Graduate Catalog
2013 - 2014

MADE IN MILLERSVILLE

Millersville University

SEIZE THE **OPPORTUNITY**

Graduate Catalog

2013-2014

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and Millersville University of Pennsylvania. The University reserves the right to change any provisions or requirements at any time.

P.O. Box 1002
Millersville, PA 17551-0302

(717) 872-3099
www.millersville.edu

GOVERNING BOARDS

COMMONWEALTH OF PENNSYLVANIA

Tom Corbett
Governor

STATE SYSTEM OF HIGHER EDUCATION

Dr. Peter H. Garland, Acting Chancellor

Board of Governors
Guido M. Pichini, Chairman
Marie A. Conley, Vice Chair
Aaron A. Walton, Vice Chair
Richard Alloway II
Rep. Matthew E. Baker
Gov. Tom Corbett
Sara J. Dickson
Laura E. Ellsworth
Rep. Michael K. Hanna
Ronald G. Henry
Vincent J. Hughes
Bonnie L. Keener
Jonathan B. Mack
Joseph F. McGinn
Harold C. Shields
Robert S. Taylor
Ronald J. Tomalis
David F. Wolfe
Sen. John T. Yudichak

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA

Council of Trustees
Michael G. Warfel '84, Chair
Caroline M. Hoffer '77, Secretary
James P. Argires
Gibson E. Armstrong
Julianne Dickson
Robert A. Frick '66, '69M
Kevin F. Harley '86
William B. McIlwaine
John M. Anderson, ex-officio
Olayinka Osibodu
Brian A. Rider '87
Gerald S. Robinson
Dr. Peter H. Garland, Acting Chancellor

TABLE OF CONTENTS

GOVERNING BOARDS 2
UNIVERSITY ADMINISTRATION 4
GRADUATE PROGRAM COORDINATORS 5
INTRODUCTION 7
ACADEMIC INFORMATION 9
- University Calendar 2012-2013 9
- Degrees and Programs 10
- Admission Requirements 12
- Degree Requirements 15
- M.Ed. Professional Core 15
- Certification 15
- Professional Development for Educators 17
- Off-Campus Learning Opportunities 17
- Financial Assistance 17
- Academic Policies 19
- Expenses 25

ACADEMIC PROGRAMS 28
- Art 28
- Educational Foundations 30
- Elementary Education 32
- Language and Literacy Education 32
- Early Childhood Education 32
- Gifted Education 32
- Emergency Management 39
- English 41
- Foreign Languages 45
- History 52
- Integrated Scientific Applications 53
- Leadership For Teaching and Learning 54
- Mathematics 55
- Nursing 59
- Psychology, School Psychology and School Counseling 62
- Social Work 70
- Special Education 74
- Sport Management 78
- Supervisory Certification Program 80
- Technology Education 82

GENERAL INFORMATION 86
- University Services 86
- Special Features and Resources 89
- Routes to Millersville University 90
- Regional Maps 91

UNIVERSITY ADMINISTRATION

President of the University	John M. Anderson, Ph.D.
Provost and Vice President for Academic Affairs	Vilas A. Prabhu, Ph.D.
Associate Provost for Academic Administration	Jeffrey P. Adams, Ph.D.
Assistant Vice President for Academic Services	Minor W. Redmond Jr., M.Ed.
Assistant Vice President for Institutional Planning and Assessment	Lisa R. Shibley, Ph.D.
Interim Dean, School of Education	Helena Tuleya-Payne, Ed.D.
Associate Dean, School of Education	Doyin Coker-Kolo, Ph.D.
Dean, School of Science and Mathematics	Robert T. Smith, Ph.D.
Dean, School of Humanities and Social Sciences	Diane Z. Umble, Ph.D.
Dean, College of Graduate and Professional Studies	Victor S. DeSantis, Ph.D.
Associate Dean, College of Graduate and Professional Studies	Vacant
Vice President for Student Affairs	Aminta Hawkins Breaux, Ph.D.
Vice President for University Advancement	Gerald C. Eckert, M.A.
Vice President for Finance and Administration	Roger V. Bruszewski, M.A.
Executive Deputy to the President/Chief of Staff	James E. McCollum, Ph.D.
Assistant to the President for Social Equity & Diversity	Hiram G. Martinez, M.P.A.

GRADUATE PROGRAM COORDINATORS

Art ..... Shauna Frischkorn, M.F.A., Breidenstine Hall
Shauna.Frischkorn@millersville.edu, 872-3310

Early Childhood Education ..... Marcia Nell, Ph.D., Stayer Hall
Marcia.Nell@millersville.edu, 871-2170

Elementary Education ..... Kazi I. Hossain, Ed.D., Stayer Hall
Kazi.Hossain@millersville.edu, 871-2265

Emergency Management ..... Sepideh Yalda, Ph.D., Caputo Hall
Sepi.Yalda@millersville.edu, 872-3293

English ..... Dominic Ording, Ph.D., Hash Building
Dominic.Ording@millersville.edu, 871-2179

Foreign Languages ..... Christine Gaudry-Hudson, Ph.D., McComsey Hall
Christine.Gaudry-Hudson@millersville.edu, 872-3663

Gifted Education ..... Kimberly S. Heilshorn, Ed.D., Stayer Hall
Kimberly.Heilshorn@millersville.edu, 871-5146

History ..... Clarence Maxwell, Ph.D., McComsey Hall
Clarence.Maxwell@millersville.edu, 871-2381

Integrated Scientific Applications ..... Richard D. Clark, Ph.D., Caputo Hall
Richard.Clark@millersville.edu, 872-3930

Language and Literacy Education ..... Judith K. Wenrich, Ed.D., Stayer Hall
Judith.Wenrich@millersville.edu, 872-3395

Leadership for Teaching and Learning ..... Tiffany Wright, Ed.D., Stayer Hall
Tiffany.Wright@millersville.edu, 872-3381

Mathematics ..... Janet A. White, Ph.D., Wickersham Hall
Janet.White@millersville.edu, 872-3957

Nursing ..... Deborah T. Castellucci, Ph.D., Caputo Hall
Deborah.Castellucci@millersville.edu, 871-5341

Clinical Psychology ..... Claudia Haferkamp, D.Ed., Byerly Hall
Claudia.Haferkamp@millersville.edu, 872-3826

School Psychology ..... Amelia Lopez, Ph.D., Byerly Hall
Amelia.Lopez@millersville.edu, 872-3085

School Counseling ..... Nadine Garner, Ed.D., Byerly Hall
Nadine.Garner@millersville.edu, 872-3097

Social Work ..... David H. Johnson, Ph.D., McComsey Hall
David.Johnson@millersville.edu, 871-5893

Special Education ..... Thomas J. Neuville, Ph.D., Stayer Hall
Thomas.Neuville@millersville.edu, 871-4880

Sport Management ..... Rebecca J. Mowrey, D.P.E., Pucillo Gymnasium
Rebecca.Mowrey@millersville.edu, 872-3794

Technology Education ..... Scott A. Warner, Ed.D., Osburn Hall
Scott.Warner@millersville.edu, 872-3365

Introduction

INTRODUCTION

THE UNIVERSITY

Innovation in education is the philosophy of Millersville University. Established in 1855, the University formally began offering master's degree programs in 1959, but prior to that time was involved in graduate education for the Commonwealth. In 1982, the Pennsylvania Legislature passed Senate Bill 506, creating the State System of Higher Education, effective July 1, 1983. On that date, Millersville State College became Millersville University of Pennsylvania.

From its mid-19th-century proportion of one building on seven-and-a-half-acres, Millersville University has grown to a 250-acre campus with more than 60 buildings. The landscaped setting has a central pond set within lawns and gardens. The University's modern research facilities, blended with Romanesque Revival structures and late-Victorian wooden frame houses, reflect its integration of contemporary and classical elements of education. Simultaneously innovative and traditional, this setting encourages close faculty-student relationships as an important component of academic and personal development.

ACCREDITATION

Millersville University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104; phone (267) 284-5000; the Pennsylvania Department of Education; and is approved by the American Association of University Women. Teacher education programs are accredited by the National Council for Accreditation of Teacher Education, and the University is a member of the American Association of Colleges for Teacher Education. The respiratory therapy program is accredited by the American Medical Association Committee on Allied Health Education and Accreditation. The social work program is accredited by the Council on Social Work Education. The music program is accredited by the National Association of Schools of Music. The nursing program is accredited by the National League for Nursing Accrediting Commission. The chemistry program is accredited by the American Chemical Society. The computer science program is accredited by the Computer Science Accreditation Board. The occupational safety and environmental health program is accredited by the Accreditation Board for Engineering and Technology. The industrial technology program is accredited by the National Association of Industrial Technology. The technology education program is in full compliance with the International Technology Education Association/Council on Technology Teacher Education guidelines for technology teacher education. The business administration program is accredited by the Association of Collegiate Business Schools and Programs. The school psychology certification program is accredited by the National Association of School Psychologists. The art program is accredited by the National Association of Schools of Art and Design. The Center for Counseling and Human Development is accredited by the International Association of Counseling Services.

THE COMMUNITY

Millersville is in Lancaster County, the heartland of central Pennsylvania. The adjacent city of Lancaster, a growing metropolitan area, offers extensive shopping centers and excellent restaurants, theaters, and apartment complexes against a backdrop of rich, verdant farmlands. Millersville Borough has blocks of modern residences that share streets with 100-year-old homes; shopping facilities have been constructed without marring the community's essential beauty. The campus is within a two-and-a-half-hour drive of Philadelphia, Baltimore, and Washington, D.C., and a three-and-a-half-hour drive from New York City.

STUDENT BODY

Millersville University enrolled 8,368 students in fall 2012, of whom 944 were graduate students. Graduate students come from several states and foreign countries. The placement and employment rate of graduate students is excellent, exceeding 90 percent in most areas. Education and social service departments devote considerable attention to the placement of graduates. The liberal arts and science departments encourage their graduates to pursue doctoral or research programs.

COMMUNICATING WITH STUDENTS

At Millersville, an important way we keep in touch with our graduate students is through email, and we provide all graduate students with a free Millersville University student email account. Because we use email as an official way of communicating with students, you are required to activate your new Millersville University account and use it regularly, even if you possess another account through Yahoo, Hotmail, AOL or other service. Your Marauder Mail account is automatically generated at the time you register for course work. Your email address is myVilleID@marauder.millersville.edu. To access your account, go to the University's homepage, click on the MyVille link, then click on the Marauder Mail icon. If you need assistance, contact the Help Desk at 871-2371.

The College of Graduate and Professional Studies' website, available at www.millersville.edu/graduate, is an important resource for graduate students containing current news and events information, access to the graduate student forms center, contact information for graduate studies staff and department graduate coordinators, financial assistance and research support and other regularly updated information.

Academic Information

ACADEMIC INFORMATION

UNIVERSITY CALENDAR 2013-2014

FALL TERM 2013

WED	AUG 21	Orientation for new students admitted for Fall 2013 begins
SUN	AUG 25	Orientation for new students admitted for Fall 2013 ends
MON	AUG 26	Fall classes begin
MON	SEP 02	Holiday (no classes)
FRI	OCT 11	Fall recess begins after last class
WED	OCT 16	Fall recess ends at 7:00 a.m.
FRI	OCT 25	Homecoming Weekend
SAT	OCT 26	Homecoming Weekend
FRI	NOV 01	Family Symposium
SAT	NOV 02	Family Symposium
TUE	NOV 26	Thanksgiving recess begins after last class
MON	DEC 02	Thanksgiving recess ends at 7:00 a.m.
MON	DEC 09	Last day of classes
TUE	DEC 10	
	through	Evaluation period (special class schedule)
SAT	DEC 14	
SUN	DEC 15	Baccalaureate Commencement; End of fall term

WINTER TERM 2014

MON	DEC 16	Winter classes begin
MON	JAN 20	Holiday (no classes)
SUN	JAN 26	Winter classes end after last final examination

SPRING TERM 2014

TUES	JAN 21	Spring classes begin
MON	MAR 17	Spring recess begins at 7:00 a.m.
MON	MAR 24	Spring recess ends at 7:00 a.m.
SAT	MAY 03	Honors & Awards
TUES	MAY 06	
	through	Evaluation period (special class schedule)
FRI	MAY 9	
FRI	MAY 9	Graduate Studies Commencement
SAT	MAY 10	Baccalaureate Commencement; End of spring term

SUMMER 1 TERM 2014

MON	MAY 12	Summer 1 classes begin
MON	MAY 26	Holiday (no classes)
FRI	JUN 06	Summer 1 classes end

SUMMER 2 TERM 2014

MON	JUN 09	Summer 2 classes begin
FRI	JUL 04	Holiday (no classes)
FRI	JUL 11	Summer 2 classes end

SUMMER 3 TERM 2014

MON	JUL 14	Summer 3 classes begin
FRI	AUG 15	Summer 3 classes end

FALL TERM 2014

MON	AUG 25	Fall classes begin

DEGREES AND PROGRAMS

The graduate programs at Millersville University are designed to provide opportunities for post-baccalaureate students to pursue scholarly and research activity, and to obtain knowledge in an advanced field of study. Graduate programs are offered in the following areas:

MASTER OF ARTS

English

Foreign Languages
- French
- German
- Spanish

History

MASTER OF EDUCATION

Art

Early Childhood Education

Elementary Education

English

Foreign Languages
- French
- German
- Spanish

Gifted Education

Language and Literacy Education

Leadership for Teaching and Learning

Mathematics

School Counseling

Special Education

Sport Management

Technology Education

MASTER OF SCIENCE

Emergency Management

Integrated Scientific Applications

Nursing

Psychology

MASTER OF SOCIAL WORK

Social Work

POST-MASTER'S CERTIFICATE

Family Nurse Practitioner

Nursing Education

POST-MASTER'S CERTIFICATION

Elementary and Secondary Counseling

Principalship

School Psychology

SUPERVISORY CERTIFICATION

Art Education
Communication (English)
Curriculum and Instruction
Elementary Education
Foreign Languages
Mathematics
Music Education
Reading Education
School Guidance Services
School Health Services
School Psychological Services
Science
Social Studies
Special Education
Technology Education

POST-BACCALAUREATE CERTIFICATE

Gifted Education
Respiratory Care Therapy

POST-BACCALAUREATE CERTIFICATION PROGRAMS

Art (K-12)
Biology (7-12)
Chemistry (7-12)
Early Childhood (PreK-4)
Earth and Space Science (7-12)
Education Specialist—School Nurse (requires a bachelor's degree)
English (7-12)
French (K-12)
German (K-12)
Mathematics (7-12)
Music (K-12)
Program Specialist—English as a Second Language (requires an existing Instructional I certification)
Physics (7-12)
Reading Specialist (K-12) (requires an existing Instructional I certification)
Social Studies (7-12)
Spanish (K-12)
Special Education (PreK-8) (requires an existing Instructional I certification in a PreK-8 area)
Technology Education (K-12)

Please note: Instructional I certification programs will be changing due to 49-2 regulations mandated by the Pennsylvania Department of Education.

ADMISSION REQUIREMENTS

ADMISSION POLICY

Admission to a graduate program is granted without regard to race, color, national origin, gender, ancestry, age, handicap, marital status, lifestyle or religious creed. Admission decisions are based on the applicant's academic abilities and professional disposition reflected in a record sufficiently strong to support confidence that the applicant can participate effectively in the graduate community.

ADMISSION TO A MASTER'S DEGREE PROGRAM

(See the appropriate Academic Program section for additional criteria.)

Admission decisions are based upon a combination of factors that include grade point average; official recommendations from those able to critically assess an applicant's ability to succeed in a graduate program; a written statement of goals; standardized test scores; academic preparation for work in the proposed field; the applicant's interests as matched with those of faculty; and, where appropriate, a successful interview.

REGULAR ADMISSION

To be eligible for regular admission, an applicant must have earned a bachelor's degree from a regionally accredited four-year college or university in the United States or equivalent from a similar institution abroad. The applicant must demonstrate, in the opinion of the faculty and the dean of the College of Graduate and Professional Studies, the ability to successfully complete a master's degree and must have achieved at least a 2.75 undergraduate grade point average in all course work attempted (unless otherwise specified by the academic program).

PROBATIONAL ADMISSION

Applicants who do not meet the minimum admission requirements, but who show promise of success in a graduate program, will be considered for admission. Such applicants may be admitted on a probational status, based on the departmental recommendation and a favorable review by the dean of The College of Graduate and Professional Studies. Applicants admitted on probational status will have conditions clearly stipulated in an offer of admission letter.

Upon satisfying the probational conditions—and with the favorable recommendation of the department and with the graduate dean's concurrence—the student will be fully admitted and allowed to continue toward degree candidacy. If the student is unable to achieve a 3.0 grade point average, he/she will be dismissed from the program.

APPLICATION PROCEDURE

Prospective students may apply electronically by visiting the Millersville College of Graduate and Professional Studies website at www.millersville.edu/graduate/admissions. For an application to be considered complete, the following must also be submitted:

1. A nonrefundable application fee of $40 payable at the time of submission of the electronic application *(application fee may be paid by check, American Express, Visa, MasterCard, or Discover through the electronic application portal)*.
2. Official copies of all undergraduate transcripts and official transcripts of any previous graduate work *(it is not necessary to send Millersville University transcripts)*.
3. Three official recommendation forms submitted by professors or others capable of assessing the applicant's potential for success in a graduate program. Academic or supervisory/professional recommenders are preferred.
4. A written statement of academic and professional goals.
5. If required, an official score report for the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT) or the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). See the *Admissions Testing* section for testing requirements by program.
6. Pennsylvania Public School Code requires updated background checks for employees and all persons who come into direct contact with children. All students, including M.Ed., supervisory, nondegree and post-baccalaureate candidates, must submit TB test and current criminal background clearances defined as being within one year of the issue date and extending through the duration of the field placement for any class requiring field experience.
7. Any additional information required by the specific department. Applicants should refer to the appropriate *Academic Program* sections of this catalog for additional individual program admission requirements.

APPLICATION TIMELINES

School Counseling, School Psychology, Clinical Psychology, Special Education and Master of Science Nursing/Nurse Educator have application deadlines as follows:

- January 15 for admission beginning summer/fall.
- June 1 for admission beginning fall (on a space-available basis) for those who have missed the January 15 deadline.
- October 1 for admission beginning winter/spring.

The Master of Social Work degree program accepts applications for summer only; the deadline date is February 1.

The Master of Science in Nursing/FNP degree program accepts applications for fall only; the deadline date is January 15.

All other graduate programs take applications on a rolling basis (i.e., no official deadline). However, applicants should use the stated deadlines above as a target. Applications take approximately four to six weeks for processing, so late appplications may be considered for the following se-

mester. Applicants admitted late on the rolling cycle may miss early course registration and not get their preferred courses in their first semester.

Admission to a master's degree program is contingent on the recommendation of the department in which the student proposes to study. After reviewing the application and supporting materials, the department may recommend regular or probational admission to a degree program. If the department recommends probational admission, the conditions shall be clearly stipulated. In either case, the applicant will be notified of admission status by the College of Graduate and Professional Studies.

ADMISSIONS TESTING

Applicants for some degree programs are required to submit official score reports from an appropriate standardized test. Please note that scores for any test should not be more than five years old at the time of application. Minimum score requirements can be found in the academic program section for specific programs. Test requirements by program are as follows:

Art (M.Ed.)	None
Early Childhood Education (M.Ed.)	None
Elementary Education (M.Ed.)	GRE or MAT
Emergency Management (M.S.)	GRE or MAT only if GPA is lower than 2.75
English (M.A. & M.Ed.)	GRE or MAT
Foreign Languages (M.A. & M.Ed.)	ACTFL Spanish, German, French (OPI and WPT)
Gifted Education (M.Ed.)	GRE or MAT (only if GPA is lower than 3.0)
History (M.A.)	GRE (only if GPA is lower than 2.85)
Integrated Scientific Applications (M.S.)	GRE, MAT or GMAT (only if cumulative GPA is lower than 3.0)
Language & Literacy Education (M.Ed.)	GRE or MAT (only if GPA is lower than 3.0)
Leadership for Teaching and Learning (M.Ed.)	GRE or MAT
Mathematics (M.Ed.)	None
Nursing (MSN)	None
Psychology (M.S.) School, Clinical	GRE
School Counseling (M.Ed.)	GRE
Social Work (M.S.W.)	GRE or MAT (only if cumulative GPA from all credits is lower than 2.8)
Special Education (M.Ed.)	GRE or MAT
Sport Management (M.Ed.)	GRE, MAT or GMAT (only if GPA is lower than 3.0)
Technology Education (M.Ed.)	GRE or MAT (only if GPA is lower than 3.0)

The test score is one of several criteria considered in the admissions process. The score alone is not a basis for denying admission. In cases where the score falls below a departmentally established level, an applicant may be asked to repeat the test.

Information about testing, including test dates, is available through the University's Testing Center online at www.millersville.edu/testcenter. The Test Center is located in Stayer Hall and may be reached at 872-3710.

Applicants are encouraged to become familiar with test formats prior to sitting for the examination. Further information can be obtained in the reference section of Ganser Library.

Applicants possessing a master's degree from a regionally accredited institution do not need to submit standardized admission test scores from the MAT, GRE or GMAT. They must submit an official master's degree transcript in addition to the official baccalaureate degree transcript. Note: A master's equivalency does not suffice for a master's degree.

APPLICATION TO A GRADUATE CERTIFICATE OR CERTIFICATION PROGRAM

Applicants interested in a graduate-level certificate or certification program should consult the appropriate *Academic Program* section for admission requirements that pertain to a specific program. Certification applicants must submit the Graduate Program Admissions Application and applicable supporting documents. See *Application Procedure* section.

APPLICATION AS A NONDEGREE GRADUATE STUDENT

Applicants should seek admission to the nondegree category if they are:

1. undecided about a graduate area of specialization;
2. not interested in a master's degree program;
3. seeking to earn Instructional II teaching certification;
4. interested in a graduate-level workshop, course or seminar; or
5. completing work for transfer to another institution (transient).

Applicants for nondegree studies must have completed a baccalaureate degree from a regionally accredited four-year college or university.

Admission as a nondegree student does not include admission to degree or certification programs. Nondegree students may apply for admission to a degree or graduate-level certification program after having accumulated graduate credits; however, no more than 9 graduate credits, in nondegree status, may be transferred to a degree or graduate-level certification program, subject to departmental approval. Courses for transfer from nondegree status into a program must have received a satisfactory grade, and except in the most extenuating circumstances, no transfer credit will be allowed for work completed more than five years prior to admission to a degree or graduate-level certification program.

It is imperative that applicants consult with the graduate program coordinator from their intended discipline to understand what courses are available to nondegree students.

A nondegree student is permitted to register for any graduate or undergraduate course not restricted by the department.

APPLICATION AS A TRANSIENT STUDENT

Those students desiring to take graduate work for transfer to another institution must, at the time of admission, present a statement from the proper official of the school accepting the work in transfer, indicating their satisfactory graduate student status. Transients must also complete the application for admission as a nondegree student. Further, it is the responsibility of transient students to request, in writing, that a transcript of completed work be forwarded to the appropriate institution.

APPLICATION AS AN INTERNATIONAL STUDENT

Millersville University welcomes applications from prospective international students. In addition to satisfying general admissions requirements as stated on the Graduate Program Admissions Application, international applicants must demonstrate proficiency in the Test of English as a Foreign Language (TOEFL). TOEFL score requirements are 500 on the paper-based test, 183 on the computer-based test or 65 on the Internet-based test. The TOEFL is administered nationally. In lieu of the TOEFL, English language proficiency may be demonstrated by earning a score of "6" or higher on the International English Language Testing System (IELTS) exam.

Applicants possessing a baccalaureate degree earned at a non-U.S. institution must have official academic credentials sent to a recognized credential evaluation service for a course-by-course evaluation. One such service is the World Education Services, Inc., at www.WES.org. The WES ICAP (International Credential Advantage Package) is a service that allows applicants to store their verified academic transcripts with WES and have them delivered to Millersville University together with the credential evaluation report. Applicants who use the WES ICAP service do not need to submit an official transcript to Millersville University from the non-U.S. institution. The WES ICAP service verifies and authenticates the academic transcripts and delivers the transcripts and credential evaluation to Millersville University directly.

Applicants not using the WES ICAP service must submit to Millersville University an official academic transcript in native language (with English translation) in a sealed envelope from the non-U.S. institution.

International applicants must also complete a financial disclosure form, also known as the Source of Funds.

Because of Pennsylvania teacher certification requirements, international applicants may not be admitted to the following programs: gifted education, language and literacy education, special education and technology education.

SEMESTER HOURS

Specific departmental requirements and the student's undergraduate preparation will determine the maximum number of hours for a master's degree; the *minimum* number of semester hours required are as follows:

1. 30 hours of approved graduate work beyond a bachelor's degree, including a thesis or research project; or
2. 33-60 hours of departmentally approved graduate work of an extended course sequence.

Students should consult with their adviser and discuss the specific program requirements in the *Academic Programs* section to ascertain the semester hours required in a particular degree program.

RESEARCH OPTION

The specific regulations pertaining to the research report and/or thesis are determined by the dean of the College of Graduate and Professional Studies and the student's major department.

NONRESEARCH OPTION

Selected programs permit students to complete an extended course sequence (33-60 credits) in lieu of the thesis or research project.

RESIDENCY REQUIREMENT

Students must complete a minimum of two-thirds of their graduate degree or certification program at Millersville University in order to meet residency requirements.

TIME LIMIT

Work for the degree may be pursued over several years, which need not be in succession but must be concluded within a five-year period. The five-year period begins the semester a student is accepted into a degree program. A re-evaluation of course work taken prior to admission to a degree program and an extension of time, usually an additional year, beyond this five-year limit may be granted by the dean of the College of Graduate and Professional Studies at the request of the student and upon the recommendation of the adviser and graduate program coordinator.

SECOND MASTER'S DEGREE

Students interested in earning a second master's degree at Millersville in the same field must meet all course requirements for the second degree and complete no fewer than 24 semester hours of approved course work beyond the requirements for the initial degree.

DEGREE CANDIDACY REVIEW

THE PROCESS

Degree candidacy is a screening and advising process. Students are expected to apply to their respective departments for admission to degree candidacy at the earliest possible time. It is the student's responsibility to initiate the candidacy review process within the required semester-hour limitation. See the *Academic Programs* section for specific degree candidacy requirements.

The effectiveness of the candidacy process is diminished if a student continues beyond the required semester-hour limitation without undertaking the candidacy evaluation. One of the functions of the evaluation is to identify areas of study that may need to be strengthened through specific courses or projects during the remainder of the degree program. If a student does not schedule the evaluation within the stated limit, more semester hours may be required in order to strengthen competency(ies) identified in the review process.

DEGREE REQUIREMENTS

DEPARTMENTAL REQUIREMENTS

Each department describes the specifics of its degree candidacy process. The general evaluation is based on: 1) the student's performance in graduate study to date; 2) in certain departments, the results of a departmental examination; and 3) other criteria appropriate to the field as determined by the department.

If a student is unsuccessful in the initial attempt to earn degree candidacy, he/she may petition the department for a second evaluation. Prior to the second attempt, the student must be advised by the department of the areas in which performance was deficient and of any other factors that were considered in the denial of the student's admission to degree candidacy. The results of the candidacy evaluation will be forwarded to the College of Graduate and Professional Studies.

The final phase of the candidacy process is the development of a program of study for the remaining requirements in the degree program. This program of study should be developed in consultation with an adviser, and copies should be filed in the department.

M.ED. PROFESSIONAL CORE

Master of Education degree programs are designed to enable the student to become highly skilled as a professional practitioner in education. Each M.Ed. curriculum includes a component in the respective subject matter (e.g., art, elementary education, English, etc.) and a common set of courses in the philosophical, psychological and sociological principles involved in teaching and learning.

The professional core is intended to support candidates to acquire the knowledge, skills and dispositions of the Professional Education Unit and the conceptual framework, Communities of Learners. *Thus, core courses should be scheduled early in a student's program.*

Professional Core Requirements:

3 courses (9 credits)

Required Courses

1. EDFN 601 Methods of Research (3)
2. One of the following:

- PSYC 525 Advanced Developmental Psychology (3)
- PSYC 526 Advanced Adolescent Psychology (3)
- EDFN 545 Advanced Educational Psychology (3)
- PSYC 625 Human Growth and Development (3)

3. One of the following:

- EDFN 511 Comparative Education (3)
- EDFN 590 Social Foundations of Education (3)
- EDFN 603 Philosophy of Education (3)
- EDFN 604 Education and Public Policy (3)

FACULTY AND COURSE DESCRIPTIONS

Faculty in the educational foundations and psychology departments teach the professional core courses. For descriptions of courses with the "EDFN" prefix, see *Educational Foundations* in the *Academic Programs* section; courses with the "PSYC" prefix are listed under *Psychology, School Psychology,* and *School Counseling* in the same section.

CERTIFICATION

Admission and program requirements for the certification programs in post-master's, supervisory administrative and reading specialist areas are included in the respective *Academic Program* sections of this catalog. Other certification programming, including initial (Instructional I) and additional teacher certification through programs of post-baccalaureate study, is addressed below.

In 2007, the Pennsylvania State Board of Education mandated changes that affect all state post-baccalaureate teacher certificate programs and all programs that prepare other educators by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners.

Although these regulatory changes became effective on September 22, 2007, programs have to be redesigned and successfully pass through institutional processes and PDE approval prior to full implementation. Therefore, additional program requirements will be developed and incorporated into your certification or educator program to comply with new regulations from the Pennsylvania Department of Education.

Post-baccalaureate certification programs are currently offered in the following areas:

Art (K-12)

Biology (7-12)

Chemistry (7-12)

Early Childhood (PreK-4)

Earth & Space Science (7-12)

Education Specialist—School Nurse (requires a bachelor's degree)

English (7-12)

French (K-12)

German (K-12)

Mathematics (7-12)

Music (K-12)

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

Physics (7-12)

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

Social Studies (7-12)

Spanish (K-12)

Special Education (PreK-8) (requires an exisiting Instructional I certification in a PreK-8 area)

Technology Education (K-12)

Please note: Instructional I certification programs will be changing due to 49-2 regulations mandated by the Pennsylvania Department of Education.

ESL CERTIFICATE

Millersville University is an approved provider of a Program Specialist-ESL certificate program. Persons who have a valid Pennsylvania Instructional I or Instructional II certificate and have enrolled in and completed the Millersville University ESL program are eligible to receive ESL add-on certification from the Pennsylvania Department of Education.

ADMISSION

The deadlines for filing an application to the Special Education post-baccalaureate certification program are January 15 for summer and fall semesters and October 1 for winter and spring semesters. Admission decisions for Special Education are made only at these times.

Applications for admission to post-baccalaureate programs in departments other than Special Education will be considered after the January 15 and October 1 deadlines. However, applying by those deadlines assures a better selection of courses.

Each certification applicant must submit a completed Graduate Studies Admissions Application and supporting credentials to the College of Graduate and Professional Studies. In conformance with Pennsylvania Commonwealth regulations, these will be reviewed by qualified School of Education officials. The number, type and level of courses required of individuals seeking post-baccalaureate certification will depend upon the academic and professional background of each applicant. As a generalization of requirements, most certification applicants will need to complete at least the Education Blocs of course work, consisting of 15-18 semester hours, plus 12 semester hours of Student Teaching (one full semester). Requirements in the specialty areas will vary from applicant to applicant as a result of each individual's application and transcript review; therefore no other general curriculum can be noted here. Questions concerning Pennsylvania Commonwealth regulations governing certification should be directed to the Certification Office, 872-3816.

Applicants seeking admission to certification programs with an incoming GPA between 2.0 and 2.99 will have to complete the Teacher Certification Access Track (TCAT). Under this provisional status, students must earn a GPA of 3.0 or higher in each of four graduate courses comprising the TCAT requirements. Additionally, students may need to meet additional requirements before they will be granted full admission to the post-baccalaureate certification program. Individual requirements will be outlined in the student's letter of admission.

TEACHER CERTIFICATION TESTING

All Millersville University students who complete the requirements for an initial teacher education certificate through a master's degree—or an approved program of post-baccalaureate or postgraduate studies—will be required to take specialty area tests before receiving the certificate. Official test scores must be received by Millersville University directly from the testing agency.

Mandated by the State Board of Education, Commonwealth of Pennsylvania, these tests must be passed to qualify for Instructional or other Professional Personnel Certificates.

INSTRUCTIONAL I CERTIFICATION

Instructional I certification is required for entry into a teaching position in Commonwealth of Pennsylvania schools.

Applicants interested in earning teacher certification, whether in addition to certification obtained through an undergraduate teacher education program or as a supplement to a liberal arts baccalaureate program, should contact the Certification Office, 872-3816.

INSTRUCTIONAL II CERTIFICATION

Requests for Instructional II certification are made directly by in-service teachers to the Pennsylvania Department of Education at 333 Market Street, Harrisburg, PA 17126-0333; 787-3356.

Those planning to satisfy continuing professional education requirements at the graduate level are encouraged to consider a master's degree program. Through academic advisement and careful development of a program of study, teachers can simultaneously pursue certification and a master's degree.

Teachers interested in completing Instructional II certification requirements at the graduate level must contact the College of Graduate and Professional Studies for admission information.

EDUCATIONAL SPECIALIST I CERTIFICATION (PROVISIONAL)

Educational Specialist I certification is required for entry into guidance and school psychology positions in Commonwealth of Pennsylvania schools. An Educational Specialist II certificate is acquired through the recommendation of the school district superintendent.

SUPERVISORY CERTIFICATION

Refer to the *Supervisory Certification Program* section in this catalog.

PROFESSIONAL DEVELOPMENT FOR EDUCATORS

In addition to offering graduate degree programs, Millersville University also offers graduate-level professional development opportunities to educators. Through workshops, institutes and customized in-service opportunities, Millersville University faculty provide timely professional development options of the highest quality for Pennsylvania's educators. Our offerings meet the needs of educators by providing a theoretical base and practical strategies to take back to the classroom. The various options provided are offered on-campus, on-site at districts and intermediate units, and via technology—either all online or a blended mix of online and face-to-face meetings. For more information about professional development opportunities for educators, please contact the College of Graduate and Professional Studies at 872-3030 or at profdev@millersville.edu, or visit the website at www.millersville.edu/graduate/programs/educators.

OFF-CAMPUS LEARNING OPPORTUNITIES

MARINE SCIENCE CONSORTIUM

Millersville is the founder and full senior partner of the Marine Science Consortium, consisting of 15 participating colleges and universities. The Consortium operates a marine station at Wallops Island, Virginia. It has several seagoing vessels and land laboratories with modern oceanographic equipment. It provides living facilities for students and staff at the center.

Four sessions of three weeks each are offered during the summer. The Consortium's brochure and additional information on the program can be obtained by inquiring at the Department of Earth Sciences, 872-3289, or www.millersville.edu/academics/scma/esci/index.php or www.msconsortium.org.

INTERNATIONAL PARTNERSHIPS

INTERNATIONAL STUDY OPPORTUNITIES THROUGH MILLERSVILLE'S INTERNATIONAL PARTNERS

Graduate students at Millersville University have access to programming offered at Millersville University's international partners through our collaborative agreements. Where programmatically appropriate, we encourage Millersville University students to consider course work, seminars or other opportunities offered through our partners.

FINANCIAL ASSISTANCE

Financial assistance is available to graduate students via graduate assistantships, student loans and campus employment.

ASSISTANTSHIPS

Graduate assistantships are awarded on a competitive basis for a nine-month period to students admitted into a master's degree program and are renewable for one year. Remuneration for graduate assistants includes a stipend and waiver of tuition only, up to a maximum of 24 graduate credits per calendar year. First-year full-time graduate assistants receive $5,000/year ($2,500/semester), and second-year full-time graduate assistants receive $5,400/year ($2,700/semester). Full-time graduate assistants work 300 hours per semester in their assignment. Current assistantship assignments include most of the departments offering graduate-degree programs. Other academic and administrative support assignments are available. Graduate assistantship assignments, which are awarded for fall and spring semesters only, vary but may include research, counseling and administrative responsibilities. Interested students should visit the College of Graduate and Professional Studies website at www.millersville.edu/graduate for information and access to the application. In order to receive full consideration, applications should be received no later than February 1 for the following fall semester.

LOANS

FEDERAL DIRECT STAFFORD LOANS (UNSUBSIDIZED)

A graduate student may borrow up to $20,500 per academic year via the Federal Direct Unsubsidized Loan Program. Certification students may borrow up to $12,500 per academic year via the Federal Direct Unsubsidized Loan Program. The loan may not exceed educational costs or the maximum loan limits, whichever is less. The applicant is required to complete the Free Application for Federal Student Aid (FAFSA) in order to apply for the loan. This form is available online at www.fafsa.ed.gov. ***Please note:*** *If you are receiving a graduate assistantship, the amount of the tuition waiver is included in calculating Stafford Loan eligibility. As a result, your loan may be adjusted.*

SCHOLARSHIP SEARCHES

Scholarship searches are available on the Office of Financial Aid home page at www.millersville.edu/finaid.

CAMPUS EMPLOYMENT

Campus jobs, other than graduate assistantships, are available. Information regarding job opportunities can be obtained from the Office of Career Services and Office of Student Payroll.

SCHOLARSHIPS

James C. Atty Memorial Scholarship
James C. Atty, professor of counselor education from 1963-76, has provided a monetary award to be presented annually to a student enrolled in the counselor education program and selected by the department on the basis of financial need and potential as a counselor. The recipient is selected by the Graduate Coordinator of School Counseling.

Lt. Col. M. Jo Ann Cashman Scholarship
Awarded to a student enrolled in a nursing curriculum and in good academic standing. Preference may be given, but is not limited, to students who are in financial need.

Aimee Decker Scholarship
Awarded to a deserving Millersville University student who is in good academic standing and has financial need as determined by the Director of Financial Aid.

Distinguished Graduate Fellows Award
This endowed fund is supported by faculty, alumni and friends of Millersville University's graduate program and is awarded to a Pennsylvania resident studying full-time in a master's degree program. Recipients shall be chosen based on merit as demonstrated by undergraduate GPA and the successful completion of an internship. Financial need may be considered. The fellowship may be renewed for a second year, provided the student remains a full-time graduate student in good academic standing.

Betty Finney Scholarship Endowment
Awarded to a full-or part-time graduate student in the field of Clinical Psychology who demonstrates a deep sense of compassion, understanding and keen sensitivity to those in need. The recipient student should have experience in community and/or volunteer service, with credit given for community-based research. If no such student in Clinical Psychology is chosen, a full-or part-time graduate student in the field of School Psychology or School Counseling will be considered. The award is renewable and financial need is a consideration. A personal statement and two letters of recommendation are required each year.

Forty Et Eight Scholarships
The Forty Et Eight scholarships are awarded to students who are in pursuit of the Bachelor of Science in Nursing, the Master of Science in Nursing or the Nurse Practitioner Certificate option. The student should demonstrate intent to be active in practice upon successful completion of their educational program. The award(s) will be made on the basis of academic potential and financial need as determined by the nursing faculty.

Graduate Student Social Work Organization Award
Awarded to a graduating member of the Graduate Student Social Work Organization for service to the organization, the University and the community. Recipient must have attained a cumulative QPA of at least 3.5.

Luelle Hamilton Memorial Scholarship
An endowment scholarship in memory of Dr. Luelle Hamilton, D.O., is a monetary award presented annually to a graduate nursing student who will be pursuing multidisciplined alternative methods of healing, including the use of herbs. This recipient will also receive a copy of the *Fullness of Joy* by Dr. Hamilton as long as copies are available.

Esther Kilheffer Scholarship
Awarded to worthy students as determined by the University President or his designee.

Jack Loose Sons of the Revolution American History Research Award
Awarded to a junior, senior or graduate student who is pursuing current research on the American Revolution. First preference will be to a student whose research focuses on the American Revolution in Lancaster County. An application is required. The recipient is selected by the history department, after an initial review by the Lancaster County Chapter, Pennsylvania Society of Sons of the Revolution.

Anna McConnell Special Education Award
Anna McConnell received her master's degree in special education in 1974 at the age of 65. To recognize her significant achievement, her legacy of fostering education and personal growth in challenged youth, and to encourage others to follow in a similar path, her family established a monetary award presented annually to a student pursuing a master's degree in special education. The recipient must be a nontraditional student who is in good academic standing and has financial need. The recipient is selected by the chair of the Department of Special Education.

Helen R. Metzler Graduate Reading Award
Helen R. Metzler, associate professor of education emerita, 1969-77, has provided a monetary award presented annually to a graduate student who has completed reading specialist certification and who has shown excellence in classroom performance as well as through knowledge and application of reading technique. The applicant must have completed all certification courses at Millersville. The recipient is selected by the Departmental Honors and Awards Committee of the Department of Elementary and Early Childhood Education.

African-American/Latino Alumni Scholarship Keith S. Mills Graduate Student Education Resource Award
Awarded to an African-American/Latino graduate student with a minimum GPA of 3.0 with 12 or more graduate credits as of the date of application.

Kurtz J. & Mary A.C. Mock Memorial Scholarship
Florence E. Mock, class of '27, has provided a monetary award presented annually to a female student enrolled in the curriculum and instruction certification program who possesses either a bachelor's or master's degree from Millersville University, has earned a GPA of 3.0, and demonstrates superior leadership qualities in service to the University and/or to the profession either as an undergraduate or graduate student. The recipient is selected by the Departmental Honors and Awards Committee of the Department of Elementary and Early Childhood Education.

Award for Outstanding Graduate Assistant in Residence Life
Awarded annually to a first-year Housing & Residential Programs Graduate Assistant who has demonstrated outstanding service to resident life.

Dr. Eugene K. Robb Scholarship

This endowed scholarship, in memory of Dr. Eugene K. Robb, dean of the graduate school from 1959-68, is a monetary award presented annually to a graduate student in the field of education on the basis of academic achievement and contributions to the field of education. The recipient is selected by the Academic and Cultural Enrichment Committee.

