



# 2001-2002 GRADUATE BULLETIN

*For Graduate Admission Contact:*

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## ADMINISTRATION AND GRADUATE LEADERSHIP

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### *Provost and Vice President for Academic Affairs*

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### *Associate Provost, Graduate Studies*

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### *Information Resources*

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### *Public Relations*

**Mr. Dennis R. Miller,  
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### *Residence Life*

**Mr. Michael Lemasters,  
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Pinecrest 120; 570-662-4933

### *Revenue Office*

**Ms. Carmen Wood,  
Supervisor**  
South Hall 101; 570-662-4888

# UNIVERSITY CALENDAR 2001-2002

## *Fall 2001*

University Meeting Days .....	Th-F ...	August 23-24
Residence Halls Open for:		
New Students .....	Sa .....	August 25
Returning Students .....	Su .....	August 26
Academic Orientation Day .....	M .....	August 27
Classes Begin 4 p.m. ....	M .....	August 27
Labor Day – No Classes .....	M .....	September 3
Last Day to DROP Classes .....	Tu .....	September 4
Last Day to: .....	W .....	September 5
ADD Classes		
Submit “Credit-By-Exam” form		
Submit “Intent to Graduate” form for May 2002		
Submit “Pass/Fail Option” Card		
Submit “Repeat of Course” Card		
Last Day to Submit “Incomplete” Grades .....	Tu .....	September 18
Last Day to Complete “Credit-By-Exam” .....	Tu .....	September 25
Mid-Semester Grades Due .....	F .....	October 12
Fall Holiday - No Classes .....	M .....	October 22
Monday Class Schedule .....	T .....	October 23
Last Day to Withdraw From a Course .....	F .....	October 26
Registration for Spring Semester begins .....	M .....	October 29
Thanksgiving Holiday - No Classes .....	W-F ...	November 21-23
Fall Semester Classes End .....	F .....	December 7
Final Examination Period .....	M-F ...	December 10-14
Residence Halls Close .....	F .....	December 14
Fall Commencement .....	Sa .....	December 15
Fall Semester Grades Due .....	M .....	December 17
Academic Review Board .....	W-F ...	January 9-11

Note: Tuesday after Fall Break is a Monday schedule.



***Spring 2002***

University Meeting Days .....	Th—F	January	10-11
Residence Halls Open .....	Su	January	13
Classes Begin at 8 a.m. ....	M	January	14
Last Day to DROP Classes .....	M	January	21
Last Day to: .....	Tu	January	22
ADD Classes			
Submit “Credit-By-Exam” form			
Submit “Intent to Graduate” form for December 2002			
Submit “Pass/Fail Option” Card			
Submit “Repeat of Course” Card			
Last Day to Submit “Incomplete” Grades .....	M	February	4
Last Day to Complete “Credit-By-Exam” .....	M	February	11
Mid-Semester Grades Due .....	F	March	1
Spring Holiday - No Classes .....	M—F	March	4-8
Last Day to Withdraw From a Course .....	F	March	22
Registration for Fall Semester Begins .....	M	April	1
Spring Semester Classes End .....	F	April	26
Final Examination Period .....	M-F	Apr 29 - May	3
Residence Halls Close 10 am .....	F	May	3
Spring Commencement .....	Sa	May	4
Spring Semester Grades Due .....	M	May	6
Academic Review Board .....	W-F	May	15-17

## MANSFIELD UNIVERSITY MISSION STATEMENT



Mansfield University is dedicated to providing an environment that promotes academic and personal growth as well as intellectual, ethical, and aesthetic values. The University serves the region and the national and international communities by developing human and material resources. The University is committed to stimulating continuous pursuit of knowledge and understanding by students, staff, and faculty. To accomplish this mission, Mansfield University pledges to:

- Provide a liberal education for all its students.
- Prepare students for full and purposeful lives through undergraduate and graduate instruction in liberal arts and professional programs.
- Plan, develop, implement, and measure its efforts in providing optimum learning opportunities for students of a variety of ages, backgrounds, and needs.
- Promote affirmative action and equal opportunity.
- Maintain a faculty dedicated to teaching and scholarship.
- Cooperate with other educational institutions for the achievement of mutual goals.
- Provide educational and cultural programs to the general community.
- Offer expertise in public service activities.

## GRADUATE STUDIES MISSION STATEMENT

The purpose of Graduate Studies at Mansfield University is to provide post baccalaureate educational services and to serve as a positive change agent in the twin tiers region. The programs offered are designed to provide advanced study in professional and scientific aspects of selected academic disciplines. These offerings are further intended to:

- Strengthen specializations.
- Permit greater depth of learning.
- Provide opportunity for integration of knowledge.
- Heighten receptivity to new ideas, viewpoints and beliefs.
- Improve research skills.

- Expand abilities to work independently.
- Expand knowledge of philosophy of a discipline.
- Encourage application of acquired knowledge and skills.
- Foster the spirit of scholarship.
- Enhance skills of critical analysis.
- Refine capability to initiate, define, and synthesize viewpoints and concepts.
- Develop methods of dealing with change.
- Build skills in leadership process.
- Prepare and assist students in realizing their potential as individuals and responsible members of society.
- Encourage career development.

Academic excellence is encouraged by assigning the responsibility for instruction to the faculty most qualified to teach graduate courses. The criteria for graduate faculty status are established and monitored by Graduate Council.

*Graduate study at Mansfield University may result in:*

- A Master's degree
- Certification in one or more areas
- Expanded knowledge in an identified area

The graduate program is committed to affirmative action to insure equity for students and faculty. Both full- and part-time study are encouraged and promoted with special effort given to meet the unique needs of part-time students.

## STATEMENT OF DIVERSITY

Graduates of Mansfield University are expected to participate in a world that has been enriched by knowledge, insights, and traditions of diverse peoples who live and work together. An academic community that values diversity by words and action provides the best environment in which students can learn the social skills necessary to participate and flourish in our multi-cultural environment.

The Mansfield University Council of Trustees reaffirms the purpose of Mansfield University, as stated by former President Simon B. Elliot in 1912, to *“Strive to make education universal; that the rich and the poor, the child of those who have power and place, and of those who tread the lowly paths of life, shall receive alike the blessings of education ... and invite equally and alike, without distinction of sex, or color, or race, or creed, or party, the children of all who may desire to participate in the opportunities here offered. That is the highest purpose for which Mansfield may be praised.”*

## THE UNIVERSITY

Founded in 1857, Mansfield University's 174-acre campus is nestled in the beautiful rolling foothills of the Appalachian Mountains. Conveniently located in the Northern Tier of Pennsylvania at the junctions of U.S. Routes 6 and 15, Mansfield University is 30 miles south of Corning and Elmira NY, and 50 miles north of Williamsport, PA.

In addition to a quality education, Mansfield University offers a variety of on campus facilities including a state-of-the-art, hi-tech library, an Olympic size swimming pool, art galleries, three auditoriums, a radio station, a newspaper office, and a contemporary, multipurpose recreation building that houses among other things, a glass enclosed, state-of-the-art fitness room, an aerobics gym, five racquetball courts, and numerous other courts for basketball, volleyball, and badminton. A new student union opened during Spring 2000, and a new childcare facility opened just before the Fall 2000 semester.

## MANSFIELD UNIVERSITY GRADUATE PROGRAMS

Mansfield University began its first graduate programs in the summer of 1966. Music and Elementary Education were the first degrees. Other programs were added in succeeding years. Today, Mansfield University offers education-related master's degree programs in Art, Education, Elementary Education, Library, Music, and Special Education. These programs were designed as part-time programs. The programs are to be completed within a maximum of seven years, except for School Library and Information Technologies, our first online degree which has a five year limit.

### *Graduate School*

To apply for Graduate School admission, contact the Admissions Office, Alumni Hall at 570-662-4806 or apply online at <http://admissions/mnsfld.edu/gradmiss.btm>. The graduate school requirements include:

- official copy of transcript(s) indicating completion of an undergraduate degree
- 3.0 or higher undergraduate grade point average
- transcript of any graduate work at another institution
- application fee of \$25

Any variance from the criteria should be handled by a petition to the Associate Provost, North Hall 509. Beyond the graduate school requirements, each program has defined admission criteria. Once admitted, you should schedule a meeting with the chairperson of your department. The chairperson will assign an advisor to you.



### *Departmental Admissions Requirements*

(to be forwarded to the Admissions Office, Alumni Hall, along with the above admissions requirements)

#### **Art Education, Master of Education**

- Entrance exam  
Undergraduate overall GPA 3.0+, entrance exam is waived.  
Undergraduate overall GPA below 3.0, must take GRE's or MAT's
- Portfolio is required

#### **Education, Master of Science**

- Three professional letters of recommendation addressing your ability to do graduate level work (in lieu of entrance exam).

#### **Elementary Education, Master of Education**

- Three professional letters of recommendation addressing your ability to do graduate level work (in lieu of entrance exam).

#### **Music Education, Master of Music**

- Undergraduate overall GPA 3.0+
- Audition is required, including theory, history, piano, singing, and major instrument

#### **School Library and Information Technologies, Master of Education**

- Undergraduate overall GPA 3.0+
- One professional letter of recommendation
- One page essay describing your purpose and interest in the program
- Resume
- Copy of teaching certificate

#### **Special Education, Master of Education**

- Entrance exam  
Undergraduate overall GPA 3.0+, entrance exam is waived.  
Undergraduate overall GPA below 3.0, must take GRE's or MAT's

### *Checklist for Graduation*

- Fill out the Intent To Graduate (Diploma) form available from Academic Records, 112 South Hall; it should be returned to Academic Records **six months** prior to your intended date of graduation.

### *Graduate Student Advisors*

One of the special characteristics of graduate programs at Mansfield University is the importance placed on the advisor-advisee relationship. We regard it as essential that you have an advisor assigned as you enter your program. There are many opportunities to tailor programs to your unique professional goals. The graduate advisor works as a collegial professional mentor with their assigned graduate students.

### *Financial Information*

Mansfield University offers quality graduate education at competitive rates. Please contact the Revenue Office for information on admission fees and tuition, or refer to our website <http://mansfield.edu>.

### *Graduate Assistantships*

Graduate assistantships are available each year to full-time students (minimum of nine graduate credits) and includes a waiver of tuition and some fees, and a bi-weekly stipend. Graduate assistantships provide the graduate student with opportunities for professional, collegial, and academic growth. To this purpose, graduate assistants are assigned to work in a professional area on campus. Awards are based on a competitive process. Students should apply for an assistantship by March 15 to be considered for the following academic year. Contact the Associate Provost's Office, 510A North Hall, [gradasst@mnsfld.edu](mailto:gradasst@mnsfld.edu) or 570-662-4807, for further information and an application.

## POLICIES AND INFORMATION FOR GRADUATE STUDIES

### *Academic Dismissal Policy*

A student whose cumulative QPA is below 3.0 at the end of any semester or who receives an F in any single course in the semester is placed on academic probation until the QPA rises to 3.0 or above and any F grades have been removed by retaking the course (*see Repeating a Course*). Probationary status does not mean that a student is dismissed from the University. It means that the student is not currently Academic Probation meeting the standard required for graduation and that corrective action is required. A student on probation will receive a letter from the University about the probationary status. Failure to achieve the minimum QPA within one academic year, or to remove an F by retaking a course the next time the course is offered, will result in dismissal from the University. A student who receives an F in two or more courses in one semester is automatically dismissed from the University.

### *Accreditation*

The principal accrediting agencies for Mansfield University are: Middle States Association of Colleges and Schools, and the National Association of Schools of Music.

### *ACT 48*

Beginning July 1, 2000, ACT 48 of 1999 requires persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates as active. Teachers wishing to use credit course work taken at Mansfield University to help meet this requirement must notify the Center for Lifelong Learning who will report the courses and grades earned to the Pennsylvania Department of Education. Teachers are responsible for selecting courses that pertain to their areas of certification or teaching assignments.

Contact Karen Norton at the Center for Lifelong Learning, (570) 662-4850, (800) 661-3640, or visit our website at <http://cll.mnsfld.edu>.

### *Add or Drop a Course*

You may ADD a course during the first seven working days of a semester and DROP a course during the first six working days of a semester. Add/Drop cards are available in the Academic Records Office, 112 South Hall. The class instructor must sign all add or drop cards.

