credit hour)

Provides an opportunity for the student to implement the objectives identified in NURS 620. Students may select experiences from a variety of clinical settings appropriate to the course focus. Three clinical hours weekly. This course must be taken concurrently with NURS 620. Pre-requisite: NURS 615. Offered spring annually and as needed.

NURS 626 Primary Care I (3 credit hours)

The focus of this course is on developing skills in gathering clinical data, diagnostic reasoning, and clinical reasoning. Analysis and synthesis of patient data to evaluate and appropriately manage acute and chronic illness across the lifespan is emphasized. Prerequisites: NURS615/616; Concurrently with NURS627

NURS 627 Primary Care I Practicum (3 credit hours)

This seminar/practicum includes 120 direct clinical hours and 15 indirect clinical hours that give students an opportunity to implement the objectives identified in NURS 626. Students will select a clinical setting that provide opportunities for health promotion, disease prevention, and diagnosis and management of acute and chronic health conditions across the lifespan. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences. Prerequisites: NURS615/616; Concurrently with NURS626

NURS 630 Clinical Decision Making II (3 credit hours)

Focus is on health promotion, wellness maintenance, disease prevention, early detection of problems, prompt treatment of acute illness, and support for management and self-care during chronic conditions of children (birth through adolescence) and childbearing women. All dimensions of development and the total health of the family are considered. Collaboration with other healthcare providers is fostered. Three lecture hours weekly. Must be taken concurrently with NURS 631 and NURS 632. Pre-requisites: NURS 601, 602 and 614 and minimum grade of "B" in 615 and 620. Offered fall annually.

NURS 631 Clinical Decision Making II: Role Seminar (1 credit hour)

Focus of this seminar will be clinical based research questions, client presentation, and effective treatment interventions for children (birth through adolescence) and childbearing women. Students are given an opportunity to discuss alternative approaches to diagnosis, advanced nursing, medical, or collaborative management in a controlled environment. Two laboratory hours weekly. Must be taken concurrently with NURS 630 and NURS 632. Pre-requisites: NURS 601, 602, and 614; Minimum grade of "B" in NURS 615 and 620. Offered fall annually.

NURS 632 Clinical Decision Making II Practicum (2 credit hours)

Provides an opportunity for the student to implement the objectives identified in NURS 630. Students may select experiences from a variety of clinical settings appropriate to the course focus. Six clinical hours weekly. Must be taken concurrently with NURS 630 and NURS 631. Pre-requisite: NURS 601, 602, and 614; Minimum grade of "B" in NURS 615 and 620. Offered fall annually.

NURS 636 Pediatric Primary Care (3 credits)

This course focuses on primary care approaches to the health care needs of pediatric patients from birth to emerging adulthood. Topics will include health promotion, disease prevention, and disease management with an emphasis on anticipatory guidance and early detection of health, developmental, and behavioral issues. All dimensions of development and the total health of the family are considered. Prerequisites: NURS615/615; Concurrently with NURS637

NURS 637 Pediatric Primary Care Practicum (3 credit hours)

This seminar/ practicum includes 120 direct clinical care hours and 15 indirect clinical hours that give students an opportunity to implement the objectives identified in NURS636. Students will select clinical settings that provide opportunities for age-appropriate health promotion, disease prevention, and diagnosis and management of common acute and chronic health problems in pediatric patients from birth to emerging adulthood. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences. Prerequisites: NURS615/616; Concurrently with NURS636

NURS 640 Clinical Decision Making III (3 credit hours)

Focus is on health promotion, wellness maintenance, disease prevention, early detection of problems, prompt treatment of acute illness, and support for management and self-care during chronic conditions of young, middle aged, and older adults. All dimensions of development and the total health of the family are considered. Collaboration with other health care providers is fostered with emphasis upon the coordination and continuity of client care. Three lecture hours weekly. Must be taken concurrently with NURS 641 and NURS 642. Pre-requisites: NURS 601, 602, and 614 and minimum grade of "B" in 615, 620, and 630. Offered fall annually.

NURS 641 Clinical Decision Making III: Role Seminar (1 credit hour)

Focus of this seminar will be clinical based research questions, client presentation, and effective treatment interventions for young, middle-aged, and older adults. Students are given an opportunity to discuss alternative approaches to diagnosis, advanced nursing, medical, or collaborative management in a controlled environment. Two laboratory hours weekly. Must be taken concurrently with NURS 640 and NURS 642. Pre-requisite: NURS 601, 602, and 614; Minimum grade of "B" in NURS 615, 620, and 630. Offered spring annually.

NURS 642 Clinical Decision Making III Practicum (2 credit hours)

Provides an opportunity for the student to implement the objectives identified in NURS 640. Students may select experiences from a variety of clinical settings appropriate to the course focus. Six clinical hours weekly. Must be taken concurrently with NURS 640 and NURS 641. Pre-requisites: NURS 601, 602, and 614; Minimum grade of "B" in NURS 615, 620, and 630. Offered spring annually.

NURS 645 Nursing and Public Policy (3 credit hours)

This course examines the implications of health care financing, structuring, labor market trends, and current health care reform proposals for nursing in general and for advanced practice nursing specifically. Additionally, the student will be stimulated to appreciate the critical need for nurses to engage in activities, individually and as members of professional organizations that will enhance the position of nursing in influencing health care policy and legislation at all levels—local, state, and federal. A pervasive theme throughout the course is the ultimate goal of improving the health care of our citizens. Offered spring annually.