Dr. Nathan C. Schaeffer Memorial Scholarship

Awarded to a financially needy student who is enrolled in an undergraduate or post-baccalaureate education program or who is an education major. Recipient must have a 2.5 QPA and be a Lancaster County resident.

Margaret K. Shenk Nursing Scholarship

Awarded to nursing students from Lancaster County who successfully complete two semesters of the nursing degree program. Financial need shall be considered.

Dr. Joyce Scout Smedley and William E. Smedley Scholarship in memory of Arthur and Anna Scout and Willam P. and Mary Kathryn Smedley

This scholarship is awarded to a graduate student in the school counseling program. The scholarship is to be primarily merit based, with consideration of financial need, for graduate students who have demonstrated potential as a school counselor. The scholarship may be renewed for up to four additional semesters upon recommendation of the school counseling faculty.

Daisy K. Spangler Memorial Award

Daisy K. Spangler, class of '63 and associate professor of education emerita, 1968-78, has provided an annual award in the form of a bond by the Beta Omicron Chapter of Pi Lambda Theta to a graduate student in elementary education with a GPA of 3.5 or higher and who has had successful teaching experience. The recipient is selected by the Departmental Honors and Awards Committee of the Department of Elementary and Early Childhood Education.

Richard Cecil Todd and Clauda Pennock Todd Graduate Fellowship

Awarded as a fellowship within the graduate school. The fellowship recognizes and encourages excellence in scholarship, research and/or writing among graduate students.

Class of 1916/R. Bruce Walter Scholarship

Awarded for an academic scholarship as determined by the University President or his designee.

Janet Wood Memorial Scholarship

Janet Wood, class of '26, provided a cash award presented to graduate and undergraduate students (may be part-time) enrolled as education majors and/or seeking teacher certification. The recipients must have a 3.5 GPA and have advanced professional standing or admission to degree candidacy. This award may be renewed for a total of four semesters if the student is in good academic standing. Recipient is selected by the Academic and Cultural Enrichment Committee.

ACADEMIC POLICIES

STUDENTS' RIGHTS AND RESPONSIBILITIES

Upon admission to a graduate studies program, the student assumes responsibility for knowing program requirements and following established procedures. Conversely, the student has the right to expect that all program requirements will be made clear and that all course requirements, including grading criteria and procedures, will be made known. The student has the right to instruction that encourages the free and open discussion of ideas and which respects reasonable student needs and aspirations. It is the student's responsibility to contribute to a classroom decorum and atmosphere that encourage maximum learning. Further, each student is entitled to academic advisement but must initiate the advisement process by scheduling appointments with either the graduate program coordinator in the case of degree admission, or with the dean of the College of Graduate and Professional Studies in the case of nondegree admission status.

ADVISEMENT

Each student is assigned a faculty advisor upon admission to a graduate program. It is the student's responsibility to initiate contact with an advisor to develop an initial program of study and to meet with him/her prior to each registration period. It is the responsibility of the advisor to provide academic counseling in light of program requirements and the student's personal and professional goals.

ACADEMIC STANDING

Graduate degree students are required to maintain a 3.0 grade point average. A student who fails to meet the scholarship standards may be dismissed from a graduate degree program. If a student falls below a 3.0 average, he/she will be placed on probation. Failure to raise the grade point average to a minimum of 3.0 during the next semester in which the student is enrolled will result in dismissal from graduate studies at Millersville University. (Summer is considered a semester.)

Graduate students who earn two grades of C+, C, or C-, or any combination thereof, will receive an academic warning, regardless of GPA. Earning a third grade of C+, C, or C- will result in academic dismissal regardless of GPA. This includes any courses which have been repeated and replaced with a higher grade. A C+, C, or C- grade earned at Millersville University may not be made up at another institution of higher learning for the same course.

A graduate student earning an F grade in any course will be dismissed from graduate study at Millersville University. An F grade earned at Millersville University may not be made up at another institution of higher learning for the same course.

Individual departments may have scholarship requirements beyond this minimum level; students should consult their advisor and the *Academic Programs* section of the catalog.

Students may appeal dismissal to the Graduate Academic Appeals Committee (GAAC). Students who have been dismissed and believe specific, unusual circumstances affected their academic performance may request a review by writing a letter of appeal to the GAAC. For the appeal to be considered before the next semester, it must be received by the committee by the date specified in the notice of dismissal. Information and forms regarding graduate appeals may be found at www.millersville.edu/graduate or by calling 872-3099. After GAAC's decision, if an appellant believes the appeal process was not administered as prescribed herein, the appellant may pursue an appeal of the process, but not the academic decision, in writing, to the dean of the College of Graduate and Professional Studies. Such an appeal must be made within 10 business days from the date of the decision letter from the chairperson of the GAAC. The appellant is advised to provide as much written documentation as possible, describing why the process was not administered as prescribed herein, and any supporting materials. The decision of the dean of the College of Graduate and Professional Studies regarding the process appeal is final and not subject to further review.

GRADUATE GRADING POLICIES

Regular Graduate Courses

Graduate-level courses are those regular courses taught at the 500-600-700 levels. Undergraduate courses (100-400 level) may not be counted for credit in a graduate degree program.

Each instructor establishes his or her own grading policy and states it clearly and in writing at the beginning of the course. Appropriate learning outcomes and measurement systems are built into each course structure to evaluate each graduate student's achievement. Instructors in dual-numbered courses (courses that have cross-listed undergraduate and graduate sections) will clearly differentiate the undergraduate assignments, grading systems and other relevant instructional methods in writing at the beginning of the semester.

The grade point average (GPA) is a comprehensive evaluation of a student's academic standing. The letter grades used in graduate-level courses and their associated grade point values are as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7) and F (0.0). In addition, grades of H (Honors), P (Pass), W (Withdrawal), I (Incomplete) and AU (Audit) may also be used. Grades of H, P, W, I and AU are not used in computing the grade point average. Grade point average will be rounded to two places.

University policy accepts a C as minimum earned credit. Individual departments may have scholarship requirements beyond this minimum level; students should consult their advisor.

The *semester GPA* is the number of grade points earned in Millersville courses in a semester divided by the number of credits in the semester for which grades calculated in the GPA were earned. Grade points for ***each course*** are calculated by multiplying the grade point value by the number of credits for the course.

The *cumulative GPA* (CGPA) is the total number of grade points earned in Millersville courses divided by the number of Millersville GPA credits. Credits from audited courses, subsequently repeated courses and transfer credits are not included in the CGPA.

Incomplete Grades

A student, upon consultation with the instructor, may receive a grade of Incomplete. The student has the responsibility to complete the appropriate work as outlined by the instructor by the end of the following regular term. In the case of research reports and theses, the grade of Incomplete must be removed within one calendar year. If a change of grade is not made by the instructor to indicate completion of requirements in the appropriate time span, the grade will be changed to an F. Under extenuating circumstances, the student may petition the dean of Graduate and Professional Studies, with the recommendation of the instructor, for an extension of time to complete the course or research requirements.

Theses, Research Reports/Projects and Practicum Courses

These are evaluated on the basis of H (Honors), P (Pass), F (Fail) or I (Incomplete).

Workshop Courses

Special workshop courses are designated by a W following the department prefix (e.g., EDW) and will be graded on a P (Pass) or F (Fail) basis. They are not approved for inclusion in a degree program.

GRADUATE RECORDS POLICIES

Change of Curriculum or Degree Status

Students wishing to change admission status or curriculum must initiate the process by completing the appropriate forms available at www.millersville.edu/graduate/currentstudents/forms-center or in the College of Graduate and Professional Studies, Lyle Hall. Additional admission requirements may apply to these changes; further, curriculum and degree status changes must be approved by both the dean of the College of Graduate and Professional Studies and the student's department(s).

For post-baccalaureate certification students, a new application must be submitted for students to be re-evaluated in a new area of certification.

Change of Name and Address

It is the responsibility of each student to provide accurate and current information for all university records. Address changes may be completed by students online through their MAX account, or by sending notice to the College of Graduate and Professional Studies. Students must submit official documentation (copy of marriage license, divorce decree, etc.) to the College of Graduate and Professional Studies for a name change to be made.

Transcripts

A student or graduate wishing to obtain an official copy of her/his academic record must request a transcript in writing or complete the form available in the registrar's office, Lyle Hall. Forms are also available on the Millersville University website, Student Forms Center. If the requester wishes to obtain an official copy for a third party, the requested transcript must be sent directly to the designated third party or requested in a signed, sealed envelope.

Graduation

Students who plan to graduate at the end of any semester must make application for graduation by the deadline published. A $30 graduation fee is charged. A student who applies for graduation but does not complete degree requirements by the anticipated date must reapply in the semester when he/she does expect to graduate. Students are billed by the bursar for the graduation fee. Additional details and appropriate forms are available on the Millersville commencement web page at www.millersville.edu/commencement.

COMMON POLICY FOR COMPREHENSIVE EXAMS

Comprehensive exams are a common method for assessing students' mastery of core learning objectives in graduate programs. At Millersville, graduate programs have the option of using graduate comprehensive examinations, so students should be aware of their graduate program's policy and timeline. Several graduate programs use the comprehensive exam as a means to advance to degree candidacy early in their program, while others use the exam as a culminating evaluation at the end of the program.

For those programs that require an exam as a method of comprehensive evaluation, the following guidelines have been developed by the Graduate Curriculum and Program Review Committee.

Registration and Administration

Comprehensive exams are generally administered on or about the 12th week of the fall and spring terms (November and March) and in the third summer session (July-August). Some programs may not offer their comprehensive exam all three times a year, so it is important to check with the program coordinator. Registration is generally required six weeks prior to the test date; students should check with individual programs for forms and specific dates.

Grading

A committee and/or faculty member from the appropriate program will grade comprehensive exams on a pass/fail (P/F) basis. There is also the opportunity for a grade of passing with honors (H) to be awarded.

Failure and Reattempts

If a student fails a comprehensive exam, or any part thereof, they must retake the exam, or the sections they failed, per their graduate program's policy. If a student fails to successfully pass the exam a second time, a third attempt may be permitted upon approval of the program coordinator and/or department graduate committee. Prior to the third attempt, the student should examine, with the assistance of an advisor or coordinator, their preparation for the exam and any measures that could be taken to improve performance. The third attempt at a comprehensive exam is considered final, and failure to pass will result in dismissal from the graduate program.

Appeal

If a student is dismissed from their program due to repeated failure of comprehensive exams, and feels the failure is due to extenuating circumstances, appeal may be made to the Graduate Academic Appeals Committee.

POLICIES GOVERNING GRADUATE COURSES

ACADEMIC APPEAL

Students who believe that an academic injustice has occurred must try to resolve the problem at the lowest appropriate level of authority. The levels of authority from lowest to highest are as follows: individual faculty member; department graduate coordinator and department graduate committee (if existing); department chairperson; dean of the College of Graduate and Professional Studies; and lastly, the provost/vice president for Academic Affairs. The case should be presented to progressively higher levels of authority until resolved.

ACADEMIC HONESTY POLICY

Students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research; to steal the words or ideas of another; to cheat on an examination; to allow another person to commit, or assist another in committing, an act of academic dishonesty corrupts the essential process by which knowledge is advanced.

Actions That Violate the Academic Honesty Policy

The below lists are for illustration only. They should not be construed as restrictive or exhaustive enumeration of the various forms of conduct that constitute violation of the Academic Honesty Policy.

Plagiarism

Plagiarism is the inclusion of someone else's words, ideas or data as one's own work. When an individual submits work that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and if verbatim statements are included, through quotation marks or other accepted citation practices. By placing his/her name on a scholarly product, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism would thus include representing as one's own any academic exercise (e.g., written work, computer program, sculpture, etc.) prepared totally or in part by another. An individual will avoid being charged with plagiarism if there is an acknowledgment of indebtedness whenever one:

1. quotes another person's actual words;
2. uses another person's ideas, opinions or theories, even if they are completely paraphrased in one's own words;
3. borrows facts, statistics or other illustrative materials, unless the information is common knowledge.

These guidelines should be followed for all source types, including books, newspapers, pamphlets, journal articles, websites and other online resources. The above lists are for illustration only.

Fabrication

Fabrication is the falsification of research or other findings. The below lists are for illustration only:

1. Citation of information not taken from the source indicated.
2. Listing in a bibliography sources not actually consulted.
3. Inventing data or other information for research or other academic projects.

Cheating

Cheating is the act or attempted act of deception by which an individual tries to misrepresent that he/she has mastered subject matter in an academic

project or the attempt to gain an advantage by the use of illegal or illegitimate means. The below lists are for illustration only:

1. Copying from another student's test paper.
2. Allowing another student to copy from one's test paper.
3. Using the course textbook, or other material such as a notebook, brought to class meetings but unauthorized for use during a test.
4. Collaborating during a test with another person by receiving or providing information without the permission of the instructor.
5. Using or possessing specifically prepared, unauthorized materials during a test (e.g., notes, formula lists, formulas programmed into calculators, notes written on the student's clothing or person).

Academic Misconduct

Academic misconduct is the violation of University policies by tampering with grades or participating in the distribution of any part of a test before its administration. The below lists are for illustration only:

1. Stealing, buying or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test, including answers to an unadministered test.
3. Bribing, or attempting to bribe, any other person to obtain an unadministered test or any information about the test.
4. Buying, or otherwise acquiring, another's course paper and submitting it as one's own work, whether altered or not.
5. Entering a building, office or computer for the purpose of changing a grade in a grade book, on a test or on other work for which a grade is given.
6. Changing, altering or being an accessory to changing and/or altering a grade in a grade book, on a test, on a "Change of Grade" form or other official academic University record which relates to grades.
7. Entering a building, office or computer for the purpose of obtaining an unadministered test.
8. Continuing to work on an examination or project after the specified allotted time has elapsed.
9. Taking a test or course for someone else or permitting someone else to take a test or course in one's place.
10. Giving or taking unauthorized aid on a take-home exam or paper.
11. Submitting work for a class that was already submitted for another class, when unauthorized, or allowing another student to submit or copy from your previously submitted class work.

What Can Students Do to Protect Themselves from Being Charged with Violations of the Academic Honesty Policy?

1. Prepare thoroughly for examinations and assignments; this also implies attending class on a regular basis.
2. Take the initiative to prevent other students from copying your exams or assignments (e.g., shield your answer sheet during examinations; don't lend assignments to other students for them to copy and turn in).
3. Check your instructor's course syllabus for a section dealing with academic dishonesty for that course and information on what style sheets or standards manuals to use, and so forth. If you can't find such a section, ask the instructor about expectations in this area. Instructors should issue clear guidelines at the beginning of a course as to what constitutes dishonesty; ultimately, however, it is the student's responsibility to clear up any uncertainties ahead of time.
4. Don't look in the direction of other students' papers during examinations.
5. Use a recognized handbook for instruction on citing source materials in papers. Consult with individual instructors or academic departments when in doubt.
6. Make use of tutorial services, or other services that may be available, to assist in preparing papers and completing other course assignments properly.
7. Discourage dishonesty among other students.
8. Refuse to assist students who cheat.

Actions Which May be Taken for Violation of the Academic Honesty Policy

When a faculty member suspects that an act of academic dishonesty has occurred, he/she will meet with the student to:

1. discuss the alleged act;
2. hear any defense the student may have;
3. discuss any proposed academic sanctions;
4. inform the student of his/her right to appeal faculty-imposed sanctions to the department chair and/or dean of the school.

Academic sanctions that may be imposed by the faculty member include:

1. a verbal reprimand;
2. a written reprimand;
3. requiring the student to redo/resubmit the assignment, test or project;
4. lowering the grade for the assignment, test or project.

Academic sanctions that require a formal charge to be filed with the Associate Provost for Academic Administration include:

1. any sanction in excess of lowering the grade for an assignment, test or project;
2. failing the student for the course;
3. recommending temporary or permanent suspension from the academic major or University.

Faculty members are encouraged to submit a report for each violation of the Academic Honesty Policy to the Associate Provost for Academic Administration regardless of the academic sanction imposed or requested. If more than one such report is filed for a student, even in the case of sanctions imposed only by the faculty member, then the Associate Provost for Academic Administration will meet with the student to discuss these occurrences and possibly impose additional academic sanctions.

Confidentiality

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, any information relating to an alleged violation of the University's Student Code of Conduct or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty.

AUDITING

Students who audit must be officially admitted to the University. With the consent of the dean of the College of Graduate and Professional Studies and the instructor, a student may be permitted to register for any course as an auditor if space is available. An auditor is registered and required to attend at least half of the sessions but is not required to participate in any of the work of the course. No credit toward a degree is issued for an audited course. A student enrolled as an auditor may be dropped from the course when in the judgment of the instructor and the dean of the College of Graduate and Professional Studies such action is justified. A student shall pay the regular graduate course tuition and fees for the privilege of auditing. To register to audit a course, contact the registrar's office, Lyle Hall, for information and a permission form, and submit it by the end of the add period. Audit privilege may not be changed to credit status. Audit privileges are ordinarily limited to one course per semester. A student who has audited a course may, with the advisor's and the appropriate graduate program coordinator's permission, repeat that course for credit. The student must register again for the course and remit the appropriate tuition and fees.

GRADUATE-LEVEL COURSES FOR UNDERGRADUATES

Well-qualified Millersville University undergraduates may enroll in graduate courses for undergraduate or graduate credit. Specified conditions apply to each of these two credit alternatives:

1. Undergraduates may enroll in 500-level graduate courses for undergraduate credit with permission of the instructor and advisor. The credits earned count toward baccalaureate degree requirements and cannot be converted to graduate credits.
2. An undergraduate with an overall 3.0 GPA or higher may enroll in 500- and 600-level graduate courses for graduate credit. The student must have a maximum of 15 semester-hours to be completed in the baccalaureate degree program. Written permission must be acquired from the advisor, the course instructor, the graduate program coordinator and/or chair of the department offering the course, and the dean of the College of Graduate and Professional Studies. The undergraduate will also need to be admitted as a nondegree graduate student. A maximum of nine graduate credits may be earned by an undergraduate. These credits may not count toward the completion of the student's baccalaureate degree.

GRADUATE COURSE WORK OUTSIDE MAJOR FIELD

A student may elect up to, but not more than, six semester hours of work in a discipline outside the major field provided the courses elected are approved by the advisor and graduate program coordinator. Required professional core courses (M.Ed. programs) are not included in this limit.

REPEATING A GRADUATE COURSE

Graduate students may repeat an individual course only once for grade improvement. Transcripts will reflect grades each time the course is taken. Only the most recent grade will be counted in the cumulative GPA.

Repeat of courses for grade improvement may only be done twice during the student's graduate career at Millersville University.

WITHDRAWAL FROM COURSE

A student may withdraw from a course provided he/she conferred with both the course instructor and his/her advisor and has filed a course withdrawal form, which is available at the registrar's office.

The notation made on a student's record about a withdrawn course depends on when the student withdraws. Students who "drop" or withdraw by the end of the first week of classes have all references to that course deleted from their records.

Students will be permitted to withdraw from a course and receive a grade of "W" up until the end of the 10th week of the semester. The W grade does not carry any grade points and will not be calculated in the student's GPA. There will be no limit on the number of courses from which the student may withdraw. After the 10th week of the semester and through the last day of classes, students who withdraw will receive a non-W grade, which will be determined by the instructor consistent with University policy.

The official date of withdrawal is the date the withdrawal form is submitted with proper signatures to the registrar's office. Deadlines for returning the form are strictly enforced. It is the student's responsibility to obtain all required signatures (both course instructor and advisor) in time to meet the deadline.

Failure to withdraw from a course properly may result in additional tuition fees as well as a failing grade. For example, a student who does not attend a class but only submits a withdrawal form during the second week of class may be subject to additional tuition for that two-week period.

Withdrawal periods will be determined by the registrar's office and be prorated for summer, winter and out-of-term courses.

To withdraw from a course, contact the registrar's office, Lyle Hall, for an appropriate form, or obtain a form on the web in the Student Forms Center.

DROP/ADD POLICY

Schedule Adjustment

- Students may drop or add courses by web from the early registration period until the start of the term. Prior to the first day of classes, faculty signatures are not required to drop or add a course.
- It is the student's responsibility to make official changes to his/her class schedule. There is no automatic drop policy for nonattendance.
- For the full fall and spring terms, a student may drop a course through the end of the first week of classes. Courses dropped will not be entered on the student's record.
- For the full fall and spring terms, the "add" period is extended to the seventh class day of the semester.
- For courses that meet for portions of the fall and spring terms, the registrar will determine equivalent dates for the no grade, W grade and regular grade periods.
- During the summer and winter sessions, the registrar will determine equivalent dates for the no grade, W grade and regular grade periods.

FREQUENCY OF COURSE OFFERINGS

- When a course is always offered in fall, spring and summer, no notation is shown.
- When a course is listed as "Offered in..." it is offered only in the semesters noted.
- When a course is listed as "Offered periodically," it is offered on an irregular or as-needed basis.
- When a course is listed as "Offered infrequently," the course has not been offered for two years and will not be offered for two more years.
- When a course is listed as "Offered annually," the course is taught in either spring or fall.

THESIS

A master's thesis is an approved creative project or an interpretive, analytical work that offers evidence of an original point of view, supported by original research and the results of that research. In completing a thesis, the student demonstrates a capacity for independent research, an ability to organize and present empirical evidence logically, and proficiency in the use of scholarly language. The final written thesis demonstrates originality, critical and independent thinking, appropriate format, organization and thorough documentation. In certain circumstances, a thesis may be a literary review.

A thesis is different from a research project in that it is greater in scale, complexity and time to produce. A thesis will result in a bound, publishable paper which is submitted to Ganser Library, the academic department and the Master's Theses Directory. If students are completing a research report rather than a thesis, they should consult with their advisor concerning requirements. Research reports are not submitted to the College of Graduate and Professional Studies. Students must fulfill departmental requirements in the completion of a research report.

If students are planning to pursue a doctoral program, they may want to strongly consider completing a thesis as part of their master's degree requirements. Many doctoral programs look to this as a requirement for admission.

The Graduate Course and Program Review Committee has adopted thesis guidelines to aid in the preparation and completion of theses. These thesis guidelines include the following information:

I. Definition of a thesis

II. Choosing a topic and an advisor

III. Timeline

IV. Acceptable formats

V. Research support and funding

VI. Policy on human and animal subjects

VII. Roles and responsibilities of student, committee, advisor, coordinator and Graduate and Professional Studies

VIII. Final preparation and binding

IX. Grading policy

X. Sample documents

A full copy of the thesis guidelines is available on the Graduate and Professional Studies website at www.millersville.edu/graduate/currentstudents/student-research.

TRANSFER-OF-CREDIT POLICY

Credits Prior to Admission at Millersville

Students must request approval from their department and the dean of the College of Graduate and Professional Studies for the transfer of graduate credit completed at a four-year regionally accredited institution prior to admission to Millersville. Forms for the approval of transfer credits are available in Graduate and Professional Studies, Lyle Hall, or at www.millersville.edu/graduate/currentstudents. The student must arrange for this office to receive official transcripts directly from the institution at which the graduate work was taken. Transfer credit may amount to a maximum of nine credit hours from other accredited institutions, subject to completion of the residency requirement, and is subject to the time limit for the completion of all degree requirements. Except in the most extenuating circumstances, no transfer credit will be allowed for work completed more than five years prior to admission to Millersville University.

All work recommended by the department for transfer credit must be taken in a regular program of studies offered by a four-year, regionally accredited institution on its main campus, at an established center or by the institution's distance education program. Grades of B- or higher (or documented equivalency) must be achieved in these courses. (Documented equivalency is confirmed with the originating institution by the graduate coordinator of the program of the degree-seeking graduate student.) Requested transfer course grades must come from an accredited graduate program, some of which only give grades of P/F; these exceptions to the transfer-of-credit policy can only be requested in writing by the graduate coordinator of the student's program. Extension work and courses offered in a nonacademic institutional setting are not considered appropriate for transfer. Credits used for degree completion at another institution may not be transferred to a Millersville degree program.

Permission to Complete Credits in Transfer Following Admission to a Degree Program

Following acceptance into a graduate degree program, students desiring to pursue graduate work at another institution for transfer purposes must receive the prior recommendation of their advisor and graduate coordinator, and the prior approval of the dean of the College of Graduate and Professional Studies. Approval forms are available at www.millersville.edu/graduate/currentstudents or in the College of Graduate and Professional Studies, Lyle Hall.

EXPENSES

TUITION

Tuition charges are set by the Board of Governors of the State System of Higher Education and are uniform throughout the 14 state-owned universities. Tuition and fees are subject to change at any time. All fees are to be used as estimates. Current fees are available at www.millersville.edu/bursar.

2013-14 Tuition for Residents of Pennsylvania: All students admitted as graduate students pay the per-credit graduate tuition rate for all courses. The tuition rate for 2013-14 is $564 per credit.

2013-14 Tuition for Non-Residents of Pennsylvania and International Students: All students admitted as graduate students pay the per-credit graduate tuition rate for all courses. The tuition rate for 2013-14 is $795 per credit.

GENERAL FEE

The general fee is a mandatory fee used to support a variety of ongoing student services and activities, such as student government, student organizations, health services and wellness programs, and Student Center debt service, expansion, capital replacement and maintenance.

This fee is charged to ALL students (undergraduate and graduate, full-time and part-time, residential and commuting/off-campus) during all University sessions (including winter session and summer sessions) and at all course locations.

The 2013-14 fee is $101 per credit, with a maximum of $1,213.50 for fall and spring semesters. During summer and winter sessions, the fee is $32.25 per credit for all students.

Refunds: A student who withdraws from the University is entitled to a prorated refund of the general fee in the same proportion as refunds of tuition.

TECHNOLOGY FEE

The technology fee is a mandatory fee collected to support instructional technology.

The 2013-2014 fee is $21 per credit for Pennsylvania residents, and $31 per credit for nonresidents.

HOUSING AND MEAL PLAN FEES

Housing in University residence halls is available for graduate students during regular summer sessions and, if space is available, during fall and spring semesters. Information concerning campus housing policies and procedures is contained in the *Living on Campus* handbook, available from the Department of Housing and Residential Programs. For more information, call 872-3162.

Cost information is available from the Office of the Bursar, Dilworth Building, 872-3641 or 872-3683, or online at www.millersville.edu/bursar.

OTHER FEES

Application Fee. Students applying for admission to Millersville University pay a $40 nonrefundable application fee when submitting their application.

Late Payment Fee. Students who do not return the billing statement or make full settlement of their account by the due date are charged $25.

Late Registration Fee. Students who register after the start of the semester/session are charged $25, except when permission for late registration has been granted by the registrar.

Special Handling Fee. Anyone who gives the University a paper or echeck that is not honored by the bank on which it is drawn is charged $35.

Replacement Fee. The fee for replacement of a Millersville student identification card is $20.

Damage Fee. Students are responsible for damages, breakages, and loss or delayed return of University property.

Degree/Transcript Fee. Each candidate for a degree must pay $30 to cover the cost of the diploma and future transcript requests.

Transcript Fee. There is no separate, additional fee for a transcript request.

Infirmary Supplies Fee. The cost of supplies used to treat a patient at the infirmary may be charged to the patient.

Library Fees. Overdue fines and other charges may be assessed for library materials not returned on time. The overdue policy is available on the library website at www.library.millersville.edu/about-the-library/fines-replacements.

PAYMENT OF TUITION AND FEES

Students enrolling for classes during the early registration period are not required to pay immediately. Semester bills are **emailed** four to six weeks before the beginning of each semester. Full payment is due two to three weeks prior to the beginning of the semester.

Students enrolling after early registration are required to make full payment at the time of registration.

Credit card payment is available via MAX at www.millersville.edu.

Questions about fees and payments should be directed to the Office of the Bursar, Dilworth Building.

Installment Payment Plan

Millersville University offers an installment payment plan to help students meet educational costs during the fall and spring semesters. View information online at millersville.afford.com or by calling 1-800-722-4867.

UNIVERSITY REFUND POLICY

A student who wishes to cancel registration and obtain a refund must complete the cancellation process and officially drop the course/courses with the registrar. The effective date for refunds is determined by the date the completed drop/add form is filed in the registrar's office. Application and graduation fees are not refundable.

Students who register are responsible to drop any class they do not plan to attend. Failure to drop the class before the semester begins may result in charges and/or grades being posted to a student's records. Do not rely on the "drop for nonpayment" policy to remove these classes.

Stopping payment on checks written to cover fees does not constitute withdrawal from the University, nor does it relieve the student from financial responsibility for fees owed. Students whose fees are to be paid by scholarship or other sources and who lose the financial assistance because of withdrawal, or for other reasons, will be held personally responsible for all charges.

Students who have made payment for a course are entitled to a full refund of University tuition and fees in the event the University cancels a course.

FALL/SPRING REFUNDS

Refund of Tuition

The following timetable applies to refunds for tuition and the general fee:

1. Withdrawal through the drop period, first week of class: 100% refund.
2. *Semester withdrawal during second week: 80% refund.
3. *Semester withdrawal during third week: 60% refund.
4. *Semester withdrawal during fourth week: 50% refund.
5. *Semester withdrawal during fifth week: 40% refund.
6. Withdrawal after fifth week: no refund.

*After the drop period, refunds shall be made only for full semester withdrawal.

Housing Fee

A prorated refund on housing fees will be made only when a student withdraws from the University. For students who move out of housing but remain enrolled, there is no refund.

Meal Plan

All students who leave the University will be entitled to a prorated refund of meal plan fees.

SUMMER/WINTER SESSION REFUNDS

Winter session, first summer session, second summer session and third summer session are each considered to be separate entities and are treated as such for refund purposes.

See the appropriate session course listing for the applicable refund schedule on the Millersville website, www.millersville.edu/bursar. Rates and refund amounts are subject to change.

Academic Programs

ACADEMIC PROGRAMS

ART

GRADUATE FACULTY

Brant Schuller, Department Chairperson. M.F.A., Pennsylvania State University, 1992. Printmaking.

Shauna Frischkorn, Graduate Program Coordinator. M.F.A., SUNY-Buffalo, 1998. Photography.

Robert Andriulli. M.F.A., Pennsylvania State University, 1978. Painting, Drawing.

Barbara Bensur. Ph.D., University of Maryland, 1995. Art Education.

Line Bruntse. M.F.A., University of Massachusetts Amherst, 1999. Sculpture.

Ben Cunningham. M.F.A., Rhode Island School of Design, 1993. Sculpture, Design.

Christine Filippone. Ph.D., Rutgers University, 2009. Art History.

Leslie Gates. Ph.D., University of Maryland, College Park, 2010. Teacher Education and Professional Development.

Nancy Rae Mata. M.F.A., Temple/Tyler School of Art, 2002. Graphic Design.

James Pannafino. M.F.A., Rochester Institute of Technology, 2004. Graphic Design.

Jeri Robinson. M.F.A., The School of the Art Institute of Chicago, 1988. Computer Art, Design.

Deborah Sigel. M.F.A., Cranbrook Academy of Art, 1991. Ceramics.

William W. Wolf. Ph.D., University of Missouri, 1974. Art History.

The Master of Education degree program in art education allows the graduate student to integrate art education, studio, art history and related academic areas (e.g., psychology, special education, technology education, languages and literature). Graduate students are encouraged to experiment and explore in a variety of studio-related areas.

The Department of Art is housed in a well-designed and spacious art building, Breidenstine Hall. The 56,000-square-foot facility includes uniquely designed studios for ceramics, computer design, design, drawing, metalsmithing, painting, photography, printmaking and sculpture. It also houses two art galleries and a large art history lecture room. Up-to-date tools and equipment offer students the opportunity to explore a wide variety of art processes.

THE PROGRAMS

MASTER OF EDUCATION DEGREE IN ART EDUCATION

Graduate study in art education is designed to meet the specific needs of art education graduates, practicing art teachers who need graduate credits to meet state mandates and art teachers who wish to conduct advanced independent study or research in art, art education, art history or related fields.

In addition to the M.Ed., the art department offers a certification program in Supervision of Art Education; see the *Supervisory Certification Program* section for requirements.

Admission Requirements

Those persons applying for admission to the Graduate Studies program of Millersville University who wish to pursue a program leading to a master's degree in art education must possess Pennsylvania Instructional I Certification in art education.

Applicants who meet the requirements for admission through the Office of Graduate Studies, as specified in the *Admission Requirements* section, will be reviewed by the art department graduate admission committee, which will use the following to formulate a recommendation of probational admission, regular admission or admission denied:

1. Undergraduate and post-baccalaureate grades and grade averages (minimum: 3.0 cumulative; 3.25 in art and art education courses);
2. Three letters of recommendation from persons familiar with the applicant's education and teaching experience (including the applicant's immediate supervisor);
3. Evidence of artistic expression (portfolio review); applicants who completed an undergraduate degree in art at Millersville University are not required to submit a portfolio for review;
4. Professional goals as stated by the applicant; and,
5. Assessment of the applicant as the result of a personal interview conducted by the committee.

If the department recommends probational admission, the conditions shall be clearly stipulated (e.g., the successful completion of a designated course (or courses) either at the graduate or undergraduate level).

Degree Requirements

A program of study will be developed for each student based upon the individual's specific academic background, skills and educational aspirations.

Each student is required to complete the professional studies core, the art education core, the comprehensive studies program and either a thesis or a documented study that represents original investigation relating to art education.

Candidates for the Master of Education degree in art education must complete a minimum of 33 s.h. of approved study, including a thesis. Students may elect to complete a documented study in lieu of the thesis; this option carries a minimum of 36 s.h. for graduation.

I. The Professional Studies Core (9 s.h.)

See the *M.Ed. Professional Core* section for requirements and course descriptions.

II. The Art Education Core (9 s.h.)

Each student must take the following three courses:

ART 521 Visual Resources in Art Education (3)

ART 523 Art Curriculum Seminar (3)

ART 526 Current Trends in Art Education (3)

III. Comprehensive Studies Program (9-15 s.h.)

Each student will select work in this program in conjunction with the other M.Ed. requirements. The comprehensive studies courses should provide a direction to the student's professional career.

The concepts and skills necessary for teaching are emphasized, as required for the elementary or secondary art classroom, or in other art programs such as special education and adult education.

As part of the comprehensive studies program, the student, in conference with an advisor, may select studies in art studio and art history as well as other graduate studies (e.g., special education, psychology, professional education, literature, technology education and language).

IV. Research (3-6 s.h.)

Each student must elect to complete either a thesis or a documented study that represents original investigation in art education.

ART 678 Documented Study in Art Education (3-6)

ART 699 Thesis (3-6)

Degree Candidacy

See the *Degree Candidacy Review* section.

After the student has completed no fewer than 6 and no more than 15 s.h. in the art department, an evaluation shall be conducted by the student's graduate committee to determine his or her qualifications to become a degree candidate. This evaluation shall be based on:

1. Student's performance in graduate study.
2. Recommendation of the art department graduate faculty.

GRADUATE COMMITTEE AND ADVISEMENT

Each graduate student will be assigned a departmental graduate committee that will assist the student in planning a program of study and provide advisement in the development of a research report or documented study. The graduate committee will consist of the art department chairperson, the graduate program coordinator/advisor plus (when selected) the research advisor.

CERTIFICATION PROGRAM IN SUPERVISION OF ART EDUCATION

Admission Requirements

Applicants for the supervisory certification program must have: a) a master's degree, b) Instructional II certification in art, and c) aquired five years of teaching experience before the certificate is awarded.

Certification Requirements

I. Core Courses

See the *Supervisory Certification Program* section for requirements and course descriptions.

II. Department Courses

ART 526 Current Trends in Art Education (3)

ART 799 Applied Supervision: Art Education (6)

COURSE DESCRIPTIONS

ART 521 Visual Resources in Art Education (3) Development and application of visual resources, current and traditional, for curricular development. Offered every other year.

ART 523 Art Curriculum Seminar (3) Survey of theories, problems and methods in developing curriculum in art education. Offered every other year.

ART 526 Current Trends in Art Education (3) Seminar course designed to address current trends, theories, concepts and strategies in art education. Offered every other year.

ART 533, 534, 633, 634, 635 Drawing (3-15) Independent investigation of advanced drawing techniques. Prereq: 9 s.h. of drawing.

ART 641, 642, 643 Design (3-9) Independent investigation of design. Prereq: 9 s.h. of design.

ART 552, 554, 652, 654, 656 Painting (3-15) Exploration of experimental painting techniques, development of individual style, and critique skills. Prereq: 9 s.h. of painting.

ART 553, 555, 653, 655, 657 Watercolor (3-15) Exploration of experimental watercolor techniques, development of individual style and critique skills. Prereq: 9 s.h. of watercolor.

ART 563, 564, 663, 664, 665 Printmaking (3-15) Exploration of experimental printmaking techniques, development of individual style and critique skills. 9 s.h. of printmaking.

ART 567, 666, 668 Advanced Photography 2 (3-15) Exploration of experimental fine art photography techniques, development of individual style and critique skills. Prereq: 9 s.h. of photography.

ART 582, 583, 682, 683, 684 Sculpture (3-15) Exploration of experimental techniques in sculpture, development of individual style, and critique skills.

ART 586, 587 Topics in Art Education (3-6) Independent investigation of topic(s) in art education. Prereq: Graduate standing or permission of the instructor.

ART 588, 589, 688 Topics in Art History (3-9) Independent investigation of topic(s) in art history. Prereq: Graduate standing or permission of the instructor.

ART 591, 592, 691, 692, 693 Fine Art Metals (3-15) Independent investigation of metalsmith development of individual style, and critique skill. Prereq: 9 s.h. of metalsmithing.

ART 596, 597, 695, 696, 697 Ceramics (3-15) Independent investigation of ceramics, development of individual style, and critique skills. Prereq: 9 s.h. of ceramics.

ART 678 Documented Study in Art Education (3-6) In-depth investigation of an issue in art education under the direction of appropriate faculty.

ART 686, 687 Topics in Art Studio (3-6) Independent investigation of topic(s) in an art studio.

ART 699 Thesis (3-6) In-depth investigation of a topic relevant to art education within a recognized research format under the direction of appropriate faculty.

ART 799 Applied Supervision: Art Education (6) Field-based experience to develop candidate's leadership abilities, articulation of philosophy of art education, and supervisory competencies. Activities may include curriculum and staff development, budgeting and the public relations function, among others. Prereq: ART 524 and EDSU 700, 701 and 703. A student may petition the Department of Art for a waiver of the 9 s.h. prerequisite.

EDUCATIONAL FOUNDATIONS

GRADUATE FACULTY

John Ward. Department Chairperson. Ed.D., University of Memphis, 1998. Instructional Design and Technology.

Sandra A. Deemer. Ph.D., University of Delaware, 2000. Educational Psychology.

Cheryl T. Desmond. Ph.D., Syracuse University, 1990. Cultural Foundations and Curriculum.

Oliver Dreon. Ph.D., Pennsylvania State University, 2008. Curriculum and Instruction.

Ojoma M. Edeh. Ph.D., Columbia University, 1998. Autism, Behavior Disorders, Individuals with Mental Retardation, Social Learning Curriculum.

Laurie Hanich. Ph.D., University of Delaware, 2001. Educational Psychology.

Ellen M. Long. Ph.D., Pennsylvania State University, 2000. Transition Planning for Individuals with Disabilities, Adolescents with Disabilities, Legal Issues and Accommodations for College Students with Disabilities, Assistive Technology, Vocational Rehabilitation Counseling.

Tim Mahoney, Ph.D. University of Colorado, 2000. Educational Foundations, Policy and Practice.

Nanette Marcum-Dietrich. Ph.D., University of Delaware, 2005. Curriculum and Instruction, Science Education.

Linda McDowell. Ed.D., University of Pennsylvania, 1997. Educational Leadership, Curriculum and Instruction.

Richard L. Mehrenberg. Ph.D., George Mason University, 2009. Needs and support of early career special education teachers, transition education, classroom management, adolescents with disabilities, accommodation, modifications, and differentiated instruction using humor and popular culture as teaching tools.

Thomas J. Neuville. Ph.D., University of Colorado, 1999. Normalization, Collaborative Learning, Individuals with Mental Retardation.

Scott Richardson. Ph.D., University of Delaware, 2011. Curriculum Inquiry.

Elba I. Rohena. Ed.D., Lehigh University, 1998. Bilingual Special Education, Law and Special Education, Public School Special Education Administration, Mental Retardation and Multiple Disabilities.

Dominic Scott. Ph.D., New Mexico State University, 2001. Curriculum and Instruction.

E. Elliott Seda. Ph.D., Pennsylvania State University, 1994. Curriculum and Instruction.

Tiffany E. Wright. Ed.D., Johns Hopkins University, 2009. Instructional Leadership, Diversity Issues in Education, Educational Administration.

The faculty of the Department of Educational Foundations teach courses in the Professional Core, M.Ed. Program for Teaching and Learning, M.Ed. Program for Special Education, Certification Program in Supervision, Post-Baccalaureate Secondary Certification and elective courses in education.

M.ED. PROFESSIONAL CORE

See *M.Ed. Professional Core* section for requirements; education course descriptions are included in this section. See *Psychology* section for psychology courses.

CERTIFICATION PROGRAM IN ADMINISTRATION

See the *Leadership for Teaching and Learning* section for requirements and course descriptions.

CERTIFICATION IN SPECIAL EDUCATION

A comprehensive (PreK-8) post-baccalaureate certification program with requirements of 27 credits or less, depending on the student's undergraduate preparation. Candidates must hold a valid teaching certification in a PreK-8 area. A clinical practicum experience is required for all candidates for this certification.

CERTIFICATION PROGRAM IN SUPERVISION

See the *Supervisory Certification Program* section for requirements and course descriptions.

Electives in Education

Inclusion of these educational foundations electives in a master's degree program must be approved in writing by the major advisor. Nondegree and certification students may elect to include some of these electives in their program of study.

COURSE DESCRIPTIONS

M.ED. PROFESSIONAL CORE COURSES

EDFN 511 Comparative Education (3) Analyze crucial educational questions and issues using the comparative method. Cross-cultural studies pursued in a multiple-disciplinary format will help participants discover how education serves economic, sociopolitical, ideological and other purposes, and how it reflects the historically derived tensions within national development. Factors underlying similarities and differences in various cultures, nations and contexts are studied. Includes appraisal of educational issues from a global perspective. Offered annually.