### *Audit*

If you are interested in auditing a course (attending class, but receiving no grade or credit for it) you must complete a registration form and audit card for the course work requested. These forms are available at the Center for Lifelong Learning (non-matriculating students) and at the Academic Records Office (matriculants). Cost of auditing is \$50 per course. You must have permission from the instructor and the Director of the Center for Lifelong Learning to audit. Please note that studio courses in Art and applied music courses in Music may not be audited. Audited courses do not count toward graduate requirements.

### *Career Development and Placement Services*

Career Development provides an opportunity for student self-evaluation, occupational skills and interests evaluation, and vocational outlook opportunities. A career library is also available.

The Placement Service helps students find meaningful employment upon graduation. Job vacancies, civil service opportunities, and teacher vacancies are publicized to seniors, graduate students and alumni who are registered with the Career Development and Placement Office. On-campus interviews are scheduled and conducted by representatives of business, industry, public schools and civil service agencies. Student placement credentials are available to potential employers upon mutual request. It is important, therefore, that students wanting interviews with potential employers, or who are applying for positions, be registered with the service and have credential folders complete. A placement service fee is charged following graduation.

This office also serves as a testing center for national testing programs relevant to students' future goals such as the Graduate Record Examination (GRE), Miller Analogies Tests (MAT), and the National Teacher Examination (NTE). Information on other testing programs is also available.

### *Center for Lifelong Learning / Online Programs and Courses*

The Center for Lifelong Learning provides educational opportunities at the graduate level both on-campus and at a variety of locations off-campus including graduate credit workshops for teachers and other graduate courses for adults and professionals. The Center for Lifelong Learning is responsible for all distance education course offerings including online courses and online programs. Visit our website at <http://cll.mnsfld.edu>

### *Counseling Center*

The University Counseling Center provides free counseling services to all university students and staff. Our primary purpose is to help people grow in a positive and productive direction. We will assist you in understanding yourself, your feelings and emotions, your personal problem areas, and your educational concerns. We will develop a strategy with you to assist in reaching your goals and in helping you to live more effectively.

### *Course Load/Time Limit*

A normal academic course load (full-time student) is defined as nine (9) to fifteen (15) credit hours a semester. A maximum of twelve (12) credits may be taken during the summer. Students who wish to schedule more than the maximum must submit a petition to the Associate Provost. All master's degree course work and research must be completed within seven years of your first Mansfield University graduate course, unless an extension is approved. You must petition your department and the Associate Provost for an extension.

### *Culminating Requirements*

Each degree requires some culminating activity at the end of the master's degree process. (For example: Recital, Exhibition, Departmental Paper, Thesis, Orals) The nature of that final requirement should be discussed with your advisor early in your graduate degree process. A course number 650 with your major's prefix for "0" credits must be completed prior to graduation to confirm that all department requirements have been met.

### *Degree Requirements*

To graduate from Mansfield University with a master's degree, you should meet the following requirements:

1. Earn the total number of credits determined by your department

(30-36) credits.

2. Earn a minimum 3.0 cumulative quality point average (QPA).
3. Complete ALL course work with a C- grade or better.
4. Satisfactory completion of any creative project, research or thesis, comprehensive exam, graduate music recital or art exhibition required by your department as a culminating project.
5. Notify Academic Records of your "Intent to Graduate" prior to your last term in graduate school.
6. Complete any additional requirements necessary because of deficiencies identified in audition or entry, or because you have chosen to add one or more teaching certifications with your master's degree.

### *Financial Obligation*

Failure to meet your financial obligation by the due dates may result in future registrations blocked and transcripts withheld. The minimum amount required to confirm your registration is your total charge, LESS financial aid, DIVIDED by two, PLUS any beginning balance. Payment of the minimum amount due will allow you to defer the remaining balance due for six weeks. Failure to make full payment will automatically incur a deferred payment fee of \$25.

### *Grading System*

A written syllabus, which includes the criteria for academic evaluation, is provided by instructors prior to the end of the first week of class. Mansfield University uses a 4-point grading scale, as shown below, to evaluate academic performance.

GRADES	INTERPRETATION	QUALITY POINTS
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	Does not count toward graduation
D	1.0	
D-	0.7	
F	0.0	Failure

The following designations may be used in addition to the grades shown above:

AU	.....	Audit
I	.....	Incomplete
S	.....	Satisfactory (C- grade or better)
U	.....	Unsatisfactory
W	.....	Withdrawal from a course after the drop period

The cumulative quality point average (QPA) is determined by dividing the total number of quality points earned by the total number of credit hours of work attempted. The cumulative QPA is the index by which a student's academic standing is judged.

#### *Graduate Courses - What is a Graduate Course?*

Mansfield University graduate courses represent either specialized or advanced study within a broad-based discipline offering or supporting graduate studies at Mansfield University. The following criteria describe distinctive features of Mansfield University's graduate courses. Tangible evidence of the criteria should be included in course syllabi and student requirements.

1. Course content is at more advanced levels of depth and understanding than that offered in the undergraduate curriculum.
2. Course topics are supported by a significant body of professional literature and, except in emerging areas of inquiry, there are significant theoretical and research bases for course content.
3. Reading and reflection support graduate learning. Therefore, graduate courses include adequate time for you to read course-related materials and to reflect on what you are learning.
4. Graduate students should be developing professional beliefs and opinions that they can articulate and substantiate with support from professional and scientific literature.
5. Courses will provide significant opportunities for students to interact with the course instructor and with other graduate students enrolled in the course. In distance education situations, face-to-face interactions between instructor and students are encouraged to the degree they are possible.
6. Graduate courses at Mansfield University attempt to reflect diversity as related to culture, ethnic groups, gender, age and value systems.
7. When graduate courses are offered in cross-listed arrangements with undergraduate courses, on the syllabus and course proposal forms there must be clearly differentiated: a) assignments, b) evaluation methods, and c) experiences.

### *Graduate Degree plus Pennsylvania Teacher Certification*

Many graduate students choose to pursue an initial or added area of certification in conjunction with their graduate studies. In many cases, some of the courses required for the degree program also often apply to the certification program. If you wish to pursue certification, contact the Certification Officer, Mr. Brian Barden, Admissions, Alumni Hall, 570-662-4813 to initiate a certification program. You will need to provide a current negative TB tine test, ACT 34 (criminal record check), and ACT 151 (child abuse) clearance upon approval to enter a certification program. Non-resident students must also complete an FBI clearance.

### *People With Disabilities Policy*

Section 504 of the Rehabilitation Act of 1973 provides that “no otherwise qualified individual with a disability shall, solely by reason of her/his disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal assistance.” Section 504 prohibits discrimination against individuals with disabilities in recruitment, testing, admissions, or after being admitted to a college/university. Mansfield University is committed to making the necessary adjustments so that students with disabilities are able to fulfill academic requirements and to ensure that they are not excluded from programs because of their handicap. Inquiries should be directed to the Affirmative Action Office, 112 Alumni Hall, or call 570-662-4051.

### *Human Subject Research Policy*

Research projects undertaken by Mansfield University students or faculty must be approved prior to involvement of human subjects. The review process is intended for the protection of human subjects and this shall be the sole object of the review.

There are two types of review - Category A and Category B. The responsibility for Category A review rests with each department in which research involving human subjects is undertaken. Research protocols are subject to Category A review if they pose no more than minimal risk to human subjects and meet one or more of the five exempted conditions detailed in the Human Subjects Research Guidelines.

Research protocols which do not involve one of the five exempted conditions are subject to Category B review by the Institutional Review Board (IRB).

The review requirements which are outlined in the Human Subjects Research Guidelines do not apply to the following: 1) in-class research exercises which are an integral part of the learning experience in a university course; or 2) behavior modification exercises using established professional procedures; or 3) student teaching and other clinical practicums. The Human Research Guidelines document is available in the Grants and Contracts Office, 523 North Hall.

### *Incomplete (I)*

An incomplete grade (I) is used to denote unfinished work because of serious mitigating circumstances beyond the student's control. It is a privilege granted because of circumstances, not a right to be expected by the student. The "I" grade is submitted by professors at their discretion on the grade scan form at the end of the semester. The professor and the student will identify the specific requirements to be satisfied in order to convert the "I" to a letter grade. The student is responsible for the removal of an "I" grade prior to the end of the following academic semester or it will become an "F" grade.

### *Independent Study and Individualized Instruction*

Independent Study (IS) is available in each curricular field. The appropriate curricular prefix precedes the course number 597, and the credit hours vary from 1 to 3. Independent Study may be repeated for more than 3 credit hours total, but each IS project may be for no more than 3 credit hours.

Independent Study is an activity initiated by you to increase your already advanced knowledge in a particularly academic discipline. The subject is examined in an intensive manner with guidance by a faculty member who has special expertise in that field.

To register for IS, prepare a contract (available at the Academic Records Office, 112 South Hall) which must be approved by the faculty director, department chairperson and Associate Provost. Independent Study procedures must be completed before the beginning of the semester or summer session for which the IS is sought.

Individualized Instruction (II) is available on a restricted basis. Ordinarily, permission to take a course by II is reserved for students who are close to graduation and who have not been able to meet a degree requirement either because the course has not been available or because of some other mitigating circumstance.

To register to take a course by II, you must complete a form (available at the Academic Records Office) which must be approved by a faculty director, department chairperson, and the Associate Provost.

### *Intent to Graduate*

Six months prior to your intended date of graduation, you should complete the "Intent to Graduate" (diploma) form and submit it to Academic Records, 112 South Hall. This form can be obtained by contacting Academic Records.

### *Petition*

Program Variance: under special circumstances, curriculum requirements may be modified. A department chairperson may substitute or waive major course requirements by informing the Academic Records Office in writing of



such requested program change. Graduate students may petition the Associate Provost for other program variances.

Waiver of University Policies or Regulations: when any rule or regulation of the university causes an unfair hardship, you may petition the Associate Provost for an exception. You should contact your advisor for assistance in preparation of a petition. Petitions are available in the Academic Records Office, 112 South Hall.

### *Repeating a Course*

When you repeat a course which cannot be repeated for credit then all grades received shall be included on your permanent record, but only the last grade received shall be used in computing your cumulative quality point average (QPA). If you fail a course that can be repeated, you should notify the Academic Records Office if you intend to repeat it.

### *Residency*

As a student, you are classified as a Pennsylvania resident for tuition purposes if you have a Pennsylvania domicile.

Domicile is the place where you intend to and do permanently reside. Because the determination of whether you intend to reside indefinitely in Pennsylvania is subjective, documentary evidence, statements from disinterested persons, and the presumptions set forth below are considered:

- a) Continuous residence in Pennsylvania for a period of 12 months prior to registration as a student at an institution of higher education in Pennsylvania creates a presumption of domicile. A student is presumed not to be a domiciliary if she/he has resided for a shorter period before attending an institution of higher education, but the student may rebut this presumption by clear and convincing evidence.
- b) Students who are not United States citizens and have nonimmigrant visas or lack a visa are presumed not to be domiciled in Pennsylvania, but they may rebut this presumption by clear and convincing evidence.
- c) A minor is presumed to have the domicile of her or his parents or guardian. The age of majority for establishing a domicile for tuition purposes is 22. However, a minor may prove financial emancipation and thereby prove Pennsylvania domicile through clear and convincing evidence.
- d) A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as his or her declared legal residence shall be presumed to have a Pennsylvania domicile. Nonresidents stationed in Pennsylvania for military service shall be deemed Pennsylvania residents.

- e) A student receiving a scholarship, loan or grant, dependent upon maintaining domicile in a state other than Pennsylvania is presumed to be domiciled in the state from which she/he is receiving financial aid.

A student may challenge her/his residence classification by submitting a written appeal to the controller. If the student is not satisfied, the decision may be appealed in writing to the Office of the Chancellor, State System of Higher Education, within 30 days. The decision of the Chancellor is considered final. The effective date of any reclassification resulting from the student's challenge is determined by the controller based on when the petition was filed. A student who changes domicile from Pennsylvania to another state must promptly give written notice to the university.