NURS 646 Women and Gender Related Care (3 credit hours)

This focus of this course is holistic women's health and gender related care for patients across the life span. This course includes the care of women, men and LGBTQ individuals incorporating health promotion, wellness maintenance, disease prevention, early detection of disease, and prompt treatment of acute and chronic illness. The inter relationship of gender, social class, culture, sexual orientation, economic status, and socio-political power differentials will be covered. Critical thinking, diagnostic reasoning, and evidence-based practice guidelines for acute and chronic disease management are emphasized. Prerequisites: NURS615/616; Concurrently with NURS647

NURS 647 Women's Health Practicum (3 credit hours)

This seminar/practicum includes 120 direct clinical care hours and 15 indirect clinical hours that give students an opportunity to implement the objectives identified in NURS 646. Students must select a clinical experience in a women's health practice or alternative clinical setting that provides opportunities for health promotion, wellness maintenance, disease prevention, early detection of disease, and prompt treatment of common gender-specific health problems. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences. Prerequisites: NURS615/616; Concurrently with NURS646

NURS 656 Primary Care II (3 credit hours)

This course continues the content from NURS 626. Its focus is continuing development skills in gathering clinical data, diagnostic reasoning, and clinical reasoning. Analysis and synthesis of patient data to evaluate and appropriately manage acute and chronic illness across the lifespan is emphasized. Prerequisites: NURS626/627; Concurrently with NURS657

NURS 657 Primary Care II Practicum (3 credit hours)

This seminar/clinical practicum includes 150 direct clinical hours and 30 seminar hours that gives students an opportunity to implement the objectives identified in NURS656. Students will select clinical settings that provide opportunities for health promotion, disease prevention, and diagnosis and management with an emphasis on advanced illness care and the management of chronic diseases in adults. Additional seminar time will include virtual grand rounds and other sessions to augment the clinical experiences. Prerequisites: NURS636/637; Concurrently with NURS656

NURS 676 Educational Strategies in Nursing (3 credit hours)

Provides a comprehensive overview of educational strategies for students who desire to function as advanced practice nurses in the educational arena. Provides the necessary theory to implement the instructional process with various populations. Examines issues relevant to educational strategies and their evaluation. Students design and implement a lesson plan. Self-evaluation and critique of others are used as a method to improve teaching. Offered fall, every other year and as needed.

NURS 750 Family Nurse Practitioner Internship (3-6 credit hours)

Provides the opportunity to gain competency in the multifaceted role of nurse practitioner through supervised clinical experience under the guidance of certified nurse practitioners, physician assistants, or licensed physicians approved by the department as preceptors. Prerequisites: All program course work, including completion of NURS 800. Spring, annually and as needed.

NURS 775 Advanced Psychopharmacology (2 credit hours)

This course presents advanced concepts of the neuropathophysiology of mental illness, and pharmacokinetics and pharmacodynamics of drugs used in the psychopharmacologic treatment and clinical management of various psychiatric disorders across the lifespan. The course reflects current scientific knowledge of the neurobiology of serious mental illness, and the application of psychopharmacology to clinical problems. Indications for use of psychotropic medications, informed consent, external databases to track controlled substances, side effects, compliance issues, and interactions will be discussed. Emphasis is placed on the understanding of psychotropic drug effects for each of the disorders studied and the relationship to advanced practice psychiatric nursing practice and prescribing pharmacotherapy interventions specific to the advanced practice prescribing nurse practitioner. Prerequisite: Admission into the PM-PMHNP program

NURS 776 Neurobiology (2 credit hours)

This course is designed to deepen students' understanding of pathophysiology, psychopharmacology, and neuronal biology. This course provides students with a greater understanding of developmental, cellular and network mechanisms of neuronal function. Emphasis will be placed on neurobiology and the neuronal connections specific to psychopathology, sensory and movement systems as well as cognitive development & aging. Students are expected to gain an in-depth understanding of the principles and concepts of neurons and neurotransmitters and to understand and describe the cooperative function of how neurobiology exerts its effect on psychiatric health and disorders. Emphasis will be placed on the concept of neuroplasticity, ACEs, and the impact of toxic stress on epigenetics and psychoneurobiological implications for diseases across the lifespan. Prerequisite: Admission into the PM-PMHNP Program

NURS 777 Psychotherapeutic Modalities and Implementation

This course focuses on selected theories and interventions for individuals and groups that are utilized by the advanced practice psychiatric nurse in planning, implementing, and evaluating care within the appropriate system for adults and children with psychiatric disorders. Theories of various psychotherapeutic treatment modalities, therapeutic communication, and evidence-based standards of care, along with the use of clinical practice guidelines, are also emphasized. Prerequisite: Admission into the PM-PMHNP Program

NURS 778 Professional Role Development (1 credit hour)

This course focuses on the standards and regulations that define the role and scope of practice of the advanced practice psychiatric mental health nurse practitioner. The course emphasizes health promotion and disease prevention education and teaching concepts as well as exploring certification and regulating bodies for prescriptive authority for practitioners. Prerequisite: NURS775, NURS776, NURS777

NURS 779 Differential Diagnoses (3 credit hours)

This theory course builds on knowledge and skills related to health assessment. The focus is on the epidemiology of psychopathological disorders. Emphasis is placed on assessment, differential diagnosis and interventions of common disorders and variations in health patterns. Evidence-based practice will be used to develop an advanced understanding of PMHNPs role in providing competent care to adults and children with mental illness. Prerequisite: NURS775, NURS776, NURS777, Concurrent with NURS780

NURS 780 Clinical Internship I (2 credit hours)

This is the first of three clinical internships that focus on the primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults and children exhibiting a spectrum of psychiatric mental health and behavioral disorders across the lifespan. The focus is on initial assessment, diagnosis, intervention, and evaluation using the DSM-5 taxonomy and practice guidelines. Students engage in beginning implementation of the APRN role in psychiatric and mental health. Practice in group and individual therapy is required. Skills include the essentials of report writing, consideration of cultural issues, integrated physical and behavioral health. NOTE: Students must complete 150 clinical hours for successful completion of this internship. Internship hours includes the role of group and individual therapy in the adult, child and/or geriatric settings. Prerequisite: NURS775, NURS776, NURS777, Concurrent with NURS779

NURS 781 Professional Role Development (3 credit hours)

This theory course builds on knowledge and skills from NURS779- Differential Diagnosis. The focus is on the epidemiology of psychopathological disorders in children, adolescents and families. Emphasis is placed on assessment, differential diagnosis and interventions of common disorders and variations in health patterns. Evidence-based practice will be used to develop an advanced understanding of PMHNPs role in providing competent care to children, adolescents and families with mental illness. Prerequisite: NURS775, NURS776, NURS777, Concurrent with NURS782

NURS 782 Clinical Internship II (2 credit hours)

This is the second of three clinical internships that focus on the primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in children and adolescent and their families. The focus is on initial assessment, diagnosis intervention, and evaluation using the DSM-5 taxonomy and practice guidelines in the child and adolescent populations. Students continue to build their knowledge and skill in the APRN role in child and adolescent psychiatric and mental health. Report writing, consideration of cultural issues, integrated physical and behavioral health, and parent-child information issues is emphasized. NOTE: Students must complete 150 clinical hours with children/adolescents <18 years for successful completion of this internship. Prerequisite: NURS775, NURS776, NURS777, Concurrent with NURS781. This course is the clinical component of NURS781 and will cover the same topics bases on patient encounters.