EDFN 545 Advanced Educational Psychology (3) A review of psychological principles as they relate to human learning in the urban and non-urban setting. Special consideration is given to motivational and developmental factors in the school that influence students' learning. Additional topics include examination of assessment and evaluation practices, classroom management and accommodating individual differences.

EDFN 590 Social Foundations of Education (3) An analysis of the K-12 school system of the U.S. philosophical and historical influences, significance of education in society, contemporary problems in schooling, challenges and requirements of the profession. Prereq: Recommended for students who have earned a baccalaureate degree and seek Pennsylvania teacher certification. Offered annually.

EDFN 601 Methods of Research (3) Introduces methods of empirical educational research. Emphasis on training individuals to be intelligent consumers of educational research. It is strongly recommended that the course be taken early in the student's program.

EDFN 603 Philosophy of Education (3) An analysis of current and perennial education problems using the tools of the philosopher: logic, language analysis and inquiry, and phenomenological description. Students articulate their own beliefs and assumptions about education as well as critically examine and evaluate selected texts. Offered annually.

EDFN 604 Education and Public Policy (3) An analysis of public policy development in the field of education. Major questions to explore include: (1) Who governs education? (2) What are the processes by which policies are formulated? (3) What values are reflected in specific present policy or proposed reform? (4) What do we know about reforming education? (5) How useful is social science research in the formulation of educational policy? Offered annually.

OTHER EDUCATIONAL FOUNDATIONS COURSES

EDFN 512 Women and Education: Socialization and Liberation (3) This course uses philosophical analysis and a sociology of knowledge approach to examine women's and girls' experiences with respect to educational institutions as they exist in America today. These concerns will be explored in an interactive fashion, examining how educational activities alter the nature of that enterprise. The course will examine the role and experiences of women of color and women with less privileged economic status.

EDFN 513 Sexual Orientation and Schooling (3) Students will study the history of sexual orientation, the research on school climate related to sexual orientation of students and professionals, knowledge of current laws and policies, and recommended practices for supporting LGBTQ youth and educators.

EDFN 520 Instructional Technology in Elementary Education (3) Students use case studies to explore the uses of technology and its application in elementary education. Topics include computer basics, applications software, curriculum integration, evaluation of educational software, telecommunication and multimedia presentation systems. Students are provided a series of hands-on experiences with hardware and software to develop the skills and competencies required of the elementary education teacher. Offered regularly. Students may not receive credit for both EDFN 520 and any of the following courses: EDFN 130, 320, 330, 333, 530, 533 and EDAR 330.

EDFN 530 Instructional Technology, Design and Assessment (3) Instructional design and assessment will be used as a basis for planning and evaluating the use of technology for student-center teaching and learning within specific disciplines. Must be taken as a block with EDSE 321 (or graduate equivalent) and the Teaching of Methods class required in each secondary certification program. Students may not receive credit for both EDFN 530 and any of the following courses: EDFN 130, 320, 330, 333, 520, 533 and EDAR 330.

EDFN 533 Instructional Technology in Special Education (3) Technology for professional development, teaching methodology and student interactions in the field of special education are explored. Through hands-on experience, students develop skills and competencies in the use of computer and related technologies to support tasks associated with the profession. Develops the ability to apply appropriate technology to appropriate situations in education. Students may not receive credit for both EDFN 533 and any of the following courses: EDFN 130, 320, 330, 333, 520, 530 and EDAR 330.

EDFN 560 Post-Baccalaureate Clinical Practicum in Student Teaching (12) This course will provide teacher preparation at an advanced level for graduate students. Taken in sequence with EDSE 561, Graduate Student Teaching, this class will provide a yearlong, field-based experience for post-baccalaureate students who are seeking to change careers through teacher certification. This class will satisfy the professional elements of teacher certification requirements and provide graduate instruction equivalent to the undergraduate Advanced Professional Studies courses. Student records will be evaluated on an individual basis, and other experiences and independent study assignments will be required based on their previous preparation.

Students will be required to meet entrance criteria for this experience that include a specific grade point average, satisfactory clearances (Act 34, Act 114 and Act 151) and successful completion of specific department and state requirements. This course sequence of EDFN 560 and EDFN 561 may not be applied as graduate credit toward a master's degree program.

EDFN 561 Student Teaching (6-12) This course will focus on student teaching at an advanced level for graduate students. Post-baccalaureate students will take this course upon completion of their teacher preparation course work.

EDFN 586-589 Topics in Education (3) Investigation and development of educational topics of current interest not normally covered in regular courses. Special topics and methods will vary according to the needs of students involved. Offered periodically.

EDSE 521 Contemporary Issues in Secondary Education (3) Examines the role of the secondary teacher, issues encountered in the classroom and classroom interactions. Open only to post-baccalaureate students who are employed as full-time teachers but have not completed certification. Offered in summer. Prereq: EDFN 211 or EDFN 590, and EDFN 241 or EDFN 545. Admission to advanced professional studies.

EDFN 621 Developing Principles of Teaching in Urban Schools (3) This course enables urban school practitioners to develop personal principles of understanding and of action based in research and theory. The course specifically examines how teachers understand and respond to the

challenge of teaching, the subject matter and the student as these relate to urban communities and schools. Prereq: This course is recommended for new and veteran teachers in urban districts. It may also be taken by those preparing for teaching certification at the graduate level and who intend to teach in an urban school.

EDFN 622 Essential Strategies for the Urban Classroom (3) Exploration and practical application of essential strategies that may be effective in the urban classroom. Prereq: This course is recommended for new and veteran teachers of urban schools. It is also recommended that EDFN 621 be taken prior to enrolling in this course.

EDCI 700 The Mentoring Teacher: Competencies for Mentoring Student Teachers (3) This course is designed to adequately prepare cooperating teachers (mentor teachers) to observe, analyze, guide and evaluate the field experiences of teacher candidates as they serve students with and without disabilities. The course presents a formal program for cooperating teachers, including strategies for the effective interaction with student teachers as well as crucial techniques of observation, supervision and evaluation. The course creates opportunities for the cooperating teacher to prepare for the responsibilities of the mentoring role. Understanding the evaluation processes, completing online evaluations, understanding the candidate's developmental process and the efficient use of mediation and collaboration are detailed and planned. The best strategies for partnering with university faculty are considered in relation to each specific environment. Establishing expectations and environmental influences aimed at the teacher candidate's development are detailed and codeveloped. Prereq: permission of instructor. Offered in summer.

EDSU 799 Applied Supervision: Secondary Education (6) Required field experience for those seeking supervisory certification in English, foreign languages, mathematics, science and social studies. The student submits a work/study proposal that must include a unit of work involving the observation and supervision of teachers and selected other units of work from such areas as scheduling, budget preparation, staff development, curriculum, community relations, etc. All proposals must be approved by the Educational Foundations Department and sanctioned by the administration of the school where the field experience is to occur. Offered periodically.

ELEMENTARY EDUCATION

LANGUAGE AND LITERACY EDUCATION

EARLY CHILDHOOD EDUCATION

GIFTED EDUCATION

GRADUATE FACULTY

Richard M. Kerper. Department Chairman. Ph.D., The Ohio State University, 1994. Children's Literature and Literacy.

Kimberly S. Heilshorn, Graduate Program Coordinator for Gifted Education. Ed.D., Widener University, 2003. Leadership and School Administration, Mathematics Education.

Kazi I. Hossain, Graduate Program Coordinator for Elementary Education. Ed.D., Indiana University of Pennsylvania, 2000. Multicultural Educational Methods.

Marcia Nell, Graduate Program Coordinator for Early Childhood Education. Ph.D., Pennsylvania State University, 2005. Curriculum and Instruction—Early Childhood Emphasis.

Judith K. Wenrich, Graduate Program Coordinator for Language and Literacy Education. Ed.D., Lehigh University, 1991. Literacy Education and Assessment.

Lesley Colabucci. Ph.D., The Ohio State University, 2004. Language, Children's Literature, Literacy and Culture.

Mary Ann Gray-Schlegel. Ed.D., University of North Carolina, 1986. Literacy Education, Classroom Management.

Persida Himmele. Ph.D., Biola University, 2001. Bilingual and ESL Education.

William J. Himmele. Ph.D., Biola University, 2001. TESOL, Multicultural Education.

Sandra J. Hoffman. Ed.D., University of Pennsylvania, 1982. Literacy Education.

Joseph C. Labant. Ph.D., Pennsylvania State University, 2000. Instructional Systems.

Jason Petula. Ph.D., Pennsylvania State University, 2007. Curriculum and Instruction, Science Education.

Jane F. Rudden. Ed.D., West Virginia University, 1994. Reading and Curriculum and Instruction.

Jennifer Shettel. Ed.D., Widener University, 2009. Literacy Education.

Donna H. Topping. Ph.D., University of Pennsylvania, 1997. Literacy Education, Ethnography and Teacher Research.

Lillie S. West. Ed.D., Mississippi State University, 1998. Curriculum and Instruction.

THE PROGRAMS

MASTER OF EDUCATION DEGREE IN ELEMENTARY EDUCATION

Elementary education focuses on the needs and interests of the individual student by providing a stimulating environment and encouraging creative, scholarly work. Opportunities for interpreting and participating in original research and experimental programs in the field are used to acquaint students with current practices and theories in elementary education. Programs can be planned with emphasis relevant for the student intending to teach, specialize or administrate, and for those planning to continue on to doctoral studies. Studies may focus on general elementary education; early childhood education; English as a second language; the teaching of mathematics, science, social studies or literacy; and the supervision of elementary education.

Degree Requirements

I. Semester Hours

a. Research Option: minimum of 36 s.h., including a thesis.

b. Non-Research Option: minimum of 36 s.h.

II. Professional Core (9 s.h.)

See *M.Ed. Professional Core* section for requirements and course descriptions.

III. Required Courses (15 s.h.)

At least one course in science, mathematics, reading, language arts and social studies education.

IV. Electives (12 s.h.)

With prior approval of graduate program coordinator.

CERTIFICATION PROGRAM IN SUPERVISION OF ELEMENTARY EDUCATION*

I. Core Courses

See *Supervisory Certification Program* section for requirements and course descriptions.

II. Department Field Course

ELED 799 Applied Supervision: Elementary Education (6)

**Women interested in this program should see "Scholarships" in the* Financial Assistance *section.*

MASTER OF EDUCATION DEGREE IN LANGUAGE AND LITERACY EDUCATION

The Department of Elementary and Early Childhood Education offers a master's in language and literacy education in which students choose one of two concentrations: a literacy concentration leading to reading specialist certification, or an ESL concentration leading to ESL certification. Both concentrations are available for elementary and secondary teachers who possess an Instructional Certificate in Pennsylvania. A Master of Education in Language and Literacy Education offers the student the opportunity to participate in original research and experiential programs in this field.

Degree Requirements for Reading Concentration

I. Semester Hours

a. Research Option: minimum of 42 s.h., including a thesis.

b. Non-Research Option: minimum of 39 s.h.

II. Professional Core (9 s.h.)

See *M.Ed. Professional Core* section for requirements and course descriptions.

III. Required Courses (27 s.h.)

RDED 621 Foundations of Reading and Writing (3)

RDED 622 Reading and Writing in the Content Areas (3)

RDED 623 Diagnosis of Reading and Writing Disabilities (3)

RDED 624 Diagnosis and Correction of Reading and Writing Difficulties: Reading Clinic Practicum (6)

RDED 625 Psychological and Social Factors in Reading and Writing (3)

RDED 626 Literacy Leadership (3)

EDUC 562 Methods for Teaching English Language Learners (3)

EDUC 636 Literature and Response (3) or an approved children's literature topics course (3)

Special Education Course (3 s.h.)

Choose one:

SPED 600 Orientation to Special Education (3)

SPED 601 Psychological Aspects of Individuals with Disabilities (3)

Upon successful completion of the above courses in section III and the Reading Specialist PRAXIS test, the student qualifies for reading specialist certification.

Degree Requirements for ESL Concentration

I. Semester Hours

a. Research Option: minimum of 39 s.h., including a thesis.

b. Non-Research Option: minimum of 36 s.h.

II. Professional Core (9 s.h.)

See *M.Ed. Professional Core* section for requirements and course descriptions.

III. Required Courses (18 s.h.)

EDUC 561 Second Language Acquisition: Theory, Programs and Assessment (3)

EDUC 562 Methods for Teaching English Language Learners (3) (Prereq: EDUC 561)

EDUC 563 Linguistic and Cultural Diversity in the Classroom (3)

EDUC 564 Assessment, Policies and Practices in Teaching English Language Learners (3) (Prereq: EDUC 561 or 562)

EDUC 565 Language and Literacy Interventions: Clinical Practicum (6) (Prereq: EDUC 561, 562, 563 and 564 or permission of instructor)

IV. Required Concentration—Related Courses (9 s.h.)

RDED 622 Reading and Writing in Content Areas (3)

Children's Literature Class (3 s.h.) (choose one):

EDUC 533 Nonfiction Literature and Literacy (3)

EDUC 636 Literature and Response (3)

ENGL 666 Seminar in Teaching Literature to Adolescents (3)

Another children's literature class with advisor approval (3)

Linguistic Class (3 s.h.) (choose one):

EDUC 631 Linguistic Foundations (3)

ENGL 661 Seminar in Transformational Linguistics (3)

ENGL 663 Applied Linguistics (3)

CERTIFICATION PROGRAM IN SUPERVISION OF READING AND LANGUAGE ARTS EDUCATION

To qualify for admission to the Reading Supervisor Certificate program, a candidate must have:

1. a master's degree from an accredited college (or be pursuing one concurrently);
2. reading specialist certification; and,
3. five years of satisfactory teaching experience with primary responsibility for reading/language arts.

I. Core Courses

See the *Supervisory Certification Program* section for required educational supervision courses EDSU 700, 701 and 703.

II. RDED 798 Advanced Theoretical Pedagogy of Reading (3 s.h.)

III. RDED 799 Applied Supervision: Reading Clinic (6 s.h.)

MASTER OF EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION

The Master of Education degree program in Early Childhood Education prepares professionals for teaching and administrative positions in child care and preschool settings, elementary schools, early-intervention special education programs, and colleges. The program is based on knowledge and developmentally appropriate practices for the teaching and learning of young children (birth through eight years of age). An interdisciplinary program, it focuses on the connections of children, family, educational settings and community so essential to a young child's total development and individual, diverse needs. The program addresses early-childhood issues using sound research practices and principles, and includes a focus on the graduate student's individual professional needs. Courses are taught by graduate faculty members from the elementary and early childhood education, educational foundations, special education and psychology departments.

Degree Requirements

I. Semester Hours

a. Research Option: minimum of 36 s.h., including a thesis.

b. Non-Research Option: minimum of 36 s.h.

II. Professional Core (9 s.h.)

See *M.Ed. Professional Core* section for requirements and course descriptions.

PSYC 526 is not recommended for early childhood education degree-seeking students.

III. Required Courses (15 s.h.)

ECHD 611 Current Practices and Research in Early Childhood Education: Affective and Psychomotor Emphasis (3)

or **ECHD 519** Seminar in Early Childhood Education

ECHD 612 Current Practices and Research in Early Childhood Education: Cognitive Emphasis (3)

ECHD 613 Early Childhood Education: Home, School and Community (3)

ECHD 614 Advanced Curriculum in Early Childhood Education (3)

SPED 618 Early Intervention for Infants, Toddlers and Preschoolers with Developmental Delays (3)

IV. Electives (12 s.h.)

With prior approval of graduate program coordinator.

V. Exit Examination

A written comprehensive examination, written and evaluated by a group of graduate faculty, is required of all students at the end of the program and is to be scheduled during the final semester.

MASTER OF EDUCATION DEGREE IN GIFTED EDUCATION

The Master of Education degree in gifted education is designed to provide the specialized knowledge needed by teachers and other educational personnel who work with gifted and able students (K-12). The curriculum is appropriate for teachers whether they provide instruction in special programs for the gifted or teach in inclusive settings. The M.Ed. degree in gifted education does not confer teacher certification.

The Department of Elementary and Early Childhood Education is responsible for the gifted education program, although the program itself is multidisciplinary. Courses in the gifted education program are taught by graduate faculty members from the elementary education, educational foundations, special education and psychology departments.

Degree Requirements

I. Semester Hours

A minimum of 36 s.h. is required.

II. Professional Core (9 s.h.)

See *M.Ed. Professional Core* section for requirements and course descriptions.

III. Required Courses (18 s.h.)

GFED 670: Psychology of the Gifted (3)

GFED 674: Programming for the Gifted (3)

GFED 675: Evaluating Instructional Effectiveness: Application for the Gifted (3)

GFED 676, 686, 687: Teaching Gifted Learners: Instructional Strategies (3)
or **688:** Topics in Gifted Education (3)

GFED 690: Clinical Practicum (6)

IV. Area of Specialization (9 s.h.)

The student, with the approval of an advisor, must complete a minimum of 9 s.h. in an area of specialization. Specializations could include, but are not limited to, elementary education, early childhood education, language and literacy, English as a Second Language, English, fine arts, foreign languages, leadership, mathematics, sciences, social sciences, psychology, special education and technology education.

POST-BACCALAUREATE CERTIFICATE IN GIFTED EDUCATION

The certificate program can be completed in four semesters, with offerings year-round (fall, spring, and summer). Psychology of the Gifted and Talented (GFED 670, summer); Programming for the Gifted and Talented (GFED 674, fall); Evaluating Instructional Effectiveness: Applications for Gifted and Talented Learners (GFED 675, spring); Teaching Gifted Learners: Instructional Strategies (GFED 676, summer); and Field-Based Practicum (GFED 690, fall) will be offered on a rotating basis. The completed certificate (18 s.h.) can be applied in its entirety towards the requirements for the Master of Education degree in Gifted Education.

Certificate Requirements

I. Required Courses (18 s.h.)

GFED 670: Psychology of the Gifted (3)

GFED 674: Programming for the Gifted (3)

GFED 675: Evaluating Instructional Effectiveness: Application for the Gifted (3)

GFED 676: Teaching Gifted Learners: Instructional Strategies (3)

GFED 690: Clinical Practicum (6)

Admission Requirements for Elementary Education, Language and Literacy Education, Early Childhood Education and Gifted Education

In addition to general graduate studies admission requirements (see *Graduate School Admission Requirements* section), applicants must have earned a 2.75 or better undergraduate cumulative average (or other proof of academic competency) to qualify for admission.

Also see *Graduate School Admission Requirements* for program-specific entrance exam requirements.

Admission to the Master of Education degree in elementary education requires applicants to hold an Instructional I Teaching Certificate in elementary education. Applicants who have earned a bachelor's degree in a field other than elementary education may satisfy Instructional I Certificate requirements and master's degree requirements concurrently.

Admission to certification as a reading specialist, an ESL specialist, a reading supervisor, or applicants interested in earning a Master of Education degree in language and literacy education must possess an Instructional I Teaching Certificate in elementary or secondary education. Students who have not taken a 3-credit special education course at the time of admittance into the reading specialist program will need to complete an undergraduate- or graduate-level special education class in addition to the SPED 600: Orientation to Special Education course or the SPED 601: Psychological Aspects of Individuals with Disabilities course required for this program.

Admission to the Master of Education degree in early childhood education requires applicants to hold an Instructional I Teaching Certificate in elementary education, early childhood education or special education. Applicants who have not earned certification in one of these fields may earn early childhood education certification and master's degree requirements concurrently.

Admission to the certificate program in gifted education or the Master of Education degree in gifted education requires applicants to hold an Instructional I Teaching Certificate.

Degree Candidacy

An evaluation of the student's performance in course work will determine admission to degree candidacy. A student must initiate the degree candidacy review after the completion of no fewer than 15 and no more than 24 s.h.

COURSE DESCRIPTIONS

EDUCATION

EDUC 501 Teaching of Nutrition in a School Program (3) Examines the teaching of food and nutrition in the school program. After studying nutrition from a personal perspective, the students will examine and evaluate existing curricula and materials in order to prepare their own nutrition programs. Offered infrequently.

EDUC 533 Nonfiction Literature and Literacy (3) This course offers an in-depth look at nonfiction literature written for children and young adolescents. The communication of ideas through visuals and print in books and biographies will be highlighted. Topics include evaluation and selection of books, models for student writing, visual literacy and student response to nonfiction. Prereq: Survey course in children's literature or permission of instructor. Offered periodically.

EDUC 534 Creative Dramatics (3) Presentation of the development of a program in creative dramatics for the inexperienced classroom teacher who wishes to gain insight into the dramatic process and learn how this process can stimulate language study and enhance the development of a language arts program. Offered infrequently.

EDUC 535 Literature for Children and Young Adolescents (3) Introduces the genres of literature for children and young adolescents from birth through 14 years of age. Students examine the work of renowned authors and illustrators. Response to literature and the selection of books for the classroom receive emphasis. The course is intended for students who have not taken a survey course in children's literature. Credit may not be earned for EDUC 333 and EDUC 535. Prereq: Admission to the post-baccalaureate program in elementary education or permission of the instructor. Offered in fall and spring.

EDUC 536 Picture Book Communication (3) Examines the unique qualities of communication in picture books. Book design, illustration, verbal-visual integration, renowned illustrators and children's responses to picture books receive in-depth attention. Exploration of picture books for all ages will occur. Before enrolling, students must have completed a survey course in children's literature. Offered periodically.

EDUC 551 Metrication (3) Consideration of the process of implementing the metric system in schools, techniques for problem solving, and applications of mathematics to the world of measurement. Offered infrequently.

EDUC 575 Current Trends in Education (3) A survey of current and future curricular and instructional trends in education. Emphasis on identification, examination and evaluation of topics, methods, strategies and issues affecting teaching and learning. Offered periodically.

EDUC 586-589, 686-689 Topics in Education (1-3) In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Offered periodically.

EDUC 610: Critical Literacy in the Diverse Democratic Classroom (3) Development of a personal perspective of critical literacy, encompassing reading, writing, speaking and listening. Consideration of literacy as cultural social practice, comparison of multiple perspectives, and implications as to how educators define literacy. Knowledge of how adolescent students use literacy to make meaning of text in multiple contexts, including content area material. Application of assessment tools to determine practical strategies to develop students' literacy skills. Offered annually.

EDUC 630 Teaching Reading through Writing (3) Discussion of how reading and writing interact to support the development of literacy. Focus will be on how reading and writing are integrated through the grades—primary through high school. Offered periodically.

EDUC 631 Linguistic Foundations (3) Survey of the science of language and ways in which it can enrich the teaching of language. Offered periodically.

EDUC 632 Elementary School Language Arts (3) Examines writing, reading, listening and speaking as tools for exploring concepts across the curriculum. Current research and theory will be examined. Offered infrequently.

EDUC 634 Realism in Children's Literature (3) Examines the realistic treatments of topics in fiction and nonfiction for children and the issues that they raise. Censorship will be explored, and procedures for addressing it will be examined. Offered periodically.

EDUC 635 Folk Literature and Its Oral Interpretation (3) Designed to provide opportunities for teachers, librarians and interested members of the community to explore the realm of traditional literature appropriate for use in the educational curriculum and cultural arts programs. It allows participants to achieve an understanding of the purpose and history of oral literature, as well as its modern educational and social applications. Offered periodically.

EDUC 636 Literature and Response (3) Examines literature for children and adolescents and their responses to it. Students investigate the influences upon and patterns of response, including motor, oral, written and expressive-art response, and the authentic assessment of it. Literature in all genres will be read. Students should possess a working knowledge of contemporary children's literature. Course is intended for students who have completed a survey course in children's literature. Offered annually.

EDUC 641 Social Studies in the Elementary School (3) An overall view of social studies in the elementary school curriculum. Investigation of the role it plays and the methods and strategies appropriate for elementary school children. Offered in summer.

EDUC 642 Individualizing Instruction in Social Studies (3) Examination of programs, guidelines and practices for individualizing instruction in the social studies curriculum. Offered periodically.

EDUC 643 Curriculum Trends in Social Studies (3) Study of significant trends in social studies education that are a result of the many social issues in our society. Emphasis on content and methodology appropriate for Social Studies education. Offered infrequently.

EDUC 651 Mathematics in the School Program (3) The nature of mathematics and mathematical thought processes; current views on the learning and teaching of mathematics; problem solving; aids to instruction; instructional strategies in mathematics education. Offered in summer.

EDUC 658 Seminar in School Mathematics Education (3-6) Examination of critical issues, research studies and individual research problems. Prereq: EDUC 651 or permission of instructor. Offered periodically.

EDUC 661 Science in the School Program (3) The nature of science and science thought processes; current views on learning and teaching science; analysis and critical evaluation in developing science for children. Offered in summer.

EDUC 668 Seminar in School Science (3) Examination of critical issues, research studies and individual research problems in the teaching of science in the schools. Offered periodically.

EDUC 671 Curriculum Development in the School (3) Developing curriculum in theory and practice for subject areas. Emphasis is on critiquing planned programs of study and articulating a personal philosophy of curriculum design. Offered annually.

EDUC 672 Cooperating Teacher in the Schools (3) Examination of issues involved in supervision of preservice teachers. Includes supervision of student teachers. Prereq: Teacher certification. Offered infrequently.

EDUC 673 Measurement and Assessment in Teaching (3) Principles, procedures and ethics of testing and measurement essential to curricular decision making and effective teaching. Offered infrequently.

EDUC 691 Independent Studies (1-3) Intensive study of a particular field, curriculum area or problem in education. Prereq: 12 graduate s.h. Offered periodically.

ELED 502 Education in Today's Elementary School (3) An in-depth look at teaching in the elementary school. Topical study includes concepts, definitions, skills and classroom management strategies needed by today's thinking, decision-making classroom professionals. In lieu of field experiences, appropriate teaching behavior is modeled by the instructor, and actual classroom occurrences are examined by the case study approach and through other media. Offered in summer.

ELED 505 Creative Activities in the Elementary School (3) General theory of creativity. Consideration of the basic principles of creative teaching as they relate to the various curricular areas in the elementary school. Activities and experiences applied to creative teaching. Offered in summer.

ELED 576 Assessment for Instructional Planning (3) Principles, procedures and use of traditional and alternative testing and measurement to make curricular decisions to enhance student learning in the elementary classroom. Emphasizes analysis of student learning to inform teacher decision making. Prereq: ELED 502, EDFN 545, RDED 621 and two college-level mathematics courses. Offered annually.

ELED 678 Internship in Elementary Education (1-12) Internship in schools or educational situations under supervision of the graduate faculty of the Department of Elementary and Early Childhood Education. Offered periodically.

ELED 699 Thesis (3-6) Each student writes and orally defends an individual thesis on an elementary education topic. Prereq: 24 graduate s.h. Offered periodically.

ELED 799 Applied Supervision: Elementary Education (6) Internship in supervision to take place in schools or educational situations under the direction of the graduate faculty of the Department of Elementary and Early Childhood Education. Prereq: EDSP 700, 701 and 703. Offered periodically.

LANGUAGE AND LITERACY EDUCATION

RDED 620 Current Practices in Literacy Education (3) Current trends and appropriate pedagogy in the teaching of literacy processes, including reading, writing and speaking in the Pre-K through Grade 8 classroom. Content consistent with the *Pennsylvania Standards for Reading, Writing, Speaking and Listening* and the *Common Core State Standards.* Offered annually.

RDED 621 Foundations of Reading and Writing (3) Emergent literacy, vocabulary development, comprehension instruction, assessment techniques and the reading/writing needs of both the exceptional and the culturally diverse learner. Offered annually.

RDED 622 Reading and Writing in the Content Areas (3) Discussion of strategies and techniques for enhancing comprehension, concept and vocabulary development, and study skills in the content areas. Offered annually.

RDED 623 Diagnosis of Reading and Writing Disabilities: A Practicum (3) Laboratory course interpreting psychological, sociological and educational factors affecting the reading process. A case study will be developed for identifying and analyzing reading disabilities. Prereq: RDED 621 and 622. Offered annually.

RDED 624 Diagnosis and Correction of Reading and Writing Difficulties: Reading Clinic Practicum (6) Course focuses on procedures and materials for prevention and correction of reading difficulties, evaluation of pupil progress and differentiation of instructional techniques. Prereq: RDED 623. Offered in summer.

RDED 625 Psychological and Social Factors in Reading and Writing Ability (3) Discussion of psychological, social and health factors that influence reading and writing ability; theories and practices of teaching reading to culturally diverse individuals; and the role of the reading specialist in the planning and implementation of a schoolwide reading program. Prereq: RDED 623. Offered in fall and summer.

RDED 626 Literacy Leadership (3) Course focuses on the role of the reading specialist as a literacy leader. Topics will include theoretical orientations, the observation and supervision of reading, principles of staff development, principles of coaching and leadership practices. Prereq: RDED 621 and 622.Offered in spring.

RDED 629 Special Topics in Reading (3) In-depth investigation and development of an area of current reading interest not normally covered in regular courses. Topics covered and methods used will vary according to needs of students and faculty involved. Course instructors include staff, national reading authorities and area reading personnel. Offered periodically.

RDED 699 Thesis (3-6) Each student writes and orally defends an individual thesis of some significance in the field of reading education. Prereq: 24 graduate s.h. Offered periodically.

RDED 798 Advanced Theoretical Pedagogy of Reading (3) Advanced theoretical pedagogy of reading and the supervision of literacy instruction. Principles of supervision and progressive discipline; principles of staff development and evaluation of staff development; curriculum auditing practices. Site-based supervision of staff development and coaching. Prereq: EDSU 700, 701 and 703. Offered periodically.

RDED 799 Applied Supervision: Reading Clinic (6) Supervision of teachers working in a classroom and in a reading clinic, complete with observations and follow-up conferences. Written case reports on teachers supervised will be required. Prereq: EDSU 700, 701 and 703. Offered periodically.

EARLY CHILDHOOD EDUCATION

ECHD 519 Seminar in Early Childhood Education (3) Investigation of contemporary goals of early childhood education. Provides analysis of organizational plans, classroom environment, teaching strategies and resources, and noteworthy trends and innovations. Application to individual situations is stressed. Focus will vary. Offered annually.

ECHD 611 Current Practices and Research in Early Childhood Education: Affective and Psychomotor Emphasis (3) Investigation of contemporary practices and research pertaining to the affective and psychomotor development of children, birth to age 8. Primarily covers emotional growth, socialization, self-concept, aesthetic awareness, physical growth and perception. Offered annually.

ECHD 612 Current Practices and Research in Early Childhood Education: Cognitive Emphasis (3) Contemporary practices and research pertaining to the cognitive development of children, birth to age 8. Includes literacy and mathematical abilities, social cognition, memory, language and brain development research. Offered periodically.

ECHD 613 Early Childhood Education: Home, School, Community (3) Examination of current programs and recommended procedures for developing communication between home and school. Acquaints students with community resources and services available to families and teachers. Opportunities to develop a practical parent-teacher communication program for an individual teaching situation. Offered annually.

ECHD 614 Advanced Curriculum in Early Childhood Education (3) Extension of basic curriculum theory and practice as it applies to programs for young children. Sources of influence on early childhood curriculum—such as professional organizations, learning theorists and historical practice—will be examined. Students analyze and revise or refine curriculum content and practices in their individual learning situations. Offered annually.

ECHD 615 Administration and Supervision of Early Childhood Programs (3) The role of the early childhood program administrator as an educational leader. Topics include educational decision making; program development; effective staff supervisory skills; facility management; funding sources and procedures; advocacy; and health, safety and nutrition issues. Offered periodically.

ECHD 616 Play in the Early Childhood Curriculum (3) Examination of play as a vital component of the early childhood curriculum. Focuses on the research, theories and practical knowledge of play in children's development in order to help adults make the play component of a program more effective and meaningful. Offered periodically.

ECHD 699 Thesis (3-6) Each student writes and orally defends an individual thesis of some significance in the field of early childhood education. Prereq: 24 graduate s.h.

SPED 618 Early Intervention for Infants, Toddlers and Preschoolers with Developmental Delays (3) For practicing teachers or master's-level students who will be called upon to develop, implement and evaluate early-intervention programs for students with developmental delays and students who are at risk for school delays. Includes examination of areas that interfere with normal development, assessment of the needs of young children and design of programs to facilitate growth. Includes the importance of family involvement and evaluates instructional strategies intended to enhance the child's success. Covers skills in accordance with family-centered services and participation in interagency, collaborative efforts. Offered periodically.

MUSI 587 Music in the Kindergarten and Preschool Classroom (3) In-depth study of games, teaching strategies and materials providing classroom teachers and music teachers with tools to create meaningful musical experiences in the classroom. Current principles and guidelines for early childhood education will be presented. An opportunity to work with preschool children under the direction of several experienced teachers. Also covers basic musical concepts. Musical materials will include multicultural folk and other musical genres. Offered periodically.

GIFTED EDUCATION

GFED 670 Psychology of the Gifted (3) Covers diverse elements in psychology that converge in the study of giftedness. The early studies of Terman will give a historical perspective leading to an exploration of developments in the areas of measurement, individual differences and multifactorial views of intelligence. Emphasis will be placed upon the literature on creativity and problem solving. The contribution of humanistic psychology which gives a sense of process or personal growth and of achievement will be explored.

GFED 674 Programming for the Gifted (3) Designed for in-service teachers pursuing a master's degree in gifted education or for those teachers with special interest in educating the gifted and talented. In-depth exploration of six components of gifted programs: definition of gifted, identification of the gifted, curriculum, teacher selection, program organization, and management.

GFED 675 Evaluating Instructional Effectiveness: Applications for the Gifted (3) An advanced course dealing with ways to evaluate the achievement of gifted and able students. Attention will be paid to interpretation of relevant research pertaining to the instruction and identification of gifted and able students. Prereq: GFED 674 or permission.

GFED 686, 687, 688 Topics in Gifted Education (3) Possible topics include creativity, motivation, management of gifted programs, research, etc. Participants may take this course more than once. Topics vary each year and are taught by faculty from various departments.

GFED 690 Clinical Practicum in Gifted Education (6) Practical application of curriculum models and strategies for gifted students. Production of materials/units to be used in the classroom. Direct instruction of gifted youngsters will be required. Prereq: GFED 674 or permission.

GFED 699 Thesis (3-6) Prereq: 24 graduate s.h.

PROGRAM SPECIALIST—ESL CERTIFICATION PROGRAM

EDUC 561 Second Language Acquisition: Theory, Programs and Assessment (3) Provides prospective and practicing teachers with a foundational understanding of English language structure, first and second language acquisition, and oral language assessment methods for K-12 classrooms. Historical and evolving legislative policies and programs related to schooling and English language learners in the U.S. Offered annually.

EDUC 562 Methods for Teaching English Language Learners (3) Provides prospective and practicing teachers with an opportunity to apply theoretical foundations of second language acquisition to teaching in the classroom. Methods for developing English language learners' conversational and academic language, as well as strategies for learning in the content areas. Prereq: EDUC 561. Offered annually.

EDUC 563 Linguistic and Cultural Diversity in the Classroom (3) Examines U.S. and world cultures, sources of cross-cultural conflict and approaches to cross-cultural conflict resolution as it relates to K-12 settings. Explores approaches for creating classrooms that promote equity and an appreciation for diversity. Offered annually.

EDUC 564 Assessment, Policies & Practices in Teaching English Language Learners (3) Focuses on the use of various tools in assessing and planning for the linguistic and instructional needs of English learners. Contains a public school field experience component where participants apply methods and principles for supporting English language learners in K-12 settings. Examines state and federal policies as they relate to schooling and English language learners. Prereq: EDUC 561 or 562. Offered annually.

EDUC 565 Language & Literacy Interventions: Clinical Practicum (6) Appplication of literacy theory and knowledge of effective research-based instruction. Assessment of English language learners. Acquisition of academic vocabulary, instructional strategies for teaching content area vocabulary and text, and use of interventions in a clinical setting. Prereq: EDUC 561, 562, 563 and 564 or permission of instructor. Offered annually.

Summer Workshops

In addition to the courses offered toward a degree, the Department of Elementary and Early Childhood Education offers a series of practical and activity-oriented workshops providing new ideas that can immediately be used in the classroom. These workshops are graded on a pass/fail basis. Under no circumstance may these workshops be included for credit in a master's degree program at Millersville University.

EMERGENCY MANAGEMENT

GRADUATE FACULTY

Sepideh Yalda, Graduate Program Coordinator. Ph.D., St. Louis University, 1997. Earth Sciences.
Joyous Bethel. Ph.D., Barry University, 1997. Social Work.
Kirsten N. Bookmiller. Ph.D., University of Virginia, 1992. Government and Political Affairs.
Robert J. Bookmiller. Ph.D., University of Virginia, 1992. Government and Political Affairs.
Richard D. Clark. Ph.D., University of Wyoming, 1987. Earth Sciences.
Caleb A. Corkery. Ph.D., University of Maryland, College Park, 2004. English.
Alex DeCaria. Ph.D., University of Maryland, College Park, 2000. Earth Sciences.
Duane E. Hagelgans. J.D., CSP, Widener University, 2003. Emergency Management.
Norma A. Rivera-Hernandez. Ph.D., University of Texas at Austin, 1994. Foreign Languages.
Theresa A. Russell-Loretz. Ph.D., Purdue University, 1995. Communications.
Paul G. Specht. Ph.D., Michigan State University, 1978. Industry and Technology.
John R. Wallace. Ph.D., Michigan State University, 1997. Biology.

ADJUNCT FACULTY

Paul A. Charp. Ph.D., University of Tennessee, 1981. Emergency Management.
Elaine Enarson. Ph.D., University of Oregon, 1981. Emergency Management.
Alison Herring. ABD, University of North Texas, 2010. Sociology.
Timothy W. Sevison. M.S., Pennsylvania State University. Emergency Management.
Gregory M. Zaros. M.S., Texas Tech University, 1990. Emergency Management.

THE PROGRAM

MASTER OF SCIENCE DEGREE IN EMERGENCY MANAGEMENT

The Master of Science Degree in Emergency Management (MSEM) is a multidisciplinary program to be delivered as an online distance-education program. The graduate students will benefit through the continued development of both general and specialized courses, exposure to academics and practitioners with interest and experience in the area of disaster research and emergency management, the opportunity to undertake graduate research independently as part of ongoing faculty research, the opportunity to complete internships/co-ops, the link to other graduate programs and the availability of high-demand employment opportunities following graduation.

Admission Requirements

Before an application will be considered for admission, the following documents must be submitted to Graduate and Professional Studies: a completed graduate application and application fee, an official transcript from all institutions of higher education attended, verification of completion of a baccalaureate degree from a regionally accredited institution, three professional letters of recommendation, a goal statement and a résumé. If an applicant does not meet the minimum undergraduate GPA requirement of 2.75, an official score from either the GRE or MAT test taken within five years of the date of application is required. Applicants whose first language is not English must submit their score from the Test of English as a Foreign Language (TOEFL). Students with non-U.S. degrees must submit official academic credentials evaluated by an evaluation service (see p. 14 for more information) along with the MSEM application. The TOEFL must have been completed within the previous two years.

Degree Requirements

The curriculum consists of 24 credit hours of required courses and an additional six credit hours of electives. The degree program, therefore, requires students to complete a total of 30 credit hours. Each course will incorporate knowledge and skills from or relevant to academic research, best practices, human behavior and key organizations, as well as legal issues, policies, rules and regulations.

The program can be completed on a part-time schedule. Therefore, the program is designed for degree completion on a part-time schedule. Students can elect to enroll in one or two courses during the fall and spring semesters as well as during the summer. It is possible for students to complete the program within two years; it must be completed, however, within five years.

Degree Candidacy

Graduate students must demonstrate mastery of the body of knowledge related to emergency management as well as research skills inherent for a master's degree candidate. After completing 12 or more credits, students must be satisfactorily evaluated by the MSEM program coordinator to achieve degree candidacy status. This evalation allows the student to continue taking courses to complete their studies.

Transfer Credits

All transfer credits must come from a regionally accredited institution and must have been completed within five years of enrolling in the MSEM program.

Curriculum

I. Core Courses (24 s.h.)

EMGT 601 Principles and Practices of Emergency Management (3)
EMGT 603 Technical and Professional Writing for Emergency Management (3)
EMGT 605 Social Dimensions of Disaster (3)

EMGT 607 Emergency Mental Health and Trauma (3)
EMGT 614 Natural Hazards Primer (3)
EMGT 615 Emergency Preparedness for Industry (3)
EMGT 653 Theoretical Perspectives and Methods Applied to Emergency Management (3)
EMGT 693 Field Experience Practicum (3)

II. Elective Courses (6 s.h.)

EMGT 616 Terrorism, WMD and Homeland Security (3)
EMGT 617 Emergency Management Issues in Communication and Mass Media (3)
EMGT 618 Humanitarian Responses to International Disasters (3)
EMGT 629 Special Topics Course (3)
EMGT 633 GIS Applications for Emergency Management (3)
EMGT 691 Independent Study (3)

COURSE DESCRIPTIONS

EMGT 601 Principles and Practices of Emergency Management (3) History and perspectives of the field, hazards concepts and taxonomies, all-hazards approach, phases of emergency management, risk assessment, risk communication, emergency management functions, sustainable development, best practices, the EOC, the disaster plan, CEM, IAEM, forging intra- and intergovernment relationships. Offered in fall and spring.

EMGT 603 Technical and Professional Writing for Emergency Management Personnel (3) The emergency-management professional is engaged in an ever-increasing workload involving reporting, budget preparation, grant applications and communicating with the public. This course is designed to enhance the necessary skills for the emergency manager to successfully negotiate the increased demands of the profession. Offered in fall.

EMGT 605 Social Dimensions of Disaster (3) An overview of the findings of disaster sociology, including, but not limited to, an examination of the social science definition of disaster, the disaster mythology, the impact of the media, organizational challenges during disaster, creating and maintaining a disaster-resilient community, national and international disaster researchers and the research literature. Offered in fall.