### *Sexual Harassment Policy*

Harassment on the basis of sex is a violation of Title VII of the U.S. Civil Rights Act, Title IX of the Education Amendments of 1972, and of the Pennsylvania Human Relations Act. Because the university is committed to providing an environment where each person can learn and work to her or his fullest capacity, the university does not tolerate sexual harassment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Sexual harassment occurs when:

- 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or a student's academic status or treatment.
- 2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual;  
or
- 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

If you believe you have been a victim of sexual harassment, or if you have any questions about the university's policy, contact the Affirmative Action Office, 112 Alumni Hall, or call 570-662-4051. Existing affirmative action guidelines are used in processing complaints.

### *Transferring Credits*

Mansfield University may accept a maximum of twelve (12) credit hours (six (6) for the School Library and Information Technologies program) in transfer from an accredited college/university and if the courses:

- A. Would have been counted toward a graduate degree from the sponsoring institution;

- B. Are appropriate for your program at Mansfield University as determined by the department offering the degree program and the grades are B or better (if the previous school awarded a “P” grade, and this is verified as equal to a B or better, then it will be accepted);
- C. Were taken within a 10 year time period prior to admission to candidacy, and
- D. Are included on an official graduate transcript received by Mansfield University.

Request to Transfer Graduate Credit(s) form can be obtained from the Admissions Office, Alumni Hall.

### *Undergraduate Taking Graduate Courses*

An undergraduate student at Mansfield University may enroll in a graduate course (500 level) if the student is within 18 semester hours of having satisfied the requirements for the bachelor's degree (as certified by the Academic Record's Office). Graduate courses may count for graduate credit upon conferral of the bachelors degree. This does not imply automatic admission into a Graduate Program.

Graduate courses may be applied toward an undergraduate degree upon approval of the “Request for Permission to Enroll in Graduate Courses for Undergraduate Credit” form available in the Academic Records Office, 112 South Hall and satisfactory completion of such courses.

### *The University Calendar*

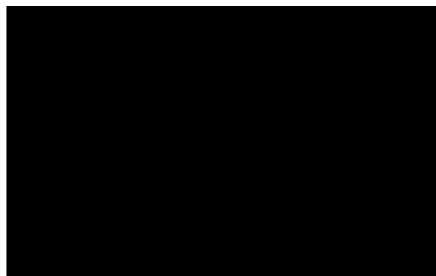
Our regular academic calendar consists of a fall semester that ends before Christmas and a spring semester that ends in early May. We also offer three summer sessions from May to August with a larger percentage of graduate courses being offered during the final six-week session (July and August).

### *Withdrawal from a Course*

After the drop period, you may withdraw from a course until 4 p.m. the Friday of the ninth week of classes. You need to complete a course withdrawal form and have it signed by the course instructor. Once you have the required signatures, submit the form to the Records Office in South Hall. A “W” will be recorded in the permanent record and will not be calculated in the quality point average (QPA). A student who withdraws from all courses is automatically withdrawn from the University.

## DEGREE PROGRAMS

### ART



*Master of Education (M.Ed.), Art Education*

*Dr. Bonnie Kutbay, Assistant Chairperson, Allen Hall, 570-662-4500*

The Department of Art strives to have talented, dedicated, and self-motivated graduate students in art education who wish to acquire a more informed understanding of the nature of the teaching of art through academic and professional research, studio studies, and reflective thinking. The conceptual framework advocates a model of art education that encourages students to become teachers who are reflective decision-makers, basing their instruction on current trends in curriculum. "Teacher as reflective decision maker" refers to the ability of the teacher-to-be to make thoughtful decisions, to analyze rather than just observe, and to think critically in order to enhance and enrich the development of the learning process. An emphasis on research skills is particularly developed.

The M.Ed. in Art Education is intended to balance academic and studio studies with an emphasis on research which concludes with each individual submitting a visual portfolio and a research paper or thesis which explores a certain aspect of art education.

Graduate art students must have an exhibit of their art work before completing their degree (must be evaluated by the art faculty prior to showing); graduate students are also encouraged to participate in university sponsored and other exhibits during their plan of study.

<b>I. BASIC REQUIREMENTS</b>		<b>CREDITS</b>
<b>A. 6 CREDITS REQUIRED</b>		
ED 500	Methods and Materials of Research	3
ARE 536	Current Trends in Art Education	3
<b>B. 3 CREDITS REQUIRED</b>		
ED 531	Social Foundations of Education	3
ED 532	Historical Foundations of Education	3
ED 533	Philosophical Foundations of Education	3
<b>C. MINIMUM OF 6 CREDITS REQUIRED</b>		
ARE 531	Art Education in the Elementary Curriculum	3
ARE 532	Art Education in the Secondary Curriculum	3

ARE 533	Administration & Supervision in Art Education	3
ARE 534	Application of Aesthetic Theory	3
ARE 535	Art and the Exceptional Child	3

**II. 9-15 CREDITS FROM II.A, II.B, II.C, II.D, AND I.C**

**A. ART STUDIO - MAXIMUM OF 9 CREDITS IN ANY ONE OF THE FOLLOWING:**

ART 510	Drawing	3
ART 511	Painting	3
ART 512	Crafts	
ART 513	Waterbase Media	3
ART 514	Printmaking	3
ART 515	Ceramics	3
ART 516	Metal Craft	3
ART 517	Fibers	3
ART 519	Sculpture	3
ART 565	Computer Graphics	3

**B. ART HISTORY**

ARH 501	Cultural Origins of Art	3
ARH 502	Art of the Far East	3
ARH 503	Art of the 15th and 16th Centuries	3
ARH 504	Major Trends in Art of the 17th & 18th Centuries	3
ARH 505	Major Trends in Modern Art	3
ARH 506	History of African/American Art. Art	3
ARH 507	Empires of the World	3
ARH 508	Art & Myth of Ancient Greece	3
ARH 509	Women in Art	3
ARH 510	Women in Ancient Greek Art	3
ARH 520	Native Arts of the Americas	3
ARH 527	Major Trends in Architecture	3
ARH 528	Major Trends in American Art	3
ARH 529	Major Trends in the Graphic Arts	3

**C. ALLIED ELECTIVES**

A maximum of 6 semester hours may be elected in graduate courses outside the field of specialization. Final selection of courses will be determined in consultation with your advisor.

**D. PRESENTATION/EXHIBITION**

ART 520	Graduate Art Seminar	1
ART 595	Special Projects	1-6
ART 597	Art Presentation/Exhibition	3

**III. THESIS OR RESEARCH, 3 OR 6 S.H. REQUIRED**

ARE 598	Research Project	3
ARE 599	Thesis	6

# EDUCATION

## *Master of Science (M.S.), Education*

*Dr. Craig Cleland, Chairperson, Retan Center; 570-662-4563*

Teaching requires knowledgeable, creative, and committed professionals who make strong decisions on behalf of their students. Graduate studies in education are designed to enable teachers to become more knowledgeable, thoughtful, and skilled in educational research, foundations, curriculum, and elements of effective teaching. Graduate students further develop their abilities to adapt curriculum and instruction to address a wide range of learners. Each student also pursues greater depth of understanding in a curricular specialty area of interest. Popular areas of specialization include the reading specialist sequence and an area of specialization in educational computer technology. Other areas of specialization can be individually developed with assistance from the student's advisor. The focus of the oral examination at the conclusion of the program is on the graduate student's ability to conduct applied research. The minimum number of credits required for the degree is 33 (or 30 if the thesis option is completed).

### **Common Core - 15 SH Required**

#### **I. RESEARCH**

ED 500 Methods and Materials of Research 3

#### **II. CURRICULUM**

ED 554 Curriculum: Principles and Contemporary Thought 3

#### **III. SUPERVISION**

ED 596 Supervision: Principles and Current Practices 3

#### **IV. FOUNDATIONS OF EDUCATION (3 SH REQUIRED)**

ED 531 Social Foundations of Education 3

ED 532 Historical Foundations of Education 3

ED 533 Philosophical Foundations of Education 3

#### **V. EXCEPTIONAL LEARNER IN SOCIETY (3 SH REQUIRED)**

SPE 501 Psychology of Exceptional Children 3

SPE 504 Guidance for Exceptional Children 3

SPE 509 Early Childhood Special Education 3

SPE 530 Seminar on Cultural Diversity in Special Education 3

SPE 540 Behavior Disorders 3

SPE 560 Problems in Special Education 3

SPE 590 Learning Disabilities 3

#### **VI. THESIS OR NON-THESIS (OPTIONAL)**

**THESIS (OPTIONAL) - 6 SH**

Candidates must have completed ED 500 and consulted with their advisor when selecting this option. It is expected that the thesis would be in the subject area of specialization. The thesis option is not available to those seeking added reading specialist certification.

**NON-THESIS ELECTIVES (OPTIONAL) - 3 SH**

Candidates must consult with their advisor prior to the selection of elective courses.

***Area of Specialization or Added Certification***

Candidates must complete fifteen credits in courses that would enhance their teaching specialization or select an additional program of study leading to added certification. Candidates may also work with their advisors to develop specializations designed to meet their unique needs.

***Computer Specialization***

This program is designed for classroom teachers, school administrators, and other education professionals. While no prior experience with computers is required for any of the computers-in-education courses, candidates should take ED 580 as early as possible in the program. ED 541, Selected Topics may be used for individual projects and research in the field. The following courses are regularly offered and other computer courses may be taken with an advisor's consent:

ED 580	Computers in Education - An Introduction	3
ED 581	Computers in Education - Logo	3
ED 582	Computers in Education - Methods and Materials	3
ED 583	Computers in Education - Current Applications	3
ED 584	Computers in Education - Workshop	3

***Reading Specialist Certification (K-12)***

Candidates may wish to extend their undergraduate preparation to include added certification as a Reading Specialist (K-12). Graduate credits completed for this program of study may be applied toward a Master's degree program. The professional knowledge gained will enhance the teaching skills of classroom teachers and lead to added certification (see Reading Specialist Certification).

# ELEMENTARY EDUCATION

## *Master of Education (M.Ed), Elementary Education*

*Dr. Craig Cleland, Assistant Chairperson, Retan Center; 570-662-4563*

Elementary education teaching requires caring, committed, and talented professionals who are knowledgeable in a wide range of curricular areas. In the M.Ed. program, students build upon their undergraduate programs of study and work to enhance their elementary education teaching abilities. Each graduate student completes a common core of courses and also elects an area of teaching specialization. The program is designed to develop advanced knowledge in research, curriculum, supervision, and adapting instruction to meet the needs of all learners. Popular areas of specialization include the reading specialist sequence and an area of specialization in educational computer technology. Other areas of specialization can be individually developed with assistance from the student's advisor. The focus of the oral examination at the conclusion of the program is on the graduate student's ability to research and synthesize important topics of current interest in the field. The minimum number of credits required for the degree is 33 (or 30 if the thesis option is completed).

### **Common Core - 12 SH**

#### **I. RESEARCH**

ED 500 Methods and Materials of Research 3

#### **II. CURRICULUM**

ED 554 Curriculum: Principles and Contemporary Thought 3

#### **III. SUPERVISION**

ED 596 Supervision: Principles and Current Practices 3

#### **IV. EXCEPTIONAL LEARNER IN SOCIETY (3 SH REQUIRED)**

SPE 501 Psychology of Exceptional Children 3

SPE 504 Guidance for Exceptional Children 3

SPE 509 Early Childhood Special Education 3

SPE 530 Seminar on Cultural Diversity in Special Education 3

SPE 540 Behavior Disorders 3

SPE 560 Problems in Special Education 3

SPE 590 Learning Disabilities 3

#### **V. THESIS OR NON-THESIS (OPTIONAL)**

### **Thesis (Optional) - 6 SH**

Candidates must have completed ED 500 and consulted with their advisor when selecting this option. It is expected that the focus of the thesis would be some aspect of elementary education. The thesis option is not available to those seeking added reading specialist certification.



### **Non-Thesis Electives (Optional) - 3 SH**

Candidates must consult with their advisor prior to the selection of elective courses.

### ***Area of Specialization or Added Certification***

Candidates must complete at least fifteen credits in courses that would enhance their teaching specialization or select an additional program of study leading to added certification. Candidates may also work with their advisor to develop specializations designed to meet the candidates' unique needs.

### ***Elementary Education Emphasis***

To add to an undergraduate preparation in elementary education, candidates select additional graduate course work in elementary education and related fields.

### ***Initial or Added Certification***

Candidates with undergraduate preparation in disciplines other than elementary education may wish to pursue an initial or added certification program in elementary education at the graduate level. Together, the graduate advisor and university certification officer will develop the selected program. Additional work beyond the minimum may be required.