NURS 783 Psychopathological Care for Adults (3 credits hours)

This theory course builds on knowledge and skills from NURS779- Differential Diagnosis. The focus is on the epidemiology of psychopathological disorders in adults with complex mental disorders. Emphasis is placed on assessment, differential diagnosis and interventions of complex disorders and variations in health patterns. Evidence-based practice will be used to develop an advanced understanding of PMHNPs role in providing competent care to adults with complex psychiatric mental behavioral symptoms and disorders. Prerequisite: NURS775, NURS776, NURS777, Concurrent with NURS784

NURS 784 Clinical Internship III (2 credit hours)

This is the third of three clinical internships that focus on the primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults exhibiting psychiatric symptoms and severe mental illness. The focus is on comprehensive assessment, diagnosis, treatment using the DSM-5 taxonomy and practice guidelines in adults with complex mental disorders. Emphasis is placed on the various roles of the APRN including collaboration with multidisciplinary teams advocacy, information systems and healthcare policy. NOTE: Students must complete 200 clinical hours for successful completion of this internship. Completion of the APNA Medication Assisted Treatment (MAT) waiver training is required. Prerequisite: NURS775, NURS776, NURS777, Concurrent with NURS783. This course is the clinical component of NURS783 and will cover the same topics based on patient encounters

NURS 800 Scholarly Project/Thesis (3 credit hours)

Students will engage in group research related to an aspect of care relevant to the nurse practitioner or nurse educator professions. The scholarly project is supervised by a research advisor and committee. Prerequisites: NURS 605 and 610.

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

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

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

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

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

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

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

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

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

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

NURS 849 Doctor of Nursing Practice Internship Elective (1-12 credit hours)

Students will enhance their role as an advanced practice nurse. Students who have not completed at least 500 hours of clinical practice at the master's level upon acceptance into the program will acquire and apply Doctor of Nursing Practice and advanced practice competencies in a mentored setting. Students will identify learning plans with faculty approval to meet their individual professional practice goals. 25% of course hours must be working with a clinical expert. Offered all session, 1 credit=45 hours of Internship. Prerequisite: NURS 806 and Enrollment in the DNP Program

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

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

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

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

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

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

READ/SPED 624 Introduction to Dyslexia and Dyslexia Interventions (3 credit hours)

This course examines the topic of dyslexia as a language-based learning disability that is neurobiological in origin. The course will compare and contrast the behaviors, characteristics, and brain-based processes that typically- and atypically-developing readers exhibit while listening, speaking, reading, writing, and spelling. Characteristics of effective intervention programs will be examined. Related conditions and assistive technology will also be discussed. Prerequisite: READ major or minor or permission of instructor.

READ 625 Fundamentals of Literacy (3 credit hours)

This course focuses on foundational knowledge needed to effectively teach phonics, grammar, reading comprehension, and writing composition to school-age students. The sound-symbol correspondences of the English alphabetic code, common orthographic patterns, and the origins of the English language will be examined. Semantic organization, discourse patterns, and common text structures are also explored. Prerequisite: READ major or minor.

READ 702 Literacy Interventions for Striving Readers (3 credit hours)

Candidates will understand cognitive research on human learning associated with diverse needs of striving readers. Candidates will utilize research validated literacy interventions and evidence-based instructional practices and assessments to meet the needs of diverse learners. Candidates will demonstrate professional learning by observing and investigating reading challenges and planning differentiated instruction for students with reading, writing, speaking and listening disabilities. This course addresses supplemental technology use in educational settings. Prerequisite: READ 706 or permission of instructor.

READ 704 Comprehensive Literacy Curriculum: Design and Implementation (3 credit hours)

This course investigates the nature and scope of reading curriculum design and implementation in Pre K – 12 diverse educational settings. Curriculum concepts, principles and organizational patterns are analyzed with specific focus on the integration of literacy components. Development of curriculum aligned with national and state standards is emphasized. This course prepares the reading professional to design and implement literate environments through integrated and differentiated curriculum development. Graduate Reading Majors only OR Permission of Instructor.

READ 706 Foundations of Literacy: Theory and Instruction (3 credit hours)

This course develops learning theory and best practice for diverse learners and striving readers at the elementary and middle level. Emphasis is given to the scope and sequence of literacy instruction, instructional strategies, materials, and assessment, used in creating a literate environment to engage students in meaningful ways. An observational field component integrates foundational knowledge for professional learning and leadership.

READ 707 Literacy Instruction for the Content Area (3 credit hours)

Candidate explores methods and materials for content area literacy instruction and assessment in middle and secondary educational settings. Designed for specialized reading teachers and content professionals creating a literate environment. The course promotes research based knowledge reflecting effective practice in content literacy instruction including striving readers. Foundational knowledge

for professional learning and leadership are evidenced within an observational field component. Prerequisite: READ 706 or permission of instructor.

READ 708 English Language Learners in the Literacy Curriculum (3 credit hours)

Through this course, candidates will develop knowledge of an inclusive, comprehensive, and standards-based literacy curriculum for English Language Learners by investigating literacy theories, research and best instructional practices. Instructional and assessment tools will be analyzed to plan, implement, and evaluate effective ELL literacy instruction taking into consideration learner diversity, instructional development, instructional materials, physical space, technology, and home-community connections. As reading educational professionals, candidates will demonstrate and reflect leadership in culturally diverse environments.