EMGT 607 Emergency Mental Health and Trauma (3) This in-depth course provides the emergency responder with a greater appreciation of the challenges, responses and adjustments encountered by those exposed to disastrous events. Offered in spring.

EMGT 614 Natural Hazards Primer (3) Natural Science examination of natural or environmental hazards and their associated risks. The overview will possibly include hazards such as hurricanes, tornadoes, earthquakes, tsunamis and floods. Offered in summer and winter.

EMGT 615 Emergency Preparedness for Industry (3) An examination of industrial and societal risks associated with the manufacture, handling, storing and transporting of biological, chemical, nuclear and radiological materials. Offered in spring.

EMGT 616 Terrorism, Weapons of Mass Destruction and Homeland Security (3) A sociological exploration of what terrorism is, why it occurs, prudent approaches to reducing the incidence of terrorism, and failed approaches; the origins and functions of homeland security; the necessity of maintaining an all-hazards approach; and issues surrounding the placement of FEMA within the Department of Homeland Security. WMD history; an overview of the basic known biological, chemical, radiological and nuclear materials likely to be used as weapons; approaches to inoculation and treatment before and after exposure. Offered in spring of odd years.

EMGT 617 Emergency-Management Issues in Communication and Mass Media (3) Examines how the media is an integral part of an effective disaster plan, how the media is problematic during disaster response, the value of a trained public information officer within organizations, key issues in risk communication and best practices. Offered in spring of even years.

EMGT 618 Humanitarian Responses to International Disasters (3) International organizations and the challenges and experiences they commonly encounter in mitigating and responding to disaster events; considers if a global economy, global village will help or hinder future efforts. Offered in summer of odd years.

EMGT 629-632 Special Topics Course (3) In-depth investigation and development of one or more topics of current interest not addressed in current curriculum. Topics will vary according to the needs of students and the faculty involved. Offered periodically.

EMGT 633 GIS Applications for Emergency Management (3) Introduction to Geographic Information Systems (GIS), with emphasis on their use in emergency management. Covers the different types of GIS data available, sources of data and software tools for querying and spatially analyzing data. Offered in fall of odd years.

EMGT 653 Theoretical Perspectives and Methods Applied to Emergency Management (3) Theoretical perspectives drawn from sociology are applied to emergency management. The EM professional will develop insight into the common responses to planning, responding, recovery and mitigation. Offered in spring.

EMGT 691 Independent Study (1-3) Intensive study of a particular emergency-management area, topic or event. Permission of program coordinator is required.

EMGT 693 Field Experience Practicum (3) A capstone experience in which emergency-management knowledge and skills are applied and integrated within a field experience. Those already working within an emergency-management-related career will use their current position as the basis for completing a project applicable to enhancing their current skills and applying best practices. Offered in spring and fall.

ENGLISH

GRADUATE FACULTY

Kimberly L. McCollum-Clark, Department Chairperson. Ph.D., Pennsylvania State University. English Education and Curriculum, Adolescent Literature and Literacy, Composition Theory and Pedagogy.

Dominic Ording, Graduate Program Coordinator. Ph.D., Michigan State University. 20th-Century American Literature, Gender and Sexuality Studies, Cultural Studies.

William Archibald. Ph.D., University of North Dakota. Rhetoric and Composition, Online Teaching, Nonfiction Writing, Visual and New-Media Rhetoric, Samuel Johnson, Decadence.

Joyce Anderson. M.A., Millersville University. Business Writing for Managers, Technical Writing, Professional Editing and Publication.

Robert Carballo. Ph.D., University of Miami. Victorian Literature, Drama, Matthew Arnold, John Henry Newman, Romanticism, Comparative Literature.

Caleb Corkery. Ph.D., University of Maryland, College Park. Writing Pedagogy, Rhetoric and Race, Drama, Narratology.

Bonnie Duncan. Ph.D., University of Iowa. Middle English Literature, Chaucer, Linguistics.

Kerrie R.H. Farkas. Ph.D., Kent State University. Rhetoric and Composition, Public and Civic Discourse, Grounded Theory and Critical Discourse Analysis, Writing and Civic Engagement.

Judith Halden-Sullivan. Ph.D., Pennsylvania State University. Rhetoric and Composition Studies, Poetics, Avant-Garde Literature.

Katarzyna Jakubiak. Ph.D., Illinois State University. African Diaspora Literature, 20th/21st-Century World Literature, Translation Studies.

Timothy R. Mayers. Ph.D., University of Rhode Island. Rhetoric and Composition Studies, Creative Writing, Disciplinary History and Theory of English Studies.

Timothy Miller. Ph.D., State University of New York at Binghamton. 16th- and 17th-Century British Literature, Milton.

Carla Mary Rineer. Ph.D., Temple University. American Literature to 1945, British and American Modernism, Literary Theory, Women's Studies.

M.P.A. Sheaffer. Ph.D., Tulane University. Renaissance Literature, 17th-Century Literature, Literature of the Late 19th Century (Late Victorian and Edwardian).

Timothy P. Shea, Ph.D., University of Virginia. English Education and Curriculum, Adolescent Composition Pedagogy, Film and Media Literacy.

Kenneth Shields. Ph.D., Pennsylvania State University. Linguistics, History of English, Old English, Medieval Literature.

Martha E. Widmayer. Ph.D., University of Miami. Renaissance Literature, Shakespeare, Victorian Literature, Romanticism.

Yufeng Zhang. Ph.D., Purdue University. Second Language Writing, Teaching English as a Second Language.

THE PROGRAMS

The Department of English offers Master of Arts and Master of Education degrees along with a Graduate Certificate in Writing. The student's course of study will be determined in cooperation with the graduate program director after admission to the graduate program. The substantial resources of the Francine G. McNairy Library will aid course work and preparation of theses and other capstone research endeavors.

MASTER OF ARTS DEGREE

The Master of Arts degree program in English is designed to prepare the student for continuing graduate study in English or related fields; to enhance the student's intellectual and aesthetic life through the intense study of selected works of British, American and world literature; and to offer an introduction to areas of linguistic theory and writing studies.

Admission Requirements

Admission to the program is open to those applicants who possess a baccalaureate degree from an accredited college with an undergraduate major in English, or by special permission. Applicants must submit supporting documents as required for general admission to a graduate program (see Admission Requirements section). Applicants must take either the general GRE or the MAT and score within the 50th percentile or higher (on the GRE verbal or the MAT overall—exceptions can be made for students with special interests and ability).

An admissions decision is based upon an evaluation of all application documents by the graduate director. If probational admission is granted, the graduate director will stipulate the conditions to be met by the applicant before full admission is granted (e.g., satisfactory completion of prescribed undergraduate courses or completion of a certain number of graduate English courses with a satisfactory GPA).

Degree Candidacy

Admission to degree candidacy requires successful completion of 9-12 s.h. of departmentally approved graduate course work with an overall B average and satisfaction of the foreign language requirement. This course work should include at least 9 s.h. at Millersville University. Students need to complete both ENGL 614 and ENGL 651 to achieve degree candidacy. A student who accumulates a maximum of 21 s.h. of graduate course work and whose grade average falls below a B will be dropped from the degree program.

Upon completion of 18 s.h. of graduate course work, a student must apply and be admitted to degree candidacy, after which he/she should, in consultation with the graduate coordinator, develop a program which lists the requirements needed to complete the degree program.

Program Requirements

Applicants for the degree of Master of Arts in English must successfully complete a program which consists of a minimum of 36 graduate credits, including 30-33 hours in course work and a capstone project of 3-6 s.h.

Part I. Graduate Core (15 s.h.) would include:

I. Profession of English Studies (ENGL 614) (3 s.h.)

II. Literary Theory (ENGL 651) (3 s.h.)

III. Linguistics (ENGL 601, 602, 660, 661, 662, 663 or 664) (3 s.h.)

IV. Graduate Writing Course (ENGL 667, 668, 670 or 692-695*) (3 s.h.)

V. Literature Course (3 s.h.)

Part II. English (15-18 s.h.)

Students are encouraged to focus (9 s.h.) on one of the following areas: Writing Studies, Linguistics, British Literature, American Literature or World Literature.

Students must take at least six courses that are offered either as "graduate only" or "graduate mostly" course level.

Part III. Capstone Project (3-6 s.h.)

The project will be created under the close supervision of the appropriate advisor. Upon completion of the project, the student will meet with a committee of three faculty members from the English department for an oral examination of the project. If deemed appropriate, a faculty representative from another department may be invited to join the English department capstone defense committee. The committee may recommend revisions to the thesis. After all revisions have been completed, the accepted thesis is graded "pass" or "pass with honors" by the departmental committee.

1. **Traditional Master's Thesis**—an extended literary analysis that demonstrates a thorough scholarly examination with a degree of originality.
2. **Creative Thesis**—original, creative work by the student (i.e., a short story, a collection of poetry, creative nonfiction piece) that situates the work in a broader, scholarly context.
3. **Qualitative Research**—scholarly research that is situated in a pedagogical context. Requires I.R.B. approval.
4. **Peer-Reviewed Journal Article**—a student-written, substantial article that is accepted in a reputable, peer-reviewed professional journal.
5. **Curriculum Artifact**—a piece of student scholarship produced during course work that can be expanded and used in an educational setting.

Required Courses

The student's curriculum, planned with the program coordinator, will include a course in the study of English (ENGL 614), literary theory (ENGL 651), a literature course, a writing course and a course in the nature and structure of the English language (either ENGL 601, ENGL 602, ENGL 660, ENGL 661, ENGL 662, ENGL 663 or ENGL 664). A maximum of 6 hours of course work in related fields (such as psychology, education and/or history) may be acceptable only if it has bearing upon the student's chief area of interest.

Foreign Language Requirement

Reading competency in one foreign language is required for the Master of Arts in English. Where reading competency is not demonstrated through either an examination or the satisfactory completion of a minimum of one intermediate course, intermediate-level course work must be taken and passed with a grade of B or higher in one of the following: French, Spanish or German. Basic language courses will not count as part of the degree requirement. The language exam is offered in fall and spring only. Degree candidates must contact the graduate director in English to schedule the exam **one month prior** to the desired test date. Exams are not scheduled in the last two weeks of the term. **This competency must be met before a student is granted degree candidacy.**

Rationale: To pass the exam, the student must demonstrate a solid grasp of the way the language functions, both in meaning and syntax. It is a test of one's ability to read and interpret another language effectively and should be related to future research endeavors.

*ENGL 692-695: The Writing Institute

The Writing Institute may be counted one time (3 s.h.) towards the M.A. in English degree requirements.

MASTER OF EDUCATION DEGREE

The Master of Education degree in English is designed to prepare students for continuing graduate study in English or related fields and to develop in students a substantial understanding of the subject matter of English (language, literature and composition) and related educational theory (philosophy, psychology and research). These understandings are intended to lead toward increased competence in teaching and curriculum development.

Admission Requirements

Present and prospective teachers of English who meet graduate program admission standards are invited to apply for admission to the M.Ed. in English program. Applicants must take either the general GRE or the MAT and score within the 50th percentile or higher (on the GRE verbal or the MAT overall—exceptions can be made for students with special interests and ability).

After reviewing all application documents, the graduate program coordinator may recommend unqualified admission or probational admission. If the department recommends probational admission, the conditions shall be clearly stipulated (e.g., the successful completion of a designated course (or courses) either at the graduate or undergraduate level).

Students applying for admission to the M.Ed. degree must be aware that the M.Ed. degree does not confer teaching certification. Hence, students who do not already have English certification when they apply to this program may have to complete various undergraduate courses if they wish to receive that certification. Students with this degree are qualified to teach English at community colleges and serve as a complement to secondary English teachers' professional development.

Degree Candidacy

Admission to degree candidacy requires successful completion of 9-12 s.h. of departmentally approved graduate course work with an overall B average. This course work should include at least 9 s.h. at Millersville University. Students need to complete ENGL 614 and the M.Ed. professional core in order to achieve degree candidacy. A student who accumulates a maximum of 21 s.h. of graduate course work and whose grade average falls below a B will be dropped from the degree program.

Upon completion of 18 s.h. of graduate course work, a student must apply and be admitted to degree candidacy, after which he/she should, in consultation with the graduate coordinator, develop a program which lists the requirements needed to complete the degree program.

Program Requirements

Applicants for the degree of Master of English Education must successfully complete a program which consists of a minimum of 36 graduate credits, including 30-33 hours in course work and a capstone project of 3-6 s.h. The project will be created under the close supervision of the appropriate advisor.

Part I. English Studies

I. Profession of English Studies (ENGL 614) (3 s.h.)

II. English (15 s.h.)

Any graduate course offered by the English department except English Education.

Part II. English Education Studies

I. Professional Core (9 s.h.)

(See *M.Ed. Professional Core* for requirements.)

II. English Education (6 s.h.)

Select two of the following:

ENGL 660 Teaching English as a Second Language (3 s.h.)

ENGL 664 Teaching of English to Speakers of Other Languages (3 s.h.)

ENGL 666 Seminar in Teaching Literature to Adolescents (3 s.h.)

ENGL 667 Seminar in English Curriculum (3 s.h.)

ENGL 668 Seminar in English Education (3 s.h.)

ENGL 670 Film and Media in Secondary English Education (3 s.h.)

ENGL 672 Seminar in Rhetoric and Composition (3 s.h.)

ENGL 691 Independent Studies (1-3 s.h.)

ENGL 692-695 Writing Institute* (3-6 s.h)

Students must take at least six courses that are offered either as "graduate only" or "graduate mostly" course level.

Part III. Capstone Project (3-6 s.h.)

Upon completion of the project, the student will meet with a committee of three English and/or education professors for an oral examination of the project. If deemed appropriate, a faculty representative from another department may be invited to join the project committee. The committee may recommend revisions to the project. After all revisions have been completed, the accepted project is graded "pass" or "pass with honors" by the departmental committee.

1. **Traditional Master's Thesis**—an extended literary analysis that demonstrates a thorough scholarly examination with a degree of originality.
2. **Creative Thesis**—original, creative work by the student (i.e., a short story, a collection of poetry, creative nonfiction piece) that situates the work in a broader, scholarly context.
3. **Qualitative Research**—scholarly research that is situated in a pedagogical context. Requires I.R.B. approval.
4. **Peer-Reviewed Journal Article**—a student-written, substantial article that is accepted in a reputable, peer-reviewed literary journal.
5. **Curriculum Artifact**—a piece of student scholarship produced during course work that can be expanded and used in an educational setting.

*THE WRITING INSTITUTE

The Writing Institute may be counted twice (3-6 s.h.) towards the M.Ed. in English degree requirements.

COURSE DESCRIPTIONS

ENGL 586-589, 686-689 Special Topics (3) In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods to be used will vary according to the needs of the students and faculty involved. Offered periodically.

ENGL 601 Old English Language and Literature (3) An introduction to the structure of Old English and reading in Old English prose and poetry. Offered periodically.

ENGL 602 Middle English (3) Language and literature of England from 1100 to 1500, exclusive of Chaucer, with attention to changes in the language, literature and culture, especially between 1066 and 1509. Offered periodically.

ENGL 603 Chaucer (3) Important works by Chaucer, with attention to the religious, philosophical, political and literary characteristics of his time; study of the language, pronunciation and versification; and important criticism. Offered annually.

ENGL 604 Renaissance in English (3) Renaissance spirit in England, demonstrated by nondramatic literature. Offered biennially.

ENGL 605 Shakespeare (3) Critical and historical examination of Shakespeare's plays and poetry, and introduction to major critics and sources. Offered every semester.

ENGL 606 English Literature in the Early 17th Century (3) Major English works, with attention to prose style, forms and style in verse; political events and developments in religious thought; intellectual climate of period 1600-1660. Offered biennially.

ENGL 607 Milton (3) Milton's poetry and prose, in relation to religious, philosophical and critical tendencies of the Puritan period. Offered annually.

ENGL 608 Restoration and 18th-Century English Literature (3) Representative works of British literature published between 1660 and 1800. Reading list varies. Offered periodically.

ENGL 609 English Novel of the 18th Century (3) Emphasis on the rise of the English novel as an art form. Reading list varies. Offered periodically.

ENGL 610 The English Novel of the 19th Century (3) Study of the Victorian novel as an art form and as expression of the general culture of a period. Reading list varies. Offered periodically.

ENGL 611 The Romantic Movement in England (3) Main currents in the literature of the Romantic Age. Emphasis on Wordsworth, Coleridge, Byron, Shelley and Keats. Attention paid to Burns, Blake and major prose writers of the period. Offered periodically.

ENGL 612 Literature of Victorian England (3) Victorian culture as interpreted by leading poets and prose writers who came to prominence between 1830 and 1900. Emphasis will be placed on such figures as Carlyle, Mill, Newman, Tennyson, Browning, Arnold, Ruskin, the Rossettis, Swinburne, Carroll, Hopkins, Hardy and Wilde. Offered periodically.

ENGL 613 Modern British Fiction (3) Examination of the novel and story since 1900. Focus on experimental narrative techniques in the fiction of Conrad, Joyce, Lawrence, Forster, Woolf and Ford. Offered periodically.

ENGL 614 Profession of English Studies (3) "English studies" represents a wide range of scholarly and pedagogical interests and practices. This course will focus on the history and present state of English studies as an academic discipline or field.

ENGL 615 Seminar in Selected British Writers (3) Intensive study of selected figures; investigation of primary and secondary sources; special problems in scholarly research. Writers studied will vary. Offered periodically.

ENGL 621 Early American Literature to 1830 (3) Examination of Colonial and Federal literature, with some discussion of the beginnings of Romanticism. Special attention to Bradstreet, Taylor, Edwards, Franklin, Wheatley, Brockden Brown, Irving and Cooper. Offered annually.

ENGL 622 The American Renaissance: 1830-1885 (3) Focus on Transcendentalism and such figures as Hawthorne, Poe, Thoreau, Melville, Emerson, Whitman and Dickinson. Offered annually.

ENGL 623 Development of the American Novel: 19th Century (3) Narrative fiction from early and middle parts of 19th century to "fin de siècle"; emphasis on the Romance, the Gothic tale and the rise of the novel. Offered periodically.

ENGL 624 The Emergence of Modern American Fiction: Realism and Naturalism to 1920 (3) A study of stylistic, thematic and philosophic issues relating to literary realism and naturalism. Selections from writers such as Twain, Howells, Wharton, James, Crane, Norris, London and Dreiser. Offered periodically.

ENGL 625 Modern American Fiction, 1920-1945 (3) Important American fiction writers of the 20th century, with emphasis on major developments in ideas and techniques. Special attention to Anderson, Cather, Wright, Hurston, Fitzgerald, Hemingway, Faulkner, Steinbeck and others. Offered annually.

ENGL 626 Modern American Drama (3) American drama from World War I to the present, with emphasis on significant developments in the styles and techniques explored by such dramatists as O'Neill, Hellman, Williams, Miller, Albee, Hansberry and others. Offered annually.

ENGL 627 Modern American Poetry (3) In-depth study of several major American poets, including Eliot, Pound, Millay, Moore, Hughes, Frost, Stevens, Williams and others. Offered periodically.

ENGL 628 Contemporary American Literature: 1945–Present (3) Major trends in poetry, fiction and drama since World War II, with emphasis on such prominent figures as Barth, Bellow, Mailer, Oates, Updike, Plath, Olson, Shepard, Mamet and others. Offered annually.

ENGL 629 Seminar in Selected American Authors (3) Intensive study of the works of selected American authors. May be taken more than once for credit. Offered periodically.

ENGL 631 Comparative Literature I (3) Foundations of modernism in world literature. Symbolism, Aestheticism, Decadence. Comparative approach to the study of literature, from Poe to Baudelaire to Pater, Sartre, Tolstoy, T.S. Eliot, Lorca, Unamuno and others. Offered periodically.

ENGL 641 Poetry (3) The nature of poetry as genre: content as an extension of form; form as an extension of content; work in prosody; intensive reading in verse of all types and periods; projects in bibliography and explication. Offered annually.

ENGL 642 Drama (3) Drama as a literary genre; detailed study of specimens of drama of all types and periods; emphasis on masterpieces of drama from Aeschylus to Pinter; dramatic theory and criticism. Offered annually.

ENGL 643 Fiction (3) Fiction as a literary genre; in-depth study of specific works of various types and periods; emphasis on specimens of fiction from around the world. Fiction theory and criticism. Offered annually.

ENGL 644 Modern British Poetry (3) Forms, techniques and schools of 20th-century British poetry. Emphasis on the major poets and representative contemporary poets. Offered periodically.

ENGL 645 The Short Story (3) The rise and development of the short story as a literary genre. Offered periodically.

ENGL 651 Literary Criticism (3) Origin and development of literary criticism; the splintering of critical approaches and methodologies (e.g., psychological, sociological, linguistic, archetypal and mythopoeic approaches); current developments such as phenomenology and structuralism; deconstruction; feminist criticism, etc. Offered annually.

ENGL 660 Teaching English as a Second Language (3) Gain a deeper understanding of the nature of spoken English and investigate current approaches to the teaching of ESL listening and speaking skills. Learn effective techniques and teaching ideas for ESL listening and speaking. Also learn the integration of listening and speaking with other language skills in ESL teaching. Note: This course counts toward the M.A. or M.Ed. degree in English, but not toward the ESL certification or the BSE Chapter 49-2 ESL requirement. Prereq: ENGL 110. Offered annually.

ENGL 661 Seminar in Transformational Linguistics (3) An introduction to the transformational-generative approach to language analysis. The primary focus of the course is syntax, although the semantic and phonological components of grammar are also examined. Offered periodically.

ENGL 662 Dialects of American English (3) An investigation of the nature of dialectal and stylistic variation in American English, focusing on selected problems and issues of recent research in linguistic geography and sociolinguistics. Offered periodically.

ENGL 663 Applied Linguistics (3) Applications of current linguistic theory to the study and teaching of a variety of language-related subject matters, including grammar, composition, spelling, second language acquisition, reading and literature. Offered periodically.

ENGL 664 Teaching of English to Speakers of Other Languages (3) Examination of leading theoretical approaches to second language learning. Methods and techniques useful in developing listening, speaking, reading and writing skills. Opportunities for peer teaching and related application projects. Offered periodically.

ENGL 666 Seminar in Teaching Literature to Adolescents (3) Study of a considerable body of literature suitable for adolescents of varying abilities and backgrounds, and of techniques useful in improving reading skills and developing positive attitudes toward reading. For M.Ed. majors. Offered annually.

ENGL 667 Seminar in English Curriculum (3) Principles and processes of curriculum development and a study of exemplary curricula for English in the middle and secondary schools. For M.Ed. majors. Offered periodically.

ENGL 668 Seminar in English Education (3) Recent research and new directions in English education. Individualized research and study. Seminar presentation of independent investigation. For M.Ed. majors. Offered periodically.

ENGL 670 Film and Media in the Secondary Classroom (3) Examination of structures, genres and purposes of both fiction and nonfiction film, television and advertising in the context of the secondary classroom and the ways viewers should read and interpret those media. Students will learn how the effective understanding and analysis of these forms can assist them in a deeper comprehension and construction of print texts. Emphasis will be placed on interpreting these texts as a means of developing 21st-century literacies. Offered in summer.

ENGL 672 Seminar in Rhetoric and Composition (3) Classical and modern theories of rhetoric and their application to the teaching of writing. Effective instructional methods and materials will be examined. Offered periodically.

ENGL 691 Independent Studies (1-3) Intensive study of a particular field, curriculum area, or problem in English or English education. Student must petition the chairperson of the English department in writing for permission to take this course and may register for it only twice. Offered periodically.

ENGL 698 Research Report (3)

ENGL 699 Thesis (6)

Graduate Certificate in Writing This is an 18-credit program of study designed for post-graduate students or community members seeking advanced coursework to better conceptualize and effectively compose diverse genres of writing, with particular attention to *professional writing*–business and technical communication, digital communication, grant-writing, writing for publication in various venues, including portfolio preparation–*and creative writing*, or producing poetry, memoirs, various kinds of fiction, drama, and screenplays. In addition, committed to the professionalization of writing pedagogy, this graduate certificate will offer advanced coursework in *the teaching of writing*. The Graduate Certificate in Writing will serve as a stand-alone program for any interested student with a bachelor's degree from an accredited four-year college or university. The degree need *not* be in English. This certificate program can also provide a specialization for Millersville University graduate students seeking an MA or MEd in English; its requirements complement the demands of both degrees.

The student's curriculum, planned with the program coordinator, will include 18 credits from professional or creative writing, or the teaching of writing configured as FIVE courses and ONE three-credit capstone experience.

FOREIGN LANGUAGES

GRADUATE FACULTY

Leroy T. Hopkins, Department Chairperson. Ph.D., Harvard University, 1974. Modern German Literature.

Christine Gaudry-Hudson, Graduate Program Coordinator/Director, French Summer Institute. Ph.D., University of North Carolina at Chapel Hill, 1986. 18th- and 20th-Century French Literature.

Marco Antolín, Director, Spanish Summer Institute. Ph.D., Universidad de Valladolid, 2002. Comparative Poetry, 20th-Century Spanish Literature, Spanish History.

Susanne Nimmrichter, Director, German Summer School. Ph.D., University of Pennsylvania, 1997. German Linguistics, Second Language Acquisition.

Margaret-Ana Börger-Greco. Ph.D., University of Pennsylvania, 1991. Medieval Spanish Literature, Comparative Genre Studies, 19th-Century and Golden-Age Drama.

André G. Moine. Ph.D., University of California, Davis, 1996. French Linguistics, French Language, Culture and Civilization.

Norma Rivera-Hernández. Ph.D., University of Texas at Austin, 1994. Latino Studies, Women's Studies, 20th-Century Spanish-American Literature.

Wilfredo Valentín-Márquez. Ph.D., University of Michigan, 2007. Linguistics and Romance Languages.

THE PROGRAMS

MASTER OF ARTS DEGREE (FRENCH, GERMAN, SPANISH)

(33 s.h.)

Civilization	9 s.h.
Literature	9 s.h.
Language	12 s.h.
Elective, Research Report or Thesis	3 s.h.

MASTER OF EDUCATION DEGREE (FRENCH, GERMAN, SPANISH)

(33 s.h.)

Professional Core	9 s.h.
Civilization	6 s.h.
Literature	6 s.h.
Language	9 s.h.
Elective, Research Report or Thesis	3 s.h.

The Department of Foreign Languages offers graduate degree programs in French, German and Spanish. Students have the option to pursue the Master of Arts degree or the Master of Education degree in the respective language area. The M.A. is a 33 semester-hour program emphasizing literature and culture. The M.Ed. is a 33 semester-hour program designed for teachers of the language. Qualified students are also able to pursue course work toward teaching certification in each language. In French and in German, all graduate course work is offered only in summer sessions through the intensive Summer Language Institutes. In Spanish, graduate course work is offered through the intensive Summer Language Institutes and at least one graduate course per term in fall and spring.

FOREIGN LANGUAGE SUMMER PROGRAMS

It is important for applicants wishing to pursue graduate work in a foreign language to understand that *Millersville's graduate program in languages functions almost exclusively during the summer term*.

To meet the growing need on the part of foreign-language teachers and certain other professionals for intensive exposure to the spoken language and to the culture of the country, Millersville University created the Foreign Language Summer Institutes for graduate students in 1967. Graduate programs leading to the Master of Arts or Master of Education degree are offered in French, German and Spanish. A five-day workshop in each of the languages is also available periodically.

The residential character of these schools does not rest on considerations of practicality or convenience, but rather on two principles: that fluency and correctness are essential elements in the mastery of a foreign language and can be achieved only by intensive exposure to the spoken language through the exclusion of English; and that although graduate credits can be awarded only for work in the classroom, much of the professional value in terms of information, knowledge, skills and attitudes is acquired in out-of-class associations and activities.

The Foreign Language Summer Institutes are staffed with native instructors and others who speak with near-native fluency. All courses and lectures are given in the language of each Institute, and social life is carried on entirely in that language. Students are encouraged to live in a campus residence assigned to the Institute and take their meals together in the Institute's dining room. The program is open only to students who are willing to observe the no-English principle at all times.

For complete details, including the courses to be offered in the summer and information about the workshops, visit the Deparment of Foreign Language's website at www.millersville.edu/forlang.

Admission Requirements

A bachelor's degree and at least 24 undergraduate credits in the appropriate language area are required for admission to the graduate program. Applicants must meet established University admission criteria, including receiving the Advanced Low level on both the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview, Oral Proficiency Interview by Computer (OPIc) and ACTFL Writing Proficiency Test (WPT). Other qualified students willing to observe the no-English principle may be admitted on a probationary basis.

Degree Candidacy

All master's degree students must apply for degree candidacy after they have completed 9 s.h. at Millersville University with a 3.0 GPA or better. This paperwork should be completed when students return for their second year of the summer school during the orientation session. After the forms are approved by the respective director of the summer school, they will be submitted to the graduate office.

Graduate Study in Germany

Students of German who wish to obtain their degree in a program involving two summer sessions at Millersville and an academic year at the University of Marburg, Germany, should contact the advisor of the German graduate program, currently Dr. Susanne Nimmrichter.

REQUIREMENTS FOR THE M.A. DEGREE

Candidates for the Master of Arts degree have the option of taking 10 courses (30 credits) in their respective language school and writing a research paper or thesis for 3 credits, or taking 11 courses for a total of 33 credits.

Candidates wishing to write a research report do so under the guidance of an advisor. Students may be permitted to write a thesis for three credits instead of the research report. It should be noted that neither the research paper nor the thesis needs to be written in residence. For details, consult the Foreign Languages office.

All degree work must be completed within five years. Upon completion of class work, all students are required to take a comprehensive oral and written examination, which may be taken only twice.

Course Profiles for the M.A. Degree

All foreign language courses are offered in the Summer Institutes.

FRENCH

I. Language (12 s.h.)

(At least four courses required)

***FREN 509** Applied Linguistics (3)
***FREN 512** Phonetics (3)
FREN 521 Functional Grammar Review (does not count for the degree) (3)
FREN 522 Composition (3)
***FREN 523** Stylistics and Composition (3)
FREN 524 Translation/Interpretation (3)
FREN 525 Advanced Oral Practice and Self-Expression (3)
FREN 531 Evolution of the French Language (3)

**These courses are required.*

II. Civilization (9 s.h.)
(At least three courses in civilization)

FREN 541 History of France to 1789 (3)
FREN 542 History of France from 1789 to Present (3)
FREN 551 Geography of France, Physical and Economic (3)
FREN 561 Survey of French Art (3)
FREN 562 Survey of French Architecture (3)
FREN 571 Aspects of Contemporary France (3)

III. Literature (9 s.h.)
(At least three courses in literature)

FREN 581 Seminar in Medieval Literature (3)
FREN 582 Seminar in Renaissance Literature (3)
FREN 583 Seminar in 17th-Century Literature (3)
FREN 584 Seminar in 18th-Century Literature (3)
FREN 585 Seminar in 19th-Century Literature (3)
FREN 586 Seminar in 20th-Century Literature (3)

IV. Additional Electives (3 s.h.) (Option I)

FREN 501 Modern Methods of Teaching French (3)
FREN 589 Current Topics (3)

V. Research (3 s.h.) (Option II)

FREN 698 Research Paper (Independent Study; see *Degree Requirements*) (3)
FREN 699 Thesis (3) (must be recommended by advisor)

GERMAN

I. Language (12 s.h.)
(At least four courses required)

***GERM 509** Applied Linguistics (3)
***GERM 512** Phonetics (3)
GERM 521 Functional Grammar Review (3) (does not count for the degree)
GERM 522 Composition (3)
***GERM 523** Stylistics and Composition (3)
GERM 524 Translation and Interpretation (3)
GERM 525 Advanced Oral Practice and Self-Expression (3)
GERM 531 Evolution of the German Language (3)

**These courses are required.*

II. Civilization (9 s.h.)
(At least three courses in civilization)

GERM 541 History of the German-speaking Peoples to the Congress of Vienna (3)
GERM 542 History of the German-speaking Peoples from the Congress of Vienna to the Present (3)
GERM 551 Geography of the German-speaking Countries, Physical and Economic (3)
GERM 561 Survey of German Art (3)
GERM 571 Aspects of Contemporary Germany (3)

III. Literature (9 s.h.)
(At least three courses in literature)

GERM 581 Seminar in Medieval German Literature (3)
GERM 582 Seminar in the Literature of Humanism and the Reformation (3)
GERM 583 Seminar in the Literature of the Baroque Period (3)
GERM 584 Seminar in the Literature of the Classical Period (3)
GERM 585 Seminar in 19th-Century German Literature (3)
GERM 586 Seminar in 20th-Century German Literature (3)

IV. Additional Electives (3 s.h.) (Option I)

GERM 501 Modern Methods of Teaching German (3)
GERM 505 Introduction to Literature (3)
GERM 507 Theatre Workshop (3)

GERM 589 Current Topics (3)

V. Research (3 s.h.) (Option II)

GERM 698 Research Paper (3) (Independent study; see *Degree Requirements*)

GERM 699 Thesis (3) (must be recommended by advisor)

SPANISH

I. Language (12 s.h.)

(At least four courses required)

***SPAN 509** Applied Linguistics (3)

***SPAN 512** Phonetics (3) or **SPAN 513** Advanced Phonetics (3)

SPAN 521 Functional Grammar Review (3) (does not count for the degree)

SPAN 522 Composition (3)

***SPAN 523** Stylistics and Composition (3)

SPAN 524 Translation and Interpretation (3)

SPAN 525 Advanced Oral Practice and Self-Expression (3)

SPAN 531 Evolution of the Spanish Language (3)

**These courses are required.*

II. Civilization (9 s.h.)

(At least three courses in civilization)

SPAN 541 History of Spanish Civilization (3)

SPAN 542 History of Spanish American Civilization (3)

SPAN 551 Geography of Spain, Physical and Economic (3)

SPAN 552 Geography of Spanish America, Physical and Economic (3)

SPAN 561 History of Hispanic Art (3)

SPAN 571 Aspects of Contemporary Spain (3)

SPAN 572 Aspects of Contemporary Latin America (3)

III. Literature (9 s.h.)

(At least three courses in literature)

SPAN 581 Seminar in Medieval Spanish Literature (3)

SPAN 582 Seminar in Renaissance Literature (3)

SPAN 583 Seminar in Golden-Age Literature (3)

SPAN 584 Seminar in 18th-Century Literature (3)

SPAN 585 Seminar in 19th-Century Literature (3)

SPAN 586 Seminar in 20th-Century Literature (3)

SPAN 587 Seminar in Latin American Literature (3)

IV. Additional Electives (3 s.h.) (Option I)

SPAN 501 Modern Methods of Teaching Spanish (3)

SPAN 589 Current Topics (3)

V. Research (3 s.h.) (Option II)

SPAN 698 Research Paper (3) (Independent study; see *Degree Requirements*)

SPAN 699 Thesis (3) (must be recommended by advisor)

REQUIREMENTS FOR THE M.ED. DEGREE

The requirements, options and number of credits for the Master of Education degree in French, German and Spanish are the same as those for the Master of Arts degree except for the following:

I. Three courses are required in the M.Ed. Professional Core (given in English), replacing 9 s.h. in the language school.

II. Two courses are required in civilization.

III. Two courses are required in literature.

IV. Three courses are required in language.

Course Profiles for the M.Ed. Degree

The Professional Core (9). A minimum of 9 s.h. of courses must be completed in the Professional Core. See the *M.Ed. Professional Core* section under Educational Foundations for requirements and course descriptions.

FRENCH

I. Language. Three courses, including FREN 509 and 523, required (see course profile under M.A. degree in French).

II. Civilization. Two courses required (see M.A. course selections).

III. Literature. Two courses required (see M.A. course selections).

IV. Professional Preparation. Three courses required (see M.Ed. Professional Core).

V. Research or additional elective (see M.A. course selections).

GERMAN

I. Language. Three courses, including GERM 509 and 523, required (see course profile under M.A. degree in German).

II. Civilization. Two courses required (see M.A. course selections).

III. Literature. Two courses required (see M.A. course selections).

IV. Professional Preparation. Three courses required (see M.Ed. Professional Core).

V. Research or additional elective (see M.A. course selections).

SPANISH

I. Language. Three courses, including SPAN 509 and SPAN 523, required (see course profile under M.A. degree in Spanish).

II. Civilization. Two courses required (see M.A. course selections).

III. Literature. Two courses required (see M.A. course selections).

IV. Professional Preparation. Three courses required (see M.Ed. Professional Core).

V. Research or additional elective (see M.A. course selections).

COURSE DESCRIPTIONS

FRENCH

FREN 501 Modern Methods of Teaching French (3) Emphasis on methodology and techniques by which the teacher imparts to the students a speaking knowledge and aural comprehension of the language. Preparation of pattern drills and oral tests. The role of the language laboratory, visual aids, individualized instruction and practical use of these methods in a foreign language program.

FREN 509 Applied Linguistics (3) Analysis of the language as behavior and emphasis on the priority of the spoken language in a systematic study of its structure. Comparison with English to explain and avoid errors of pronunciation and syntax resulting from intrusion of one's native language. Required for degree.

FREN 512 Phonetics (3) Scientific approach to correct formation of French sounds in isolation and in combination. Remedial drill. Language laboratory experience. Required for M.A. degree.

FREN 521 Functional Grammar Review (3) Intended only for those who have been out of touch with the spoken language or whose undergraduate preparation included little opportunity for oral self-expression. Aims at spontaneous production of grammatically correct speech patterns through daily use of structural drills in the classroom and in the language laboratory. Not for degree credit.

FREN 522 Composition (3) Practice in writing with a view to avoidance of anglicisms in syntax and vocabulary. Grammar treated on a remedial basis to foster correctness in expression. Vocabulary building. Emphasis on production of idiomatic French.

FREN 523 Stylistics and Composition (3) Designed to give students a feeling for French style in writing, a sense of shades of meaning and a mastery of certain difficulties of grammar and syntax. Writing of compositions and participation in the student newspaper. Required for degree.

FREN 524 Translation and Interpretation (3) Intended for students who already have a firm oral and written command of French, but lack experience in necessary techniques and need expert guidance in learning to avoid the pitfalls inherent in transposing thought from one language to another. Emphasis on the importance of style, exactness of expression and use of the dictionary. Practical exercises in technical, scientific, commercial, journalistic and political language. Introduction to consecutive and simultaneous oral interpretation.

FREN 525 Advanced Oral Practice and Self-Expression (3) For advanced students who already possess fluency but need practice in acquiring the habit-forming processes and spontaneous assimilation of spoken-language patterns necessary for mature self-expression. Oral reports and guided discussion. Students in the course will be expected to assume leadership roles in activities of the school, such as public speaking, dramatics, newspaper, etc.

FREN 531 Evolution of the French Language (3) Analysis of the history of the language from Vulgar Latin to the present. Phonology and morphology. May be counted in the civilization and literature block.

FREN 541 History of France to 1789 (3) Formation and development of France from the Middle Ages to the Revolution of 1789, with emphasis on the 16th century (religious wars), the 17th century (the age of Louis XIV) and the 18th century (the coming of the Revolution).

FREN 542 History of France from 1789 to the Present (3) French civilization from the Revolution to the contemporary period.

FREN 551 Geography of France, Physical and Economic (3) Emphasizes the role of France's geography in her economic and cultural development.

FREN 561 Survey of French Art (3) Treats in broad fashion France's contribution in art and music. Considerable use is made of films, slides and recordings.

FREN 562 Survey of French Architecture (3) A study of architecture in France from Carnac to the Centre Pompidou. Some famous buildings such as the Gothic cathedrals, the Renaissance chateaux and the Palace of Versailles will be studied in depth.

FREN 571 Aspects of Contemporary France (3) Selected view of current developments in France of significance to its inhabitants. Aspects treated are among the following: internal politics, foreign affairs, economy, educational system, sociological changes, arts and sciences.

***FREN 581 Seminar in Medieval French Literature (3)**

***FREN 582 Seminar in Renaissance Literature (3)**

***FREN 583 Seminar in 17th-Century Literature (3)**

***FREN 584 Seminar in 18th-Century Literature (3)**

***FREN 585 Seminar in 19th-Century Literature (3)**

***FREN 586 Seminar in 20th-Century Literature (3)**

***FREN 589 Current Topics (3)** In-depth investigation and development of a topic of current interest not normally covered in regular courses. Special topics to be covered will vary to meet the challenge of timeliness and appropriateness.

FREN 698 Research Report (3)

FREN 699 Thesis (3)

**Precise title of seminar is announced on the Department of Foreign Languages' website at www.millersville.edu/~forlang. Subject matter generally varies from year to year to permit concentration on different authors, works, movements and genres.*

GERMAN

GERM 501 Modern Methods of Teaching German (3) Linguistic, psychological and cultural basis for sound foreign-language pedagogy. Comprehension, speaking, reading and writing skills in foreign-language teaching. Teaching techniques, use of audiovisual materials.

GERM 505 Introduction to Literature (3) Basic terminology and techniques of literary analysis, standard secondary sources and bibliographies, the methods of literary research, the preparation of a research paper and aspects of teaching literature in high school.

GERM 507 Theatre Workshop (3) Workshop assisting students in approaching German drama and the paraliterary mode of cabaret primarily as popular forms of audiovisual entertainment rather than as literary genre. Discussion of staging historical and current topics in a subject-related way, a play, performance in group or individual showpieces, and creation of scenery.

GERM 509 Applied Linguistics (3) Study of second-language acquisition. A systematic description of the structure of the German language. Comparison of the structures of English and German and the practical implications for foreign-language teaching. Required for degree.

GERM 512 Phonetics (3) Careful analysis and practice of German sounds in isolation and in combination. Includes study of diction and intonation. Includes work in the language lab and recitation before the student body. Required for M.A. degree.

GERM 521 Functional Grammar Review (3) Intended only for those who have been out of touch with the spoken language or whose undergraduate preparation included little opportunity for oral self-expression. Aims at spontaneous production of grammatically correct speech patterns through daily use of structural drills in the classroom and in the language laboratory. Not for degree credit.