### ***Computer Specialization***

This program is designed for classroom teachers, school administrators, and other education professionals. While no prior experience with computers is required for any of the computers-in-education courses, candidates should take ED 580 as early as possible in the program. ED 541, Selected Topics may be used for individual projects and research in the field. The following courses are regularly offered and other computer courses may be taken with an advisor's consent:

ED 580	Computers in Education - An Introduction	3
ED 581	Computers in Education - Logo	3
ED 582	Computers in Education - Methods and Materials	3
ED 583	Computers in Education - Current Applications	3
ED 584	Computers in Education - Workshop	3

### ***Reading Specialist Certification (K-12)***

Candidates may wish to extend their undergraduate preparation to include added certification as a Reading Specialist (K-12). Graduate credits completed for this program of study may be applied toward a Master's degree program. The professional knowledge gained will enhance the teaching skills of classroom teachers and lead to added certification (see Reading Specialist Certification).

## SCHOOL LIBRARY AND INFORMATION TECHNOLOGIES

### ***Master of Education (M.Ed.), School Library and Information Technologies***

***Ms. Frances Garrison, Program Director, North Hall, 570-662-4688***

This program is based upon three recently revised guidelines or standards for school library media programs – *Information Power*, the national standards, the *Standards for Pennsylvania School Library Certification and Practice*, the state school library association standards, and the *Pennsylvania Department of Education Library Science Standards* for the preparation of public school educators. These three documents represent the best thinking in the profession and are based upon the changing function of information libraries, and the new role of the school library media specialist in education today. The new paradigm for a school librarian is very different than what was expected only a decade ago. To be successful today, a school library media specialist will: 1) provide leadership in planning and managing the use of electronic technologies and information retrieval, 2) teach students to access, apply, and evaluate information to solve problems, 3) partner with teachers to design, implement, and assess curriculum and instruction to meet academic standards, 4) select and manage resources to meet the literacy and information needs of students and the curriculum, and 5) build and oversee a school library program that promotes literacy and information literacy as keys to authentic, lifelong learning for students.

The School Library and Information Technologies program is designed for the 21st Century and demonstrates a new model for program development because it is: 1) taught by practitioners, 2) collaboratively developed through a close working relationship with the School Library Media Division, Pennsylvania Department of Education, the Pennsylvania School Librarians Association, and Mansfield University, and 3) configured to be delivered asynchronously over the World Wide Web in partnership with an online company who has developed techniques for mounting electronic based courses and supporting students while they complete online education experiences. The program is structured to encourage a substantial number of practical exercises where the student will select a school library in their area to complete the learning experiences.

The 32-34 credit hour program serves as an add-on certification program leading to recommendation to the Commonwealth of Pennsylvania for library science K-12 certification. Students who are already certified school librarians may complete the Masters' degree in 32 credit hours, while those seeking the added certification may require either 33-34 credit hours depending on the extent of their previous teaching and/or library experience.

*Course Listing:*

The program consists of the following courses:

LSC 501	Instructional Collaboration	3
LSC 505	Core Resources for the School Library	3
LSC 510	Electronic Delivery Systems	3
LSC 515	Collection Management in the Electronic Age	3
LSC 520	Cataloging and Classification in an Electronic Environment	3
LSC 525	Strategic Library Management	3
LSC 530	Library Advocacy	3
LSC 535	Information Literacy and Academic Standards	3
LSC 540	Information Searching, Retrieval, and Presentation Strategies	3
LSC 545	Access and Legal Issues in the Information Age	3
LSC 560	Seminar and Internship in School Librarianship	2-4

This online master's degree program is designed so that it may be completed in a one-year to five-year period. The program plan calls for every course to be offered twice each calendar year. For additional information, refer to the website: <http://www.mnsfld.edu/~graduate/schoollibrary.htm>.

## MUSIC

***Master of Music (M.M.), Music Education***

***Dr. Joseph Murphy, Chairperson, Butler Center, 570-662-4710***

The Music Education program is designed specifically to meet the needs of music teachers who wish to strengthen their knowledge, understanding and skills in the disciplines of music and music education. Prior music teaching experience is advisable, but not required. Students may pursue this degree concomitantly with seeking certification to teach music in the public schools. A maximum of 9 credit hours may be accepted in transfer from a NASM accredited master's degree program.

***Music Education***

MU 500	Methods and Materials of Research	3
MU 540	History and Philosophy of Music Education	3
MU 543	Seminar in Music Education	3
MU 550 or 551	Advanced Conducting	2
	Applied Music (major instrument or voice)	4
MU 529	Seminar in Music Literature	3
MU 510	Form and Analysis	3

Electives\* 9

\*A maximum of 2 semester hours in MEN, a maximum of 2 semester hours in MAP5XX (secondary), a maximum of 2 semester hours recital, a

maximum of 3 semester hours Thesis, a maximum of 3 semester hours non-music.

#### **Oral Examination**

During the final semester of study, a comprehensive oral examination must be passed.

## **SPECIAL EDUCATION**

### ***Master of Education (M.Ed), Special Education***

***Dr. Craig Cleland, Chairperson, Retan Center; 570-662-4796***

The Special Education program provides a professional special educator with advanced specialization and training. Emphasis is on education of children with disabilities with related courses in learning disabilities, mental retardation, early childhood education, cultural diversity, and children with behavioral/emotional disturbance.

The program is competency based and reflects the cross-categorical trend in special education. It has a diagnostic/prescriptive teaching base and is designed to develop generic teaching competencies for working with mentally and physically disabled children in various educational settings. Graduates are prepared for such positions as: 1) Diagnostic and prescriptive teachers; 2) Consultative/collaborative specialists; 3) Supervisors and curriculum coordinators for special education programs; 4) Educational consultants for exceptional children. It is the design of the program to enhance leadership skills in the practice of humanistic behavior change. The program may contribute towards teacher certification in the education of mentally/physically disabled children.

### ***Curriculum Requirements***

A minimum of 30 credits of graduate work plus 6 credits for the thesis or 33 credits of coursework in the non-thesis program will be completed according to the following divisions.

#### **IMPORTANT NOTES**

1. Those without special education certification will be required to complete undergraduate deficiency credits prior to candidacy in order to achieve this certification.
2. Those electing the non-thesis option must complete a non-credit departmental research paper as approved and supervised by their graduate advisor (committee chairperson).
3. A written comprehensive exam and an oral comprehensive exam is a requirement for the M.Ed. degree.

4. 33 credits of coursework are required for the non-thesis option.  
 36 total credits (including 6 for the thesis) for the thesis option.

*STUDENTS WITH AN UNDERGRADUATE DEGREE IN SPECIAL EDUCATION*

**I. EDUCATION FOUNDATIONS (6 SH REQUIRED)**

Typically courses that provide knowledge applicable to all areas of education

*ED 500	Methods and Materials of Research	3
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Examples of foundation courses:

ED 554	Curriculum: Principles of Contemporary Thought	3
PSY 503	Human Development	3
ELE 550	Advanced Child Growth and Development	3

**II. SPECIAL EDUCATION FOUNDATIONS (15 SH REQUIRED)**

*SPE502	Administration and Supervision of Special Education	3
*SPE503	Psycho-Educational Diagnostics	3
*SPE530	Seminar in Cultural Diversity in Special Education	3
*SPE542	Seminar on Behavior Management	3
*SPE550	Advanced Curriculum Development	3

**III. SPECIAL EDUCATION RELATED TOPICS (12 S.H. REQUIRED, A MINIMUM OF 6 CREDITS IN SPE)**

Under departmental advisement and according to student need, these open competency electives may be chosen from the areas of Special Education, Elementary and Secondary Education, Criminal Justice, Psychology, and Sociology.

Examples of Suggested Courses:

SPE 504	Guidance for Exceptional Persons	3
SPE 507	Career Education Seminar	3
SPE 560	Problems in Special Education (Selected Topics)	3
SPE 565	Microcomputers in Special Education	3
SPE 577	Seminar on Adult Disabled	3
SPE 580-85	Special Education Workshops	3
SPE 592	Learning Problems in Adults	3
SPE 595	Special Projects	1-6
SPE 597	Independent Study	3
SPE 598	Research Project	3
SPE 599	Thesis	6
ELE 523	Foundations of Reading Instruction	3
ELE 524	Diagnosis of Reading Difficulties	3
ELE 528	Developmental and Remedial Reading in the Middle and Secondary School	3
ELE 529	Remediation of Reading Difficulties	3
PSY 502	Personality and Behavior Pathology	3

SOC 530	Sociology of Deviant Behavior	3
*Required courses		

**STUDENTS WITH AN UNDERGRADUATE DEGREE IN EDUCATION  
(OTHER THAN SPECIAL EDUCATION)**

**I. EDUCATION FOUNDATION (6 S.H. REQUIRED)**

Typically courses that provide knowledge applicable to all areas of education

*ED 500	Methods and Materials of Research	3
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Examples of foundation courses:

ED 554	Curriculum: Principles and Contemporary Thought	3
PSY 503	Human Development	3
ELE 550	Advanced Child Growth and Development	3

**II. SPECIAL EDUCATION FOUNDATIONS (18 S.H. REQUIRED)**

*SPE501	Psychology of Exceptional children or equivalent	3
*SPE503	Psycho-Educational Diagnostics	3
*SPE530	Seminar on Cultural Diversity in Special Education	3
*SPE542	Seminar on Behavior Management	3
*SPE550	Advanced Curriculum Development in Special Education	3
*SPE570	Clinical Practicum	3

**III. SPECIAL EDUCATION TOPICS (9 S.H. REQUIRED)**

*SPE505	Mental Retardation	3
*SPE540	Behavior Disorders	3
*SPE590	Learning Disabilities	3

*\*Required Course*

*\*\*If satisfied, candidate has an additional 3 credits to be used as a related elective.*

Examples of Suggested Courses:

SPE 507	Career Education Seminar	3
SPE 560	Problems in Special Education	3
SPE 565	Microcomputers in Special Education	3
SPE 599	Thesis	6
ELE 523	Foundations of Reading Instruction	3
ELE 524	Diagnosis of Reading difficulties	3
ELE 528	Developmental and Remedial Reading in the Middle and Secondary School	3
ELE 529	Remediation of Reading Difficulties	3
PSY 502	Personality and Behavior Pathology	3
SOC 530	Sociology of Deviant Behavior	3

*STUDENTS WITH AN UNDERGRADUATE DEGREE IN ANY NON-EDUCATION AREA*

**I. EDUCATION FOUNDATION (6 S.H. REQUIRED)**

*ED 500	Methods and Materials of Research	3
*ED 532	Historical Foundations of Education	3

**II. SPECIAL EDUCATION FOUNDATIONS (18 S.H. REQUIRED)**

*SPE501	Psychology of Exceptional Children	3
*SPE503	Psycho-Educational Diagnostics	3
*SPE530	Seminar on Cultural Diversity in Special Education	3
*SPE542	Seminar on Behavior Management	3
*SPE550	Advanced Curriculum Development in Special Education	3
*SPE570	Clinical Practicum	3

**III. SPECIAL EDUCATION TOPICS (9 S.H. REQUIRED)**

*SPE 505	Mental Retardation	3
*SPE 540	Behavior Disorders	3
*SPE 590	Learning Disabilities	3
<i>*Required course</i>		

## READING SPECIALIST CERTIFICATION

*Dr. Craig Cleland, Retan Center, 570-662-4563*

Mansfield University offers a 21-credit-hour sequence of courses leading to recommendation to the Commonwealth of Pennsylvania for K-12 added certification as a reading specialist. With careful graduate advisement, the 21-credit-hour sequence can be applied to a minimum 33-credit-hour Master's degree program (see section describing M.Ed., Elementary Education degree and/or M.S., Education degree). It may be possible to transfer a maximum of six semester hours into the program. In order to be recommended to the Pennsylvania Department of Education for added reading specialist certification, candidates must hold some other current Pennsylvania teaching certificate (e.g., elementary, secondary, special education, etc.), complete all required courses in the reading specialist sequence, and successfully pass the state-mandated NTE Praxis reading specialist test.

Reading specialists perform a wide variety of roles in both public and private settings. Many reading specialists work as diagnostic-prescriptive teachers, offer in-classroom assistance for readers experiencing difficulties, and/or serve as resource consultants to school faculties. The courses in the Mansfield University reading specialist program are designed to prepare students for such a wide variety of professional settings and responsibilities.