READ 709 Literacy Difficulties: Assessment and Intervention (3 credit hours)

This course emphasizes diagnosing and providing instructional intervention for students with literacy difficulties. Emphasis will be placed on appropriate diagnostic techniques, and the development of practical intervention strategies. The candidate will demonstrate effective professional knowledge in analyzing data and communicating finding to appropriate audiences. Foundational knowledge and experience in field is evidenced through the preparation of a detailed case study. Prerequisite: READ 706 or permission of instructor.

READ 710 Organization, Supervision and Administration of Reading Programs (3 credit hours)

This course emphasizes organization, supervision and administration of reading programs from kindergarten through high school. Specific focus is given to the role of reading specialist in program development and implementation, organizational patterns in reading programs, communication, and designing and operating professional development programs. Prerequisite: READ 706 or READ 704 or permission of instructor.

READ 712 Reading Clinic (3 credit hours)

This course will provide the prospective Reading Specialist with the opportunity to apply the theoretical and instructional constructs of reading. Graduate candidate will administer and analyze assessment data to develop a literate environment which optimizes student learning. Candidates will use their foundational knowledge about literacy to design and implement a comprehensive literacy curriculum responsive to the needs of diverse learners. Prerequisite: READ 709.

READ 717 Language Arts Instruction: Design and Implementation (3 credit hours)

This course examines current standards, research-based techniques and materials used in teaching language arts in Pre-K educational settings. Language arts curricular programs, concepts, instructional techniques and assessment functions that positively impact reading and learning are examined. Emphasis is given to the integration of literacy components as aligned with state, district and classroom assessment practices.

READ/APSY 726 The Reading Brain and Evidence-Based Instruction (3 credits)

This course focuses on the biological basis of reading and dyslexia. Students will consider key brain structures and functions as they relate to literacy, the brain activation patterns involved in efficient versus inefficient reading and spelling, and how evidence-based reading instruction can affect processing and improve literacy skills. Prerequisites: READ/SPED 624 and READ major or permission of instructor.

READ 727 Advanced Structured Language Teaching Practicum I (3 credit hours)

This is the first of two practicum courses that focus on the planning and implementation of multisensory structured language lessons. Lessons are based on Orton-Gillingham principles and reflect a direct, explicit, sequential, systematic, cumulative, and intensive approach to language instruction. During a series of observed lessons, candidates receive individualized feedback from university personnel. Prerequisites: READ/SPED 624, READ 625, and READ 709.

READ 728 Advanced Structured Language Teaching Practicum II (3 credit hours)

This is the second of two practicum courses that focus on the planning and implementation of multisensory structured language lessons. Candidates receive additional experience planning and implementing direct, explicit, sequential, systematic, cumulative language lessons that are based on Orton-Gillingham principles. During a series of observed lessons, university personnel provide individualized feedback. Prerequisites: RBAD/SPED 624, READ 625, READ 709, and READ 727.

READ 729 Assistive Technology in Literacy Instruction (3 credit hours)

This course examines the topic using assistive technology to support literacy instruction. Students will learn about the continuum of assistive technology devices, universal design for learning, curriculum adaptation and integration strategies, and assessment and evaluation protocols. Prerequisite: READ major or permission of instructor.

READ 730 Advocating for Individuals with Dyslexia (3 credit hours)

This course provides students with a “strengths-first” understanding of dyslexic processing. The course will examine significant contributions of individuals with dyslexia and consider strategies for raising awareness about the scientific nature of dyslexia and the need for widespread screening and diagnosis and appropriate accommodations for individuals with dyslexia. Students will explore tools and resources that promote the success of individuals with dyslexia in and beyond the classroom and consider how those individuals can become self-advocates. Prerequisite: READ/SPED 624.

READ 794 Research Design in Reading (3 credit hours)

This course is designed to develop skills for understanding, analyzing, evaluating, and conceptualizing reading research. Candidates will gain knowledge and skills that promote the critical analysis of reading research and the ability to conceptualize literacy-based investigations in a classroom, school, or district setting. Candidates will learn quantitative, qualitative, and mixed methods designs that are appropriate to investigating reading as a complex, cognitive, and social process. Candidates will develop skills to conduct a review of the literature, explore reading-related research publications, synthesize reading research, and apply research principles to critique and analyze a study relating to effective literacy practice.

SEDU 600 Urban Seminar (3 credit hours)

This course is designed to provide first-hand experience in an urban, multicultural setting where teacher education majors will have the opportunity to gain an understanding of cultural, economic, ethnic, racial, linguistic, and social differences through work with a cooperating teacher and students in an inner-city school. The seminar includes a carefully planned combination of school, community, and cultural experiences. Prerequisite: Teacher Clearances

SEDU 601 Diverse Perspectives (3 credit hours)

This course provides an intensive investigation into school systems and organizations. Students actively learn about and participate in the lives and communities of the visited area. This course provides participants an opportunity to gain understanding and appreciation of cultural, economic, ethnic, racial and social differences through work in a diverse community or through investigating other educational systems. This course includes a carefully planned mix of work in schools, community service and cultural experiences. Through investigation, working within the community and structured reflection students will gain a more global perspective. Prerequisite: Clearances and application.

SEDU 606 Content Literacy in the Middle and Secondary School (3 credit hours)

This course explores research relative to the literacy crises. Participants will learn methods for teaching adolescents to read, write, think, and learn in ways that allow them to master subject matter and meaningfully apply their understanding. Differentiating instruction to meet reading needs and building supportive literacy environment will be explored. This course provides a Stage 2 Field experience.

SEDU 607 Content Literacy (3 credit hours)

This course explores research relative to the literacy crises. Participants will learn methods for teaching adolescents to read, write, think, and learn in ways that allow them to master subject matter and meaningfully apply their understanding. Differentiating instruction to meet reading needs and building supportive literacy environment will be explored. This course provides a Stage 2 Field experience.