GERM 522 Composition (3) Practice in writing with a view to avoidance of anglicisms in syntax and vocabulary. Grammar treated on a remedial basis to foster correctness in expression. Vocabulary building. Emphasis on production of idiomatic German.

GERM 523 Stylistics and Composition (3) Careful analysis of, and practice in, writing on a variety of stylistics levels. Contrast of written with oral stylistics. Emphasis on grammatical and syntactical constructions that occur primarily in the written language. Required for degree.

GERM 524 Translation and Interpretation (3) Intended for students who already have a firm oral and written command of German, but who, for lack of experience in the necessary techniques, need expert guidance in learning to avoid the pitfalls inherent in transposing thought from one language to another. Emphasis on the importance of style, exactness of expression and use of the dictionary. Practical exercises in technical, scientific, commercial, journalistic and political language. Introduction to consecutive and simultaneous oral interpretation.

GERM 525 Advanced Oral Practice and Self-Expression (3) For advanced students who already possess fluency, but need practice in acquiring the habit-forming processes and spontaneous assimilation of spoken-language patterns necessary for mature self-expression. Oral reports and guided discussion. Students in this course will be expected to assume leadership roles in activities of the school, such as public speaking, dramatics, newspaper, etc.

GERM 531 Evolution of the German Language (3) The evolution of the German language from Proto-Germanic to the present day. Linguistic variation and change as reflected in the German language today. Dialects and the influence of other languages on German. Comparison of Germanic languages, in particular of German and English.

GERM 541 History of the German-Speaking Peoples to the Congress of Vienna (3) Traces the development of the German-speaking peoples on a political, social and cultural basis from prehistoric times and the Germanic past, to the rise and fall of the Holy Roman Empire, the peace settlements of the Congress of Vienna, and the age of Goethe.

GERM 542 History of the German-Speaking Peoples from the Congress of Vienna to the Present (3) Lectures, discussions and outside readings in the history of the Austrians, Germans and Swiss-Germans from the Congress of Vienna to the present day.

GERM 551 Geography of the German-Speaking Countries, Physical and Economic (3) Emphasizes the role of geography in the economic and cultural development of the German-speaking countries.

GERM 561 Survey of German Art (3) Treats in broad fashion the contributions of the German-speaking countries to civilization in the domains of art, music and architecture.

GERM 571 Aspects of Contemporary Germany (3) Selected view of current developments in Germany of significance to its inhabitants. Subjects treated: internal politics, foreign affairs, economy, educational system, sociological changes, arts and sciences.

***GERM 581 Seminar in Medieval German Literature (3)**

***GERM 582 Seminar in the Literature of Humanism and the Reformation (3)**

***GERM 583 Seminar in the Literature of the Baroque Period (3)**

***GERM 584 Seminar in the Literature of the Classical Period (3)**

***GERM 585 Seminar in 19th-Century German Literature (3)**

***GERM 586 Seminar in 20th-Century German Literature (3)**

***GERM 589 Current Topics (3)** In-depth investigation and development of a topic of current interest not normally covered in regular courses. Special topics to be covered will vary to meet the challenge of timeliness and appropriateness.

GERM 698 Research Report (3)

GERM 699 Thesis (3)

**Precise title of seminar is announced on the Deparment of Foreign Languages' website at www.millersville.edu/~forlang. Subject matter varies annually to permit concentration on different authors, works, movements and genres.*

SPANISH

SPAN 501 Modern Methods of Teaching Spanish (3) Emphasis on methodology and techniques by which the teacher imparts to the students a speaking knowledge and aural comprehension of the language. Preparation of pattern drills and oral tests. The role of the language laboratory, visual aids, individualized instruction and their practical utilization in a modern program of foreign-language teaching.

SPAN 509 Applied Linguistics (3) Analysis of the language as behavior and emphasis on the priority of the spoken language in a systematic study of its structure. Comparison with English to explain and avoid errors of pronunciation and syntax resulting from intrusion of one's native language. Required for degree.

SPAN 512 Phonetics (3) A combination of theoretical lessons with practical exercises aimed at imparting native or near-native accents. Includes study of diction and intonation. Students are required to give readings and dramatic presentations in class and before the student body. Required for M.A.degree.

SPAN 513 Advanced Phonetics (3) Theory and practice in physiological and acoustical phonetics: Spanish phonology. Emphasis on diction, intonation and education. Poetry recitations and dramatic-text presentations in class and before student body are required.

SPAN 521 Functional Grammar Review (3) Intended only for those who have been out of touch with the spoken language or whose undergraduate preparation included little opportunity for oral self-expression. Aims at spontaneous production of grammatically correct speech patterns through daily use of structural drills in the classroom and in the language laboratory. Not for degree credit.

SPAN 522 Composition (3) Practice in writing with a view to avoidance of anglicisms in syntax and vocabulary. Grammar treated on a remedial basis to foster correctness of expression. Vocabulary building. Emphasis on production of idiomatic Spanish.

SPAN 523 Stylistics and Composition (3) Designed to give students a feeling for Spanish style in writing, a sense of shades of meaning, and a mastery of certain difficulties of Spanish grammar and syntax. Writing of original compositions, précis writing and translation from English to Spanish. Required for degree.

SPAN 524 Translation and Interpretation (3) Intended for students who already have a firm oral and written command of Spanish, but need expert guidance in learning to avoid the pitfalls inherent in transposing thought from one language to another. Emphasis on the importance of style, exactness of expression and use of the dictionary. Practical exercises in technical, scientific, commercial, journalistic and political language.

SPAN 525 Advanced Oral Practice and Self-Expression (3) For advanced students who already possess fluency, but need practice in acquiring the habit-forming processes and spontaneous assimilation of spoken-language patterns necessary for mature self-expression. Oral reports and guided discussion. Students in the course will be expected to assume leadership roles in activities of the school, such as public speaking, dramatics, newspaper, etc.

SPAN 531 Evolution of the Spanish Language (3) Historical survey of the development of the Spanish language from its Latin beginnings and its later influences to the languages of today. Particularly recommended for students within a summer or two of their comprehensive examinations.

SPAN 541 History of Spanish Civilization (3) A study of Spain, with special emphasis on the historical development of its intellectual, social and cultural life.

SPAN 542 History of Spanish American Civilization (3) Traces the main currents of Latin American civilization from its prehistoric beginnings to the present.

SPAN 551 Geography of Spain, Physical and Economic (3) Emphasizes the role of Spain's geography in her economic and cultural development.

SPAN 552 Geography of Latin America (3) Emphasizes the role played by geography in the economic and cultural development of the nations constituting Latin America.

SPAN 561 History of Hispanic Art (3) Broad treatment of the contributions to civilization made by the Spanish-speaking peoples in the domains of art, music and architecture. Considerable use of visual materials and recordings.

SPAN 571 Aspects of Contemporary Spain (3) Presents a selected view of current developments in Spain of significance to its inhabitants. May include internal politics, foreign affairs, economy, educational system, sociological changes, arts and sciences.

SPAN 572 Aspects of Contemporary Latin America (3) Selected view of significant, current developments in a number of Latin American countries. May include internal politics, foreign affairs, economy, educational system, sociological changes, arts and sciences.

***SPAN 581 Seminar in Medieval Spanish Literature (3)**

***SPAN 582 Seminar in Renaissance Literature (3)**

***SPAN 583 Seminar in Golden-Age Literature (3)**

***SPAN 584 Seminar in 18th-Century Literature (3)**

***SPAN 585 Seminar in 19th-Century Literature (3)**

***SPAN 586 Seminar in 20th-Century Literature (3)**

***SPAN 587 Seminar in Latin American Literature (3)**

***SPAN 589 Current Topics (3)** In-depth investigation and development of a topic of current interest not normally covered in regular courses. Special topics to be covered will vary to meet the challenge of timeliness and appropriateness.

SPAN 698 Research Report (3)

SPAN 699 Thesis (3)

**Precise title of seminar is announced on the Deparment of Foreign Languages' website at www.millersville.edu/~forlang. Subject matter varies annually to permit concentration on different authors, works, movements and genres.*

HISTORY

GRADUATE FACULTY

Ronald B. Frankum, Department Chair. Ph.D., Syracuse University, 1997. 20th-Century U.S., American Foreign Policy, Vietnam War.
Clarence V.H. Maxwell, Graduate Program Coordinator. Ph.D., University of Warwick, 1999. Caribbean, Latin America, African Diaspora, Slavery.
Onek Adyanga. Ph.D., University of Connecticut, 2009. African, Imperial and Colonial, Environmental Studies.
Dennis B. Downey. Ph.D., Marquette University, 1981. Populist and Progressive America, Social and Cultural History.
Tanya Kevorkian. Ph.D., Johns Hopkins, 1997. Medieval and Early Modern Europe, Early Modern Germany, Modern Europe.
Victoria Khiterer. Ph.D., Brandeis University, 2008. Russia, Eastern Europe, Holocaust and Genocide Studies.
John M. McLarnon. Ph.D., University of Delaware, 1998. 20th-Century American Political History, Pennsylvania History.
Robyn Davis McMillin. Ph.D., University of Oklahoma, 2009. Colonial Revolutionary America, Science in Early America.
Erin J. Shelor. Ph.D., University of Kentucky, 2003. 19th-Century Europe, History of Medicine, Modern Britain.
Mary Sommar. Ph.D., Syracuse University, 1998. Medieval Europe, History of Christianity, Legal History.
Tracey Weis. Ph.D., Rutgers University, 1994. 19th-Century U.S., African-American, Women's and Gender History.

THE PROGRAM

MASTER OF ARTS DEGREE IN HISTORY

Admission Requirements

The Master of Arts in history is available to all qualified students. Applicants for the Master of Arts in history must have earned a minimum of 18 s.h. of history with a history GPA of 3.0 and an overall undergraduate GPA of at least 2.85. Applicants must submit a writing sample of 8-12 pages showing use of primary and secondary sources and a grasp of historical thinking. Applicants may be probationally admitted pending departmental approval. The general Graduate Record Exam is required if the applicant's undergraduate CGPA is less than 2.85. For additional admissions information, refer to the *Admission Requirements* section.

Degree Requirements (36 s.h.)

I. General Requirements

a. All students must take HIST 501, 502, 503, 505, 506, 507 and 520 (21 s.h.).

b. All students must take 6 s.h. of History Seminar. Select from HIST 610, 611, 612, 691.

c. A qualifying exam is required when a student has completed 9 s.h. but not more than 12 s.h. to advance to degree candidacy. Two field examiners plus one additional faculty member will conduct an oral examination based on previously written answers.

II. Thesis Option (9 s.h.)

Students who elect to write a thesis must register for HIST 699 (3 s.h.) and successfully defend an approved thesis based on original research; additionally, 6 s.h. of history electives are required.

III. Non-Thesis Option (9 s.h.)

Students who elect not to write a thesis are required to enroll in 9 s.h. of history electives, of which at least 3 s.h. must be at the 600 level.

The Department of History requires that all students enrolled in the M.A. program maintain the level of academic progress described in the *Academic Policies* section. In addition to University requirements, any student entering the history graduate program who receives a second C in his/her degree program is automatically suspended from the program. A student suspended on this basis must petition the department's chairperson and graduate faculty for reinstatement.

COURSE DESCRIPTIONS

HIST 501 Readings in United States History, Beginnings to 1815 (3) An intensive readings and discussion course focusing on the major issues and interpretations of early American history. Offered every third semester.

HIST 502 Readings in United States History, 1815-1919 (3) An intensive readings and discussion course focusing on the major issues and interpretations for the period 1815-1919. Offered every third semester.

HIST 503 Readings in United States History, 1919 to the Present (3) An intensive readings and discussion course focusing on the major issues and interpretations for the period since World War I. Offered every third semester.

HIST 505 Readings in Early Modern Europe, 1500-1789 (3) An intensive readings and discussion course focusing on the major issues and interpretations of early modern Europe. Offered every third semester.

HIST 506 Readings in the Age of Revolution, 1789-1914 (3) An intensive readings and discussion course focusing on the major issues and interpretations of European history from the French Revolution to the First World War. Offered every third semester.

HIST 507 Readings in Modern Europe, 1914 to the Present (3) An intensive readings and discussion course focusing on the major issues and interpretations of recent European history. Offered periodically.

HIST 508 Readings in Regional History (3) An intensive readings and discussion course focusing on major issues and interpretations in regional history (Africa, Latin America, Asia). Offered periodically.

HIST 510 Topics in United States History (3) A topical readings course devoted to selected issues and problems in the history of the United States. Offered annually.

HIST 511 Topics in European History (3) A topical readings course devoted to selected issues and problems in European history. Offered annually.

HIST 512 Topics in Regional History (3) A topical readings course devoted to selected issues and problems in regional and comparative history. Offered periodically.

HIST 520 Historiography and Historical Research (3) Essential to the practice of history are the ability to think historically, familiarity with its basic sources and an understanding of past historiographical traditions. This course seeks to offer instruction in the traditions of history writing that shaped and contextualized the present historiographical tradition, as well as provide training in the execution of various methods of historical research and writing. Offered annually.

Seminars

HIST 610 Seminar in United States History (3) A research seminar devoted to selected issues and problems in United States history. Offered annually.

HIST 611 Seminar in European History (3) A research seminar devoted to selected issues and problems in European history. Offered annually.

HIST 612 Seminar in Regional History (3) A research seminar devoted to selected issues and problems in regional and comparative history. Offered periodically.

HIST 691 Independent Study (1-3)

HIST 699 Thesis (3)

INTEGRATED SCIENTIFIC APPLICATIONS

GRADUATE FACULTY

Richard D. Clark, Graduate Program Coordinator. Ph.D., University of Wyoming, 1987. Earth Sciences.

Michael R. Gumpper. Ph.D., University of Kentucky, 1998. Economics.

Jessica J. Kelly. Ph.D., Rutgers, The State University of New Jersey, 2009. Geography.

THE PROGRAM

MASTER OF SCIENCE DEGREE IN INTEGRATED SCIENTIFIC APPLICATIONS (MSISA)

The MSISA is intended as a more efficient and effective alternative to traditional master's programs in science. The program will produce professionals who are prepared to enter the workforce with cross-disciplinary scientific and business expertise to manage complex projects.

The MSISA includes specializations in a number of areas, including Environmental Systems Management (ESM), GeoInformatics (GI), Weather Intelligence and Risk Management (WIRM), Climate Science Applications (CSA) and others based on the evolving workforce needs. These areas were chosen because 1) they each represent areas of current or emerging workforce demand, 2) will train students in integrative disciplines that should remain relevant throughout their careers, 3) build knowledge that can transfer to other practical science applications, 4) be readily implemented with existing or regionally accessible expertise and 5) can engage partners in the high-density regions of the mid-Atlantic and Northeast U.S. for research and internship opportunities.

The development of the MSISA is a response to the growth in the private sector across the environmental, weather and climate, geoinformation enterprise, and the regional and national trends in workforce needs that demand highly skilled scientists and technically astute professionals with good business acumen, excellent communication skills and the ability to work in a team-oriented environment.

The market trends indicate the growing, if not urgent, need for a technical workforce prepared beyond the baccalaureate-degree level with a broader set of skills that will be needed to collaborate across disciplines to tackle complex problems and arrive at holistic solutions.

Admission Requirements

Before an application will be considered for admission, the following documents must be submitted to Graduate and Professional Studies: a completed graduate program application and application fee, an official transcript from all institutions of higher education attended, verification of completion of a baccalaureate degree from a regionally accredited institution, three professional or academic recommendation forms, a goal statement and a résumé. If an applicant does not have a minimum undergraduate GPA of 3.0, an official score from the GRE, MAT or GMAT taken within five years of the date of application is required. Applicants whose first language is not English must submit their score from the Test of English as a Foreign Language (TOEFL). The TOEFL must have been completed within the past two years. Students with non-U.S. degrees must submit official academic credentials evaluated by an evaluation service (see *Application as an International Student* for more information).

Degree Requirements

The MSISA consists of 36 graduate credits, which includes 33 credits in the interdisciplinary core curriculum and professional specialization area, and a 3-credit internship or applied research activity. The professional specializations within the MSISA include Weather Intelligence and Risk Management (WIRM), Earth System Informatics (ESI), Environmental Systems Management (ESM) and Climate Science Applications (CSA). The required internship or research activity will be conducted as a full-time summer or a full-semester experience under the mentorship of a faculty member and the supervision of a member of the external partner organization. It is anticipated that students will have opportunities to take part in funded research activities with University faculty and/or government or private sector scientists and professionals.

Visit mville.us/msisa for additional information, or email gradadmissions@millersville.edu.

LEADERSHIP FOR TEACHING AND LEARNING

GRADUATE FACULTY

John R. Ward, Department Chairperson. Ed.D., University of Memphis, 1998. Instructional Design and Technology.

Tiffany E. Wright, Graduate Program Coordinator. Ed.D., Johns Hopkins University, 2009. Instructional Leadership, Diversity Issues in Education, Educational Administration.

Sandra A. Deemer. Ph.D., University of Delaware, 2000. Educational Psychology.

Cheryl T. Desmond Ph.D., Syracuse University, 1990. Educational Administration, Cultural Foundations and Curriculum.

Laurie Hanich. Ph.D., University of Delaware, 2001. Educational Psychology.

Tim Mahoney. Ph.D., University of Colorado, 2000. Educational Foundations, Policy and Practice.

Linda L. McDowell. Ed.D., University of Pennsylvania, 1997. Educational Leadership, Curriculum and Instruction.

E. Elliott Seda. Ph.D., Pennsylvania State University, 1994. Curriculum and Instruction.

THE PROGRAM

MASTER OF EDUCATION DEGREE IN LEADERSHIP FOR TEACHING AND LEARNING

The Master of Education degree in leadership for teaching and learning prepares teachers for roles in basic education as principals, department heads, curriculum directors, supervisors and other leadership positions. The program philosophy is rooted in the literature demonstrating the effectiveness of leaders who facilitate responsible, responsive change through cooperative action. The program utilizes the strengths of cohort groups of students, portfolio assessment, an internship, mentors, technology and case studies. Community relations; respect of the influences of race, class, gender and ethnicity in education; and the liberal arts as a source of knowledge and perspective are acknowledged in the program curriculum.

The master's degree program includes 36 semester hours of course work. Candidates who complete the curriculum and degree requirements, and have five years of teaching experience, are eligible to be recommended for the K-12 Principal's Certificate and also for the K-12 Curriculum and Instruction Supervisory Certificate. Those who already hold an appropriate master's degree may apply to pursue only the certificates; a review of their previous course work will determine what requirements must be satisfied to be eligible for the certificates.

Admissions Requirements

Students who seek admission to the Master of Education degree in leadership for teaching and learning must comply with the University's established admissions criteria and procedures. Admission to the degree program will be on a cohort basis. Twenty students will be admitted to each cohort group, with a new cohort commencing each fall semester. Courses completed prior to the beginning of a cohort may be considered for inclusion in the program.

The following criteria will be used in determining admission to a cohort:

1. Letters of recommendation
2. Official transcripts
3. Academic and Professional Goals Statement
4. Critical thinking exam: Graduate Record Exam or Miller Analogies Test
5. Commonwealth of Pennsylvania Teacher's Certificate, Instructional I. Applicants without Instructional I Certificates need to meet with the Graduate Program Coordinator for review and possible acceptance.
6. Structured interview

Degree Candidacy

Students who have successfully completed the required EDLD core courses are eligible to schedule the portfolio review. Students who fail the portfolio review on their first attempt will be given an additional opportunity to achieve a satisfactory result.

Assessment

In addition to the normal course requirements and assessment instruments, a portfolio will be utilized as a form of formative and summative assessment. Completion of the program is contingent upon passing the portfolio review and maintaining a 3.0 GPA. Students who fail to maintain the academic scholarship and/or professional standards are subject to dismissal from the program.

COURSE OF STUDY

Professional Core Requirements (9 s.h.)

EDFN 545 Advanced Educational Psychology (3)

EDFN 601 Methods of Research (3)

EDFN 603 Philosophy of Education (3)

Educational Leadership Core (27 s.h. minimum)

EDLD 610 Leadership Theory and Organizational Behavior (3)

EDLD 614 School and Community Relations (3)

EDLD 620 School Law, Public Policy and the Principal (3)

EDLD 667 Leadership Seminar I (1)

EDLD 668 Leadership Seminar II (1)

EDLD 669 Leadership Seminar III (1)
EDSU 700 Functions of Supervision (3)
EDSU 701 Introduction to Supervision (3)
EDSU 703 Curriculum and Supervision (3)
EDLD 798 Applied Supervision (3)
EDLD 799 Applied Practicum (3)

COURSE DESCRIPTIONS

EDLD 610 Leadership Theory and Organizational Behavior (3) Examination of theories of leadership based on cooperation, empowerment and facilitation of change. The implications of leadership theories on administration in educational organizations. Attention given to organizational climate, conflict negotiation, decision making, communication, assumptions about power and change. Theory, research, practice and the influences of special-needs learners, race, class, gender and other social constructs will be integrated into the course. Offered in fall.

EDLD 614 School and Community Relations (3) Examination of the political, social and economic factors which influence the school's relationship with various community agencies and constituencies. Developing administrative sensitivity to community needs and effective articulation of the school's programs to the various communities. Offered annually.

EDLD 620 School Law, Public Policy and the Principal (3) An overview of American public elementary and secondary school law in the context of public policy. Examines federal and state constitutional, statutory and common law decisions that impact on the substantive or procedural rights of students, teachers and other school personnel. Emphasis on issues of equity and equality, and First Amendment issues. Makes use of 1) an interactive, empowering pedagogy, 2) case studies addressing race, class, gender and religious diversity, and 3) alternative assessment strategies. Offered annually.

EDLD 667 Leadership Seminar I (1) The first in a series of three one-credit seminars on the emergent issues and PDE competencies surrounding special education and English language learners for principal candidates, the over representation of diverse students in special education, prevention and early-intervention strategies for students with disabilities. Offered in spring.

EDLD 668 Leadership Seminar II (1) The second in a series of three one-credit seminars on the emergent issues and PDE competencies surrounding special education and English language learners for principal candidates, including early intervention and effective instructional strategies for students with disabilities in inclusive settings. Prereq: EDLD 667. Offered in spring.

EDLD 669 Leadership Seminar III (1) The third in a series of three one-credit seminars on the integration of a mini-portfolio on emergent issues and PDE competencies surrounding special education and English language learners into the comprehensive program portfolio based on national standards. Prereq: EDLD 668. Offered in spring.

EDSU 700 Functions of Supervision (3) Interpersonal processing, data gathering in analysis of classroom teaching, simulation, microteaching, staff development, in-service program development and staff selection. Offered annually.

EDSU 701 Administrative Aspects of Supervision (3) Administrative theory, budget development and school finance, certification, teachers' and students' rights and responsibilities, school law, tenure, collective bargaining. Offered annually.

EDSU 703 Curriculum and Supervision (3) Describe and analyze a curriculum plan, formulate a set of criteria for evaluating a curriculum plan, study roles of various persons in curriculum planning. Identify and evaluate characteristics, features and trends of education programs on levels K-12. Offered annually.

EDLD 798 Applied Supervision (3) Internship in which the candidate must conduct two cycles of clinical supervision with each of three teachers: one at the elementary school, one at the middle school, and one at the high school.

EDLD 799 Applied Practicum (3) Internship is a performance-based, on-site field experience on administrative best practices. Emphasis is on curriculum development, professional growth plans, organizational and financial management, school-community engagement and administrative responsibilities.

MATHEMATICS

GRADUATE FACULTY

Delray J. Schultz, Department Chairperson. Ph.D., Temple University, 1992. Statistics, Operations Research.
Janet A. White, Assistant Department Chairperson, Graduate Program Coordinator. Ph.D., American University, 2002. Mathematics Education.
Dorothee J. Blum. Ph.D., Virginia Polytechnic Institute and State University, 1982. Graph Theory, Combinatorics, Discrete Mathematics.
J. Robert Buchanan. Ph.D., North Carolina State University, 1993. Ordinary Differential Equations, Functional Analysis.
Antonia Cardwell. Ph.D., Kent State University, 2005. Analysis.
Ximena P. Catepillan. Ph.D., University of Iowa, 1991. Operator Theory.
James W. Fenwick. Ph.D., University of Wyoming, 1985. Statistics.
Zhigang Han. Ph.D., Stony Brook University, 2006. Geometry, Topology.
Noel F. Heitman. Ph.D., University of Pittsburgh, 2003. Applied Mathematics.
Bruce M. Ikenaga. Ph.D., Cornell University, 1982. Algebra.
Erin R. Moss. Ph.D., Purdue University, 2009. Mathematics Education.
Kevin S. Robinson. Ph.D., University of Florida, 2000. Statistics.
Elizabeth A. Sell. Ph.D., University of North Carolina, 2007. Algebraic Geometry.
Zhoude Shao. Ph.D., University of Minnesota, 1994. Applied Mathematics.

Lewis H. Shoemaker. Ph.D., Pennsylvania State University, 1980. Statistics.

Cynthia E. Taylor. Ph.D., University of Missouri, 2011. Mathematics Education.

Ronald N. Umble. Ph.D., University of North Carolina-Chapel Hill, 1983. Algebraic Topology.

H. Tyrone Washington. Ph.D., North Carolina State, 2012. Mathematics Education.

Michael G. Wismer. Ph.D., University of Delaware, 1996. Mathematics Education.

Mingquan Zhan. Ph.D., West Virginia University, 2003. Graph Theory, Matroid Theory.

THE PROGRAM

The Department of Mathematics offers graduate course work in mathematics and mathematics education, and offers the M.Ed. in mathematics education.

Courses are designed to be of optimum value and relevance to teachers of mathematics in secondary schools. Mathematics teachers who are not pursuing a degree may enroll as nondegree students and elect any course in mathematics or mathematics education for which they have the prerequisites.

ADMISSION REQUIREMENTS

Admission to the M.Ed. program in mathematics education is granted to those applicants whose mathematical preparation fulfills the mathematical proficiency requirement (see I below). Conditional admission is granted to those applicants who have satisfactorily completed the following Millersville University undergraduate mathematics courses or their equivalents: MATH 161, 211, 311 (Calculus I, II, III) and MATH 322 (Linear Algebra). Such persons are granted full admission status upon fulfillment of the mathematical proficiency requirement.

MASTER OF EDUCATION DEGREE IN MATHEMATICS

I. Mathematical Proficiency

Demonstrated mathematical proficiency is required for the degree. Students who enter the program having earned a grade of B- or higher in the following undergraduate courses (or their equivalents) are considered to have met this requirement:

MATH 322 (502) Linear Algebra I

MATH 333 (503) Introduction to Probability and Statistics

MATH 345 (504) Abstract Algebra I

MATH 464 (506) Real Analysis I

Either one of the following:

MATH 353 Survey of Geometry

MATH 355 (505) Transformational Geometry

Students with deficiency in one or more of these areas must complete the corresponding 500-level course(s) with a grade(s) of B- or higher. Credits so earned apply towards the M.Ed. degree per guidelines in block III below. Note that only one of the two undergraduate geometry courses (MATH 355) has a corresponding 500-level course. Graduate students who wish to study the material in MATH 353 for graduate credit may request special permission to do so.

II. Professional Core (9 s.h. minimum required)

See the *M.Ed. Professional Core* section for requirements and course descriptions. MATH 535 may be substituted for EDFN 601.

III. Mathematics courses (12 s.h. minimum required)

Four of the following; at least two numbered 510 or higher:

MATH 502 Linear Algebra for Teachers (4)

MATH 503 Probability and Statistics for Teachers (4)

MATH 504 Modern Algebra for Teachers (3)

MATH 505 Transformational Geometry for Teachers (3)

MATH 506 Modern Analysis for Teachers (3)

MATH 520 Logic and the Foundations of Mathematics (3)

MATH 535 Statistical Methods I (3)

MATH 536 Statistical Methods II (3)

MATH 537 Statistical Problem-Solving Seminar

MATH 566 Complex Variables (3)

MATH 577 Problems in Applied Mathematics (3)

MATH 592 Graph Theory (3)

MATH 642 Linear Algebra (3)

MATH 650 Topics in Geometry (3)

MATH 670 Operations Research (3)

MATH 675 Numerical Analysis (3)

MATH 683 General Topology (3)

MATH 691 Combinatorics (3)

MATH 693 Number Theory (3)
MATH 695 Topics in Mathematics (3)
MATH 696 Independent Study in Mathematics (1-3)

NOTES:

(a) MATH 535 may not be double-counted under blocks II and III.
(b) Credits earned in 500-level-numbered courses may be applied in block III, provided the student earns a grade of B- or higher.
(c) Students may elect MATH 695 or 696 more than once, provided the topics are different.

IV. Mathematics Education Courses (9 s.h. minimum required)

Three of the following:

MATH 603 History of Mathematics (3)
MATH 610 Problem-Solving Seminar (3)
MATH 611 Psychology of Learning Mathematics (3)
MATH 614 Current Issues in Middle School Mathematics (3)
MATH 615 Current Issues in Secondary School Mathematics (3)
MATH 616 Teaching Advanced Placement (AP) Calculus in the Secondary School (3)
MATH 617 Curricular Innovations in Middle and Secondary School Mathematics (3)
MATH 672 Mathematical Modeling in the Secondary School Curriculum (3)
MATH 679 Technology in the Secondary Mathematics Classroom (3)
MATH 697 Topics in Mathematics Education (3)
MATH 698 Independent Study in Mathematics Education (1-3)

Note: Students may elect MATH 697 or 698 more than once, provided that the topics are different.

V. Degree Qualifying Review

Degree candidacy will be granted to those students who have completed at least 24 s.h. of course work toward the program with a grade of B- or higher and an overall GPA of at least 3.0.

VI. Final Options (Select One)

1. Non-Thesis (6 s.h. minimum required). Elect two courses offered by the department at the 510 level or higher. The minimum course requirement for the degree with this option is 36 s.h.
2. Thesis (3 s.h. minimum required).

   MATH 699 Thesis

The minimum course requirement for the degree with this option is 30 s.h. plus thesis (3 or more credits).

Note: MATH 535 may not be double-counted in categories II and VI.

VII. Field Experience*

All students must complete a field experience through a math education thesis or a research project in math education.

VIII. Capstone Component*

All students must fulfill this requirement either by completing the thesis option or a comprehensive oral presentation.

*For details on these requirements, students should contact the Mathematics Department office or the Graduate Program Coordinator.

COURSE DESCRIPTIONS

MATHEMATICS COURSES

MATH 502 Linear Algebra for Teachers (4) Systems of linear equations, matrix algebra and determinants; real vector spaces, linear independence, basis and dimension; real inner product spaces, Gram-Schmidt orthogonalization; eigen theory and diagonalization; linear transformations and matrix representation. Prereq or Coreq: MATH 311; MATH 310/520 recommended.

MATH 503 Probability and Statistics for Teachers (4) A rigorous one-semester study of probability, distribution theory and the basics of statistical inference. Topics include probability, expectation, discrete and continuous distributions, descriptive statistics and both estimation and hypothesis testing for one- and two-sample problems. Prereq: MATH 311.

MATH 504 Modern Algebra for Teachers (3) Algebraic properties of complex number systems, set theory, groups, rings, integral domains and fields. Prereq: MATH 310/520 and MATH 322/502.

MATH 505 Transformational Geometry for Teachers (3) Study of the real Euclidean plane in the spirit of Felix Kline: Geometry is the study of those properties left invariant under a group of transformations. Motions, similarities, affinities, projectivities. Offered in spring and periodically in summer. Prereq: MATH 310/520 and MATH 322/502 or permission of instructor.

MATH 506 Modern Analysis for Teachers (3) Real number system, limits of sequences and functions, theory of differentiation, Reimann integration, infinite series. Prereq: MATH 310/520, 311, 322/502. MATH 345/504 recommended.

MATH 520 Logic and the Foundations of Mathematics (3) Theory of inference, symbolic logic, nature of axiom systems, validity of proofs, consistency, independence, completeness, theory of sets and cardinal numbers.

MATH 535 Statistical Methods I (3) Survey of statistical methods used in research, education, behavioral science and biomedical applications.

Experimental designs discussed regarding advantages, disadvantages, sampling problems and analysis. Regression and analysis of variance. Prereq: An elementary probability or statistics course. Offered in fall and periodically in summer.

MATH 536 Statistical Methods II (3) Continuation and extension of statistical methods introduced in Statistical Methods I (Math 535). Advanced topics in analysis of variance, randomized block designs and experimental designs. Prereq: Math 535 or permission of instructor. Offered in spring.

MATH 537 Statistical Problem-Solving Seminar (1) Capstone course designed to serve as outcome assessment for math majors enrolled in statistics option. Course involves problem solving, data analysis and statistical consulting. Materials drawn from real-world problems. Prereq: Math 535. Coreq: Math 536. Offered in spring.

MATH 566 Complex Variables (3) Complex number system, analytic functions, elementary functions, contour integration, residues and poles, conformal mapping. Prereq: MATH 506 or equivalent. Offered infrequently.

MATH 577 Problems in Applied Mathematics (3) An investigation of one or more topics of current interest in applied mathematics. Specific topics to be covered vary but are announced each time the course is offered. Offered infrequently.

MATH 592 Graph Theory (3) Finite graphs, multigraphs, digraphs and networks from theoretical, practical and historical perspectives. Specific topics include isomorphisms, graph variants, planarity and nonplanarity, traversability, colorings, flows, matchings and optimization algorithms. Prereq: MATH 502 or equivalent. Offered periodically.

MATH 642 Linear Algebra (3) Vector spaces, linear transformations, matrices, systems of equations, determinants. Prereq: MATH 502 or equivalent. Offered infrequently.

MATH 650 Topics in Geometry (3) Topics selected from the parallel postulate and models for Euclidean and non-Euclidean geometries; projective geometry; local geometry of smooth space curves; geometry of smooth surfaces in space; geometry of space-time; finite geometries; representation of a geometry as a group of transformations acting on a set. Prereq: teaching experience or permission of instructor. Offered infrequently.

MATH 670 Operations Research (3) Principles of model building; examples from linear optimization, network analysis, dynamic programming, probabilistic decision theory, Markov chains, queuing theory, simulation and inventory models. Applications and theory. Prereq: MATH 642 or equivalent, and a statistics course or equivalent. Offered periodically.

MATH 675 Numerical Analysis (3) Numerical treatment of equations, matrices and systems of equations; interpolation and approximation by polynomials; numerical integration; method of least squares. Prereq: MATH 502 and MATH 506, or equivalent. Offered in fall.

MATH 683 General Topology (3) Set theory, metric and topological spaces, cluster points, closure, interior and boundary, continuity, homeomorphisms, product and quotient spaces, separation, compactness, connectedness, completeness. Prereq: MATH 502, 504 and 506.

MATH 691 Combinatorics (3) Counting techniques including the multiplication principle, the addition principle, the pigeon-hole principle, permutations, combinations, the principle of inclusion-exclusion, recurrence relations, generating functions and Polya's Theory of Enumeration. Prereq: MATH 502 or equivalent. Offered periodically.

MATH 693 Number Theory (3) The classic higher arithmetic of integers: mathematical induction, divisibility, congruences, prime numbers, diophantine equations. Euler-Fermat Theorem and quadratic reciprocity. Offered periodically.

MATH 695 Topics in Mathematics (3) Investigation of one or more mathematical topics of current interest not covered in regular courses. Topics and methods of instruction may vary according to the needs and interests of students and faculty involved. Offered infrequently.

MATH 696 Independent Study in Mathematics (1-3) Selected topics. Prereq: permission of chairperson. Offered infrequently.

MATHEMATICS EDUCATION COURSES

MATH 603 History of Mathematics (3) Evolution of mathematical concepts from antiquity to the present century. Emphasis on eras of great mathematical activity.

MATH 610 Problem-Solving Seminar (3) Develops students' problem-solving abilities in mathematics and teaching of problem solving to high school students. Includes discussion of solutions to problems and the theories of problem solving. For both teachers and nonteachers. Offered periodically.

MATH 611 The Psychology of Learning Mathematics (3) Investigation of the learning theory of constructivism and its application to the learning of mathematics. Emphasis on higher-order concept acquisition and schema development, and their relationship to mathematical instruction and teacher decision making. Individual differences in learning styles are also discussed. Prereq: teaching experience or permission of the instructor. Offered periodically.

MATH 614 Current Issues in Middle School Mathematics (3) Current issues relating to middle school mathematics instruction, including issues associated with teaching strategies as well as curricular issues. Central to this discussion will be the NCTM's Principles and Standards for School Mathematics and the PA Academic Standards for Mathematics. Prereq: teaching experience or permission of the instructor. Offered periodically.

MATH 615 Current Issues in Secondary School Mathematics (3) Current issues relating to secondary school mathematics instruction, including issues associated with teaching strategies as well as curricular issues. Central to this discussion will be the NCTM's Principles and Standards for School Mathematics and the PA Academic Standards for Mathematics. Prereq: teaching experience or permission of the instructor. Offered periodically.

MATH 616 Teaching Advanced Placement (AP) Calculus in the Secondary School (3) Current issues associated with the teaching of advanced placement calculus in the secondary school, including issues associated with teaching strategies as well as curricular issues. Central to this discussion will be the College Board publications on the AP calculus curriculum, AP calculus exams and the use of technology in the AP calculus classroom. Prereq: teaching experience or permission of the instructor. Offered periodically.

MATH 617 Curricular Innovations in Middle and Secondary School Mathematics (3) Current curricular issues and teaching strategies associated with educational innovations that are invariant with respect to the middle school-secondary school boundary. Central to this discussion will be the NCTM's Principles and Standards for School Mathematics and the PA Academic Standards for Mathematics. Prereq: teaching experience or permission of the instructor. Offered periodically.

MATH 672 Mathematical Modeling in the Secondary School Curriculum (3) Investigation of the process of mathematical modeling. Creative and empirical model construction, model analysis and model research. Problems taken from a variety of disciplines. Some problems suitable for algebra and geometry students; others require some knowledge of calculus and statistics. Prereq: MATH 502 or its equivalent. Offered periodically.

MATH 679 Technology in the Secondary Mathematics Classroom (3) Introduction to technologies currently available for teaching secondary

mathematics. Emphasis on the use of modern graphics calculators, although computer software is also presented. Capabilities of the technologies examined in depth, but emphasis will be on the use of this technology in the classroom. Mathematical topics selected from elementary algebra, geometry, algebra II, precalculus and calculus. Prereq: secondary teaching experience. Offered periodically.

MATH 697 Topics in Mathematics Education (3) Investigation of one or more topics of current concern in mathematics education not covered in regular courses. Course content varies according to the needs and interests of students and faculty involved. Offered infrequently.

MATH 698 Independent Study in Mathematics Education (1-3) Selected topics. Prereq: permission of chairperson. Offered infrequently.

MATH 699 Thesis (3 or more)

NURSING

GRADUATE FACULTY

Barbara J. Zimmerman, Department Chairperson. Ph.D., R.N., Widener University, 1996. Rehabilitation and Chronic Illness, Pediatrics, School Nursing, Case Management, Nursing Education.

Deborah Tait Castellucci, Graduate Program Coordinator. C.R.N.P., GNP-BC, Ph.D., University of Maryland, 1996; Geriatric Nurse Practitioner, University of Pennsylvania, 1986. Geriatrics and Urology, FNP/M.S.N. Clinical.

Ruth E. Davis. D.Ed., C.R.N.P., NP-C, Pennsylvania State University, 1993. C.R.N.P., Ob/Gyn Nurse Practitioner, 1983; C.R.N.P., Family Health Nurse Practitioner, Thomas Jefferson University, 1996. Women's Health, Transcultural Nursing, Chronic Pain Issues.

Kelly A. Kuhns. Ph.D., R.N., Villanova University, 2000. Adult Health, Nursing Education, Online Education, Nursing Professional Development, Nursing Political Advocacy.

Jenny L. Moon. M.S.N., FNP-BC, Millersville University, 2007.

ADJUNCT FACULTY

Margaret Davitt-Harris. Ph.D., C.R.N.P., NRC AOCN, Pennsylvania State University, 2008; FNP Post-Master's Certificate, 1995.

Susan M. Hopkins. M.S.N., J.D., University of Pennsylvania, 1981; Temple University School of Law, 1989.

Andrea S. Petrokonis. M.S.N., C.R.N.P., Lankenau Hospital School of Nursing, 1981; B.S.N., Eastern College, 1988. M.S.N., Occupational Health and Adult Nurse Practitioner Program, University of Pennsylvania, 1989. Postgraduate Pediatric Nurse Practitioner Program, 1994. Family Health.

Admission Requirements

Applicants for the Master of Science in Nursing programs are referred to the *Admission Requirements* section for general criteria and guidelines for admission to the University.

Specific criteria required by the Department of Nursing include:

1. Baccalaureate degree in nursing from an accredited (N.L.N.A.C. or C.C.N.E.) school of nursing.
2. Undergraduate grade point average of at least 3.0 on a 4.0 scale. When GPA is below this, probational acceptance may be considered if the candidate demonstrates graduate study potential by other means.
3. Satisfactory completion of an undergraduate statistics course (equivalent to MATH 130) and a research course in nursing.
4. Satisfactory completion of an undergraduate health assessment course. If course is greater than five years old, the student may be required to take a refresher course.
5. Computer literacy and access to a computer and Internet service.
6. Three current academic and/or professional references.
7. Licensure as a registered nurse in Pennsylvania or in the state where clinical practice or internship is to be arranged.
8. Minimum of one year of clinical experience in nursing.
9. Successful completion of a personal interview with the Nursing Admissions Committee.
10. Current résumé, including clinical experience.

THE PROGRAMS

MASTER OF SCIENCE DEGREE IN NURSING

Millersville University offers a Master of Science in Nursing degree (MSN), with two specialty options: family nurse practitioner and nursing education.

All class sessions are offered during weekday evenings in three-hour blocks of time or via distance learning. Primary healthcare courses for the FNP student require a minimum of 16 hours per week in clinical practice. Nursing education students are required to complete one semester of an eight-hour-per-week clinical internship.

Individuals completing the MSN with family nurse practitioner option are prepared to function as family nurse practitioners in a variety of settings, including clinics and primary-care settings.