### ***Recommended Sequence***

ELE 523	Foundations of Reading Instruction	3
ELE 528	Developmental & Remedial Reading in Middle and Secondary Schools	3
ELE 524	Diagnosis of Reading Difficulties	3
ELE 529	Remediation of Reading Difficulties	3
ELE 530	Reading and Study Practicum (Elementary)	3
ELE 531	Reading and Study Practicum (Middle and Secondary Schools)	3
	Reading Related Elective (by advisement)	3

## **SUPERVISOR I CERTIFICATE**

The Supervisor I Certificate is required for all Pennsylvania elementary and secondary school personnel (other than those who hold Administrative Certificates) whose function is to supervise and evaluate the work of classroom teachers. This includes department chairpersons and heads of curriculum areas.

Program applicants must have a master's degree with an emphasis in the subject matter field or educational specialist area in which they are seeking certification.

The Supervisor I Certificate is offered with a specialty in the following areas:

- Elementary Education
- Secondary Education
- Special Education

### ***ELEMENTARY\*/SECONDARY EDUCATION:***

#### ***Supervision Core (9 semester hours)***

ED 600	Interdisciplinary General School Supervision	3
ED 596	Supervision: Principles and Current Practices	3
ED 554	Curriculum: Principles and Contemporary Thought	3

#### ***Specialty Core (6 semester hours)***

ED 590	Introduction to Educational Administration	3
ED 540	School Law	3
ELE 593	Supervision/Improvement of Instruction	3

#### ***Internship and Seminar (6 semester hours)***

ED 602	Internship in School Supervision	3
ED 601	Critical Topics Seminar for Supervisors	3



\*Please Note: All graduate students must have at least one graduate level course in: science education, social studies education, math education, reading, and child development before completing the requirements for the Supervisor I Certificate with a specialty in Elementary Education.

*SPECIAL EDUCATION*

*Supervision Core (3 Semester Hours)*

ED 600 Interdisciplinary General School Supervision ++ 3

*Specialty Core (12 Semester Hours required)*

ED 540 School Law 3  
 SPE 502 Administration & Supervision of Special Education 3  
 SPE 503 Psycho-Educational Diagnostics 3  
 SPE 550 Advanced Curriculum Development in Special Education 3

*Electives (3 Semester Hours required)*

ED 593 Supervision of Student Teaching 3  
 SPE 560 Problems in Special Education 3  
*Other courses deemed appropriate by advisement*

*Internship and Seminar (6 Semester Hours)*

ED 601 Seminar on Critical Topics for Supervisors ++ 2-3  
 ED 602 Internship in School Supervision++  
 ++*Post-Masters only*

*DEPARTMENTAL ADVISEMENT*

1. Graduate students interested in the special education post-masters certification program should first see the department chairperson in Retan Center, Room 213.
2. An advisory professor will be assigned to review specific requirements, help formalize admission, and set up a schedule of courses to be taken.
3. Appropriate advisement will continue through the completion of the supervisory certification program.

## COURSE DESCRIPTIONS



### *ART*

#### *ART EDUCATION*

##### **ARE 531 Art Education in the Elementary Curriculum - 3 Credits**

A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

##### **ARE 532 Art Education in the Secondary Curriculum - 3 Credits**

An intensive appraisal of teaching strategies, methods and techniques in the secondary school. Emphasis on investigation and exploration of problems with methods for improvement and practical change.

##### **ARE 533 Administration and Supervision of Art Education - 3 Credits**

The investigation and identification of the roles, duties and responsibilities of art administration and art supervisors. Review the development and implementations of art programs in the public schools and in other environments with practical application directed toward the student's present position.

##### **ARE 534 Application of Aesthetic Theory - 3 Credits**

The concept of relating philosophic application of art and aesthetic content to the nature and comprehension of creativity.

##### **ARE 535 Art and The Special Child - 3 Credits**

An exploration of types of characteristics of children who are special: either gifted, physically handicapped, emotionally disturbed, or culturally deprived, and strategies for art experiences with these children.

##### **ARE 536 Current Trends in Art Education - 3 Credits**

Exploration and discussion of materials, processes, and philosophies in art education; experimentation with materials as well as discussion of current publications and research.

##### **ARE 598 Research - 3 Credits; ARE 599 Thesis - 6 Credits**

After completion of all required course work the candidate for the M.Ed. in Art will submit a proposal to his advisor for a research topic. The candidate will complete a written scholarly document for presentation to the graduate committee.

## *ART HISTORY*

### **ARH 501 Cultural Origins of Art - 3 Credits**

A travel-study seminar abroad visiting various countries around the world. The course is planned as an intensive study of the humanities and cultures from which various art styles emerged. Lectures will be conducted throughout the tour by the director.

### **ARH 502 Art of The Far East - 3 Credits**

Introduction and some in-depth study of Eastern Art. Cultural areas and arts covered are: India, China and Japan. Method of teaching involves reading, lectures, discussions, museum visits, films, a research and a specialized topic and an oral report on the topic. Students are encouraged to investigate resources, art monuments, collections, objects and philosophy.

### **ARH 503 Art of The 15th and 16th Centuries - 3 Credits**

The study of architecture, sculpture and painting in Italy, Flanders, Germany, France and Spain of the 15th and 16th centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.

### **ARH 504 Major Trends in Art of the 17th and 18th Centuries - 3 Credits**

A comprehensive study of major contributions of European art and architecture during the seventeenth and eighteenth centuries.

### **ARH 505 Major Trends in Modern Art - 3 Credits**

A study of the major movements in modern art since the late nineteenth century, with analysis of techniques and concepts in their historical context; close attention to the characteristics and significance of the work of leading figures and the movements considered.

### **ARH 506 History of African-American Art - 3 Credits**

An investigation of contemporary African-American artists and their contributions to American society. An in-depth look into African-American history and its effect on art today.

### **ARH 507 - Empires of the World Through Art - 3 credits**

A study of how the art and architecture of various empires were used as images of power and political statement. The Roman, Byzantine, Holy Roman, Ottoman, Russian, and British Empires will be examined.

### **ARH 508 - Art and Mythology of Ancient Greece - 3 credits**

A study of the relationship between art and mythology in ancient Greece from the Bronze Age through the Classical and Hellenistic periods.

### **ARH 509 - Women in Art - 3 credits**

A study of the accomplishments and contributions of women in art and architecture from antiquity to the twentieth century. Women as subjects in art will also be examined, with emphasis on the cultural and artistic milieu in which they are represented.

**map**

**map**

**ARH 510 - Women in Ancient Greek Art - 3 credits**

A study of women as subjects and patrons of ancient Greek art, with emphasis on the cultural and artistic milieu in which they are represented.

**ARH 520 - Native Arts of the Americas - 3 credits**

A comprehensive study of the art and architecture of the traditional Native Americas, with emphasis on regional styles and cultural interpretation.

**ARH 527 Major Trends in Architecture - 3 credits**

Comprehensive study of the history of monumental buildings. Cultural trends, historical innovations, and individual contributions will be examined.

**ARH 528 - Major Trends in American Art - 3 credits**

A study of the major trends in the art and architecture of the United States from the colonial period to the present.

**ARH 529 - Major Trends in the Graphic Arts - 3 credits**

A comprehensive study of the Graphic Arts, with emphasis on the traditional printmaking processes of relief, intaglio, lithography, and serigraphy.

## *ART STUDIO*

**ART 510 Drawing - 1-6 Credits**

An opportunity for the serious drawing student to translate original responses into visual statements that are inventive and personal. Investigations and explorations aimed at developing individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress on dialogue between teacher and student plus group interaction.

**ART 511 Painting - 1-6 Credits**

The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience, or to pursue experiments in unfamiliar media to increase the breadth of his knowledge.

**ART 512 Crafts - 1-6 Credits**

Development and experimentation in basic and specialized area of the crafts. Students will research and explore various techniques, processes and materials to gain an in-depth skill and knowledge in specific crafts. Media will include: wood, metal, plastic, paper, fibers and natural material as well as synthetic material.

**ART 513 Waterbase Media - 1-6 Credits**

An in-depth study of transparent watercolor techniques and acrylic polymer techniques. Studio explorations will constitute the major portion of the course.

**ART 514 Printmaking - 1-6 Credits**

An exploration into the printmaking processes of woodcut, lithography, serigraphy, calligraphy, etching and engraving with emphasis on their use for creative expression.

**ART 515 Ceramics - 1-6 Credits**

An advanced studio course for the art teacher interested in bringing the importance of ceramics (past and modern world) to his or her students.

**ART 516 Metalcraft - 1-6 Credits**

A studio course in applied metal design and advanced techniques in metalcraft. Project assignment will be based on student's prior experience and interests in metal. Students will be exposed to a wide variety of methods of manipulating and fabricating metal forms. Student exposure will also include various methods of casting metal.

**ART 517 Fibers - 1-6 Credits**

The creative application of the principles and elements of design and color theory to fibers and fabrics. Techniques may include weaving, rug making, dyeing processes, basketry, macrame, crochet and lace making.

**ART 518 Photography - 1-6 credits**

The creative application of the principles and elements of design and color theory to fibers and fabrics. Techniques may include weaving, rug making, dyeing processes, basketry, macrame, crochet, and lace making.

**ART 519 Sculpture - 1-6 Credits**

A studio course in three dimensional concepts and advanced techniques in sculpture. Project assignment will be based on student experience and interests in sculptured forms. Students will have the opportunity to work additively or subtractively in wood, stone, metal and to receive exposure to foundry casting.

**ART 520 Graduate Art Seminar - 1 Credit**

A seminar course relevant to the needs of a practicing artist. Students will be introduced to methods of seeking and gathering information pertinent to his/her studio specialty and geographic region. Each student will be required to develop a resource notebook that will assist them throughout their productive years as an artist.

**ART 565 Computer Graphics - 1-6 Credits**

Hands-on training in educational and graphic applications for teaching. A comprehensive survey of advanced principles and practices on the Macintosh computer as they relate to fine arts, to education, and to the community with media processes.

**ART 595 Special Projects - 1-6 Credits**

An art project undertaken by an individual with special needs, special interests or special problems in art or art education. Project goals will be

mutually developed by the student and instructor. Permission of the instructor, chairperson and Associate Provost are required.

**ART 597 Art Presentation/Exhibition - 3 Credits**

As part of the 33 Semester hour non-thesis program the candidate may elect to present an art presentation/exhibition. Examples of this type of project might involve the candidate in a mural painting task, the building of a unique kiln for firing ceramics, an exhibit of art that may tie to a new teaching strategy, etc. In addition to the actual performance of the art presentation/ exhibition, the candidate must present documented evidence of planning, researching the problem and other processes involved. The art presentation/exhibition must be approved by the candidate's advisor and the Art Department Graduate Committee after candidacy approval. Final evaluation of the art presentation/exhibition will take place after the event. This is not a required course but may be used as an elective.

## *BIOLOGY*

**\*BIO 561 Management of Small Impoundments - 3 Credits**

Theory, practice and demonstration of managing farm ponds for optimal sport fishing. Prerequisite: 6 semester hours of college biology and permission of instructor.

**\*BIO 562 Management of Streams and Large Impoundments - 3 Credits**

Theory, practice and demonstration of managing streams, rivers, natural lakes and large impoundments for optimal sport fishing. Prerequisite: 6 semester hours of college biology and permission of instructor.

**\*BIO 582 Cell Physiology - 3 Credits**

A study of a specialized field of cell biology which emphasizes phenomena dealing with the nature of the cell membrane and its transport activities, the reactions of cells to changes in environment, the mechanism of cell excitability and contraction and other manifestations of cellular functioning such as nutrition, growth and secretion.

\*Infrequently offered course

## *EDUCATION*

**ED 500 Methods and Materials of Research - 3 Credits**

An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis and development of reliable conclusions.



**\*ED 531 Social Foundations of Education - 3 Credits**

The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.

**ED 532 Historical Foundations of Education - 3 Credits**

The historical development of American education and study of European influences on the philosophies and practices of American schools. Historical trends are related to current problems and practices in education.

**\*ED 533 Philosophical Foundations of Education - 3 Credits**

Principles upon which to base instruction, recent developments in scientific methodology; theories of curriculum and school organization. Stress is placed upon the essential phases involved in building an individual working philosophy of education.