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

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

SEDU 681 Instructional Techniques for Mathematics (3 credit hours)

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

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

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

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

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

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

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

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

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

SEDU 691 Classroom Management (3 credit hours)

This course critically examines complex issues confronting American classrooms. Issues include: laws and regulations; academic relationships with adolescents; the social context for teaching; teaching students with special needs and English Language Learners (ELL) and realities of teaching and managing a classroom during an era of educational and political reform. Solutions and strategies to the issues presented in the course are described. This course contains a field component.

SEDU 692 Seminar on Teaching Adolescents (3 credit hours)

This course provides information about the historical development, goals, philosophy, and mission of middle and secondary education. Information relative to the characteristics of effective middle and secondary teachers, teaching diverse populations including students with special needs and English language learners (ELL), school climate, and professional development will also be part of the course focus. This course contains a field experience.

SEDU 695 Student Teaching (6-12 credit hours)

This culminating experience is coordinated and supervised by University faculty and provides opportunities for teacher candidates to display competency in teaching grades 7-12 under the direct daily supervision of a qualified cooperating teacher. This course provides the Stage 4 Field Experience. Prerequisite: Candidacy.

SEDU 700 Educational Assessment of Students in the Middle and Secondary Schools (3 credit hours)

This course provides techniques in choosing and developing appropriate assessment methods. It emphasizes skills in administering, scoring, and interpreting results of assessment methods for all students including English Language Learners (ELL) and those with special needs. The course contains the use of Standards Aligned Systems.

SEDU 702 Teaching in the Contemporary Multicultural Classroom (3 credit hours)

This course examines contemporary themes related to teaching in the multicultural classroom. Students will examine historical, philosophical, legal, and societal influences that impact contemporary teaching. Each student will also determine a path for professional development which will include developing a portfolio. This course contains the use of Standards Aligned Systems.

SEDU 731 Applied Technological Integration in Education (3 credit hours)

This course assists students in the discovery of systematic approaches to mediate teaching and learning through the selection, utilization, evaluation, and production of instructional media. Focus will be on practical, constructivist approach that involves students directly in developing technologically centered curriculum through the use of current technology resources. This course uses Standard Aligned Systems.

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

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

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

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

SEDU 734 Online Instruction Internship (3 credit hours)

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

SEDU 735 Seminar in Instructional Technology (3 credit hours)

This course assists the graduate student in examining ways to use technology in the teaching-learning process. This course focuses on recent advances in technology which are currently used in the public schools. Emphasis is on integrating technology to create a student centered learning environment.

SEDU 774 Issues in American Classrooms (3 credit hours)

This course critically examines complex issues confronting American classrooms. Issues include: laws and regulations; academic relationships with adolescents; the social context for teaching; teaching students with special needs and English Language Learners (ELL) and realities of teaching and managing a classroom during an era of educational and political reform. Solutions and strategies to the issues presented in the course are described. This course contains a field component.

SEDU 786 Secondary and Middle School Curriculum Improvement and Development (3 credit hours)

This course investigates current issues and procedures in the development and improvement of curriculum for middle and secondary schools. The initial focus is upon conventional methods for curriculum analysis and design, followed by contemporary curriculum developments and trends with emphasis on understanding issues and implementing change. This course includes the use of Standard Aligned Systems.

SOC 600 Victimology (3 credit hours)

This course will examine the current theory and research regarding victims of crime, which include intimate violence, stranger violence, workplace violence, and school violence. The patterns of crime, patterns of victim-offender relationships, the process and consequences of victimization, victim vulnerability and victim culpability will also be examined. In addition, victim restitution, compensation and mediation will be addressed.

SOWK 600 Human Behavior and the Social Environment I (3 credit hours)

This course enhances student understanding of theories applied to the assessment of individuals, families, groups, organizations, and communities. Outcomes of the course include developing student's ability to: be self-aware of biases, conduct critical analyses of the theories presented, and integrate evidence and support for theoretical models for understanding human behavior and the social environment. Emphasis is placed on the assessment processes of professional social work practice including considerations of diversity, implications of the larger practice context, and the value of an interdisciplinary approach to understanding human behavior. Prerequisites: Majors only.

SOWK 602 Human Behavior and Social Environment II (3 credit hours)

This course builds on the frameworks, theories, and perspectives introduced in SOWK 600 and expands to focus on human behavior and the social environment from the perspective of fundamental human rights and social, economic, and environmental justice. Herein, traditional and alternative paradigms are explored in the context of families, small groups, organizations, and communities. Emphasis is on theories of human need, oppression, human rights, and global interconnections to critically analyze and develop evidenced supported strategies to eliminate structural barriers to equity. Prerequisite: SOWK600.

SOWK 604 Social Welfare Policy Practice I (3 credit hours)

This course provides a knowledge base for understanding the social welfare system and its relationship to the history and development of social work as a profession. It examines the economic, social, political forces and trends, as well as the philosophy, values and beliefs which shape public and private social policies and programs, and impact social work practice. Special attention is paid to inequities and deficiencies in the institutional policies and socioeconomic structures impacting on various population groups. Student examine current federal policies and consider their impact on family life.

SOWK 606 Social Welfare Policy Practice II (3 credit hours)

This course builds on the knowledge base for understanding the social welfare system and its relationship to the social work profession provided in SOWK604. Students explore the connection between social problem and policies, obtain concepts and frameworks for analysis of social policies, and develop skills in assessing, analyzing, formulating, influencing, and promulgating social policies which promote well-being, and economic and social justice. The ethical base for policy practice is explored. Special attention is paid to family-policy issues. Prerequisite: SOWK604.

SOWK 608 Social Work Research I (3 credit hours)

This foundation course focuses on the use of quantitative and qualitative research methods for evidence-based practice within professional social work roles. Course content is based on the principles of ethical research protocols, logic, and scientific inquiry. Students will acquire skills needed for building culturally informed practice knowledge and evaluating service delivery across areas of social work through: hypothesis formulation, research design, measurement, sampling, data collection, and analysis. The course emphasizes qualitative designs and the development of interview and focus group protocols for evaluating service delivery. Prerequisites: Majors only.