Individuals completing the MSN with nursing education option are prepared to function as educators in nursing education programs or healthcare agencies.

POST-MASTER'S CERTIFICATE

A post-master's certificate is available in the family nurse practitioner option and the nursing education option for individuals who already hold an MSN degree. Course requirements are contingent upon previous master's degree.

Programs of Study

In order to meet the requirements for the Master of Science in Nursing degree, students are required to complete the Graduate Nursing Core and Advanced Nursing Practice Core, as well as the respective specialty courses. Students should consult with their advisor on the proper sequence of course offerings.

I. Graduate Nursing Core (15 s.h.)

NURS 501 Theoretical Foundations of Advanced Practice (3)
NURS 502 Research Methodology (3)
NURS 503 Advanced Practice Professional Issues and Health Policy (3)
NURS 504 Nursing Informatics and Healthcare Technology (3)
NURS 698 Scholarly Project (3)

II. Advanced Nursing Practice Core (9 s.h.)

NURS 511 Pathophysiology for Advanced Practice (3)
NURS 512 Health Assessment and Diagnostic Evaluation for Advanced Practice (3)
NURS 513 Pharmacology and Alternative Therapeutics in Nursing Practice (3)

III. Family Nurse Practitioner Core (19 s.h.)

NURS 521 Clinical Management of the Young Family (7)
NURS 522 Clinical Management of the Mature and Aging Family (7)
NURS 523 Family Nurse Practitioner Internship (5)

IV. Nursing Education Core (12 s.h.)

NURS 630 Effective Teaching: Theories and Methods in Nursing Education (3)
NURS 631 Measurement and Evaluation in Nursing Education (3)
NURS 632 Nursing Curriculum and Program Design (3)
NURS 633 Nursing Education Internship (3)

Degree Candidacy

Admission to degree candidacy requires successful completion of 12 s.h. of departmentally approved graduate course work with an overall B average. This course work should include at least 9 s.h. at Millersville University.

A student who accumulates a maximum of 21 s.h. of graduate course work and whose grade average falls below a B will be dropped from the degree program.

At the time a student is admitted to degree candidacy, he/she should, in consultation with the graduate coordinator, develop a program plan which lists the requirements needed to complete the degree program.

Family Nurse Practitioner Option

The family nurse practitioner program is designed for the part-time student. Completion of the program requires 43 theory hours plus clinical.

Applications to the Pennsylvania State Board of Nursing (SBN) for designation as a Certified Registered Nurse Practitioner (C.R.N.P.) are submitted upon satisfactory completion of requirements and passing a national certification examination administered by either the American Nurses Credentialing Center (A.N.C.C.) or the American Academy of Nurse Practitioners (A.A.N.P.).

A graduate of a nurse practitioner program may not practice as a C.R.N.P. unless authorized to do so by the Board. Board authorization is equivalent to receipt of a C.R.N.P. number. While the C.R.N.P. application is pending, the applicant may not be employed as a C.R.N.P. (Refer to Pennsylvania C.R.N.P. Rules and Regulations Section 21:261 (b).)

Nursing Education Option

The nursing education option is designed for the student who desires to pursue a career as a nurse educator. Graduates are prepared to teach in nursing education programs or healthcare agencies.

Completion of the program requires 36 theory hours plus clinical. Upon completion of the MSN nursing education option, graduates are eligible to take the Certified Nurse Educator (CNE) examination administered by the National League for Nursing.

Health Services Supervisory Certification Program

The certificate to supervise school health services in the public schools requires 15 s.h. of course work and practicum. See the *Supervisory Certification Program* section for requirements and course descriptions.

COURSE DESCRIPTIONS

NURS 501 Theoretical Foundations of Advanced Practice (3) Provides opportunities to critically analyze existing nursing theories, change theories, learning theories and systems theory. Emphasis on expanding knowledge of theories and their application to advanced nursing practice. 3 hrs. theory. Offered in fall.

NURS 502 Research Methodology (3) Advanced research in nursing. Builds on previous knowledge of research and statistics to develop a research-oriented approach to practice. Includes analysis of methods and techniques of research and interpretation of their usefulness for application in practice. Theory and practice will be used in defining nursing problems and in developing a research proposal. 3 hrs. theory. Prereq/Coreq: NURS 501. Offered in spring.

NURS 503 Advanced Practice Professional Issues and Health Policy (3) In-depth study of the issues of advanced nursing practice, focusing on the historical, social and political forces which impact advanced nursing practice. Advanced practice roles in nursing are explored and analyzed. 3 hrs. theory. Offered in fall.

NURS 504 Nursing Informatics and Healthcare Technology (3) Discussion of the ways in which information and technology influence practice and decision making in various aspects of nursing practice, such as clinical, education, leadership and research, is the major focus of the course. Advances in technology that support and enhance the delivery of care and interdisciplinary communication are addressed. The legal, ethical, cultural, economic and social factors affecting healthcare information technology are also explored.

NURS 511 Pathophysiology for Advanced Practice (3) Advanced physiology and pathophysiology at the cellular, organic and systemic level. Interdependence of organ systems in health and disease is emphasized as a basis for clinical assessment and management. 3 hrs. theory. Offered in spring.

NURS 512 Health Assessment and Diagnostic Evaluation for Advanced Nursing Practice (3) Clinical course. Provides framework for diagnosis and clinical decision making for the advanced practice nurse. Assessment skills and procedures for individuals across the life cycle will be developed. Information gathered in the assessment process will provide a basis for the evaluation of the health status of individuals. An analysis of an individual's response to wellness and illness will include examination of concepts of cultural influences, health-seeking behaviors, and stress and adaptation. 2 hrs. theory, 3 hrs. lab. Prereq: NURS 501, 502, 503 and 511. Offered in fall.

NURS 513 Pharmacology and Alternative Therapeutics in Nursing Practice (3) Principles of pharmacology applied to the therapeutic management of the individual and the family across the life cycle. Emphasis on prescribing and monitoring pharmacology and alternative therapeutic regimens. Adverse drug reactions and multiple drug interactions are included. 3 hrs. theory. Prereq: NURS 501, 502, 503 and 511. Offered in fall.

NURS 521 Clinical Management of the Young Family (7) This course provides the family nurse practitioner student with the necessary knowledge and clinical experience to assist young families with health promotion and chronic and acute health problems. The biophysical, cognitive and psychosocial development of members of the young family is explored. A focus on women's health issues is incorporated in the course content. The role of the family nurse practitioner in caring for the young family is identified. 3 hrs. theory, plus clinical component. Prereq: NURS 501, 503, 511, 512, 513.

NURS 522 Clinical Management of the Mature and Aging Family (7) This course provides the family nurse practitioner with the necessary knowledge and clinical experience to assist mature and aging families with health promotion and chronic and acute health problems. The biophysical, cognitive and psychosocial development of members of mature and aging families is explored. A focus on women's health issues is incorporated in the course content. The role of the family nurse practitioner in caring for mature and aging families is identified. 3 hrs. theory, plus clinical component. Prereq: NURS 521.

NURS 523 Family Nurse Practitioner Internship (5) This course provides an opportunity to integrate theory and practice through an intensive internship experience. Focus is on the domains and competencies of the nurse practitioner as direct provider of primary healthcare. Biweekly seminars will be conducted to discuss current topics. The student will be guided in the practicum by nurse practitioner and physician preceptors in a variety of settings. 1 hr. theory, plus clinical component. Prereq: NURS 521 and 522.

NURS 560 School Nursing (5) Focus on the specialty of school nursing, examining the role of the school nurse in health promotion of school-age youth. Health services, health education and environmental health of the school community are explored. Legal issues of nursing in a school setting are identified. Individualized health and educational plans that address the special health needs of children in the school setting are developed. Management and evaluation of comprehensive school health programs are explored with an understanding for the need of outcome criteria. Clinical experiences provide the student an opportunity to participate in school health settings at both elementary and secondary levels. 3 hrs. theory, plus clinical component. Prereq: Undergraduate: NURS 322, NURS 421 and faculty permission; Graduate: BSN. Offered annually.

NURS 586-588, 686-688 Topics in Nursing (1-3) In-depth investigation and development of one or more topics of current interest in nursing that are not normally covered in regular courses. Topics/methods will vary according to the needs of students and faculty.

NURS 630 Effective Teaching: Theories and Methods in Nursing Education (3) Educational theories and methods are explored in this course. The advantages and challenges of technology-based teaching and learning are presented. Past and future trends in education are discussed. Theory and research findings about the learning process, the nature of the learner and the goals of instruction are discussed.

NURS 631 Measurement and Evaluation in Nursing Education (3) This course introduces the student to the concepts of measurement and evaluation. Techniques in designing instructional objectives and test items are developed. Grading methods and test analysis are explored. The purpose of program evaluation is emphasized.

NURS 632 Nursing Curriculum and Program Design (3) This course focuses on curriculum foundations, principles and issues. Synthesis of knowledge is attained by development of a curriculum/program project.

NURS 633 Nursing Education Internship (3) This course provides an opportunity to integrate theory and practice through an intensive internship experience. Focus is on the role of the nurse educator and the learning environment. Seminars will be conducted to discuss current topics related to nursing education. The students will be guided in the internship by nurses who are nurse educators. 1 hr. theory, plus clinical component. Prereq: NURS 630, 631 and 632.

NURS 698 Scholarly Project (3) Scholarly project is intended to be innovative and relevant to advanced nursing practice. It is completed under the supervision of an individual faculty member. Prereq: NURS 502, 521, 522 or NURS 502, 630, 631, 632.

NURS 799 Applied Supervision in School Health Services (6) Provides field experiences in a school setting, with emphasis on the comprehensive role of school health services supervision, methods for personnel evaluation, observing and supervising school health personnel budget, staff in-service development, health curriculum evaluation, and school health program assessment/revision and community relations. Prereq: EDSU 700, 701 and 703.

PSYCHOLOGY, SCHOOL PSYCHOLOGY AND SCHOOL COUNSELING

GRADUATE FACULTY

Frederick S. Foster-Clark. Department Chairperson. Ph.D., Cornell University, 1989. Adolescent Development, Social Contexts of Development, Social Networks, Social Cognition, Delinquency and Criminality, Methodology and Statistics.

Claudia Haferkamp, Assistant Department Chairperson, Graduate Coordinator of Clinical Psychology. Ph.D., Ball State University, 1987. Clinical Supervision, Integration of Clinical and Social Psychology, Cognitive-Behavioral Therapies and Interventions.

Jason Baker. Ph.D., Regent University, 2008. Technology in Counseling, Technology in Teaching, Assessment Techniques, Rural School Counseling.

Ruth Benns-Suter. Ph.D., Michigan State University, 1987. Multicultural Counseling, Developmental Psychology, Statistics, Mediation.

Shaun Cook. Ph.D., University of Arizona, 2006. Memory and Aging Research, Behavioral Research, Neuropsychology, Electroencephalogy, Computational Models of the Brain.

Shawn P. Gallagher. Ph.D., University of Delaware, 2002. Experimental Animal Research, Effects of Eye Disease and Ocular Surgery on Visual Perception in Humans, Sensation and Perception.

Nadine Garner, Graduate Coordinator of School Counseling. Ed.D., Duquesne University, 2000. School Counseling, Solution-Focused Counseling, Multicultural Issues, Conflict Resolution, Multiple Intelligences.

Jennifer Jeffrey-Pearsall. Ph.D., University of Oregon, 2005. Behavioral Consultation and Systems Reform in Schools, Academic Intervention.

Mary Margaret Kelly. Ph.D., Virginia Commonwealth University, 1980. Adolescent Therapy Group Process, Adjustment of Adoptees and Their Families.

Amelia Lopez, Graduate Coordinator of School Psychology. Ph.D., Lehigh University, 1998. Homeschool Collaborations, Behavioral Disorders, Assessment and Interventions.

Karena Rush. Ph.D., Louisiana State University, 2002. Assessment and Treatment of Child Psychopathology and Developmental Disabilities, Applied Behavior Analysis, Early Childhood Risk and Prevention.

Rita R. Smith-Wade-El. Ph.D., University of Pennsylvania, 1979. Statistics, Research, Development.

Elizabeth Towner Thyrum. Ph.D., Rutgers University, 1992. Clinical Psychology, Health Behavior, Behavioral Medicine, Addictive Processes.

Helena Tuleya-Payne. D.Ed., Pennsylvania State University, 1983. School Psychology, Psychoeducational Assessment, Applied Behavior Analysis, Consultation.

Debra Vredenburg. Ph.D., Ohio University, 1998. Social Psychology, Workplace Issues, Organizational Behavior and Experimental Methods.

Tae O. Woo. Ph.D., Purdue University, 1982. Social Psychology, Self-Processes, Psychosocial Stress and Coping, Gender Differences in Social Behavior.

THE PROGRAMS

The Department of Psychology offers seven programs of graduate study.

1. Master of Science degree in psychology (42 or 48 s.h.)
2. Certification in school psychology (64 s.h.)
3. Supervisory certification in school psychological services (15 s.h. plus five years' experience as a certified school psychologist)
4. Master of Education degree with specialization in school counseling (36 s.h.)
5. Certification in elementary school counseling (48 s.h.)
6. Certification in secondary school counseling (48 s.h.)
7. Supervisory certification in guidance services (15 s.h. plus five years' experience as a certified school counselor)

Information specific to school psychology students is contained in the *School Psychology Handbook,* available from their advisor.

Departmental Philosophy

The programs offered by the Department of Psychology are based on an underlying philosophy that graduate training in psychology and counseling should contain four essential components: academic training in relevant theory and knowledge; research skills and an ability to evaluate research critically; practical experience that can be directly useful in subsequent professional employment; and a high degree of self-awareness and interpersonal relationship skills.

The graduate programs in psychology and school counseling are designed primarily to train practicing psychologists and school counselors. We are committed to the development of individuals who can knowledgeably and effectively practice their profession in the community and in the school. The focus of the Master of Science program is to train service providers in psychology and professional counseling who will work in mental health or educational settings. The Master of Education program is focused on preparation of professional counselors as applied to school counseling. The objective of the school psychology certification program is to train service providers who apply psychology to school settings. The school counseling certification program offers certification in elementary and/or secondary school counseling. The supervisory certification in school psychological services is for individuals who wish to oversee school psychology programs or school psychologists. The supervisory certification in school guidance services is for individuals who wish to oversee school counseling programs.

These programs are competency-based programs. It is assumed that acquisition of knowledge and skill development should proceed sequentially. The development of skills requires a series of practical experiences in both course work and field experiences. Consequently, the programs emphasize the practicum/internship experiences of students in conjunction with the development of professional growth.

MASTER OF SCIENCE IN PSYCHOLOGY: CLINICAL PROGRAM

The clinical program is designed for students who wish to pursue a career in mental health, functioning as counselors and clinicians. It also prepares students for further graduate study. It emphasizes the development of assessment and psychotherapeutic skills through course work and supervised experience with clients in the department's training clinic, and through practicum in local mental-health agencies and hospitals. Students wishing

to pursue licensure as a professional counselor after graduation are advised to complete the clinical program with the following courses, which may be helpful when taking the National Counselor Exam (NCE): SCCN 630 Multicultural Counseling; SCCN 645 Career Development; and PSYC 537 Ethics and Professional Practice. Since March 2007, students have been advised to obtain 60 graduate credits in order to meet educational requirements for licensure.

MASTER OF SCIENCE IN PSYCHOLOGY WITH CERTIFICATION IN SCHOOL PSYCHOLOGY

The school psychology certification program is a 64 s.h. post-baccalaureate program, fully approved by the National Association of School Psychologists. Upon completion of specified course work (43 s.h.) in the program, the student is awarded a Master of Science degree in psychology. Following completion of the final 21 s.h. of the 64 s.h. program, the student is recommended for certification as a school psychologist in the Commonwealth of Pennsylvania. Students may also transfer graduate course work or a master's degree in psychology or a related area into the program. When that is the case, a review of previous work will be conducted to determine which competencies have been met and the remaining certification requirements.

CERTIFICATION IN SUPERVISION OF SCHOOL PSYCHOLOGICAL SERVICES

The certificate to supervise psychological services in the public schools requires 15 s.h. of course work and practicum. Certification as a public school psychologist is a prerequisite to entering this program. While the student may begin the program at any time after becoming a certified school psychologist, a minimum of five years of experience as a school psychologist is required before the supervisory certificate may be granted.

MASTER OF EDUCATION WITH CERTIFICATION IN SCHOOL COUNSELING

This is a 48 s.h. post-baccalaureate program. Upon completion of specified course work (36 s.h.) in the program, the student is awarded a Master of Education degree in school counseling. Following successful completion of the remaining course work and practicum, the student is certified as an elementary or secondary school counselor in the Commonwealth of Pennsylvania.

CERTIFICATION IN SUPERVISION OF SCHOOL GUIDANCE SERVICES

The certificate to supervise guidance services in the public schools requires 15 s.h. of course work and practicum. Certification as a school counselor is a prerequisite to entering this program. While the student may begin the program at any time after becoming a certified school counselor, a minimum of five years of experience as a school counselor is required before the supervisory certificate may be granted. See *Supervisory Certification Program* section.

Admission Requirements

Applicants to the Master of Science degree programs in clinical or school psychology or the certification in school psychology program are required to have a minimum of 18 undergraduate semester hours in psychology.

Applicants to the Master of Education degree program or the school counseling certification program are required to have a minimum of 6 semester hours in undergraduate or graduate education courses, and 6 semester hours in undergraduate or graduate general and developmental psychology. Refer to the *Master of Education and Certification in School Counseling* section for further details on these prerequisites.

In addition to an official undergraduate transcript, the general Graduate Record Examination (148 minimum score on verbal and 147 minimum score on the quantitative components and 3.5 minimum score on analytical writing component), three letters of recommendation, an autobiographical sketch indicating how the student's desire for advanced training in psychology/counseling developed, a group interview with the program staff, and a writing sample form the basis for admission.

Students seeking admission to the certification in school psychology program, having completed graduate course work or received a master's degree from another institution, and students interested in certification in the supervision of school psychological services may obtain details regarding admission procedures by contacting the Graduate Coordinator of School Psychology: 872-3085. Students seeking admission to the school counseling certification program after receiving a master's degree from another institution, and students interested in supervision of school guidance services should obtain information from the Graduate Coordinator of School Counseling: 872-3097.

EVALUATION OF STUDENTS

The Department of Psychology has the responsibility of evaluating its students to ensure that they will have the skills and competencies necessary for professional positions. To assure a sufficient level of competency, several methods of evaluation are employed.

Grades

In most courses, grades are determined by the student's ability to demonstrate to the instructor's satisfaction that the subject has been mastered. In skills courses, grades are based on mastery of academic content and also on the instructor's evaluation of the student's demonstration of appropriate clinical and interpersonal skills and dispositions. A grade of A indicates outstanding performance, a grade of B indicates good performance, and a grade of C indicates clearly unsatisfactory performance. Plus/minus grades are given at the instructor's discretion.

Grades of C+, C and C-

If a student receives a grade of C+ or below, that student is automatically placed on departmental probation, and the student's overall performance is reviewed by the graduate faculty. A student receiving a grade of C+ or below should first have a conference with the instructor who gave the grade. The purpose of this conference is to reach an understanding of the reasons behind the grade. Additionally, the student is required to write a letter to the graduate program coordinator of his/her program indicating (a) the student's perception of the problem(s) that led to his/her poor grade; and (b) what he/she intends to do to correct those problems and prevent recurrence.

Typically, students are expected to repeat the course in which they received their first C+ grade or below in order to remove the original grade and obtain a grade of B- or better.

If the student receives a second C+ or below, the student is subject to dismissal from the psychology and counseling programs pending review by the graduate faculty.

Grades of Incomplete

A grade of "Incomplete" will be given only to provide the student with the opportunity to complete unfinished work. Students will be informed

in advance, if at all possible, about the pending grade of "Incomplete." A mutually acceptable, written agreement between the instructor and the student receiving the grade must be created to specify the deadline to complete the requirements, content of the requirements and default grade in the event that requirements are not met by deadline.

Grades of F

A grade of F will be given to any student found guilty of plagiarism or other academic dishonesty. Students who receive an F in any course in the program may be dismissed from the psychology and counseling programs pending review by the graduate committee.

Core Competency Examination for Psychology and School Counseling

All students admitted to the graduate program, including those transferring credits from another school, will be required to pass the Core Competency Examination (CCE). Passing the exam is required prior to registering for any assessment or selected therapy courses and is a necessary component of advancement to degree candidacy.

1. Each student must take the CCE in the fourth week of the semester following the completion of their third core course (September, February and June). The core courses for Clinical Psychology are PSYC 530 Child Development within the Family System; PSYC 612 Research Design and Statistical Analysis; and PSYC 635 Psychopathology. For School Psychology, the core courses are PSYC 530 Child Development within the Family System; PSYC 612 Research Design and Statistical Analysis; and PSYC 600 Professional Seminar in School Psychology. For School Counseling, the core courses are PSYC 530 Child Development within the Family System; SCCN 621 Counseling Theory and Practice I; and SCCN 645 Career Development.
2. If students fail one or more sections of the CCE, they must retake only the failed sections in the fourth week of the semester following the failure.
3. If all components of the Core Competency Examination are not passed the second time, the graduate faculty will decide on the disposition of the student's case. Students should be aware that one option is dismissal from the program.
4. For the semester in which the CCEs are taken, students may enroll in advanced courses that have CCE completion as a prerequisite. However, students are limited to no more than 27 completed credits without passing all of the CCEs.

Clinical Competence Review Process

Students who are judged to lack clinical skills, counseling skills, professional competence or professional dispositions are subject to dismissal from the psychology and counseling programs. All faculty teaching graduate courses are qualified and ethically bound to evaluate all the above-mentioned skills and competencies. If there are any concerns, the student will receive a letter of concern from his/her advisor and the graduate program coordinator indicating what must be done to correct any problems. If the concerns are not satisfactorily addressed, the student is subject to dismissal from their program after review by the graduate committee.

Ethical Principles of Psychologists and School Counselors

Students whose behavior in any way indicates a breach of the standards specified by the American Psychological Association, the Pennsylvania Psychological Association, the Pennsylvania State Licensure Board, the National Association of School Psychologists, the American Counseling Association or the American School Counselor Association are subject to dismissal from their program.

Grievance Procedure

Students should be aware that there is a student grievance procedure. A grievance should be submitted in writing to the graduate committee in care of the current graduate program coordinator. The graduate committee in conjunction with the grievance committee will attempt to resolve the complaint. If this process does not resolve the complaint, the matter should be handled as specified in the *Policies Governing Graduate Courses: Academic Appeals* section.

Degree Candidacy for Psychology Programs

To advance to degree candidacy, all students must meet the following requirements:

1. Pass all core courses with a 3.0 GPA or better;
2. Pass the Core Competency Examination;
3. Receive a satisfactory evaluation from the psychology department graduate committee.

Degree Candidacy for School Counseling Program

To advance to degree candidacy, all students must meet the following requirements:

1. Pass the Phase I core courses with a 3.0 GPA or better: SCCN 621, SCCN 645, PSYC 530;
2. Pass the Core Competency Examination;
3. Complete the Pre-Practicum Portfolio;
4. Receive a satisfactory evaluation from the graduate committee.

Degree candidacy for eligible students will be updated once in the fall and spring semesters.

COURSE REQUIREMENTS

Master of Science Degree in Psychology: Clinical Program (42 s.h.); Clinical Program to Pursue Licensure (48 s.h.). ***As of March 2007, 60 s.h. is recommended for licensure.***

Core (9 s.h.)

PSYC 530 Child Development Within the Family System (3)

PSYC 612 Research Design and Statistical Analysis (3)

PSYC 635 Psychopathology (3)

Skills I: Core (6 s.h.)

PSYC 630 Group Processes and Personality (3)

PSYC 631 Psychotherapy and Intervention Skills (3)

Skills II: Assessment (6 s.h.)

PSYC 671 Psychological Assessment I (3)
PSYC 673 Personality Assessment (3)

Skills III: Advanced (6 s.h.)

Selected Therapies (must be two different therapies)

PSYC 632 Group Counseling and Psychotherapy (3)
PSYC 636 Cognitive Therapy (3)
PSYC 637 Family Therapy (3-6)
PSYC 638 Cognitive-Behavior Therapy (3)

Electives (9 s.h.) Choose 3

PSYC 511 Substance-Related Disorders (3)
PSYC 515 Physiological Psychology (3)
PSYC 517 Tests and Measures (3)
PSYC 526 Advanced Adolescent Psychology (3)
PSYC 536 Applications of Biopsychology (3)
***PSYC 537** Ethics and Professional Practice (3)
PSYC 547 Applied Social Psychology (3)
PSYC 566 Clinical Hypnosis (3)
PSYC 634 Child Psychopathology and Interventions (4)
PSYC 681 Practicum in Psychology (3-6)
PSYC 696 Research Methods in Psychology (3)
PSYC 699 Thesis (3)
***SCCN 630** Multicultural Counseling (3)
***SCCN 645** Career Development (3)
SCCN 657 Brief Counseling (3)

**Clinical students should take these courses if pursuing licensure.*

Selected Therapies

Other courses taught in the psychology department and approved by advisor may be taken as electives.

Practicum

PSYC 681 Practicum in Psychology (6)
PSYC 682 Internship and Seminar in Psychology (6-12)

Master of Science Degree in Psychology with Certification in School Psychology (64 s.h.)

Core (9 s.h.)

PSYC 530 Child Development within the Family System (3)
PSYC 600 Seminar in School Psychology (3)
PSYC 612 Research Design and Statistical Analysis (3)
Pre-Practicum Portfolio (0)

Core Competency Examination should be taken after completion of the core.

Skills I: Core (6 s.h.)

PSYC 630 Group Processes and Personality (3)
PSYC 631 Psychotherapy and Intervention Skills (3)

Skills II: Assessment (9 s.h.)

PSYC 671 Psychological Assessment I (3)
PSYC 672 Psychological Assessment II (3)
PSYC 673 Personality Assessment (3)

Skills III: Interventions (10 s.h.)

PSYC 540 Classroom Intervention (3)
PSYC 646 Consultation (3)
PSYC 634 Child Psychopathology and Interventions (4)

Educational Foundations (3 s.h.)

SPED 601 Psychology of Exceptional Children (3)

Related Courses (12 s.h.)

PSYC 547 Applied Social Psychology (3)

RDED 621 Foundations of Reading and Writing (3)

EDUC 671 Curriculum Development in the School (3)

PSYC 536 Applications of Biopsychology (3)

Electives (3 s.h.) (select one of the following)

SCCN 630 Multicultural Counseling (3)

PSYC 637 Family Therapy (3)

PSYC 674 Assessment of English Language Learners (3)

or

Selected course with approval of advisor

Note 1: Pre-practicum field experiences must be completed prior to enrolling in PSYC 685. The designated activities outlined in the pre-practicum syllabus should be initiated upon acceptance into the school psychology certification program. Students are responsible to their advisors for documentation of the requirements.

Note 2: Portfolios are required of all school psychology certification students. Portfolio instructions and requirements may be obtained from students' advisors and should be initiated upon acceptance into the school psychology certification program. Students are required to submit their portfolios to their advisors on the fifth Tuesday of each semester and to attend the portfolio meeting on the sixth Tuesday of each semester.

Field Experiences (12 s.h.)

PSYC 685 Practicum and Seminar in School Psychology (3)

PSYC 686 Internship and Seminar in School Psychology (9)

Certification Program in Supervision of School Psychological Services

(School Psychology Certification plus 15 s.h.)

I. Core Curriculum Courses

See the *Supervisory Certification Program* section for requirements and course descriptions.

II. Department Field Course

PSYC 799 Applied Supervision: School Psychological Services (6)

Master of Education and Certification in School Counseling

In order to be considered for an interview, applicants are required to have a minimum of six semester hours in undergraduate or graduate general and developmental psychology. Applicants must also be computer literate.

If 6 semester hours in undergraduate or graduate education courses have not been met by the time of application, they must be taken during the course of the program to satisfy prerequisite course work.

Appropriate education courses are those taught in a department of education, special education or educational foundations. Prerequisite courses in education and psychology may be in process during the semester in which application to the program is submitted. In this case, evidence that the course work is currently being taken (either in the form of a mid-semester grade report or a letter from the instructor) must be submitted with the program application. In addition, experience with children in applied settings is preferred.

Professional Core (6 s.h.)

One of the following:

EDFN 601 Methods of Research (3)

PSYC 612 Research Design and Statistical Analysis (3)

One of the following:

EDFN 511 Comparative Education (3)

EDFN 590 Social Foundations of Education (3)

EDFN 603 Philosophy of Education (3)

EDFN 604 Education and Public Policy (3)

Phase I Core (12 s.h.)

SCCN 621 Counseling Theory and Practice I (3)

SCCN 645 Career Development (3)

PSYC 530 Child Development within the Family System (3)

SCCN 612 Study of the Individual (3)

Pre-Practicum Portfolio (0)

The Core Competency Examination should be taken after completion of the following Phase I courses: SCCN 621, 645 and PSYC 530.

Phase II (12 s.h.)

SCCN 622 Group Procedures in Counseling (3)

SCCN 630 Multicultural Counseling (3)

SCCN 631 Appraisal Techniques for Guidance Purposes (3)

SCCN 651 Theory and Practice II (3)

Phase III (6 s.h.)

SCCN 657 Brief Counseling (3)

SCCN 671 Guidance Program Development (3)

Note: Pre-practicum portfolio field experiences are required for the M.Ed. The designated activities as outlined in the pre-practicum syllabus should be initiated upon acceptance into the school counseling program. Students are responsible to their advisors for documentation of the requirements.

Prerequisites:

SCCN 621 for all Phase II Core Courses

SCCN 621, 651 and passing Core Competency Examination for SCCN 657

Master of Education in School Counseling

1. Provisional acceptance
2. All course work completed and Core Competency Examination passed
3. Pre-Practicum Portfolio completed
4. Recommendation of graduate committee
5. Admission to degree candidacy

Certification Program in School Counseling

(Master of Education plus 12 s.h.)

Application should be made for admission into the certification program after acceptance for degree candidacy.

PSYC 540 Classroom Intervention (3)

PSYC 646 Consultation (3)

SPED 600 Orientation to Special Education (3)

One of the following:

SCCN 675 Supervised Practicum in Elementary School (3)

SCCN 676 Supervised Practicum in Secondary School (3)

COURSE DESCRIPTIONS

SCHOOL COUNSELING

SCCN 586-589, 686, 687 Topics in Counselor Education (3) Offered infrequently.

SCCN 612 Study of the Individual (3) A case study with self as subject provides the opportunity for students to increase their understanding of complex human behavior. Through synthesis and organization of a great deal of information about self comes the basis for study and understanding of others. Prereq: degree program admission. Offered in spring.

SCCN 621 Counseling Theory and Practice I (3) Presentation of basic counseling principles and theories. Through the use of role play, audiotapes and videotapes, students will develop skills basic to the helping process. Prereq: degree program admission. Offered in fall.

SCCN 622 Group Procedures in Counseling (3) Principles and methods of group theory, process and leadership skills for planning and facilitating small couseling groups in schools. Participation in a psychoeducational group is required. Prereq: SCCN 621. Offered in spring.

SCCN 630 Multicultural Counseling (3) The problem of counseling for a culturally diverse population is examined within a broad conceptual framework of issues and concepts. Methods and implications for counseling clients of various global backgrounds are studied. Prereq: SCCN 621. Offered in fall and summer.

SCCN 631 Appraisal Techniques for Guidance Purposes (3) Development of competency in the effective administration, interpretation and communication of test results. Focus is on the theoretical, technical and practical aspects of individual and group tests, screening devices, interviews and observations. Emphasis is on the counselor as a consumer within the school guidance program. Prereq: SCCN 621. Offered in spring.

SCCN 641 Supervised Practice in Higher Education and Community Agencies (3-6) Practicum experience in college and community agencies. This elective practicum does not serve as a substitute for practicum in a school setting. Arranged on an individual basis. Prereq: SCCN 651 and departmental approval.

SCCN 645 Career Development (3) Historical and theoretical foundations of the evolution of vocational guidance into career guidance and counseling are studied. Models, materials and strategies basic to career guidance and counseling programs are emphasized. Offered in fall and summer.

SCCN 651 Theory and Practice II (3) This second-level skills course provides supervision of videotaped sessions with a child client. Prereq: SCCN 621. Offered in spring.

SCCN 657 Brief Counseling (3) This is a third-level skills course which includes brief solution-focused theory applied to ongoing counseling work with a child client and supervised using videotaped sessions. Strategy selection and implementation are emphasized. Conceptualization, general principles and applications in crisis counseling are included. Prereq: SCCN 651 and passing CCE. Offered in fall.

SCCN 671 Guidance Program Development (3) Guidance programs based on a developmental, comprehensive and team approach. Primary prevention is the focus of the model used to facilitate program implementation in the elementary and secondary schools. Prereq: CCE passed. Offered in fall.

SCCN 672 Technology Use by Counselors (3) Methods and strategies to develop and incorporate computer-related technology into the guidance

program. Students develop computer literacy and review software for both computer-assisted and computer-managed guidance and counseling. Emphasis is on the use of technology both as consumer and practitioner. Prereq: experience as a school counselor or permission. Offered infrequently.

SCCN 675 Supervised Practicum in the Elementary School (3) Guidance and counseling experiences (360 hrs.) in the elementary school setting: individual supervision and seminar sessions. Prereq: completion of M.Ed. and permission. Offered in spring.

SCCN 676 Supervised Practicum in the Secondary School (3) Guidance and counseling experiences (360 hrs.) in the secondary school setting: individual supervision and seminar sessions. Prereq: completion of M.Ed. and permission. Offered in spring.

SCCN 691 Independent Study (1-3) An in-depth approach to an individually structured problem. By permission.

SCCN 699 Thesis (3) Each student writes and orally defends an individual thesis of some significance in the field of counselor education. Prereq: 24 s.h. in program and permission.

SCCN 799 Applied Supervision: Guidance Services (6) Provides prospective supervisors with actual field experience in auditing current comprehensive developmental guidance programs and initiating action plans for subsequent program improvement, including performance-based assessment of school counselors. The American School Counselor Association National Model provides guidelines for the supervision. Prereq: EDSU 700, 701 and 703. (See *Supervisory Certification Program* section.)

PSYCHOLOGY

PSYC 505 Recent Developments in Psychology (3) Contemporary issues in psychology examined through a critical review of current research, theory and practice. Designed to provide students with opportunities for independent study in areas where basic competencies are weak, or in areas of special interest. Offered periodically.

PSYC 511 Substance-Related Disorders (3) Focus on current treatment approaches to substance-related disorders. Following a review of specific psychoactive drugs and their impact on physical and psychological function, theoretical orientations and their application to clinical scenarios will be discussed. Diagnostic issues, assessment techniques and currently accepted intervention techniques will be covered. Special populations involving gender, ethnicity, sexual orientation and comorbidity will be highlighted. Offered periodically.

PSYC 515 Physiological Psychology (3) A systematic examination of the nervous and sensory systems and their regulation of human behavior. Basic knowledge of biology and chemistry is essential. Prereq: permission of instructor. Offered annually.

PSYC 517 Tests and Measures (3) Introduction to basic principles of psychological testing and measurements. Issues in test construction and design, evaluation of psychometric properties, and applications of tests in various fields of psychology. Offered annually.

PSYC 525 Advanced Developmental Psychology (3) In-depth examination of human development, with emphasis on birth through adolescence. Presentation of current accounts characterizing development in various domains (physical, cognitive, social, moral, psychosexual) and critical reviews of theoretical attempts to explain the process of development. Offered annually.

PSYC 526 Advanced Adolescent Psychology (3) Personal and environmental forces that are dynamic in the behavior of adolescents. Emphasis is given to the family, school and community aspects of adolescent behavior. Recent developments in adolescent psychology and adolescent development are emphasized. Offered annually.

PSYC 530 Child Development within the Family System (3) Theory and research on the development of cognitive, emotional, linguistic, psychosexual and moral systems in the child. Emphasis on the impact of family structure and dynamics on the developing child.

PSYC 536 Applications of Biopsychology (3) Survey of current topics. Includes psychotropic drugs, neuropsychological assessment and treatment. Emphasis on clinical applications and knowledge base to enable referrals/coordination with related psychiatry/neurology professionals. Prereq: undergraduate or graduate course in physiological psychology or biology, or permission of instructor. Offered annually.

PSYC 537 Ethics and Professional Practice (3) This course combines ethics education with an introduction to clinical psychology and counseling. Ethical standards of psychologists and counselors and an ethical decision-making model will be applied to moral, ethical and legal dilemmas in clinical practice. The historical development of clinical psychology, its major theoretical perspectives and empirically supported treatments will be reviewed. Offered annually.

PSYC 540 Classroom Intervention (3) Gives service providers skills to identify classroom discipline problems and improve classroom behavior and learning. Students apply behavioral analysis to develop and monitor interventions. Emphasis on selection and evaluation of research-based strategies and schoolwide factors which affect student discipline. Offered in fall.

PSYC 546 Learning Theories and Their Application (3) Review of behavioral approaches to learning such as operant and classical conditioning, and observational learning. Cognitive and ethological challenges to behavioral theories will be considered. Includes information-processing models of learning.

PSYC 547 Applied Social Psychology (3) Examines the effects of social psychological factors on various clinical issues, including racial-ethnic and cultural issues, the development and maintenance of maladaptive behaviors, clinical judgment, relationship between clinician/school psychologist and client, and the outcome of intervention. Prereq: admission to graduate program or permission of instructor. Offered in fall.

PSYC 586-589 Topics in Psychology (1-4) Investigate and develop one or more topics of current interest not normally covered in regular psychology courses. Special topics and methods used to investigate the topics will vary according to the needs of psychology students and faculty. Offered periodically.

PSYC 600 Professional Seminar in School Psychology (3) The philosophy, administrative arrangements, responsibilities and general functions of a school psychologist. Emphasis on research information relating to skills and techniques used by psychologists in the prevention and remediation process as they apply to schoolchildren. Firsthand experience in the functions of a school psychologist through field visitations and planned seminars. Schedule near the beginning of the program. Offered annually.

PSYC 612 Research Design and Statistical Analysis (3) This course is designed to develop and extend skills in the interpretation of psychological research. Understanding the relationships between research methods, statistical procedures and interpretation is emphasized. Prereq: undergraduate course in statistics. Offered in fall and spring.

PSYC 613 Problems in Psychology (1-3) Seminar course designed to provide students with an opportunity for intensive study in specialty areas in psychology. These areas will apply primarily to the practice of school psychology and the field of education. Offered periodically.

PSYC 625 Human Growth and Development (3) A comprehensive study of growth and development with a life-span perspective. Physical

growth and maturation, social development, emotional and personal development, and cognitive development. Special projects in the field of student's interest. Offered annually. Should not be taken if credit obtained for PSYC 530.

PSYC 630 Group Processes and Personality (3) Taught as a group process class with the goal of increasing self-awareness and promoting professional growth. Integrating theoretical concepts of personality with interpersonal experiences and feedback from fellow class participants to enable understanding of his/her personality functioning as it relates to his/her potential to effectively provide mental-health services. Offered in fall and spring.

PSYC 631 Psychotherapy and Intervention Skills (3) Intensive supervised training in effective helping skills, including listening and responding skills, relationship enhancement, interview skills and active interventions. Students receive supervision of videotaped counseling with clients.

***PSYC 632 Selected Therapies: Group Counseling and Psychotherapy (3)** Development of skills and awareness necessary for successful functioning as a facilitator of groups or as a group leader. Methods include participation in an encounter group, role playing, analyses of nonverbal communication, and reflective listening. Prereq: must pass CCE. Offered annually.

***PSYC 634 Child Psychopathology and Intervention (4)** Introduces students to child and adolescent psychopathology and therapeutic interventions used with children and adolescents. Play therapy techniques with clinical child populations, process groups with adolescents and preadolescents, behavioral group therapy, adjunct parent counseling and cognitive-behavioral procedures are emphasized. Offered in summer.

PSYC 635 Psychopathology (3) Develops the ability to diagnose in traditional nosological fashion and to be able to discriminate from one another the various mental disorders contained in the DSM-IV. In addition to requiring the ability to diagnose the mental disorders, students will also be required to write diagnostic reports using DSM-IV multiaxial system. Offered annually.

***PSYC 636 Selected Therapies: Cognitive Therapy (3)** Basic principles and clinical applications of cognitive therapy. Use of role play, audiotapes and videotapes to help others identify and restructure thinking patterns and beliefs that contribute to personal and interpersonal conflicts and psychological disturbances. Prereq: must pass CCE. Offered annually.

***PSYC 637 Selected Therapies: Family Therapy (3-6)** Reviews major theories and differentiates family therapy from other forms of therapy; aids human services workers in determining the appropriateness of these treatment models for specific cases. Supervision in family therapy is provided for 6 credits. Prereq: must pass CCE. Offered annually.

***PSYC 638 Selected Therapies: Cognitive-Behavioral Therapies (3)** Review models of common clinical problems and specific cognitive, behavioral and integrative techniques. Role play, videotape, in-class demonstrations and case materials will be used to provide hands-on experience. Students will incorporate cognitive-behavioral perspectives and interventions with clients. Prereq: must pass CCE. Offered annually.

PSYC 646 Consultation (3) Explores the theoretically and practically applied aspects of consultation. Educational, clinical, mental-health, behavioral and organizational models of consultation will be covered. Students will develop and implement individual consultation projects. Offered in fall and spring.

***PSYC 671 Psychological Assessment I (3)** Introductory course in individual psychological evaluation, stressing practical experience in administering and interpreting individual psychological test batteries. Standardized intelligence tests are emphasized. Introduces special-purpose tests such as adaptive behavior assessment and brief achievement tests. Students administer tests and write reports under supervision. Prereq: must pass CCE. Offered in fall and spring.

***PSYC 672 Psychological Assessment II (3)** Advanced psychological assessment, stressing practical experience in selecting, administering and interpreting individual psychological test batteries to assist in educational decision making in the schools. Emphasis on ecological and curriculum-based assessment. Critical evaluation of instruments and competence in interpreting and integrating results are emphasized. Students administer tests and write reports under supervision. Prereq: PSYC 671. Offered annually.