**ED 540 School Law - 3 Credits**

Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The course is designed for persons concerned with the implications of school law.

**ED 541 Selected Topics in Education - 1-6 Credits**

A modularized course for the study of selected topics which may be developed to meet the needs of individual school districts.

**\*ED 545 Analysis and Evaluation of Pupil Growth - 3 Credits**

Current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives.

**\*ED 548 Workshop in Newer Media - 1-3 Credits**

A modularized approach developing competencies in the application of instructional technology for the classroom. People involved in learning management will be able to identify instructional problems involving visual and/or audio materials and then design and produce cost-effective solutions. Multimedia production; graphics production; instructional TV production.

**\*ED 550 Comparative Education - 3 Credits**

The similarities and differences prevailing within a particular society or culture. Identification and diagnosis of educational problems, ideals and presuppositions in given societies; interpreting by cross-reference to similar patterns in other societies.

**ED 554 Curriculum: Principles and Contemporary Thought - 3 Credits**

A course which studies significant curriculum concepts giving particular attention to the following areas of curriculum study: (1) the dimensions of curriculum as a field of study, (2) forces affecting the curriculum,(3)

the anatomy of the curriculum,(4) quality of curriculum, and (5) processes of curriculum development and implementation.

**\*ED 556 Secondary School Curriculum - 2 Credits**

The major thrust of this course is curriculum interrelationships and curriculum balance. It provides opportunities for reading and research that will stimulate educational practitioners to examine their thinking about the secondary school curriculum.

**ED 580 Computers in Education: An Introduction - 3 Credits**

This course gives educators an overview of educational computing. Students learn to use various software applications (e.g., word processing, database, spreadsheet, and telecommunication) for instructional purposes, and also examine equity, ethical, and legal issues.

**ED 581 Computers in Education - LOGO - 3 Credits**

Students learn to program with Logo, develop instructional strategies for teaching with Logo in various grade levels and subject areas, and explore the educational theories of Seymour Papert.

**ED 582 Computers in Education - Methods and Materials - 3 Credits**

In this course educators learn to evaluate computer software, and develop strategies to integrate computer hardware and courseware into their curricula.

**ED 583 Computers in Education - Current Applications - 3 Credits**

This course provides opportunities for educators to explore the past, present, and future effects of computers in educational practices. (Prerequisite: ED 580 or permission of the instructor.)

**ED 584 Computers in Education - Workshops - 3 Credits**

In this course students use the Internet to find information and resources for K-12 classroom teaching, learn strategies to judge the validity of Internet content, and develop inquiry-based instructional Web pages.

**ED 585 Teaching of Adults - 3 Credits**

Students will identify characteristics and needs of various target groups choosing or needing to be involved in educational offerings for adults. They will explore lifelong learning as a phenomenon relative to many societal influences, and examine and apply principles of andragogy.

**Ed 586 Creating Teaching Materials With The Internet - 3 Credits**

This course examines how to use the Internet as a classroom materials production center. Teachers will use evaluation techniques to examine and build graphics and software libraries from the Internet and to modify their current lessons with these Net-acquired materials.

**ED 590 Introduction to Education Administration - 3 Credits**

A survey course designed to give the prospective school leader an overview of educational administration and leadership. There is particular emphasis on

decision-making, motivation, and effective relations with internal and external constituencies.

**ED 591 Secondary Education Supervision - 3 Credits**

A course concerned with what is taught and its effect on the learner. A special kind of teaching; involving a unique set of learners (teachers) and a unique content (curriculum). A course designed to train supervisors to deliberately educate classroom teachers about curriculum and how to teach it.

**\*ED 592 The Teacher and Educational Leadership - 2 or 3 Credits**

An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: Teaching experience.

**ED 593 Supervision of Student Teaching - 3 Credits**

A course addressed to those who are associated with the supervision of student teachers, cooperating teachers, college administrators, college supervisors, secondary and elementary administrators, and directors of laboratory experiences.

**ED 595 Special Projects - 1-6 Credits**

Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Students may be enrolled for a total of six credit hours. Permission of the instructor, chairperson, and associate provost is required.

**ED 596 Supervision: Principles and Current Practices - 3 credits**

This course introduces principles and practices of supervision that support the professional development of teachers. Topics include the role of teaching and learning to teach; components of effective teaching; MU's teacher education programs, including student teaching; supervision versus evaluation; clinical supervision; and multi-cultural issues related to supervision.

**ED 597 Independent Study - (variable credit)**

Designed for particular student needs relevant to specific problem areas and/or needs in the student's school district.

**ED 598 Research Project - 3 Credits**

**ED 599 Thesis - 6 Credits (3 Credits per Semester for 2 Semesters)**

**ED 600 Interdisciplinary General School Supervision - 3 Credits**

An introduction to school supervision. An interdisciplinary course designed to inform potential supervisors about the theory and process of supervision in public schools. Permission of the chairperson is required.

**ED 601 Critical Topics Seminar for Supervisors - 3 Credits**

A seminar providing a theoretical and practical base for topics related to school supervision.

**ED 602 Internship in School Supervision - 3 Credits**

(Elementary Education, Secondary Education, and Special Education)

Internship in school supervision is a post master's supervised, professional, on-site field experience in a supervisory setting. During the internship, a full-time practicum in schools, the candidate will assume the role of the supervisor in practice under the guidance of well-qualified school personnel actively engaged in supervision. University staff will regularly visit the internship site to observe, advise, and evaluate as the candidate relates theory to practice.

\*Infrequently offered course

*ELEMENTARY EDUCATION*

**\*ELE 502 Innovative Educational Practices - 1-3 Credits**

A course designed to give students opportunities to critically examine innovative ideas, plans and practices; to develop strategies and models which can be tested in classroom situations; and to participate in sessions designed to critically appraise these strategies and models.

**ELE 503 Communication Skills Workshop for Elementary School Teachers - 3 Credits**

A workshop experience in which the instructor investigates and shares techniques and activities that can be used by elementary classroom teachers to improve the total communication skills of children.

**ELE 505 Seminar in Early Childhood Education - 3 Credits**

An advanced seminar in planning developmentally appropriate, early childhood programs. Topics include: theories of teaching and learning; planning integrated curriculums with thematic units and centers; guiding children's learning; assessing and evaluating learning; including all children and their families.

**ELE 511 An Introduction to British Education - 3 or 6 Credits**

A course aimed at providing teachers a firsthand look at the innovations, accomplishments and problems of British education. The participant will have the opportunity to work side by side with a British teacher, get involved with British children and observe various techniques at work in a number of British schools.

**ELE 512 Reading/Writing in British Schools - 3 Credits**

An examination of the integrated language arts curriculum employed in British education. This companion course to "Introduction to British Education" includes first-hand experience observing and participating in British schools.

**ELE 513 Diagnosis and Prescription in Mathematics - 3 Credits**

This course allows elementary school teachers to participate in the diagnosis and remediation of children's mathematics error patterns through the use of individual prescription lesson plans. Focus is on diagnosis and prescription, instructional methodology, use of manipulatives, calculators, and current computer technology.

**ELE 523 Foundations of Reading Instruction - 3 Credits**

Theories of reading development; approaches to reading instruction; effective classroom organizations and practices; emergent literacy; content area reading; developing word identification and comprehension strategies; integrated language arts and literature in teaching reading.

**ELE 524 Diagnosis of Reading Difficulties - 3 Credits**

Identifying reasons for reading failure; characteristics, advantages, and shortcomings of formal and informal assessments; naturalistic assessment techniques; selecting appropriate assessments for individual students; communicating with parents; professional roles of the reading specialist.

**ELE 525 Whole Language - 3 Credits**

Belief systems in whole language and means of translating educational beliefs into classroom practice; several featured topics include big books, experience charts and chants, literature-based instruction, building literature environments, portfolio assessment, collaborative learning projects, and reading-writing connections.

**\*ELE 527 Teaching Reading to Exceptional Children - 3 Credits**

Physical, social and educational needs of exceptional children. Special emphasis on diagnostic and pedagogical approaches necessary to teach the child to read.

**ELE 528 Developmental and Remedial Reading in the Middle and Secondary School - 3 Credits**

Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.

**ELE 529 Remediation of Reading Difficulties - 3 Credits**

Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

**ELE 530 Reading and Study Practicum (Elementary) - 3 Credits  
*and***

**ELE 531 Reading and Study Practicum (Middle and Secondary School Students) - 3 Credits**

Culminating supervised practicum experience in the reading specialist certification program; assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward

reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

**\*ELE 533 Seminar in Implementing Reading Research - 3 Credits**

Provides the opportunity to select, plan, implement, analyze and evaluate a significant reading research finding under field conditions.

**ELE 550 Advanced Child Growth and Development - 3 Credits**

Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence.

**\*ELE 560 Children's Literature, A Multi-Cultural Approach - 3 Credits**

A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.

**ELE 561 Children's Literature, N-3 - 3 Credits**

An investigation of types and uses of children's literature in early childhood and early elementary settings; emphasis on genres, children's responses, teachers' roles, reading and writing workshops, guided reading, fostering literary appreciation, incorporating literature throughout the curriculum; varied means of promoting active participation with picture books.

**\*ELE 574 Diagnostic Teaching in Elementary Mathematics - 3 Credits**

A course to help teachers identify difficulties children have learning mathematics. How to analyze children's mathematical behaviors and how to develop techniques for remediation and prevention. Emphasis upon techniques practical for the classroom teacher. Some formal diagnostic tests are examined.

**\*ELE 580 Elementary School Classroom Music - 3 Credits**

An advanced course aiming at more effective teaching of music by the elementary classroom teacher. Includes proper use of the child's voice, presentation of rote and reading songs, listening, creative activities, rhythmic activities and the use of simple instruments in the classroom.

**ELE 584 Mathematics for the Elementary School Teacher - 3 Credits**

The purpose of this course is to prepare and/or update elementary school teachers' skills for teaching mathematics in the "Information Age".

*Curriculum and Evaluation Standards for School Mathematics* (NCTM Standards), its role in the educational reform movement, will provide the basis for instruction. Focus will be on curricular changes and emphases, instructional methodology and use of materials, and development of skills required of elementary school teachers.

**ELE 586 Recent Trends in Social Studies - 1-3 Credits**

A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; projection of

a program using the potentials of the social studies in a dynamically changing world.

**ELE 587 Elementary Science, Curriculum and Instruction - 1-3 Credits**

Explores principles, problems and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.

**\*ELE 588 Informal Diagnosis of Readiness in Elementary Teaching - 1-3 Credits**

A workshop to help teachers become more aware of cognitive and affective factors influencing a child's readiness to learn. Emphasis on informal assessment of cognitive and affective behavior as a basis for making decisions about instruction for the child.

**\*ELE 589 Environmental Education Workshop for Elementary Teachers - 3 Credits**

A workshop emphasizing field work for scientific knowledge, theoretical background in education, and the application of both to teaching environmental principles in the elementary classroom.

**\*ELE 590 Individualized Teaching in the Elementary School - 1-3 Credits**

A course to guide elementary school teachers in making the transition from whole-class to individual learning activities.

**\*ELE 591 Curriculum Development and Planning - 1-3 Credits**

Theory and practice of curriculum development in the elementary school. Emphasis on aims, content and research. Prerequisite: Teaching experience.

**\*ELE 592 The Teacher and Educational Leadership - 2 or 3 Credits**

An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: Teaching experience.

**\*ELE 593 Supervision for the Improvement of Instruction - 3 Credits**

Supervision in the modern elementary school; the role of the elementary school supervisor in the improvement of instruction; appraisal of elementary school programs and instruction.

**ELE 595 Special Projects - 3 Credits**

Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and Associate Provost are required.

**ELE 598 Research Project - 3 Credits**

**ELE 599 Thesis - 6 Credits**

\*Infrequently offered course

## *GEOGRAPHY*

### **\*GEG 515 Special Problems in Geography - 2-4 Credits**

Offers extensive field experience and the opportunity to observe, first-hand, a variety of natural and human processes and phenomena.

\*Infrequently offered course

## *HISTORY*

### **\*HST 500 Historiography - 3 Credits**

Acquaints the student with basic techniques and procedures in research; treats research and the methods of locating, evaluating and interpreting evidence. The student develops a tentative outline, bibliography and summary of investigative procedure for a research project.