SOWK 609 Social Work Research II (3 credit hours)

SOWK 609 Social Work Research II (3 credit hours). This course engages students in process and outcome evaluation methods integral to ethical and accountable social work practice with diverse individuals, families, groups, organizations, and communities. Students will integrate client system expertise, theory, and professional literature to acquire and apply skills in practice evaluation design, measurement, sampling, data collection, analysis, and the use of findings to advance practice, policy, and service delivery effectiveness. Prerequisites: Major only.

SOWK 612 Social Work Practice I (3 credit hours)

This course orients students to the value base of social work and the importance of relationship building emphasizing values, ethical and professional behavior, and engagement with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Course content is rooted in family focused and trauma-informed approaches to engagement, rapport building, theory application, self-reflection, ethical decision-making, and professionalism throughout the helping process. Prerequisites: Major only.

SOWK 613 Social Work Practice II (3 credit hours)

This course builds upon the foundation of Social Work Practice I by providing comprehensive instruction in progressive social work practice skills emphasizing implementation of evidence-based practice interventions designed to address the needs of diverse individuals, families, groups, organizations, and communities. This course is grounded in family focused and trauma-informed approaches to interventions, critical evaluation of applied theories, and inter-professional collaboration across areas of social work practice. This course is open to majors only. Prerequisites: SOWK 612.

SOWK 622 Field Education Internship I (3 credit hours)

This is among a sequence of courses in which students integrate course content in: family focused and trauma-informed perspectives; ethical and professional behavior; diversity; human rights and social, economic, and environmental justice; research; policy; engagement; assessment; intervention; and, evaluation into professional social work practice settings. Herein, advanced generalist social work practice is emphasized. This structured learning opportunity requires a minimal of 15-20 hours/week of professional instruction and supervision across diverse micro, mezzo, and macro practice settings. Prerequisites: Majors only.

SOWK 623 Field Education Internship II (3 credit hours)

This is among a sequence of courses in which students integrate course content in: family focused and trauma-informed perspectives; ethical and professional behavior; diversity; human rights and social, economic, and environmental justice; research; policy; engagement; assessment; intervention; and, evaluation into professional social work practice settings. Herein, advanced generalist social work practice is emphasized. This structured learning opportunity requires a minimal of 15-20 hours/week of professional instruction and supervision across diverse micro, mezzo, and macro practice settings. Prerequisites: SOWK 622.

SOWK 640 Human Diversity (3 credit hours)

This course provides students with the understanding of human diversity, utilizing 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 promotes economic and social justice. A systems and ecological framework is maintained, allowing for the incorporation of multi-theoretical models and applications. Focus is on multi-level systems interventions, with attention to policy and research consideration. Prerequisites: Majors only

SOWK 699 Principles of Advanced Social Work Practice with Families (3 credit hours)

This is a three-credit course that prepares the student for entry into the advanced year of the Master of Social Work Program. The course provides the student with a review of important theories, concepts, principles, knowledge, values and skills of generalist practice. The course prepares the student for entry into the concentration of Advanced Social Work Practice with a focus on families.

SOWK 706 Trauma-Informed Policy (3 credit hours)

This course will examine social policy issues in relationship to Trauma Informed Care. Policymaking will be examined at the Federal, state, local and organizational level with an emphasis on how to implement family focused and trauma-informed changes to improve client services through legislation, regulation, funding and organizational policy. Prerequisites: This course is open to majors only; all required 600 level courses. Prerequisites: SOWK 623.

SOWK 717 Family Social Work Practice I (3 credit hours)

Family Social Work Practice I (3 credit hours) This course builds upon the foundation of social work principles, theories, and techniques by exploring the dynamics of diverse contemporary families with an emphasis on the application of trauma-informed and family-focused approaches to engagement and professional behavior. Students develop an understanding of the value of supervision and ethical decision making to explore the impact of one's own vicarious trauma and personal trauma history on their practice. This course emphasizes client engagement through critical examination and application of family constructs that influence individual and family development, family practice theory, and assessment of client trauma histories to facilitate relationships between families, individuals, groups, organizations, and communities. Prerequisites: SOWK 623.

SOWK 719 Family Social Work Practice II (3 credit hours)

Family Social Work Practice II (3 credit hours) This course synthesizes the broad context of family practice learned in Family Practice I into a focused, integrative, intervention framework utilizing a trauma-informed approach to apply various family practice models. Students learn to effectively employ evidenced-based, family focused, and trauma-informed practice interventions with individuals, families, groups, organizations, and communities commonly encountered by social work practitioners. This course uses human behavior theory, a resiliency approach, and the application of specific therapeutic models to understand how trauma history influences interventions and their outcomes. Prerequisites: SOWK 717.

SOWK 722 Field Education Internship III (3 credit hours)

This is among a sequence of courses in which students integrate course content in: family focused and trauma-informed perspectives, ethical and professional behavior, diversity, human rights and social, economic and environmental justice, research, policy, engagement, assessment, intervention, and evaluation into professional social work practice settings. Herein, advanced specialized family focused, trauma-informed social work practice is emphasized. This structured learning opportunity requires a minimum of 250 hours of professional instruction and supervision across diverse micro, mezzo, and macro practice settings, assessment; intervention; and, evaluation into professional social work practice settings. Prerequisites: SOWK623.

SOWK 723 Field Education Internship IV (3 credit hours)

This is among a sequence of courses in which students integrate course content in: family focused and trauma-informed perspectives, ethical and professional behavior, diversity, human rights and social, economic and environmental justice, research, policy, engagement, assessment, intervention, and evaluation into professional social work practice settings. Herein, advanced specialized family focused, trauma-informed social work practice is emphasized. This structured learning opportunity requires a minimum of 250 hours of professional instruction and supervision across diverse micro, mezzo, and macro practice settings assessment; intervention; and, evaluation into professional social work practice settings. Prerequisites: SOWK722.