***PSYC 673 Personality Assessment (3)** An introduction to the administration, scoring, interpretation and application of personality-assessment instruments. Introduces objective tests, projective tests and behavioral assessment. Prereq: must pass CCE.

PSYC 674: Assessment of English Language Learners (3) A multicultural-issues class with focus on assessment and classification of culturally and linguistically diverse children. Prepares school psychologists and practitioners in the mental-health field to work with English language learners, make educational recommendations and help determine the extent to which child learning difficulties are related to limited English proficiency, cultural/ecological factors or learning disabilities. Learn assessment techniques, skills and strategies to be used with English language learners. Prereq: PSYC 671 or its equivalent.

***PSYC 681 Practicum in Psychology (3-6)** Familiarizes students with the mental-health delivery system through visits to agencies, schools and self-help groups in order to provide an opportunity for a complete evaluation of skills acquired in the program prior to field placement, and to involve students in supervised field experiences in appropriate clinic, hospital or agency settings emphasizing application of psychological principles and skills. Students meet with departmental supervisor regularly. To be taken for 6 s.h. Prereq: must pass CCE and one selected therapy. Offered annually.

***PSYC 682 Internship and Seminar in Psychology (6-12)** Supervised internship in a field agency, hospital or clinic. Designed to develop the student to a point of entry-level skills in the areas of assessment, counseling and staff participation. Students meet regularly with departmental supervisor. Schedule near end of program. Prereq: PSYC 681, permission of graduate program coordinator. Offered annually.

***PSYC 685 Practicum in School Psychology (3)** Sequential, supervised experiences in field settings working with children of preschool and school age. Students complete a comprehensive case study. Students meet regularly with University supervisor both individually and in seminars. Prereq: permission of instructor. Offered annually.

PSYC 686 Internship and Seminar in School Psychology (9) Yearlong, extensive supervised clinical and field experiences in all domains of school psychology. Students meet regularly with University supervisor both individually and in seminars. Schedule in last year of program. Prereq: PSYC 685 and permission of instructor. Offered annually.

PSYC 696 Methods of Research in Psychology (3) Introduction to, and application of, advanced methods of psychological research. Emphasis placed upon the development and practice of research skills as preparation for conducting original research for a thesis. Prereq: PSYC 612.

PSYC 699 Thesis (3-6) Student designs and conducts research in an appropriate area in psychology. The results and interpretation are presented in a written thesis. The entire process is guided by the research advisor. Prereq: PSYC 696.

PSYC 799 Applied Supervision: Psychological Services (6) Field experience in the various activities performed by supervisors of psychological

services. The student plans a relevant program of practical experiences, based on the comprehensive role of the supervisor of psychological services, in conjunction with the University supervisor. Prereq: permission of director of school psychology.

**Open only to students admitted to degree candidacy in the M.S. in Psychology clinical track, M.S. in Psychology school psychology track, psychological services program or school psychology certification program.*

SOCIAL WORK

GRADUATE FACULTY

Millersville University

Karen M. Rice, Department Chairperson. Ph.D., University of Maryland, 2011. Child Welfare, Diversity, Micro/Macro Practice, Research, Supervision, Statistics Program Evaluation.

David H. Johnson, Graduate Program Co-Coordinator. Ph.D., University of Texas at Austin, 2009. Social Policy, Human Behavior and the Social Environment, Practice, Research, Mediation.

Joyous C. Bethel. Ph.D., Barry University, 1997. Micro/Mezzo Practice, Families, Human Behavior and the Social Environment, Diversity, Spirituality, Grief.

Leonora E. Foels. Ph.D., Barry University, 2007. Micro Practice, Diversity, School Social Work, Mental Health.

Jennifer M. Frank, Field Co-Coordinator. M.S.W., Millersville University, 2009. Field, Social Welfare.

Heather L. Girvin. Ph.D., Bryn Mawr, 2002. Research, Child Welfare, Diversity, Human Behavior and the Social Environment.

Laura Granruth. Ph.D., The Catholic University of America, 2009. Policy, Diversity, Human Behavior and the Social Environment, Healthcare.

Kathleen M. Walsh. Ph.D., University of Maryland, 2006. Micro/Mezzo/Macro Practice, Administration, Management.

Shippensburg University

Marita Flagler, Graduate Program Co-Coordinator. Ph.D., Colorado State University, 2004. Developmental Disabilities, Gender Issues, International Social Work, Social Welfare Policy.

Samuel Behbow. D.Ed., Indiana University of Pennsylvania, 2007.

Dara P. Bourassa. Ph.D., University of Maryland, 2007. Aging, Health Care, Mental Health, Research.

Jennifer Clements. Ph.D., University of Maryland, 2006. Group Work, LGBT Youth, Micro/Mezzo Practice, Child Welfare.

Elizabeth Fisher. Ph.D., University of Maryland, 2004. Social Work History, Policy, Practice, Transformational Leadership.

Deborah F. Jacobs. Shippensburg University Department Chairperson. Ph.D., Brandeis University, 1987. Policy, Macro Practice, Mental Health, Program Evaluation.

Michael J. Lyman. Ph.D., University of Utah, 2004. Micro Practice, Families, Field Education. Distance Education Instruction, Research.

Dorlisa J. Minnick, Field Co-Coordinator. Ph.D., The Catholic University of America 2010. Research, Service, Learning, Policy.

THE PROGRAM

MASTER OF SOCIAL WORK

Millersville and Shippensburg Universities are jointly offering a Master of Social Work (MSW) degree program to prepare students to work in a variety of human service programs and agencies in an advanced clinical and/or administrative capacity. The flexibility of the social work degree provides graduates with many options as they pursue their careers in helping fields.

All required courses are offered in the evening only. Elective courses will be primarily offered in the evening and occasionally on Saturdays. Some elective courses meet at the Dixon University Center in Harrisburg.

Mission

The mission of the joint Millersville-Shippensburg MSW program is to provide accessible social work graduate education in the South Central region of Pennsylvania. We prepare students to be effective advanced generalist practitioners committed to the purpose and values of the social work profession.

Goals

1. Prepare students for competent advanced generalist practice through the acquisition and demonstration of social work practice behaviors consistent with CSWE educational policy and accreditation standards.
2. Prepare students with the specialized knowledge and skills for social work practice with client systems to resolve problems and facilitate change within the boundaries of ethical practice, and with attention to the profession's commitment to social justice and human rights.
3. Encourage students' commitment to continued professional development and lifelong learning by providing opportunities for community engagement and real-life learning experiences.

ACCREDITATION

The Millersville-Shippensburg MSW program is accredited by the Council on Social Work Education (CSWE), effective August 2006-February 2014, at which time the program will seek reaffirmation of its accreditation. This accreditation validates that the program meets national standards for social work education as determined by experts in the field. Practitioners must have graduated from a CSWE-accredited social work MSW program to be eligible to apply for licensure in Pennsylvania.

Admissions Classifications

The program is designed both for students who have no previous social work education and for those who want to build upon their baccalaureate social work education. Students will be admitted full- or part-time.

Applicants may apply for regular standing admission or for advanced standing admission. Regular standing admission is for students who completed a baccalaureate degree with a major from other than a CSWE-accredited social work program, and for students who graduated from a CSWE-accredited social work program but do not meet the GPA requirements for advanced standing. Applicants may apply for advanced standing admission if they have graduated from a CSWE-accredited social work program and meet the GPA requirements as described in the admission guidelines.

Admission Guidelines

Candidates may choose to apply through either Millersville or Shippensburg University. Applicants for regular standing admission must have a minimum cumulative grade point average of 2.8 on a 4.0 scale from a regionally accredited undergraduate institution. In exceptional cases, applicants who lack the required grade point average but whose other qualifications are outstanding may be admitted on a probational basis. Applicants admitted on probation must earn grades of B or higher in the first 12 credits.

Applicants for advanced standing admission must have earned a baccalaureate degree in the last eight years from a CSWE-accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher on a 4.0 scale.

Students who graduated with a baccalaureate degree from a CSWE-accredited social work program who are not eligible for advanced standing may be eligible for exemptions from first-year foundation courses other than practice and field instruction in which they have earned a grade of B or higher within the past eight years. Exemptions will reduce the total number of credits a student must earn to graduate. The Admissions Committee will send a letter notifying the applicant of the exemptions.

Students may apply for waivers from courses when they have already demonstrated proficiency in the course content at a graduate level with a grade of B or higher. When requesting consideration for a waiver, a student must submit a Request for Waiver form and course syllabi to the course instructor. A waiver will not reduce the number of required credits for graduation, but will allow a student to take a more advanced course or an elective course.

All applicants with less than a 2.8 GPA must submit an official Miller Analogies Test (MAT) or general Graduate Record Exam (GRE) score report completed within the past five years as part of the admissions process.

Applicants must evidence a combination of professional and personal experiences, qualities and values that are considered essential for the practice of social work. A current résumé is required. Three professional references are required, with a minimum of one from faculty and one from a current or recent agency employer or supervisor. Applicants for advanced standing are required to submit an additional reference from the department chair of their undergraduate program. Applicants will complete a written personal statement. Application forms are available on the graduate studies website (www.millersville.edu/apply/graduate). The program may request a personal interview or additional information about an applicant when necessary to make a fully informed admissions decision.

Persons who have a criminal record are not eligible to work in some human service fields. Applicants with criminal records should contact the MSW program director for additional information.

Students must demonstrate that they have successfully completed course work with significant content in Human Biology, Economics, U.S. Federal or State & Local Government, Psychology, Sociology/Anthropology, and Statistics. Applicants can be admitted with up to two course deficiencies. These course deficiencies must be completed by the end of the foundation year (30 credits) of the MSW program for regular admission, or before SOWK 630 Field Practicum for advanced standing admission.

Students may receive up to 9 credit hours earned at other regionally accredited institutions prior to admission. Graduate credits earned more than five years prior to admission do not qualify for transfer. Students may only transfer credits if they are in good standing in those schools. Courses must be listed on an official transcript with a B or higher. Condensed one-week graduate courses do not qualify for transfer.

With advance permission of the faculty advisor, program co-coordinator and dean of graduate studies and research, and as part of a planned program, a student may transfer credits from other graduate programs at Millersville University or Shippensburg University. Forms for the approval process of transfer of credits are available at www.millersville.edu/gps/studentlife.

The program does not grant academic credit for life or work experience.

Degree Requirements

Students with regular standing admission must complete 60 credits of graduate study, including 42 credit hours of required course work, 12 credit hours of field practicum and 6 credit hours of electives. BSW graduates with regular admission status may receive exemption for some course work, as per admission guidelines.

Students with advanced standing admission must complete 36 credits of graduate study, including 18 credit hours of required course work, including a summer "bridge" course, 9 credit hours of field practicum and 9 credit hours of electives.

All courses must be taken in sequence. The 60-credit program can be completed in two years full-time (four courses a semester) or four years part-time (two courses a semester). The 36-credit program can be completed in one year full-time or two years part-time. Both programs are year-round, with each new cohort starting in the summer term.

Degree Candidacy

A formal admission to degree candidacy process takes place after a minimum of 12 credits have been completed. Millersville-Shippensburg MSW faculty members evaluate students to determine if they have the potential for completing the requirements of the social work program. Qualifications are based on academic performance in line with University standards and demonstrated ethical behavior, values and commitment to social work as a career. The social work faculty has the right to dismiss from the program at any time students found not qualified for social work practice.

COURSE OF STUDY

Students enroll in either the regular (60 s.h.) or the advanced standing (36 s.h.) program. Students in the regular program take both the required foundation year (I) and the concentration year courses, including two elective courses (III, IV). Students in the advanced program take SOWK 601, the concentration year courses (II) and the three elective courses (III, IV).

I. Foundation Year (30 s.h.) (Required of regular program students only.)

SOWK 501: Principles and Philosophies of Social Work (3)
SOWK 505: Understanding Social Work Practice with Diverse Populations (3)
SOWK 510: Human Behavior in the Social Environment I (3)
SOWK 511: Human Behavior in the Social Environment II (3)
SOWK 515: Social Welfare Policy (3)
SOWK 520: Micro/Mezzo Social Work Practice (3)
SOWK 521: Macro Social Work Practice (3)
SOWK 525: Research Methods (3)
SOWK 530: Field Practicum I (3)
SOWK 531: Field Practicum II (3)

II. Concentration Year—Required (3 s.h.)—Advanced Standing Program

SOWK 601: Integrative Seminar (3)

III. Concentration Year—Required (24 s.h.)—Regular and Advanced Standing Programs

SOWK 610: Advanced Human Behavior in the Social Environment (3)
SOWK 615: Advanced Social Welfare Policy (3)
SOWK 620: Advanced Micro/Mezzo Social Work Practice (3)
SOWK 621: Advanced Macro Social Work Practice (3)
SOWK 625: Advanced Research Methods (3)
SOWK 630: Advanced Field Practicum I (5)
SOWK 631: Advanced Field Practicum II (4)

IV. Concentration Year Electives—Required Regular Program (6 s.h.)/Advanced Standing Program (9 s.h.)

SOWK 602: Behavioral Health (3)
SOWK 603: Gender Issues (3)
SOWK 604: Health Care (3)
SOWK 605: Child Welfare (3)
SOWK 606: School Social Work (3)
SOWK 607: Emergency Mental Health and Trauma (3)
SOWK 608: Social Work Administration and Supervision (3)
SOWK 609: Art Therapy and Social Work (3)
SOWK 611: Children and Youth at Risk (3)
SOWK 612: Social Work and the Law (3)
SOWK 640-643: Special Topics (3)
GRN 510: Foundations of Applied Gerontology I: Social Context of Aging (3)
GRN 610: Social and Public Policy in Aging (3)

COURSE DESCRIPTIONS

SOWK 501 Principles and Philosophies of Social Work (3) Introduces the generalist model for practice, which serves as a base for subsequent social work courses and provides initial understanding of the needs and issues of special populations in relation to social welfare policies and services as well as social work practice. The course provides an introduction to the profession and the MSW program while helping to prepare students for their subsequent field placements. This course will be offered in a blended distance education format. Offered in summer.

SOWK 505 Understanding Social Work Practice with Diverse Populations (3) Focuses on issues of understanding human diversity, risk, societal power and privilege, including issues related to sexism, heterosexism, classism, ageism, religion and spirituality, cultural identity development oppression, risk, resilience and empowerment. This course will be offered in a blended distance education format. Offered in fall.

SOWK 510 Human Behavior in the Social Environment I (3) Examines the life-span approach to human development, with a focus on the interaction between the individual's biopsychosocial functioning and the social environment. It considers the impact of micro and mezzo (i.e., families and small groups) systems on behavior, with particular emphasis given to populations considered to be at risk. This course will be offered in a blended distance education format. Prereq or Coreq: SOWK 501. Offered in summer.

SOWK 511 Human Behavior in the Social Environment II (3) HBSE II explores theories for understanding the behavior of individuals, social systems and communities. It examines traditional and alternative perspectives on the political, economic and institutional environments, and critically considers opportunity structures and how they deter and promote human development. Prereq: SOWK 510. Offered in spring.

SOWK 515 Social Welfare Policy (3) Furnishes students with the orienting knowledge and skills needed to examine social welfare policies and to understand their relevance to social service delivery and social work practice. This course will be offered in a blended distance education format. Prereq: SOWK 501. Offered in fall.

SOWK 520 Micro/Mezzo Social Work Practice (3) Offers opportunities for applying and studying advanced generalist practice with individuals, families and groups. Course content is presented in a face-to-face format with Web-based supplements. Students will learn and apply intervention skills to their specific areas of interest, which enable development of individuals, families and groups in environment processes for improving social functioning. Prereq: SOWK 501; Coreq: SOWK 530. Offered in fall.

SOWK 521 Macro Social Work Practice (3) Conceptualizes macro social work as the profession that brings about social change. The course extends from understanding theories about communities and organizations to assessment and practice. Students will focus on analysis of the community as a social system, common strategies for producing change in community work, the nature of formal organizations as environments through which social services are provided in the community, and the knowledge and skills necessary to affect change within organizations. This course will be offered in a blended distance education format. Prereq: SOWK 520; Coreq: SOWK 531. Offered in spring.

SOWK 525 Research Methods (3) Introduces research concepts, procedures for conducting research and their application to social work practice. Advanced knowledge of scientific inquiry, the ethics that guide research and the roles of social workers as researchers are also covered. Both qualitative and quantitative methods of collecting and analyzing data are given major attention. Students learn the procedure for developing a research proposal. This course will be offered in a blended distance education format. Offered in spring.

SOWK 530 Field Practicum I (3) Provides students with practical experience (200 hours each) in supervised direct service activities across all client systems, from the individual's level to that of the community. This initial field experience allows the student to apply theory and skills acquired in the generalist foundation areas while simultaneously fostering the development of a professionally reflective, ethical, knowledgeable and self-evaluating social worker. Coreq: SOWK 520. Offered in fall.

SOWK 531 Field Practicum II (3) Provides students with practical experience (200 hours each) in supervised direct service activities across all client systems, from the individual's level to that of the community. This initial field experience allows the student to apply theory and skills acquired in the generalist foundation areas while simultaneously fostering the development of a professionally reflective, ethical, knowledgeable and self-evaluating social worker. Coreq: SOWK 521. Offered in spring.

SOWK 601 Integrative Seminar (3) Builds upon the foundation content from students' BSW programs. It serves as a "bridge" course to integrate BSW learning in preparation for MSW courses. A major focus in the course is an in-depth look at the history of social welfare services and the relationship to current social work knowledge, skills and values. A research experience is required that serves as the basis for the course project. This course will be offered in a blended distance education format. Prereq: advanced standing admission status. Offered in summer.

SOWK 602 Behavioral Health (3) Enables students to understand and increase their ability to work with micro to macro aspects of mental health/mental retardation and substance abuse/dependence as bio-psycho-social-societal phenomena. This course will be offered in a blended distance education format. Prereq: SOWK 601 or completion of foundation year. Offered in spring.

SOWK 603 Gender Issues (3) Provides an in-depth study of the concepts, policies, practices and research in the field of gender studies. This course will examine institutionalized gender socialization, current gender issues and controversies, feminist theory for understanding behavior, and guiding principles and practices for helping professionals. This course will be offered in a blended distance education format. Prereq: SOWK 601 or completion of foundation year. Offered periodically.

SOWK 604 Health Care (3) Focuses on four content areas: 1) what the social worker's role is in different healthcare settings; 2) historic and current policies that affect healthcare services; 3) current research in various healthcare-related issues; and 4) international models of care. This course will be offered in a blended distance education format. Prereq: SOWK 601 or SOWK 531. Offered periodically.

SOWK 605 Child Welfare (3) Provides an in-depth study of the concepts, policies, practices and research in the field of child welfare and family and children services. This course will provide an introduction to the child welfare field, an overview of the development of services for children, a detailed examination of the provision of services and an exploration of the ethical implications of child welfare practice. This course will be offered in a blended distance education format. Prereq: SOWK 601 or SOWK 531. Offered periodically.

SOWK 606 School Social Work (3) Provides an in-depth study of the concepts, policies, practices and research in the field of school social work, examining policy, research, practice and human behavior content. This course will be offered in a blended distance education format. Prereq: SOWK 601 or SOWK 531. Offered periodically.

SOWK 607 Emergency Mental Health and Trauma (3) Provides an in-depth study of the concepts, policies, practices and research in crisis intervention during disasters. This course will provide an introduction to the disaster field, a detailed examination of the human service delivery systems and guidelines for attending to the emotional and mental-health needs of both disaster survivors and responders, using the Critical Incident Stress Management model. This course is offered online. Prereq: SOWK 601 or SOWK 531 or permission of instructor. Offered periodically.

SOWK 608 Social Work Administration and Supervision (3) This course is designed to expand students' knowledge of and skills in effective program management of human services organizations and to provide approaches for managing service programs effectively. Organizational and management theories and principles are applied to a range of human services. This course will provide students with an introduction to the knowledge and skills necessary to perform managerial and supervisory functions in public and private human service organizations, including those that have historically served populations at risk. It will examine the structure and processes of human service organizations, the process of management, and organization building. The course will also cover different supervisory approaches and techniques and consider supervisory challenges that arise in various practice settings. During this course, students will be provided with opportunities to build competencies.

SOWK 609 Art Therapy and Social Work (3) This advanced elective course explores the principles and the techniques of art therapy and considers the usefulness of art therapy in providing alternatives and supplements to the customary verbal methods of intervention. Ways of working with clients at various stages of the life cycle, childhood through later adulthood, and with clients who are on different levels of psychosocial functioning are examined. Issues in art therapy are explored both cognitively and experientially. Previous training in the visual arts and artistic ability are not required. This course will meet 2/3 online and 1/3 in the classroom. Offered periodically. Prereq or Coreq: SOWK 601 or SOWK 531.

SOWK 610 Advanced Human Behavior in the Social Environment (3) Provides students with a conceptual framework for thinking about both traditional and alternative ways in which knowledge is created and influenced and for critiquing theories of human behavior. Emphasis will be placed on synthesis and integration of learning from the three-course HBSE sequence through application of learning to case studies in the students' areas of interest. The course maintains a multicultural and strengths perspective, a focus on diversity and populations at risk, and social and economic justice. This course will be offered in a blended distance education format. Prereq or Coreq: SOWK 531, SOWK 601. Offered in summer.

SOWK 611 Children and Youth at Risk (3) This course is an in-depth study of the concepts, policies, practices and research in the field of child services, including school social work and child welfare. In addition, this course will provide a detailed exploration and understanding of a range of at-risk children and youth populations and their families. This comprehensive understanding will assist practitioners to effectively conduct an assessment and develop a treatment plan listing evidence-based intervention strategies and/or prevention programs that will effectively meet the complex needs of at-risk populations and their families. The challenges and ethical dilemmas confronting social work practitioners working with at-risk populations and their families will also be addressed. Prereq or Coreq: SOWK 521 or 601. Offered in summer.

SOWK 612 Social Work and the Law (3) Social workers understand that virtually everything they do professionally in the 21st century has to include evaluations of risk, legality, funding and unintended consequences. Malpractice appropriately receives much attention in this regard, but legislative and regulatory requirements regarding funding, grants and contracts, definitions of disabilities, responsibilities of different levels of government and many other legal aspects of the profession must also be considered. For most people, law is a foreign language, and social workers need to be somewhat fluent in this language so they can deal with the convergence of law and social work, social services and social policy. This course will be offered in a blended distance education format. Prereq or Coreq: SOWK 601. Offered periodically.

SOWK 615 Advanced Social Welfare Policy (3) Introduces conceptual approaches to policy analysis and assesses selected social policies, programs and services in the areas of income maintenance, healthcare and personal social services in accordance with these approaches and with specific reference to their impact on special populations. This course will be offered in a blended distance education format. Prereq: SOWK 515 or SOWK 601. Offered in fall.

SOWK 620 Advanced Micro/Mezzo Social Work Practice (3) Provides advanced knowledge, practice experience and consultation in both a classroom setting and in collaboration with practice in the student's field placement, which focuses on individuals, families and/or groups. The use of the supervisory model in agencies will be explored in-depth. Prereq: SOWK 520 or SOWK 601; Coreq: SOWK 630. Offered in fall.

SOWK 621 Advanced Macro Social Work Practice (3) Assists students in developing knowledge of administration supervision, grant writing, fundraising and budgeting. The macro social work practice course will provide models for developing programs that promote social and economic justice for the underserved, the poor and the oppressed populations. This course will be offered in a blended distance education format. Prereq: SOWK 521 or 601; Coreq: SOWK 631. Offered in spring.

SOWK 625 Advanced Research Methods (3) This is the advanced course in research methodology sequence. The focus of this course is on social work practice research paradigms, models and methods. Particular attention is given to the conduct of evaluation and assessments projects. Students will conduct a mixed methods program evaluation. This course also gives the student a more in-depth exploration of gender and ethnic minority research issues and computer-assisted, descriptive and exploratory data analysis. Prereq: SWK/SOWK 525: Research Methods or SOWK 601.

SOWK 630 Advanced Field Practicum I (5) Provides students with practical experience (270 hours) in supervised direct service activities across all client systems, from the individual's level to that of the community. This advanced field experience allows students to apply theory and skills acquired in the generalist concentration areas while simultaneously fostering the development of a professionally reflective, ethical, knowledgeable and self-evaluating social worker. Prereq: SOWK 531; Coreq: SOWK 620. Offered in fall.

SOWK 631 Advanced Field Practicum II (4) Provides students with practical experience (230 hours) in supervised direct service activities across all client systems from the individual's level to that of the community. This advanced field experience allows students to apply theory and skills acquired in the generalist concentration areas while simultaneously fostering the development of a professionally reflective, ethical, knowledgeable, and self-evaluating social worker. Prereq: SOWK 531; Coreq: SOWK 621. Offered in spring.

SOWK 640-643 Special Topics (3) This course provides the opportunity for a range of topics to explore issues and concerns for the social work profession. Coreq or Prereq: SOWK 601 or SOWK 531.

SPECIAL EDUCATION

GRADUATE FACULTY

Ojoma M. Edeh. Ph.D., Columbia University, 1998. Autism, Behavior Disorders, Individuals with Mental Retardation, Social Learning Curriculum.

Ellen M. Long. Ph.D., Pennsylvania State University, 2000. Transition Planning for Individuals with Disabilities, Adolescents with Disabilities, Legal Issues and Accommodations for College Students with Disabilities, Assistive Technology, Vocational Rehabilitation Counseling.

Richard L. Mehrenberg. Ph.D., George Mason University, 2009. Needs and support of early career special education teachers, transition education, classroom management, adolescents with disabilities, accommodation, modifications, and differentiated instruction using humor and popular culture as teaching tools.

Thomas J. Neuville.Ph.D., University of Colorado, 1999. Normalization, Collaborative Learning, Individuals with Mental Retardation.

Elba I. Rohena. Ed.D., Lehigh University, 1998. Bilingual Special Education, Law and Special Education, Public School Special Education Administration, Mental Retardation and Multiple Disabilities.

THE PROGRAMS

MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION

Millersville University offers the Master of Education degree in special education. The master's degree in special education requires 36 credits.

CERTIFICATION IN SPECIAL EDUCATION

A comprehensive (PreK-8) post-baccalaureate certification program with requirements of 27 credits or less, depending on the student's undergraduate preparation. Candidates must hold a valid teaching certification in a PreK-8 area. A clinical practicum experience is required for all candidates for this certification.

SUPERVISORY CERTIFICATION

A post-master's certification program for supervision of special education programs is offered. This program consists of four courses (12 s.h.) plus a 3 s.h. practicum experience in special education supervision.

Admission Requirements

In addition to general graduate studies admission requirements, applicants to the M.Ed. program in special education must submit three current professional letters of recommendation, including contact information for each reference. In some cases an interview will be required.

Degree Candidacy

Degree candidacy for the master's program is based on successful completion of the department's placement exam with a score of at least 85% or passing SPED 600, Orientation to Special Education, with a "B" or better. (Note: The 3 credits from SPED 600 do not count as credits required in the master's program. Degree candidacy requirements must be completed before taking required special education courses in the master's program.)

Master of Education in Special Education

I. Professional Core (9 s.h. required)

See the *M.Ed. Professional Core* section for requirements and course descriptions.

II. Required Related Core (3 s.h.)

EDFN 545 Advanced Educational Psychology (3)

III. Special Education Concentrations (12 s.h. required)

Select either Concentration 1. Limited Supports OR Concentration 2. Extensive Supports. Courses in the Concentrations will not be double-counted for the Knowledge Core, and the course in the Knowledge Core will not be double-counted for the Concentrations.

1. Limited Supports:

SPED 580 Diagnostic & Assessment Strategies for Students with Disabilities (3)

SPED 642 Seminar in Effective Teaching for Students with Moderate/Mild Disabilities (3)

SPED 671 Behavior Management: Strategy Systems for Special Education (3)

EDTE 592 Teaching Technology in the Elementary School (3)

or

EDFN 520 Instructional Technology in Elementary Education (3)

2. Extensive Supports:

SPED 580 Diagnostic & Assessment Strategies for Students with Disabilities (3)

SPED 644 Seminar in Effective Teaching for Students with Multiple Disabilities (3)

SPED 671 Behavior Management: Strategy Systems for Special Education (3)

EDTE 592 Teaching Technology in the Elementary School (3)

or

EDFN 520 Instructional Technology in Elementary Education (3)

IV. Knowledge Core: Graduate Level (6 s.h. required)

Take 6 credits of one of the following course combinations:

EDTE 591 & 592 Education & Technology

EDUC 561 & 562 English Language Learners (ELL)

RDED 622 & 623 Reading & Literacy

SOWK 602 & 606 Educational Aspects of Social Work

SPED 578 & 652 Positive Behavior Supports & The Law

SPED 601 & 665 Inclusive Education & Transition

V. Research and Field Option (6 s.h.)

Research & Field Focus 1

SPED 689: Advanced Research Seminar (3 s.h.)

SPED 699: Thesis (3 s.h.)

Research & Field Focus 2

SPED 689: Advanced Research Seminar (3 s.h.)

SPED 693: Action Research Project (3 s.h.)

Special Education Certification (PreK-8)

I. Special Education Placement Exam

Students accepted into the Special Education program must successfully complete the department's online placement exam or pass SPED 600, Orientation to Special Education, with a "B" or better. (Note: The 3 credits from SPED 600 do not count as credits in the certification program.)

II. Professional Core (9 s.h. required)

EDFN 545 Advanced Educational Psychology (3)

& EDFN 511 Comparative Education (3)

or

EDFN 590 Social Foundation of Education (3)

or

EDFN 603 Philosophy of Education (3)

or

EDFN 604 Education and Public Policy (3)

& PSYC 525 Advanced Child Psychology (3)

or

PSYC 526 Advanced Adolescent Psychology (3)

or

PSYC 625 Human Growth and Development (3)

III. Special Education Concentrations (12 s.h. required)

Select either Concentration 1. Limited Supports OR Concentration 2. Extensive Supports.

1. Limited Supports:

SPED 580 Diagnostic & Assessment Strategies for Students with Disabilities (3)

SPED 642 Seminar in Effective Teaching for Students with Moderate/Mild Disabilities (3)

SPED 671 Behavior Management: Strategy Systems for Special Education (3)

EDTE 592 Teaching Technology in the Elementary School (3)

or

EDFN 520 Instructional Technology in Elementary Education (3)

2. Extensive Supports:

SPED 580 Diagnostic & Assessment Strategies for Students with Disabilities (3)

SPED 644 Seminar in Effective Teaching for Students with Multiple Disabilities (3)

SPED 671 Behavior Management: Strategy Systems for Special Education (3)

EDTE 592 Teaching Technology in the Elementary School (3)

or

EDFN 520 Instructional Technology in Elementary Education (3)

IV. Supervised Clinical Practicum Field Experience (6 s.h.)

SPED 690 Clinical Practicum

Supervisory Certification in Special Education

I. Core Courses in Supervision (9 s.h. required)

(See the Supervisory Certification section for requirements and program description.)

II. Department Courses and Field Experience (6 s.h. required)

SPED 681 Administration and Supervision of Special Education Programs (3)

SPED 799 Applied Supervision: Special Education (3)

COURSE DESCRIPTIONS

SPED 527 Exact Signing: Methods of Nonverbal Communication for Individuals with Disabilities (3) Introduces manual communication alternatives for exceptional populations. Basic hand signs and finger-spelling techniques are presented as viable methods for teaching and expanding expressive and receptive language skills. A working vocabulary of school-, home- and community-based signs is developed. Universal gestures, basic yes/no responses and adapted signs for closed populations with specific needs are also presented. Differences among the various signing methods are discussed, and Exact Signed English (ESE) is stressed. Offered periodically.

SPED 561-562 Student Teaching (12) Required for students who are seeking their first Pennsylvania teaching certification. This requires teaching under the supervision of a cooperating teacher.

SPED 575 Training and Utilization of Paraeducators (3) Trains special education teachers of school-age students with mental/physical handicaps to use paraeducators and volunteers effectively. Participants will explore and develop the knowledge and competencies needed by the special education teacher to select, train, evaluate and delegate appropriate duties and responsibilities to paraeducators for the purpose of increasing their own teaching effectiveness. Offered periodically.

SPED 576 The Student with Disabilities in the Regular Education Classroom (3) Informs educators of the variety of services available and needed for including students with disabilities in regular planning. Included are various means for making the transition for staff and student as smooth and meaningful as possible to maximize learning. Consideration is given for facilitating communication among staff and eliminating delays in services to students. Offered infrequently.

SPED 578 Special Education Law for Students with Disabilities: New Challenges for Educators (3) The purpose of the course is to learn about the legal background of special education from its historical experience through its rapid development in the 1970s and 1980s to its current and future impact. Students will become familiar and conversant in the Pennsylvania and Federal Regulations and Standards, appropriate case law, and how Section 504 of the Rehabilitation Act of 1973 impacts and interacts with special education law and the due process hearing system. Federal statutes governing special education will be reviewed. Offered periodically.

SPED 580 Diagnostics and Assessment Strategies for Students with Disabilities (3) In this course, teacher candidates will develop competencies for administration, scoring and interpretation of formal assessment devices typically used in educational evaluations. Teacher candidates acquire knowledge of the process of how to select formal assessment tools in terms of reliability, validity and norm populations, and learn about integrated systems of assessment and data collection for identification of students struggling to meet academic and behavioral expectations. Teacher candidates will learn the role of educational evaluations in developing Individual Education Programs (IEP) for students in need of support in the general education curriculum. Teacher candidates learn how to collaborate with parents and include them as equal partners in the assessment process.

SPED 586-589 Topics in Special Education (3) Specific topics are chosen that may serve as a change agent for special education programs in which students with disabilities are the prime responsibility.

SPED 600 Orientation to Special Education (3) Introductory overview of special education, primarily for individuals with no previous knowledge of the field. Emphasis is placed upon comprehension of definitions, terminology and classification systems. A general historic background for the areas of brain injured, mentally retarded, emotionally disturbed, socially maladjusted, and physical and learning disabilities are reviewed in terms of program development, laws and curriculum.

SPED 601 Psychological Aspects of Individuals with Disabilities (3) A survey course of physical, psychological and social aspects of individuals with disabilities. Special attention is paid to disability as a socially constructed experience for people with disabilities as it pertains to learning processes, educational systems and social roles. The historical development of education and human service programs for individuals with disabilities is given consideration. Current terminologies and trends are emphasized. Multicultural aspects are included as they pertain to special education.

SPED 611 Seminar in Learning Disabilities and Neurological Impairments (3) Advanced study and research concerning the mind, mental processes, feelings, desires, actions, traits, attitudes and thoughts of children with neurological impairments and/or learning disabilities, as well as an investigation of major educational theories and approaches. The student will investigate the consistencies of the basic premises and issues of the field as well as establish the current state of the art. Emphasis will be on definition, identification, characteristics, education and research of students with learning disabilities. Prereq: SPED 580, 600 and 601. Offered in summer.

SPED 618 Early Intervention for Infants, Toddlers and Preschoolers with Developmental Delays (3) For practicing teachers or master-level students who will be called upon to develop, implement and evaluate early-intervention programs for students with developmental delays and students who are at risk for school delays. Includes examination of areas that interfere with normal development, assessment of the needs of young children and the design of programs to facilitate growth. Includes the importance of family involvement and evaluates instructional strategies intended to enhance the child's success. Covers skills in accordance with family-centered services and participation in inter-agency, collaborative efforts. Prereq: SPED 580, 600 and 601. Offered periodically.

SPED 621 Seminar on Multicultural Aspects of Students with Disabilities (3) Covers desirable changes in attitudes, perceptions, understandings and practices when working with children and youth who are educationally disadvantaged and whose disadvantage is caused by lower socioeconomic status or other demographic considerations, including race and ethnicity. Multicultural groups may include African Americans, Native Americans, Latin Americans and Appalachians. Remedial programs are evaluated and recommendations are made. Prereq: SPED 580, 600 and 601. Offered in spring.

SPED 622 Aspects of Juvenile Delinquency (3) Students learn about the etiology of juvenile delinquency. Also included are discussions on criminology, misdemeanors, felonies, probation, legal concepts and the language system used by the juvenile delinquent. Students become aware of implications for prevention which can be utilized by the classroom teacher. Prereq: SPED 580, 600 and 601. Offered infrequently.

SPED 642 Seminar in Effective Teaching for Students with Mild/Moderate Disabilities (3) Provides education intervention and management model for the accurate assessment of, and systematic intervention with, mentally and/or physically handicapped school-age students. Emphasis is placed on selecting and applying specific evaluation tools, programs, materials, techniques and psychological principles to the learning of identified populations. Prereq: SPED 580, 600 and 601. Offered in summer.

SPED 644 Seminar in Effective Teaching for Students with Multiple Disabilities (3) A seminar in prescriptive teaching techniques explores the needs and functioning levels of school-age students with multiple disabilities and investigates approaches for basic development in categories including motor, self-help, and social and language development skills. Prereq: SPED 580, 600 and 601. Offered in summer.

SPED 652 Seminar in the Psychology of Individuals Who Are Emotionally Disturbed (3) Knowledge and understanding of psychological aspects of children and youth with social maladjustments. Developmental psychopathologies are reviewed, and psychiatric labels and terminologies are clarified. Psychodynamic and behavioral approaches are related to different patterns of challenging behavior, and their implications in assessment and therapy are clarified. Prereq: SPED 580, 600 and 601. Offered in spring.

SPED 665 Transition and Supportive Employment for Adults with Disabilities (3) Transition planning for secondary students with disabilities, with specific emphasis on making appropriate job-placement decisions. Job categories will also be examined to assist in making meaningful matches between the worker and job. Programs that facilitate development of a congruence between job and employee are included, as well as agencies and other resources that might assist in job placement. Prereq: SPED 580, 600 and 601. Offered infrequently.

SPED 671 Behavior Management: Strategy Systems for Special Education (3) Intervention strategies for dealing with appropriate and inappropriate behaviors in individuals with disabilities. Opportunities to research and practice relevant classroom teaching and management skills, including the analysis of student behaviors, techniques for modifying targeted skill areas and methods for analyzing possible causes of behavior. Discussions of systematic procedures for evaluating the efficacy of certain management and intervention systems. Also emphasizes investigation and development of pragmatic solutions to students' current placement questions. Prereq: SPED 580, 600 and 601. Offered in fall.

SPED 681 Administration and Supervision of Special Education Programs (3) Current issues and practices of special education curriculum and instruction, school law, budget process, staff development, teacher supervision, family collaboration and public relations are analyzed. Discussions are geared to effecting change to meet standards, student needs and best practices for students with special needs. Prereq: acceptance into department supervisory program; may be taken concurrently with EDSU 700, 701, 703; must be taken prior to SPED 799. Offered periodically.

SPED 689 Research Seminar (3) Acquaints students who are nearing the completion of their course requirements with relevant areas of needed research in special education. Attention to discovering relevant problem areas of investigation. Historical, descriptive and experimental methods of research are covered. Also guides students through the experience of writing a research proposal. Prereq: EDFN 601. Offered in fall.

SPED 690 Clinical Practicum (6) This experience will be utilized by students who are certified in areas of education other than special education. Prereq: SPED 580, 600, 601, 621, 642, 644, 652 and 671.

SPED 693 Independent Study (1-3) In-depth approach to a specially and individually structured problem. Seminars to discuss recent trends and issues in special education will be included. Students may visit and become familiar with institutions, private schools and innovative public school classes for students with disabilities.

SPED 699 Thesis (3-6) An applied research project pertaining to the education of students with disabilities. Research findings must be submitted to a professional journal, and papers must be orally defended to a comittee.

SPED 799 Applied Supervision: Special Education (3) Provides prospective supervisors with field experience and problems encountered in the schools. Emphasis on defining and identifying pupils in all areas of disability, planning and operating a comprehensive special education program, and emphasis on techniques in assisting teachers in evaluating and improving their curricula and their teaching techniques. Prereq: EDSU 700, 701, 703 and SPED 681.

SPORT MANAGEMENT

GRADUATE FACULTY

Daniel Keefer, Department Chairperson. Ph.D., University of North Carolina at Greensboro, 2001. Exercise Physiology, Internships, Sport Conditioning, Analyzing Sport Performance.

Rebecca Mowrey, Graduate Program Coordinator. D.P.E., Springfield College, 1989. Sport Management, Sport Law and Risk Management Ethics, Sociocultural Aspects, Gender Studies, Sport Marketing, Internships.

Mandi Dupain. Ph.D., University of Pittsburgh, 2002. Exercise Physiology, Analyzing Performance in Sport, Sport Conditioning, Internships.

Julie Lombardi. P.E.D., Indiana University, 1993. Physical Education, Exercise Physiology, Internships, Sport Nutrition.

Gordon Nesbitt. Ph.D., Purdue University, 1993. Sport Administration, Events Management, Campus Recreation Programming, Finance.

Jeffrey Wimer. Ph.D., University of Dayton, 2000. Educational Leadership, Sports Medicine, Methods of Research, Sport Administration.

Ying Wushanley. Ph.D., Pennsylvania State University, 1997. Sport Management. Sport History, Women and Gender in Sport, Sport and Higher Education, The Olympic Movement, Ethics.

THE PROGRAM

MASTER OF EDUCATION DEGREE IN SPORT MANAGEMENT

The Department of Wellness and Sport Sciences offers the M.Ed. in sport management, with specialty concentrations in athletic coaching and athletic management. The degree program is designed to meet the needs of full-time students as well as working professionals, including athletic directors, coaches, athletic trainers and sport industry professionals. The program will appeal to individuals involved in the management of professional sport industries, commercial and community recreation, sport facilities, fitness clubs and related enterprises. Studies leading to the M.Ed. are interdisciplinary, drawing on expertise in sport science, educational theory and research.