### **\*HST 501 Colonial and Revolutionary America - 3 Credits**

A study of the exploration and settlement of North America 1607-1788.

### **\*HST 504 Constitution to Manifest Destiny - 3 Credits**

The development and expansion of the nation. The rise of democracy, economic and social development, territorial expansion, and foreign affairs. Key figures and their roles are analyzed in depth.

### **\*HST 505 The Age of Civil War and Reconstruction - 3 Credits**

The background of sectional controversy; constitutional issues, secession, and military conflict; the aftermath of War, North and South, with particular emphasis on political and racial development in the period of reconstruction ending in 1877.

### **\*HST 507 The United States, 1914-1945 - 3 Credits**

A study of political, diplomatic, social and economic development in the United States between the end of World War I and the beginning of World War II.

### **\*HST 508 America Since World War II - 3 Credits**

A study of political, diplomatic, social and economic developments in the United States since 1945.

### **\*HST 510 Afro-American Experience - 3 Credits**

History of "the American Dilemma" - the role of the minority black man in a dominant white culture - from 1619 to the present. Thematic emphasis upon black resistance and the quest for a black identity.

### **\*HST 515 Modern American Diplomacy - 3 Credits**

The diplomatic history of the United States in the 20th century. Emphasis is placed on the period from 1930 to the present.



**\*HST 516 The Evolution of Social Welfare in America - 3 Credits**

The development of the public welfare system as a mirror reflecting American's changing attitudes toward misfortune and relief. The effects of an individualistic tradition upon antebellum welfare efforts; the need for social welfare in an industrializing America, the growth of governmental responsibility for social welfare; and the maturation of the welfare state.

**\*HST 518 Frontier in American History - 3 Credits**

Discussion of the settlement of various geographic areas comprising the U.S. and the influence of the frontier on the political, social and economic development of the American people. Indian-White relations are discussed in depth. Cowboy-Indian stereotypes are analyzed.

**\*HST 519 History of Pennsylvania - 3 Credits**

An in-depth examination of the political, economic, cultural and social development of Pennsylvania which also involves the role of the native American and local history.

**\*HST 520 The Teaching of History in the Secondary Schools - 3 Credits**

Creation of a teaching unit in history directly transferable to the secondary teaching situation.

**\*HST 521 The Ancient World: Greece and the Near East - 3 Credits**

The development of Pre-Classical and Classical forms that were the basis for the emergence of Western civilization. The cultural, intellectual and social conditions that shaped Greek and Roman civilizations; their relationships to modern institutions.

**\*HST 522 The Ancient World: The Roman Republic and Empire - 3 Credits**

The development of Pre-Classical and Classical forms that were the basis for the emergence of the intellectual and social conditions that shaped Roman civilization. The relationship of Roman institutions to modern institutions.

**\*HST 523 The Holocaust - 3 Credits**

The systematic mass murder sits uneasily in history as many troubled questions remain unanswered. By applying historical analysis highly charged topics will be investigated. Prerequisite: one history course or consent of the instructor.

**\*HST 525 American Social and Cultural History - 3 Credits**

Investigation of the major social, cultural and intellectual trends in American history. Emphasis is placed upon important religious, educational and intellectual developments.

**\*HST 526 World Cultures - 3 Credits**

Specific cultures are studied with emphasis placed upon the cultural, intellectual, social and political conditions which shaped various world civilizations and their relationships to our current institutions.

**\*HST 530 The American Indian: From Bering to Red Power - 3 Credits**

This course deals with the origins, culture and history of the American Indian. Development of Indian policy by colonial rulers and by the U.S. are studied and compared.

**\*HST 551 Renaissance and Reformation - 3 Credits**

Examination of the political, social, economic, and cultural forces involved in the transition from medieval to modern Western society with attention to the rise of national states, the growth of individualism and the impact of the religious changes on society.

**\*HST 558 The Soviet Union - 3 Credits**

A history of the Bolshevik Revolution and the founding of the Soviet Union, the internal and external factors involved in Soviet power politics, and world Communism from 1917 to the present.

**\*HST 559 Russia: Beginning to 1917 - 3 Credits**

After considering the basic problems in Russian historiography, the course deals with the nature and development of the Russian empire from the time of Peter I to the Revolution of 1917.

**\*HST 566 Twentieth Century Europe - 3 Credits**

A study of the political, economic, cultural and international developments in Europe during the 20th century. Particular attention is given to the background problems which led to the two world wars and their global impact and significance. Prerequisite: Consent of instructor.

**\*HST 588 History Of Africa - 3 Credits**

After an introduction to the History of Africa prior to European colonization and a brief examination of colonialism on the continent, the course will focus on sub-Sahara Africa for the period from post World War II until the present, examining colonialism, nationalism, independence and the continuing crises and problems of the nations of the continent. South Africa also will be emphasized.

**\*HST 589 Vietnam War - 3 Credits**

Examines the historical, military, political, religious, and social aspects of the war. Includes the effect on Vietnam politically and culturally. American domestic concerns, international aspects and consequences will be covered.

**\*HST 595 Special Projects - 1-6 Credits**

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and Associate Provost are required.

\*Infrequently offered course

## *LIBRARY*

### **LSC 501 Instructional Collaboration – 3 Credits, online**

Skills necessary to implement a library information curriculum will be developed. Students will recognize role of the librarian as leader in curriculum planning and professional development. They will identify resources necessary to support the instructional program.

### **LSC 505 Core Resources for the School Library – 3 Credits, online**

This course provides background knowledge to locate, compare, and select basic library resources for the learning needs of the K-12 school environment. Students will learn to apply reading strategies and the knowledge of test scores and text readability scores to resource provision. Course materials and activities will also address developmentally appropriate, multicultural, and special needs resources. Opportunity for hands-on examination of basic school library resources through practicum activities in a school or public library will be provided.

### **LSC 510 Electronic Delivery Systems – 3 Credits, online**

Presents network components and protocols with an emphasis on networks for schools and school districts. The focus will be as narrow as effective classroom design and physical facilities issues, but broaden to bandwidth concerns, local-area and wide-area technologies, IP networks, the Internet, and distributed computing applications. The emphasis is on planning, designing, redesigning, and managing networks, and maximizing the utility of the network in the classroom.

### **LSC 515 Collection Management in the Electronic Age – 3 Credits, online**

Outlines a process for developing both an in-house, available library collection and an external, accessible collection of learning resources, focusing on the needs and requirements of the school learning community. The main objective is learning the necessary skills and background knowledge to implement a collection development process: profiling the needs of the learners, assessing existing collections, establishing selection criteria for various formats of resources, making acquisitions decisions, and promoting the use of the resources. Students will use various selection tools and learn the parts and importance of a written collection development policy.

### **LSC 520 Cataloging and Classification in an Electronic Environment – 3 Credits, online**

Designed for librarians who wish to provide their patrons with the most effective access to their school library collections. Course participants will develop skills to apply the principles of description (cataloging) and organization (classification) of print, media, and electronic resources. The application of AACR2, the USMARC format, Sears and LC subject headings, and the Dewey Decimal Classification system will be emphasized. Students

will become familiar with automated cataloging systems, the evolving OPAC, and the consideration of various cataloging services relevant to the school library environment.

**LSC 525 Strategic Library Management – 3 Credits, online**

Focus is on a broad spectrum of expertise and skills needed to manage a school library. Topics include: the development of missions and priorities, strategies and techniques of budgeting, staff supervision and scheduling, development of procedures and policies, long-range and strategic planning, overseeing acquisitions, use of space, furnishings, equipment, and resources. Students will explore methods to assess the library program and methods to maintain a position of leadership and professionalism within their school. Issues dealing with a “safe” school library environment will be identified.

**LSC 530 Library Advocacy – 3 Credits, online**

Identify ways that advocates can bring about change in the educational system. Develop the skills necessary to promote the services of the library program within the school complex, the community, and beyond. Develop the skills and knowledge needed to identify alternative sources of funding for special projects, as well as the skills necessary to write an actual grant proposal. Develop a multi-year school library media advocacy plan that will strengthen leadership and managerial abilities.

**LSC 535 Information Literacy and Academic Standards – 3 Credits, online**

Examine the role of the library Media Specialists as teacher, instructional partner, information specialist, and program administrator as each relates to information literacy. Review state and national academic standards and develop competencies in writing information literacy curriculum. Prepare information skills lessons for school students and design staff development programs in information skills across the curriculum for teachers and other school staff.

**LSC 540 Information Searching, Retrieval, and Presentation Strategies – 3 Credits, online**

Today’s librarians must not only be expert themselves in searching emerging information landscapes, they need to be able to teach others how to navigate effectively also. Course participants will learn how to evaluate and select the best search tools for specific information jobs, craft effective strategies, and design search tool portals for their unique constituent groups. They will explore various methods for communicating the results of an information search as well as instructional strategies tailored to searching in varied educational settings.

**LSC 545 Access and Legal Issues in the Information Age – 3 Credits, online**

Develop skills necessary to implement a school library program that provides access to the resources both print and non-print needed to carry out the mission of the school library media center and the school district. Examine

and become familiar with the policies and procedures necessary to insure access and guarantee patron privacy.

**LSC 560 Seminar and Internship in School Librarianship – 2-4 Credits**

This capstone course consists of two parts, an online seminar required of all students and on-site field work in a school library for K-12 library science certification candidates. The seminar includes readings, research, and threaded discussions on topics related to the school environment, teaching, and professionalism. Each student will create a professional portfolio, revise his/her resume and conduct a job search, assess his/her professional growth, and review professional organizations and continuing education opportunities. Most students seeking K-12 library science certification will be required to complete a 30-hour practicum while others having no professional classroom teaching experience may choose to complete a 60-hour practicum.

*MUSIC*

*Applied Music Courses*

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student.

**500-level applied music courses** are designed for studying secondary instruments. The courses offer one credit per semester. A maximum of two credits may be applied to the degree.

	<b>Private Instruction</b>	<b>Credits</b>
MAP	500 Voice Sec	1
MAP	510 Piano Sec	1
MAP	515 Applied Conducting	1-2
MAP	520 Organ Sec	1
MAP	525 Harpsichord Sec	1
MAP	530 Flute Sec	1
MAP	531 Oboe Sec	1
MAP	532 Clarinet Sec	1
MAP	533 Bassoon Sec	1
MAP	534 Saxophone Sec	1
MAP	540 Trumpet Sec	1
MAP	541 Horn Sec	1
MAP	542 Trombone Sec	1
MAP	543 Euphonium Sec	1
MAP	544 Tuba Sec	1

MAP	550	Violin Sec	1
MAP	551	Viola Sec	1
MAP	552	Cello Sec	1
MAP	553	Bass Sec	1
MAP	557	Guitar Sec	1
MAP	560	Percussion Sec	1

**600-level applied music courses** are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses. The courses offer one or two credits per semester or term and may be re-elected for additional credit. A maximum of four credits may be applied to the degree. (Part-time students register for one credit per semester.) After four credits in the primary applied instrument, students may choose to register for MU 596 Recital.

<b>Private Instruction</b>			<b>Credits</b>
MAP	600	Voice	1-2
MAP	610	Piano	1-2
MAP	615	Applied Conducting	1-2
MAP	620	Organ	1-2
MAP	625	Harpsichord	1-2
MAP	630	Flute	1-2
MAP	631	Oboe	1-2
MAP	632	Clarinet	1-2
MAP	633	Bassoon	1-2
MAP	634	Saxophone	1-2
MAP	640	Trumpet	1-2
MAP	641	Horn	1-2
MAP	642	Trombone	1-2
MAP	643	Euphonium	1-2
MAP	644	Tuba	1-2
MAP	650	Violin	1-2
MAP	651	Viola	1-2
MAP	652	Cello	1-2
MAP	653	Bass	1-2
MAP	657	Guitar	1-2
MAP	660	Percussion	1-2
MAP	670	Recital	1-2

### ***Ensembles***

Participation in these university organizations is open to qualified graduate students.