SOWK 741 Clinical Practice in Child Welfare (3 credit hours)

This course focuses on the characteristics, strengths and service needs of families and children in the Child Welfare system. It examines and builds policy and practice skills related to family preservation services, child maltreatment, substitute care and permanency planning. The course considers family events within and ecological systems approach and works to build appreciation and sensitivity to various family forms and cultural patterns.

SOWK 742 Psychopathology (3 credit hours)

This course focuses on assessment with, and on behalf of, diverse clients and constituencies by building upon courses in practice, research, policy, human behavior and the social environment, and trauma theory. Students learn and practice differential assessment skills in the context of mental health policy, ethics, and diversity from a family focused and trauma-informed perspective. Emerging best practices of trauma-informed care in mental health are presented equipping students with a strengths based, multi-system, collaborative perspective for assessing, diagnosing, and referring clients with mental health concerns into the current mental health system of care. Prerequisites: SOWK623.

SOWK 743 Addictions Assessment & Treatment for the Individual and Family (3 credit hours)

This course provides a framework for understanding addiction of individuals, impact on family systems, relationships between trauma and addiction, and recovery options when encountering these issues across fields of practice. Course focus is on the description, etiology, assessment, diagnosis, empirically based and pharmacological treatments, and understanding major categories of substance use. Students will also become familiar with the traumatic impact the addiction of one person has on that individual, family, or friends in order to apply trauma-informed care (TIC) principles and provide recovery options for the family. Unique circumstances related to adolescents suffering from their own addiction, as well as the addiction of another will be addressed. Prerequisites: SOWK623.

SOWK 744 Social Work Administration (3 credit hours)

This course will prepare students to develop the skills necessary to manage trauma-informed and family focused human services organizations in an increasingly complex environment of competing values and demands. Topics covered in this course include organizational structure, strategic planning, management of boards of directors in non-profits, personnel management, program development, and clinical supervision techniques. Special attention is given to agency management with reference to human rights, social, economic, environmental and global influences and the development and maintenance of trauma-informed agency culture. Prerequisites: SOWK623 or dual MSW/MBA students.

SOWK 785 Trauma Informed Care for Professionals (3 credit hours)

This course will explore trauma-informed care and practice for helping professionals. Using an interdisciplinary approach, trauma-informed systems, policies, procedures, and practices will be analyzed. Students will use their disciplinary lens to apply trauma theory and trauma informed practice in the creation of discipline specific trauma-informed initiatives. Students will also work in interdisciplinary teams to understand multi-disciplinary collaboration.

SOWK 786 Professional Issues for Direct Service Providers (3 credit hours)

This course will explore professional issues for direct service providers including secondary and vicarious trauma, burnout, compassion fatigue, and the ethical implications of professional impairment. Career sustaining behaviors including growth mindset, maintaining personal and professional growth, effective strategies for self-care and coping with stress, and wellness initiative will be discussed.

SOWK 795 Trauma Theory and Treatment (3 credit hours)

This course will provide an introduction of theoretical frameworks on trauma throughout the life span. An overview of types of trauma and the impacts of trauma on the individual, family, groups, organizations and communities will be examined. Information on treatment methods and evidence-based practices used to address trauma will be provided. This course offers concentration year students the opportunity to be introduced to an overview of the skills necessary to assess, intervene in, and evaluate situations involving trauma and to evaluate outcomes of these interventions. The role of assessing and intervening in situations involving trauma will be examined from several theoretical perspectives. Prerequisites: SOWK623.

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

This course emphasizes cognitive-behavioral treatment (CBT) approaches along with trauma-informed care principles that include diagnostic information, practice-informed research and practice based on research findings when employing interventions targeted to individuals, couples, families, and groups. This treatment model is evidence-based and considered by most experts as the treatment of choice for most mental health problems. Furthermore, CBT has a range of applicability to a wide range of problems and age groups including individuals, couples, groups, and families. This course will examine the fundamental principles of cognitive-behavioral treatment and teach the skills required to implement cognitive-behavioral treatment strategies. Concentration year students will have a chance to review the current evidence-based research on the effectiveness of CBT, understand the theoretical underpinnings of the CBT approach, develop the skills needed for effective implementation of the CBT approach, and practice skills and techniques from the CBT model. Students will learn that trauma-informed evidence based research considers the unique trauma histories of individuals, couples, groups, and families as they build and apply knowledge in the practice of CBT. In addition, students will understand that trauma-informed evidence-based research inquiry in the use of CBT and trauma-informed care principles are compatible and that they must consider the intersection of culture and ethics along with trauma history. Prerequisites: SOWK623.

SOWK 798 Integrative Seminar I (3 credit hours)

This seminar focuses on the integration of the knowledge, value, and the learning experiences of the total MSW program. It prepares and provides the framework for the student's completion of a major competency paper in the following semester, inclusive of content from all social work courses, and centering on a specific population group in a family context. Students have the opportunity to dialogue on professional issues through topical discussions, and examination of students' research activities. Completion of the foundation courses is required.

SOWK 799 Integrative Seminar II (3 credit hours)

This seminar is a continuation of SOWK798, promoting the integration and synthesis of the knowledge, values, and skills of the social work profession, and the total learning of the MSW program. Students complete their research and write their competency paper, centering on a specific population group in a family context, demonstrating theoretical preparation for advanced family practice. There is opportunity to dialogue on social and contemporary practice, and to present their practice frameworks and findings. Completion of foundation courses is required.

SPED 610 Secondary Transition (3 credit hours)

This course introduces the secondary transition process for individuals with disabilities. It includes transition-related: legislation, assessment, planning, and research based instructional strategies designed to teach self-determination and adult independence. Prerequisite: SPED210 and teacher candidacy. Undergraduate students must also have 90 credit hours and permission from instructor or enrollment in the Masters of Special Education program.

SPED 624 Introduction to Dyslexia and Dyslexia Interventions (3 credit hours)

This course examines the topic of dyslexia as a language based learning disability that is neurobiological in origin. The course will compare and contrast the behaviors, characteristics, and brain based processes that typically and atypically developing readers exhibit while listening, speaking, reading, writing, and spelling. Characteristics of effective intervention programs will be examined. Related conditions and assistive technology will also be discussed. Prerequisite: READ major or minor or permission of instructor.