Admission Requirements

In addition to meeting regular University admission criteria, applicants for admission to the master's degree program in sport management must have an undergraduate GPA of 2.75 or higher. Applicants with a cumulative GPA between 2.75 and 2.99 will choose to either take the Graduate Record Exam (GRE), Miller Analogies Test (MAT), Graduate Management Admissions Test (GMAT) or complete a face-to-face interview with a short writing assignment on a topic appropriate to the sport management program.

Applicants to the M.Ed. and certification programs must submit copies of clearances (Act 151—Child Abuse History; Act 34—Criminal Record Check; and Act 114—Federal Criminal History) to the Field Services Office. Please contact the Field Services Office at 872-5752 for additional information.

Degree Requirements

The M.Ed. in sport management is a 36-semester-hour program. Course work toward the degree includes both required courses and electives, depending on the concentration followed. A written, comprehensive examination must be passed by students for degree completion. In the athletic management concentration, students are required to participate in an internship experience.

Degree Candidacy

An evaluation of a student's performance in course work will determine admission to degree candidacy. A student must apply for degree candidacy after the completion of 18 credits toward their degree.

COURSE OF STUDY

I. Professional Core (9 s.h.)

See *M.Ed. Professional Core* section for requirements and course descriptions.

II. Athletic Management Concentration Program Requirements (24 s.h.)

WSSD 601 Organization and Administration of Sport Programs (3)

WSSD 602 Sport in American Culture (3)

WSSD 603 Moral and Ethical Issues in Sport (3)

WSSD 604 Facilities and Event Management (3)

WSSD 605 Sport and the Law (3)

VARIES Sport Marketing (3)

WSSD 616 Internship in Sport Management (3)

WSSD 622 Sport Finance (3)

Program Electives (3 s.h.)

III. Athletic Coaching Concentration Program Requirements (15 s.h.)

WSSD 601 Organization and Administration of Sport Programs (3)

WSSD 602 Sport in American Culture (3)

WSSD 603 Moral and Ethical Issues in Sport (3)

WSSD 604 Facilities and Event Management (3)

WSSD 605 Sport and the Law (3)

Program Electives (12 s.h.)

COURSE DESCRIPTIONS

WSSD 551 Coaching of Sport (3) Designed to develop the major area of knowledge pertinent to the profession of coaching. The American Sport Education Program (ASEP), dealing with sport philosophy, sport psychology, sport pedagogy, sport physiology, sport first aid and sport management, will be presented. Students may take the certification exam. Offered periodically.

WSSD 581 Analyzing Performance in Sport (3) Provides a clear understanding of factors to be considered when analyzing human movement pertaining to sport and athletic competition. Offered periodically.

WSSD 582 Sport Psychology (3) Focuses on the latest psychological skills training techniques for both coaches and athletes. The latest techniques in neurolinguistic programming and its implications for coaches and athletes will be utilized. Students will be introduced to and learn the latest mental-training techniques of Olympic and professional athletes. Offered periodically.

WSSD 591 Exercise Physiology (3) Theory and laboratory experiences relating to the mechanisms by which the body adapts physiologically to selected conditions of muscular performance within the context of physical activity and sports. Laboratory experiments will include circulatory and respiratory response to exercise, respiratory metabolic measurements, identification of the ventilatory threshold, assessment of maximal oxygen uptake, energy cost of physical activity and assessment of body composition. Offered periodically.

WSSD 601 Organization and Administration of Sport Programs (3) Includes regulations of sport-governing bodies, federal law, academic integrity, institutional control, financial effectiveness and welfare of sport personnel and participants. Offered periodically.

WSSD 602 Sport in American Culture (3) An examination of 20th-century American culture and the role played in it by sports. Areas which will come under scrutiny include, but are not limited to, the family, labor, industry, schools, churches, race relations and democracy as they relate to sport in American culture. Offered periodically.

WSSD 603 Moral and Ethical Issues in Sport (3) An inquiry into ethics and morality as these apply to sport management. Competition, violence, rules, drugs and athletic scholarships are some of the concepts examined. Various ethical approaches are considered. Offered periodically.

WSSD 604 Facilities and Event Management (3) Principles of financing, operating and managing public-assembly facilities. Emphasis on event management in arenas. Lectures, projects, papers and practical experience emphasized. Offered periodically.

WSSD 605 Sport and the Law (3) U.S. legal system; negligence law; intentional torts and criminal acts, including assault and battery, hazing, and violence in sport; and risk identification and management. Constitutional law issues, including state action, due process, equal protection, search and seizure/privacy issues and drug testing. Federal statutes, including Title IX, Title VII of the Civil Rights Act of 1964, Title I of the Americans with Disabilities Act, and contract law. Offered periodically.

WSSD 610 Women in Sport (3) Examines the history of female participation, women's relationships to changing female roles and ideals, and the attitudes of society toward competition for women. Includes an overview of women's sport organizations, federal laws and the motivations of female athletes. Offered periodically.

WSSD 615 Campus Recreation Programming (3) Overview includes budgets, personnel, facilities, legal concerns, gender issues, planning and evaluation, publicity and evaluation. Programming areas include intramurals, extramurals, informal sports, club sports and outdoor pursuits. Offered periodically.

WSSD 616 Internship in Sport Management (3) Practical experience related to athletic management. Students will coordinate their course work with specific field experience. Program supervised by a member of the Department of Wellness and Sport Sciences. Students must contact the graduate coordinator of sport management one semester prior to enrolling to complete the Internship Application packet. Offered periodically.

WSSD 617 Sport Conditioning (3) The physiological principles underlying the process of physical conditioning. The student will also learn how to apply these principles to individuals training for sport and physical fitness. Offered periodically.

WSSD 618 Athletic Injury Prevention and Management (3) The basic principles of sports medicine. Emphasis on injury prevention, management and rehabilitation. Current topics and methods in athletic training are also discussed. Offered periodically.

WSSD 621 Nutrition for Exercise and Sport (3) Complete study of nutrition and its effects upon exercise and sport. Offered periodically.

WSSD 622 Sport Finance (3) Provides students with an improved understanding of sports-related finance issues and expands their skills in financial analysis and planning. Develops an appreciation for the financial decision-making process in sports business. Using a number of case studies and selected readings, the course will include the following topics: organization, accountability, financial planning, purchasing, revenue streams, sponsorship, licensing, franchises, box office operations, retail operations, customer retention, fundraising, grant writing, booster clubs, working with volunteers, financial risk management and payroll procedures.

WSSD 686-689 Special Topics in Sport Management (3) In-depth investigation and development of an area of current sport management interest. Offered periodically.

WSSD 691 Independent Study (1-3) Intensive study of a particular field or problem in sport management not normally covered in a regular course. Offered as needed. Prereq: completion of 12 s.h. graduate credits and permission of the graduate program coordinator.

WSSD 698 Research Proposal (3) To fulfill the requirements of the course, students must satisfactorily complete an introduction, a review of literature and provide a written research design. APA format will be used for the research proposal. Prereq: completion of the professional core, plus an additional 15 s.h. in the major, and the approval of the thesis faculty advisor and the graduate program coordinator. Offered as needed.

WSSD 699 Thesis (3) Each student writes and orally defends a study of some significance in the field of sport management demonstrated by (1) an individual bound thesis or (2) by condensing his/her findings and submitting them to a professional journal. APA format will be used for the thesis. Prereq: completion of WSSD 698. Offered periodically.

SUPERVISORY CERTIFICATION PROGRAM

PROGRAM COORDINATORS

Art Education
- Shauna Frischkorn, M.F.A.

Curriculum and Instruction (K-12)
- Linda McDowell, Ph.D.

Elementary Education
- Kazi Hossain, Ed.D.

Music Education
- Mícheál Houlahan, Ph.D.

Reading Education
- Judith K. Wenrich, Ed.D.

School Guidance Services
- Nadine Garner, Ed.D.

School Health Services
- Barbara Zimmerman, Ph.D., R.N.

School Psychological Services
- Amelia Lopez, Ph.D.

Single Subject Area
- Linda McDowell, Ph.D.
  - Communications (English)
  - Foreign Languages
  - Mathematics
  - Science
  - Social Studies

Special Education
- Elba I. Rohena, Ed.D.

Technology Education
- Scott Warner, Ed.D.

A post-master's program in educational supervision is offered for the experienced educator in the areas of art, communication (English), curriculum and instruction, elementary education, foreign languages, technology education, mathematics, music, reading, school guidance services, school health services, school psychological services, science, social studies and special education.

The supervisory certification program prepares experienced school personnel to assume leadership roles in an educational setting. This program, offered on a post-master's level, complies with the Commonwealth's certification mandate for educational supervisors and meets Supervisory I Certification requirements.

Admission Requirements

Eligible applicants should contact the appropriate coordinator at the time they apply to the program.

The standard degree application must be completed: three letters of recommendation, a professional goals statement and an official transcript of undergraduate and graduate work. Miller Analogies Test and Graduate Record Exam scores do not need to be submitted.

The application materials will be evaluated by the appropriate department, and an admission recommendation will be forwarded to the College of Graduate Studies.

Applicants must hold *Instructional II* certification in the subject area in which the supervisory certification is sought and have earned a master's degree (or be pursuing one concurrently).

Applicants for School Health Services must hold a "Specialist II" in school nursing certification and have earned a master's degree.

Note: Before supervisory certification is granted, five years of appropriate experience is required.

For supervisory certification in reading, five years of instruction in a literacy setting is required.

THE PROGRAM

The program consists of 15 credits, including three core courses and a 6-credit field experience. In exceptional cases, an approved substitution may be made for one of the core courses.

Required Courses

EDSU 700 Functions of Supervision (3)

EDSU 701 Administrative Aspects of Supervision (3)

EDSU 703 Curriculum and Supervision (3)

***799** Applied Supervision (Department Field Experience) (6)

These courses do not need to be taken in order; however, EDSU 700, EDSU 701 and EDSU 703 should be completed before beginning EDSU 799.

The field experience demands a high degree of cooperation between the University and the school where the student is employed or assigned. The student is supervised by a faculty member from the department/area in which the certificate is sought. It is important that the candidate give due consideration to this aspect of the program, since in some cases it may be necessary for the student to take a sabbatical or leave of absence in order to meet the requirement of the field experience.

Consult the appropriate department section in this catalog for a description of field experience. Field experiences vary, but generic competencies apply to all program areas. These include:

1. Knowledge of recent research and application of basic research tools and techniques to problems encountered in supervisory positions.
2. The ability to work with paraprofessionals, teachers, student teachers and the auxiliary staff.
3. Skill in curriculum planning and evaluation.
4. Ability to coordinate supporting services to the major curriculum components, such as speech therapy, dental hygienist, and home and school visitors.
5. Ability to review and assess various curriculum needs and recommend changes as deemed necessary.

COURSE DESCRIPTIONS

EDSU 700 Functions of Supervision (3) Interpersonal processing, data gathering in analysis of classroom teaching, simulation, microteaching, staff development, in-service program development and staff selection.

EDSU 701 Administrative Aspects of Supervision (3) Administrative theory, budget development and school finance, certification, teachers' and students' rights and responsibilities, school law, tenure, collective bargaining.

EDSU 703 Curriculum and Supervision (3) Describe and analyze a curriculum plan, formulate a set of criteria for evaluating a curriculum plan, study roles of various persons in curriculum planning. Identify and evaluate characteristics, features and trends of education programs on levels K-12.

(*) 799 Applied Supervision (6) A one- or two- semester arrangement for a total of 6 credits for any of the content areas listed as follows:

(*) ART 799 Applied Supervision: Art Education (6) A field-based experience to develop the candidate's leadership abilities, articulation of philosophy of art education, and supervisory competencies. Activities may include curriculum and staff development, budgeting and the public relations function, among others. Prereq: EDSU 700, 701 and 703. Offered infrequently.

(*) SCCN 799 Applied Supervision: Guidance Services (6) A field-based experience designed to develop the candidate's leadership abilities in the implementation and supervision of comprehensive developmental guidance programs. The American School Counselor Association National Model provides guidelines for supervision. Prereq: EDSU 700, 701 and 703.

(*) EDCI 799 Applied Supervision: Curriculum and Instruction K-12 (6) A field-based experience designed to develop the candidate's leadership abilities K-12. Comprehensive involvement in on-site activities, including classroom observations K-12, required research, policy and skill competencies. Specific activities include the demonstration of effective communication, staff development, budgeting and the ability to integrate curriculum across disciplines K-12, in addition to other activities at the elementary and secondary levels. The field experience demands a high degree of cooperation between the University and the school where the student is employed or assigned. Prereq: EDSU 700, 701 and 703.

(*) EDSU 799 Applied Supervision: Single Subject Area (6) Required field experience for those seeking supervisory certification in English, foreign languages, mathematics, science and social studies. The student submits a work/study proposal which must include a unit of work involving the observation and supervision of teachers and selected other units of work from such areas as scheduling, budget preparation, staff development, curriculum, community relations, etc. All proposals must be approved by the Department of Educational Foundations and sanctioned by the administration of the school where the field experience is to occur. Prereq: EDSU 700, 701 and 703.

(*) ELED 799 Applied Supervision: Elementary Education (6) Internship in supervision to take place in schools or educational situations under the direction of the graduate faculty of the Department of Elementary Education. Prereq: EDSU 700, 701 and 703.

(*) EDTE 799 Applied Supervision: Technology Education (6) Provides prospective technology education supervisors with field experiences in a school under the combined guidance of an administrator of the school district and a department representative from the University. The primary emphasis will be in the areas of program assessment, scheduling, budget preparation, teacher evaluation, in-service education and public relations. Prereq: EDSU 700, 701, 703 and approval of department chair.

(*) MUSI 799 Applied Supervision: Music Education (6) A clinical field experience through which candidates demonstrate a variety of competencies under practical clinical conditions. Prereq: EDSU 700, 701 and 703.

(*) NURS 799 Applied Supervision in School Health Services (6) Provides field experiences in a school setting, with emphasis on the comprehensive role of school health services supervision—in particular, methods for personnel evaluation, observing and supervising school health personnel budget, staff in-service development, health curriculum evaluation and school health program assessment/revision, and community relations. Prereq: EDSU 700, 701 and 703.

(*) PSYC 799 Applied Supervision: Psychological Services (6) Provides a field experience in the various activities performed by the supervisor of psychological services. The student is placed with a supervisor of psychological services who, in cooperation with University personnel, plans a relevant program of practical experiences for the intern, based on the comprehensive role of the supervisor of psychological services. Prereq: permission of director of school psychology and EDSU 700, 701 and 703.

RDED 798 Advanced Theoretical Pedagogy of Reading (3) Advanced theoretical pedagogy of reading and the supervision of literacy instruction. Principles of supervision and progressive discipline; principles of staff development; evaluation of staff development and curriculum auditing practices. Site-based supervision of staff development and coaching. Prereq: EDSU 700, 701 and 703. Offered periodically.

(*) RDED 799 Applied Supervision: Reading Clinic (6) Supervision of teachers working in a classroom and in a reading clinic, complete with observations and follow-up conferences. Written case reports on teachers supervised will be required. Prereq: EDSU 700, 701 and 703. Offered periodically.

(*) SPED 799 Applied Supervision: Special Education (6) Provides prospective supervisors with field experience and problems encountered in the schools. Emphasis is upon defining and identifying pupils in all areas of exceptional ability, planning and operating a comprehensive special education program, and on techniques in assisting teachers in evaluating and improving their curricula and their teaching techniques. Prereq: EDSU 700, 701, 703 and SPED 681.

TECHNOLOGY EDUCATION

GRADUATE FACULTY

Barry G. David, Department Chairperson. Ed.D., Temple University, 1990. Production, Management.

Scott A. Warner, Graduate Program Coordinator. Ed.D., West Virginia University, 2000. Product Design, Manufacturing, Professional.

Daniel H. Anna. Ph.D., University of Michigan, 1997. Industrial Hygiene, Ergonomics.

Hosein Atharifar. Ph.D., Southern Methodist University, 2008. Computer-Aided Drafting and Design.

Thomas P. Bell. Ph.D., University of Maryland, 1992. Graphic Communications, Professional.

Sharon A. Brusic. Ed.D., Virginia Polytechnic Institute and State University, 1991. Electronics, Professional.

Kenneth P. DeLucca. Ph.D., University of Missouri-Columbia, 1985. Electronics, Management.

Perry R. Gemmill. Ph.D., University of Maryland, 1976. Professional.

Len Litowitz. Ed.D., University of Minnesota, 1986. Power, Energy and Transportation, Professional.

Joseph M. McCade. Ed.D., Virginia Polytechnic Institute and State University, 1989. Power, Professional.

Paul G. Specht. Ph.D., Michigan State University, 1978. Occupational Safety and Hygiene Management.

Mark R. Snyder. Ed.D., Virginia Polytechnic Institute and State University, 1992. Graphic Communications.

John R. Wright Jr. Ph.D., Iowa State University, 1998. Electronics, Power, Robotics.

THE PROGRAMS

MASTER OF EDUCATION DEGREE IN TECHNOLOGY EDUCATION

The Master of Education program in technology education provides opportunities for continued professional growth of technology and engineering education teachers. Courses are required in educational research, philosophy and psychology. Current theories and practices in technology education are developed regarding its evolution, philosophy, curricula, methodology, facilities, interdisciplinary relationships and impacts. Opportunities are provided for remaining current with recent technological developments and improving technological problem-solving expertise. Courses may also be elected to broaden knowledge in related educational areas.

Technology is a strong integrating theme and provides a realistic context for learning. All teachers should consider the interdisciplinary relationships of technology education and the pursuit of graduate courses that improve competence or lead to a master's degree in technology education.

Admission Requirements

Applicants must possess a baccalaureate degree. Individuals who hold a bachelor's degree in another field and seek admission may also wish to satisfy technology education teacher certification requirements. Selected graduate courses may be credited toward both certification and the master's degree in technology education. See the department chairperson or graduate program coordinator for further information.

Admission to the M.Ed. program in technology education is granted after a favorable review of application materials. A minimum undergraduate cumulative average of 3.0 is required. Applicants with less than a 3.0 GPA are required to submit test scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). Probationary admission may be granted at the discretion of the department. See the *Admission Requirements* section for additional application information.

Degree Requirements

Each student is required to complete the professional core, technology education core and one of two research options. Under the thesis option, a thesis must be satisfactorily completed as part of a minimum of 30 s.h. of approved graduate study. The applied research option requires satisfactory completion of EDTE 698 Research and Development in Technical Areas as part of 36 s.h. of approved graduate courses. Technology education and approved courses in related disciplines are elected to complete the semester-hour requirements.

The graduate program coordinator serves as the program advisor for all graduate students pursuing a master's degree. Master's degree candidates who elect the thesis option will be assigned to a thesis advisor. This advisor and at least two additional graduate faculty will comprise the thesis research committee.

I. Professional Core (9 s.h.)
See the *M.Ed. Professional Core* section for requirements.

II. Technology Education Core (9 s.h.)
EDTE 600 Teaching Technology Across Disciplines (3)
EDTE 601 Planning Technology Education Programs (3)
EDTE 602 Technology: Impacts and Assessment (3)

III. Technology Education Research (6 s.h.)
A. **EDTE 646** Writing the Professional Paper (3)
B. Research Options
Thesis Option: minimum of 30 s.h., including EDTE 699 Thesis (3)
Applied Research: minimum of 36 s.h., including EDTE 698 Research and Development in Technical Areas (3)

IV. Technology Education and Related Area Elective
Courses must be given prior approval by the graduate program coordinator to complete degree credit requirements.

Degree Candidacy
The student will apply for admission to degree candidacy after completing 6 to 15 s.h. of graduate degree credits, including EDFN 601 Methods of Research and one course from the technology education core. Graduate faculty will evaluate the student's performance and provide a written recommendation with regard to the individual as a degree candidate. At the time of admission to degree candidacy, the student will consult with the graduate program coordinator to develop a program of studies for completing the degree requirements.

CERTIFICATION PROGRAM IN SUPERVISION OF TECHNOLOGY EDUCATION

A Supervisory I Certification program qualifies experienced technology education teachers to become technology education supervisors.

Admission Requirements
Teachers with Instructional II certification in technology education or industrial arts and an earned master's degree (or in pursuit of one concurrently) may pursue this program to develop instructional leadership abilities. Admission to this supervisory certification program is granted after a favorable review of a graduate studies application, undergraduate and graduate transcript(s), three recommendations and a statement of academic and professional goals. The department chairperson serves as the supervisory certification advisor. See the *Admission Requirements* section for additional application information.

Certification Requirements
The program requires 15 s.h. of core curriculum courses and department field experiences.

I. Core Curriculum Courses (9 s.h.)
See the *Supervisory Certification Program* section for requirements and course descriptions.

II. Department Field Course (6 s.h.)
EDTE 799 Applied Supervision: Technology Education

COURSE DESCRIPTIONS

ITEC 515, 525, 535 Advanced Problems in Communication, Transportation/Energy/Power, or Production Technology (3) Resources, processes and outcomes of selected technical areas in technology education. Technical area emphasized (e.g., computer-aided drafting and design, computer numerical control, desktop publishing, digital electronics, manufacturing, photography and robotics) varies with the course offering. Laboratory experiences focus on technological problem solving. 2 hrs. lec., 3 hrs. lab.

ITEC 586-589 Topics in Industry and Technology (1-3) Investigation of one or more topics of current interest in industry and technology. Topics vary according to needs and interests of students and faculty involved. Offered periodically.

EDTE 590 Information Literacy through Guided Inquiry (3) Readily available electronic information (text, video and data) has profoundly affected what students perceive as appropriate use of information. Teachers will learn a structured process to help students 1) identify the exact nature of their need for information, 2) systematically sift through overwhelming amounts of information to find valid and appropriate sources, 3) use the information ethically to solve the problem, and 4) communicate that solution in a variety of formats. Emphasis will be placed on helping students learn to deal appropriately with issues of intellectual property. Offered periodically.

EDTE 592 Teaching Technology in the Elementary School (3) Planning, developing, implementing and evaluating design/problem-solving activities for elementary schoolchildren. Open to all education majors, with special value for elementary, special education and technology education. Offered periodically.

EDTE 600 Teaching Technology Across Disciplines (3) Integration of technology in the K-12 curriculum. Of practical value to all teachers who wish to use technology to facilitate active learning and problem solving. Offered periodically.

EDTE 601 Planning Technology Education Programs (3) Historical perspectives, philosophy, outcomes, contemporary content, teaching methods, learning activities, instructional resources, facilities, and standards for technology education. Participants develop a rationale, curriculum plan, implementation strategy, course of study and facility plan for technology education. Offered periodically.

EDTE 602 Technology: Impacts and Assessment (3) Overview of the origins and history of technology, with emphasis on the past, contemporary and future impacts of technologies on humans and their cultures. Research activities include a major investigation into the impacts of a selected technology. Students design a study to measure attitudes toward technology. Students also design an educational activity to communicate their research findings. Offered periodically.

EDTE 646 Writing the Professional Paper (3) Development of competencies for identifying and developing graduate research topics and for publishing in professional literature. Emphasis on research methods, organization and effective writing. The satisfactory completion of this course is required before pursuit of EDTE 698 Research and Development in Technical Areas or EDTE 699 Thesis. Offered periodically.

EDTE 691 Independent Study in Technology Education (1-3) Pursuit of a topic of special interest and of potential application in technology education. Written proposal must be approved by an appropriate faculty sponsor, the graduate program coordinator and the department chairperson prior to the semester of formal registration in this course. Completion of an approved independent study includes a written research report, which partially determines the grade received.

EDTE 698 Research and Development in Technical Areas (3) Design, execution and communication of applied research in technology education. Emphasis on recent technological advances and experimentation with contemporary processes, materials and techniques. Three types of applied research may be pursued: technical project, innovative instruction or technical research. Study is guided by a faculty advisor. Research and development results and applications are recorded as a research report. Prereq: EDTE 646, admission to degree candidacy and permission of graduate program coordinator.

EDTE 699 Thesis (3) Planning, conducting and recording basic research in technology education. Includes application of an experimental, descriptive, historical or other pertinent educational research method. Study is guided by research advisor and faculty committee. Research results and interpretation are recorded as a thesis. Prereq: EDTE 646, admission to degree candidacy and permission of graduate program coordinator.

EDTE 799 Applied Supervision: Technology Education (6) Provides prospective technology education supervisors with field experiences in a school under the combined guidance of an administrator of the school district and a department representative from the University. Primary emphasis in areas of program assessment, scheduling, budget preparation, teacher evaluation, in-service education and public relations. Prereq: EDSU 700, EDSU 701, EDSU 703 and the approval of the department chair.

General Information

GENERAL INFORMATION

UNIVERSITY SERVICES

OFFICE OF EXPERIENTIAL LEARNING AND CAREER MANAGEMENT

The Office of Experiential Learning and Career Management houses Career Services, the Internship Program and Volunteer Central. Career Services offers programs and services to help students clarify and attain educational and career goals. Services include career counseling, workshops to enhance résumé writing, job search and interviewing skills, resource information, computer-assisted career search, job vacancy announcements, job fairs, on-campus interviewing, and electronic and in-person résumé critiques. Volunteer Central links agencies to Millersville students seeking community service. Graduate students and alumni may utilize these services at the Office of Experiential Learning and Career Management, third floor, Lyle Hall, 872-3374. Office hours are Monday through Friday, 8 a.m. to 5 p.m.; summer hours are Monday through Friday, 8 a.m. to 4:30 p.m. For up-to-date information on programs and services, check the Web page: www.millersville.edu/elcm.

CENTER FOR COUNSELING AND HUMAN DEVELOPMENT

The Center for Counseling and Human Development offers students the opportunity to discuss any matter freely in a confidential, professional setting at no cost. Licensed psychologists help students reach greater self-understanding and enhance their abilities to manage immediate and future concerns. Individual counseling, workshops, group experiences and consultations are available. Drug and alcohol counseling is provided by a certified addictions counselor. The center is located on the third floor of Lyle Hall and is open when classes are in session, Monday, Tuesday, Thursday and Friday from 8 a.m. to 4 p.m., and Wednesday from 8 a.m. to 6 p.m. To make an appointment, please call 872-3122. **All services are strictly confidential.**

STUDENTS WITH DISABILITIES

Millersville University encourages prospective students with disabilities to contact the Office of Learning Services in Lyle Hall at 872-3178 to discuss their needs. Students requesting assistance must complete a Request for Assistance form and provide detailed documentation from their professional or health-care practitioner regarding the nature of and limitations imposed by their disability. Accommodations are arranged upon completion of this process.

HEALTH SERVICES

Health Services is located in the Witmer Building. Medical care is provided to all registered students by licensed medical professionals. Services include treatment of minor injuries and illness, men's and women's health concerns, monitoring and management of some chronic health conditions such as asthma and allergy injections, and education and advice for health concerns. Physical examinations for senior teaching certifications, jobs, travel, driver's license, etc., are also available. Laboratory testing, counseling referrals and referrals to specialists and local hospitals are provided. Students must have a health evaluation/physical on file. Please refer to the Health Services website, www.millersville.edu/healthservices, for forms and for further information. Appointments are available by calling 717-872-3250.

IDENTIFICATION CARDS

Graduate students are required to have a Millersville University student identification card, which may be obtained at the Campus ID Office in Boyer Computer Center. This identification serves as a library and activity card. There is no charge for the initial ID card; replacement cost is $20. The Campus ID Office is open Monday through Friday, 8 a.m. to 4 p.m., 872-3448.

OFF-CAMPUS HOUSING

Several apartment complexes and private homes near the University provide housing at reasonable monthly rates. Students can obtain off-campus housing information from the Department of Housing and Residential Programs, Harbold Hall, 872-3162.

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES (CGPS)

The College of Graduate and Professional Studies (CGPS) is the administrative center for graduate studies, including admissions, preadmissions and nondegree student advisement. CGPS also offers a wide variety of nontraditional programs for adult learners, businesses, industries, schools and various agencies through EducatorSource, the Nonprofit Resource Network and the Corporate University. These courses can be delivered either face-to-face or via technology in traditional or accelerated formats. Courses can be designed to meet the specific needs of clientele, and the Corporate University works with companies to facilitate their access to training grant funds.

The College of Graduate and Professional Studies is open Monday to Friday, 8 a.m. to 5 p.m., located on the second floor of Lyle Hall. Please visit www.millersville.edu/graduate for additional information on all programs in the College of Graduate and Professional Studies. For information

regarding EducatorSource, including educator workshops, the Nonprofit Resource Network and the Corporate University, please contact profdev@millersville.edu. For information regarding graduate admissions, please contact gradadmissions@millersville.edu. For information regarding current graduate student services, please contact gradstu@millersville.edu.

PARKING PERMITS

Prior to parking on campus, all drivers must obtain a parking permit to be displayed on the parked vehicle. The current permit fees and all parking permits, including semester, full-year, evening, temporary and visitor permits, are available at the University Police Department in the Lebanon House or online at www.millersville.edu/police.

LOST AND FOUND

This service is located at the main desk of the Student Memorial Center (872-3510), and the hours coincide with those of the center. Miscellaneous possessions are held there. Valuables are held by the University Police in Lebanon House, 872-3433.

DINING

Graduate students may purchase meal plans. Descriptions and prices for each of the meal plans are available at www.millersville.edu/dining. Sign up to be a meal plan member by going to MAX, click on Student Services and then select My Dining. Click login under My Housing; select dining tab on the left-hand side. Select continue, select dining plan, submit My Dining Plan Selection. Payment options are available at www.millersville.edu/bursar/mealplans/php. For billing inquiries, contact the bursar's office at 717-872-3461.

Students may purchase salads, sandwiches, pizza, pasta and other light fare in the Galley and Juice Bar in the Student Memorial Center; the Cove in Lyle Hall; and The Anchor, a deli-convenience store in Gordinier Lobby, as well as from several private enterprises in close proximity to the University.

ORGANIZATIONS

GRADUATE STUDENT ASSOCIATION (GSA)

The purpose of this association is to provide a forum for academic and social interests. The GSA has representatives on the Faculty Senate, the Graduate Course and Program Review Committee, and other administrative, advisory or policy-making bodies of the University. All graduate students, regardless of degree status, are automatically members of the GSA and are encouraged to hold offices and participate in the activities of the association. For further information, visit www.millersville.edu/graduate/currentstudent/gsa, or contact the College of Graduate and Professional Studies at 872-3099.

STUDENT MEMORIAL CENTER

The newly renovated Student Memorial Center (SMC) houses 7 meeting rooms, the Atrium, a multipurpose room, Club DeVille and several comfortable lounges for student, faculty and staff use. The information desk is located under the clock tower and serves as the source for information regarding the Millersville University campus and the surrounding community.

The Center for Student Involvement and Leadership (CSIL) oversees Greek life, clubs and organizations, orientation and more. CSIL offices are located near the clock tower entrance of the SMC. Student organization offices that are located inside of the SMC include the Student Senate, University Activities Board, Society of Latino Affairs, Allies, Black Student Union, WIXQ campus radio station, Touchstone Yearbook and *The Snapper* newspaper. The Vice President of Student Affairs suite is located in the SMC towards the center portion of the building.

Located towards the south end of the SMC, the Banking Center provides bookkeeping services for recognized Millersville University student organizations. Students may also cash checks and make change at the Banking Center.

Located towards the center of the building, The Galley serves as both a cafeteria and a grab-and-go. This popular dining and gathering area features salads, sandwiches, cheese steaks, hamburgers, pastas and pizza.

Located towards the center of the building, the University Ticket Office provides ticket sales services to Millersville University departments, offices, and student clubs and organizations. Here you can purchase tickets for all ticketed events, athletic events and ticket plans, and receive commencement ticket information.

The Technical Operations office is located inside of the SMC on the lower level. Technical Operations specializes in audio, video, lighting and other electronic support for campus functions. Meetings, conferences, lectures, cultural affairs and concerts are just a few of the events serviced by the Technical Operations Department.

Towards the center of the SMC is the PSECU e-Center. PSECU is a member-owned, self-service provider of financial services, including checking and savings accounts. Millersville University students may set up a bank account at the e-Center inside of the SMC. There are also several PSECU ATMs located on campus, including inside of the SMC.

Located in the south wing of the SMC is the Fitness Center. This two-story facility features 3 full-sized basketball courts, 9 badminton courts, 3 volleyball courts, a multisport court, 2 aerobics studios, intramural staff offices, locker rooms and the latest cardiovascular and free-weight equipment. Full-time Millersville students may use the facility free of charge with their student identification card. Part-time students, faculty and staff may also use the fitness center for a nominal cost.

The University Store is located in the north wing of the building. Students can acquire textbooks, Millersville University clothing, gift items and a variety of sundries. Also located in the north wing, but directly downstairs, is the Copy Shop. The Copy Shop provides many services to students, including copying, lamination, binding, laser printouts, FAX, picture restoration and UPS shipping. The offices of Student Services, Inc., are also located towards the north end of the building.

VETERANS

Millersville is approved to offer training to veterans under Title 38, United States Code, Section 3675, under the following: Chapter 30—Montgomery G.I. Bill; Chapter 31—Vocational Rehabilitation (Disabled Veterans); Chapter 32—Post Vietnam Era Veterans; Chapter 33—Post 9/11 Era Veterans; Chapter 35—War Orphans and Widows Educational Assistance Act; and Chapter 1606 and 1607—Selected Reserves. For further information, contact the Veterans Affairs office, Mercer House, 872-3222 or veteran.affairs@millersville.edu.

SPECIAL FEATURES AND RESOURCES

ART GALLERIES

The Winter Visual and Performing Arts Center Gallery and Sykes Gallery each feature significant exhibitions of professional artists of national and international stature. Swift Gallery displays both undergraduate and graduate student artwork. Sykes and Swift galleries are housed in Breidenstine Hall. Contact the art department, 872-3298, for further information.

CULTURAL EVENTS SERIES

The Cultural Affairs Committee's mission is to bring to Millersville University's campus both enriching and entertaining programs that broaden the visual and performing arts experiences of our students and the Millersville community. It is the committee's goal to provide cultural offerings that reinforce the importance of the arts in the development of a well-rounded individual and a civil society. Although the series varies from year to year, varied types of performing arts are included. Call 872-3026 for further information.

LIBRARY

The Francine G. McNairy Library and Learning Forum is home to the Library, the Information Technology (IT) Instructional Design Team, the Center for Academic Excellence (CAE), and the Office of Sponsored Programs and Research Administration.

In 2013 the McNairy Library completed a total life-cycle renovation and expansion, bringing state-of-the-art facilities for research and learning to campus. Students, faculty, staff and administrators can use flexible, technology-rich spaces for group and individual study in addition to receiving assistance from librarians and information professionals.

Members of the university community can access library resources from both on and off campus by visiting the building or www.library.millersville.edu. In addition to an extensive virtual collection of electronic books and journal databases, the library has thousands of books and DVDs. Specialized collections include K-12 materials for students in the teacher education program and University Archives and Special Collections, a repository for unique historical documents and records focused on the university and region.

ROUTES TO MILLERSVILLE UNIVERSITY

DIRECTIONS TO THE CAMPUS

FROM BALTIMORE AND SOUTH:

Take Route I-83 north to Route 30 east. Then follow "From Route 30."

FROM HARRISBURG AND WEST:

Take Route 283 east to exit for Route 741 east. Then follow "From Route 30."

FROM THE PENNSYLVANIA TURNPIKE, TRAVELING EAST:

Take Exit 19/247 (Harrisburg East) onto Route 283 east. From Route 283, take exit for Route 741 east. For about five miles, follow Route 741 east (the name Rohrerstown Road will change to Millersville Road), then turn right at the light at Route 999. Follow "Almost There."

FROM THE PENNSYLVANIA TURNPIKE, TRAVELING WEST:

Take Exit 21/286 (Reading/Lancaster) and follow Route 222 south to Route 30 west. Then follow "From Route 30."

FROM ROUTE 222 SOUTH:

Take the exit for Route 30 west, then follow "From Route 30."

FROM ROUTE 30:

Take the exit for Route 741 east. Follow Route 741 east (the name Rohrerstown Road will change to Millersville Road). About four miles beyond Route 30, turn right at the light onto Route 999. Follow "Almost There."

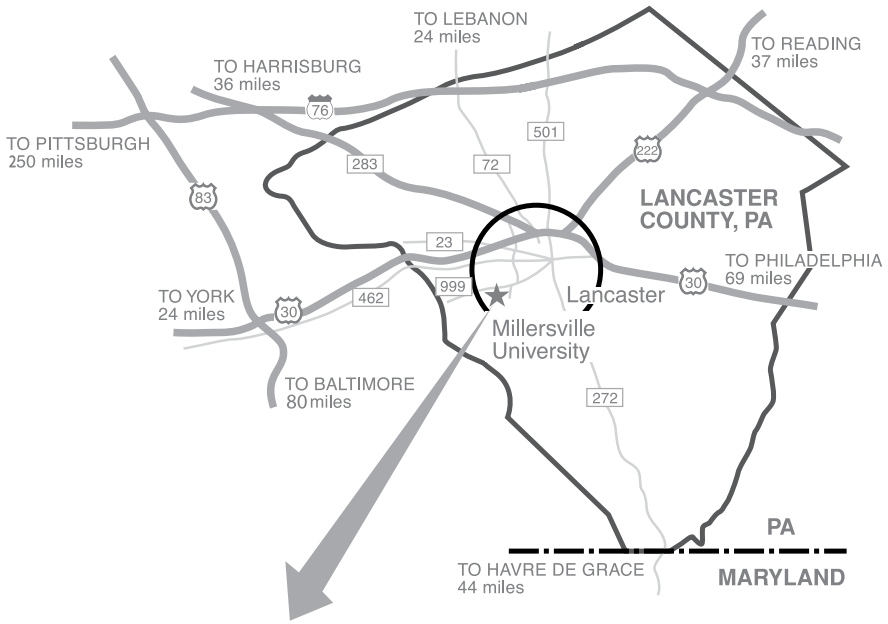
FROM LANCASTER CITY:

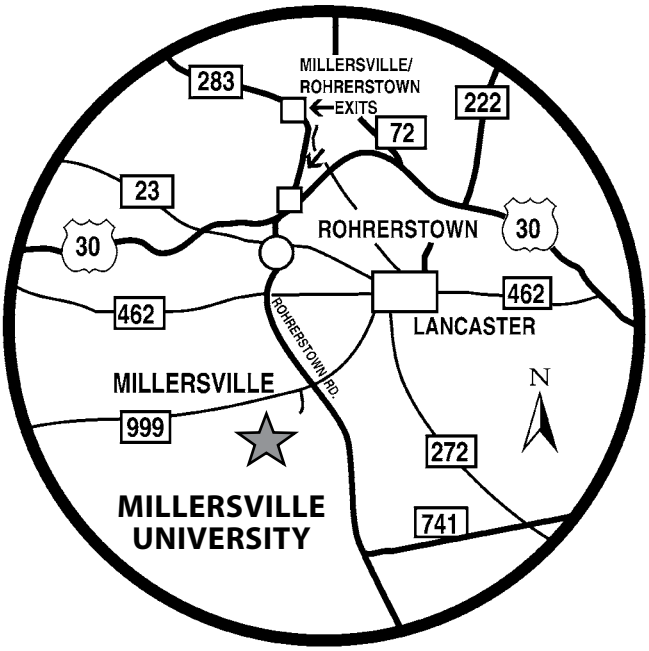
Go west on Orange Street, turn left on Charlotte Street and then bear right onto Manor Street. It will become Route 999 (Manor Avenue). When you cross Route 741 (Millersville Road), follow "Almost There."

ALMOST THERE:

At the third traffic light (after Route 741), turn left onto George Street. After you cross West Cottage Ave., you will be on the campus.

REGIONAL MAPS





Unless otherwise noted, telephone numbers shown in this catalog are within the 717 area code.

A graduate catalog is published every year by the Millersville University of Pennsylvania Council of Trustees. This publication and its electronic counterpart at www.millersville.edu are announcements for the 2013-14 academic year. The catalog is for informational purposes only and does not constitute a contract. The provisions of this catalog are not intended to create any substantive rights beyond those created by the laws and constitutions of the United States and the Commonwealth of Pennsylvania. They are not intended to create, in and of themselves, any cause of action against the State System of Higher Education, the Board of Governors, the Chancellor, an individual, President or University, or any other officer, agency, agent or employee of the State System of Higher Education.

Information contained herein was current at the time of publication. Courses and programs may be revised; faculty lists and other information are subject to change without notice; course frequency is dependent on faculty availability. Not all courses are necessarily offered each session of each year. Individual departments should be consulted for the most current information.

A member of the Pennsylvania
State System of Higher Education.

All requests to Millersville University of Pennsylvania under the Right-to-Know Law must be submitted in writing to:
Agency Open Records Officer
Millersville University of Pennsylvania
P.O. Box 1002
Millersville, PA 17551-0302
Phone: 717-872-3352
Fax: 717-871-5050
Email: agencyopenrecords@millersville.edu

Millersville University does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. This includes Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Americans with Disabilities Act of 1990.
Coordinators: Services for Students with Disabilities—Dr. Sherlynn Bessick, Director, Office of Learning Services, Lyle Hall, 717-872-3178; Title VI and Title IX—Mr. Hiram Martinez, Assistant to the President for Social Equity and Diversity, Delaware House, 717-872-3787; ADA Coordinator—Mr. Louis DeSol, Associate Vice President for Human Resources, Dilworth Building, 717-872-3017.

Policy on Auxiliary Aids
Millersville University does not discriminate on the basis of disability status in admission or access to its programs and activities. Individuals are encouraged to make the University aware of any permanent or temporary disability. Arrangements will be made to secure auxiliary aids and services, when necessary, to ensure that such students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under programs and/or activities at Millersville University. This policy extends to full-time, part-time and nondegree students and students enrolled in both credit and noncredit courses.

A Member of the Pennsylvania State System of Higher Education.

Millersville University

SEIZE THE **OPPORTUNITY**

COLLEGE OF GRADUATE
& PROFESSIONAL STUDIES

www.millersville.edu/graduate

**COLLEGE OF GRADUATE &
PROFESSIONAL STUDIES**

Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

Phone: (717) 872-3099
Fax: (717) 872-3453
Email: gradstu@millersville.edu