SPED 628 Classroom and School-wide Behavior Management Strategies for Inclusive Settings (3 credit hours)

This is an advanced course that examines school-wide and classroom approaches to managing disruptive behaviors in inclusive settings. It emphasizes current research and effective practice on a continuum from proactive strategies through interventions for managing classroom behavior. Effective elements of school-wide models of classrooms management are examined. This course is designed for students in

special education, or school psychology who are interested in developing a repertoire of classroom and school-wide behavior management strategies.

SPED 695 Graduate Field Experience in Special Education (3 to 6 credit hours)

This graduate field experience provides students with an intensive experience in the instruction of students with disabilities in a public school or alternative setting. Students are responsible for the assessment, planning, instruction, and classroom management of students under the supervision of a certified special educator. Prerequisites: Enrollment in the Masters of Special Education Program, minimum of 18 credits of graduate courses completed, meets PDE clearance requirements.

SPED 710 Seminar in Exceptionalities (3 credit hours)

This course provides advanced study in the identification, prevalence, and learning characteristics of students with exceptionalities, and in legal mandates as well as models for collaborating and coordinating with professionals and families. Appropriate classroom adaptations and accommodations across academic, behavioral, and social areas are identified for each student with a disability.

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

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

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

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

SPED 715 Creating Inclusive Classrooms (3 credit hours)

This course provides advanced study of classroom approaches to managing disruptive behaviors in inclusive settings. It emphasizes current research and effective practice on a continuum from proactive through intervention strategies. The course addresses issues of physical environment, daily routines, rules and appropriate consequences both natural and logical, Prerequisite: SPED 710 or permission of instructor.

SPED 720 Advanced Assessment (3 credit hours)

This course examines formal and informal assessment instruments commonly utilized in Special Education. It provides supervised practice in administering instruments associated with the identification programming process and in developing and using curriculum-based measures for progress monitoring. It enables Special Education teacher-candidates to develop skills in performing relevant assessments and in interpreting and communicating the results. Prerequisites: SPED710.

SPED 725 Seminar in Mild to Moderate Disabilities (3 credit hours)

This course provides study in the identification, learning characteristics, and instructional and behavioral needs of students with mild to moderate disabilities. It allows special education teacher candidates to develop a repertoire of evidence-based individualization instructional strategies. Prerequisite: SPED710 or permission of instructor.

SPED 735 Explicit Instructional Strategies in Special Education (3 credit hours)

This course examines in depth research-validated strategies, and their underlying theories, for planning and implementing instruction appropriate for students with special needs, including English Language Learners. It enables special education graduate students to develop expertise in selecting and designing effective curriculum materials and in planning and delivering specialized explicit instructional strategies. Prerequisites: SPED710 Seminar in Exceptionalities.

SPED 740 Issues Affecting Individuals with Severe Disabilities (3 credit hours)

This course focuses on low-incidence disabilities that include individuals with: physical disabilities, health impairments, cognitive disabilities, pervasive developmental disorder, traumatic brain injury and multiple disabilities. Topics include: conditions, characteristics, education, social and ethical issues. Prerequisite: SPED 710

SPED 745 Language and Literacy-based Instruction in Special Education (3 credit hours)

This course explores atypical development in oral and written language, and the implications for assessment and instruction. It examines the implications of cultural differences for identifying and treating language and literacy problems. It emphasizes the selection of materials and the application of empirically-validated strategies such as direct instruction for teaching reading and written expression to exceptional students. Prerequisite: SPED710.

SPED 750 Behavior Disorders and Positive Behavior Supports (3 credit hours)

This course increases understanding of emotional and behavioral problems in children and adolescents, and explores diverse electronic, text based, and community-based management techniques. It enables Special Education teacher-candidates to develop skills in assessing and analyzing serious behavior problems, in designing and implementing empirically-validated intervention, and in accessing relevant resources. Prerequisite: SPED 710 or permission of instructor.

SPED 755 Collaboration, Partnerships, and IEP Development (3 credit hours)

This course examines the procedures and processes involved in developing Individualized Educational Plans (IEPs) for students with exceptionalities. It emphasizes the critical role of families in the process, and it provides strategies for encouraging active participation by the student, the parents, and relevant school personnel. Through instruction and supervised practice, the course enables Special Education teacher candidates to develop skills in designing and implementing appropriate IEPs. Prerequisite: SPED710, SPED720 or permission of instructor.

SPED 760 Early Intervention and Working with Families (3 credit hours)

This course introduces the field of Early Intervention with a focus on the young child with disabilities and their families; emphasizing the role of family in the collaborative process of early intervention. It includes all aspects of early intervention from history, legislation, service delivery, advocacy, curriculum and evaluation.

SPED 765 Response to Intervention, Progress Monitoring, and Data Management (3 credit hours)

This course provides information and supervised practice in using the Response to intervention model commonly used in Special Education. It addresses multi-level instruction which includes the use of several levels of intervention that increase in duration and intensity over time and is based on individual student's needs. It enables Special Education teacher candidates to develop skills in designing and implementing multi-tiered instructional models.

SPED 770 Autism Spectrum Disorders (3 credit hours)

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

SPED 785 Applied Behavior Analysis (3 credit hours)

This advanced course provides theoretical, legal, and practical foundations for the applications of established behavior management techniques with children and adolescents in schools and other settings. It emphasizes the assessment and analysis of empirically validated interventions for serious behavior problems.

SPED 793 Independent Study (3 credit hours)

This experience is designed to meet the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of Special Education. Prerequisite: consent of the chairperson of the Special Education Department.

SPED 795 Autism Spectrum Endorsement Internship (3 credit hours)

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

TESL 675 Second Language Methodologies (3 credit hours)

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

TESL 700 Assessing English Language Learners (3 credit hours)


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

TESL 790 ESL Field Experience (3 credit hours)

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

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Press date: September, 2020



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