<b>Private Instruction</b>			<b>Credits</b>
MEN	500	Concert Choir	1
MEN	501	Festival Chorus	1
MEN	502	Opera Workshop	1
MEN	503	Mansfieldians	1
MEN	504	Chamber Singers	1

MEN	505	Vocal Ensemble	1
MEN	510	Piano Ensemble	1
MEN	530	Concert Wind Ensemble	1
MEN	531	Mountie Marching Band	1
MEN	532	Symphonic Band	1
MEN	533	Woodwind Ensemble	1
MEN	534	Brass Ensemble	1
MEN	535	Concert Jazz Band	1
MEN	536	Small Jazz and Commercial Ensemble	1
MEN	550	Orchestra	1
MEN	551	String Ensemble	1
MEN	557	Guitar Ensemble	1
MEN	560	Percussion Ensemble	1

**MU 500 Methods and Materials of Research - 3 Credits**

Basic techniques, procedures and sources. Selections of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.

**MU 501 World Musics - 3 credits**

Musics of the five continents are explored with particular emphasis on each tradition's cultural function. Provides the fundamental research and comparative skills needed to understand and listen to selected non-Western music. Includes discussions of how Western art and popular music incorporate these styles. Field study and ethnomusicological techniques are explored.

**MU 510 Form and Analysis - 3 Credits**

Analysis of compositions drawn from various periods of music history.

**\*MU 511 Eighteenth Century Counterpoint - 3 Credits**

A study of the contrapuntal style of the late Baroque era.

**MU 513 Electronic Music - 2 Credits**

Survey of electroacoustic music technology with emphasis on MIDI applications. Provides hands-on experience with computer-based sequencing and music notation.

**\*MU 515 Instrumental Scoring - 3 Credits**

Arranging for instrumental groups. Prerequisite: An undergraduate course in orchestration.

**\*MU 516 Vocal Scoring - 3 Credits**

Scoring for vocal groups. Special attention is given to arranging for unbalanced vocal groups such as those which may be found in the public schools.

**MU 517 Composition - 3 Credits**

Development of deeper insight into music through intensive creative experience.

**\*MU 518 Advanced Composition - 1-3 Credits**

Students develop and work on individual compositions, thus deepening their knowledge and skill in musical composition. May be repeated for credit up to a maximum of 6 credits.

**\*MU 519 Interpretation of Selected Repertory - 3 Credits**

Interpretative techniques are studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his/her professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects.

**MU 520 Song Literature - 3 Credits**

Emphasis upon the history of the German lied, French chanson and solo song in the British Isles and the United States.

**MU 521 Choral Literature - 3 Credits**

A history of choral literature from the Renaissance to the present. Historical and cultural influences will be emphasized.

**\*MU 522 History of Opera - 3 Credits**

A history of opera from the late 16th century to the present with attention to the conventions governing librettist and composer. Study of the musical, dramatic, and social climate in which opera was composed.

**MU 523 Studies in Keyboard Literature - 3 Credits**

Keyboard literature including organ, "clavier" and piano. Examples are drawn from early and later sources according to the interests and requirements of the student.

**\*MU 524 The Piano Sonata - 3 Credits**

A study of the piano sonata from the earliest works written specifically for the piano to those of the present day.

**\*MU 526 Nineteenth Century Music - 3 Credits**

Music style and expression during the 19th century with emphasis on the intellectual foundations of the romantic movement. Representative works in the various forms are studied and analyzed in detail.

**\*MU 527 Twentieth Century Music - 3 Credits**

An analytical, technical and historical study of music of the 20th century, with particular attention to details of melody, harmony, tonality, rhythm, texture, orchestration and form.

**\*MU 528 American Music - 3 Credits**

The development of American music from the colonial era to the present. Psalmody, secular songs, folk and dance music, plays with music, operas, concert life and music publishing, songs, and piano compositions, oratorios, orchestral works, jazz, music in education, the American "schools" of composition.



**MU 529 Seminar in Music Literature - 3 Credits**

An intensive study of selected examples of musical literature with emphasis on comparative historical and stylistic developments.

**MU 537 Wind Band Literature – 2 Credits**

The study of wind band literature considered standard in performance repertoire at high school level with an emphasis on developing the skills to recognize works that are artfully crafted. Prerequisites: non for MM candidates, MU 351 Advanced Conducting and MU 315 Orchestration for undergraduates.

**MU 540 History and Philosophy of Music Education - 3 Credits**

Philosophical and historical foundations of music education from the time of the ancient Greeks to the present. Special emphasis on music education in the U.S. and music as an aesthetic experience.

**MU 541 Administration and Supervision of Public School Music - 3 Credits**

The role of the music educator in positions of administration and supervision. An analysis of administrative functions including the definition of purpose, planning, organizing, directing, evaluating and improving school music programs.

**\*MU 542 Psychology of Music - 3 Credits**

The physical and psychological effects of music, tests, and measurements in music.

**MU 543 Seminar in Music Education - 3 Credits**

Identification and formulation of the principles, philosophies and objectives of music education.

**MU 544 Recent Trends in Music Education: Elementary and Middle Schools - 3 Credits**

New concepts in classroom music teaching in the elementary and middle schools. Emphasis on the contributions of contemporary composers, ethnomusicologists, and educational psychologists. Attention to the needs of exceptional students.

**MU 545 Vocal/Choral Music Methods – 2 Credits**

The study of a suitable choral program in an institutional setting. The course emphasizes the teaching of voice and ensemble singing through the developmental stages of singers, from child to adult. Students observe and participate in vocal/choral music-making with elementary through collegiate level choirs. Prerequisites: undergraduate music degree and MU 550.

**MU 546 General Music Classes in Secondary Schools - 3 Credits**

Music concepts, knowledge, and skills developed through projects correlated with the total curriculum.

**MU 547 Orff Schulwerk: Level I - 3 Credits**

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the introductory techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level I certification according to the guidelines of the American Orff-Schulwerk Association.

**MU 548 Orff Schulwerk: Level II - 3 Credits**

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the intermediate techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level II certification according to the guidelines of the American Orff-Schulwerk Association. Prerequisite: Level I certification.

**\*MU 549 Orff-Schulwerk: Level III - 3 Credits**

Advanced techniques and materials of the Carl Orff approach to teaching music. Designed for music teachers, music therapists and church musicians. Successful completion will result in the awarding of Level III Orff-Schulwerk certification. Prerequisite: Level II certification.

**MU 550 Advanced Choral Conducting - 3 Credits**

Study of choral works at an advanced level.

**MU 551 Advanced Instrumental Conducting - 3 Credits**

Study and analysis of all phases of baton technique and score reading.

**MU 552 Diction I for Singers - 2 Credits**

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in Italian, Latin and German, examining those elements of pronunciation which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

**MU 553 Diction II for Singers - 2 Credits**

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in English and French, examining those elements of pronunciation which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

**MU 557 Music Theatre Production - 3 Credits**

A course providing the non-professional stage director with a working knowledge of the skills needed to stage and direct a musical production.

**\*MU 558 Instrument Repair - 1 Credit**

Lectures, demonstrations and laboratory experiences presenting the nomenclature, techniques of proper care, and effective means of treating the various repairs that can be made with the simple equipment usually available to an instrumental teacher in the schools.

**MU 559 Marching Band Techniques and Materials - 3 Credits**

Study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

The following pedagogy courses include the techniques, teaching problems, teaching materials, and literature related to the appropriate applied music area.

**MU 571 Vocal Pedagogy - 2 Credits**

**MU 572 Piano Pedagogy - 2 Credits**

**MU 574 String Pedagogy - 2 Credits**

**MU 575 Woodwind Pedagogy - 2 Credits**

**MU 576 Brass Pedagogy - 2 Credits**

**MU 577 Percussion Pedagogy - 2 Credits**

The above courses include the techniques, teaching problems, teaching materials and literature related to each given applied music area.

**\*MU 578 Pedagogy of Music Theory - 3 Credits**

A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.

**\*MU 579 Pedagogy of Music Literature - 3 Credits**

Various approaches to the teaching of music literature with an emphasis on aural analysis and the development of listening skills. Musical subject matter will embrace a broad range of media, forms, and styles.

**MU 595 Creative Project 2-6 Credits**

Students doing musical transcriptions or writing a music composition in lieu of a thesis or research project register for this course. (See Research Options)

**MU 596 Recital - 2 Credits**

A formal recital given in the major performing medium represents the culmination of study in the applied area. Prerequisite: four graduate credits in the performing medium of the recital program.

**MU 597 Independent Study - 1-3 Credits**

**MU 598 Research Project - 3 Credits**

**MU 599 Thesis - 6 Credits**

\*Infrequently offered course

## *PSYCHOLOGY*

**\*PSY 501 Social Psychology - 3 Credits**

The social psychological perspective from the point of view of the individual. Topics include the processes of socialization; identity, and attitude formation and change; and person perception and interaction. The social psychological aspects of social structure and personality, group processes, collective behavior, and psychological theories of society and deviance are also addressed.

**\*PSY 502 Personality and Behavior Pathology - 3 Credits**

A contemporary overview of personality and behavior pathology. The history of abnormal psychology, clinical syndromes, contrasting conceptual models of disordered behavior, and applications in schools, courts and community settings are covered. Emphasis is placed upon the special problems of referral, diagnosis and treatment in rural areas.

**\*PSY 503 Human Development - 3 Credits**

Topics covered in this course include the biological, cognitive, and affective components of development and the way in which they interact with each other and the environment to determine the outcome of development.

**\*PSY 504 Research Methods - 3 Credits**

Research methods for applied psychology. Emphasis is on quasi-experimental and survey research designs. Includes measurement and scaling techniques, questionnaire construction, computer-based data analysis, report writing, and related ethical issues. An individual applied research project is required.

**\*PSY 505 Physiological Psychology - 3 Credits**

This course covers the development of the human nervous system, human neuroanatomy and neurophysiology. The student researches and presents information on sensory, motor, attentional and motivational systems.

**\*PSY 521 Death and Dying - 3 Credits**

This course provides an overview of the psychological aspects of death and dying in our society. It examines the process of death in our culture, including attitudes toward and preparation for death, the terminally ill patient, funeral rituals and burial, mourning and grief, and suicide and euthanasia. Readings, lectures, and discussions will be supplemented by self-exploration and writing by students concerning their feelings, attitudes, and beliefs about death.

**\*PSY 522 Psychology of Women - 3 Credits**

This course is an in-depth study of how psychological development, life experiences, and social change interact to affect women's development across the life span.

**\*PSY 531 Individual Cognitive and Social Assessment - 3 Credits**

This course provides an introduction to psychological assessment including clinical interviewing skills, use of both individual and group tests of cognitive functioning, affective states, and personality. Computerized analysis of test results supplements the student's understanding of test interpretation and intervention planning. Tests and measures will be considered with an emphasis on relating assessment results to diagnostic and intervention issues.

**\*PSY 532 Assessment of Personality and Human Interaction - 3 Credits**

This course is a continuation of PSY 531, which is a prerequisite. Emphasis will be placed on gaining continued experience and expertise in the administration of cognitive, affective, personality, and other tests. In addition, interpretation of the tests administered will be covered with special attention to the use of assessment battery results in diagnostic and treatment issues.

**\*PSY 533 Community Program Evaluation - 3 Credits**

Basic concepts of evaluative research and its applications in community mental health settings are covered. Attention is given to program evaluation in rural areas.

**\*PSY 540 Individual Methods of Behavior Change - 3 Credits**

Problem-oriented methods of individual behavior change, including brief forms of psychotherapy, behavior modification and crisis intervention, are considered in light of their application in modern community mental health programs. The course prepares the student for application of these methods during an internship.

**\*PSY 541 Group Methods of Behavior Change - 3 Credits**

Small group process and models of group psychotherapy and sensitivity training are considered in light of their application in modern community mental health programs. Emphasis is placed on students' development of applied group skills.

**\*PSY 542 Methods of Prevention and Community Change - 3 Credits**

Modern community mental health services are considered with special attention to the problems of rural areas. Preventive programming and consultation strategies are examined in depth. Emphasis is on application of these methods.

**\*PSY 545 Advanced Counseling Techniques - 3 credits**

This course provides advanced training in counseling skills for students in the helping professions (nursing, social work, counseling/clinical psychology,

criminal justice, etc.). Emphasis placed on diagnosis and treatment of clients requiring long-term intervention. Special emphasis will be placed on diagnosis and treatment of personality disorders.

**\*PSY 550 Thesis Research - 6 Credits**

Option of taking 3 credits for two semesters

**\*PSY 551 Professional Psychology in the Rural Community - 3 Credits**

The psychological and social structures of rural communities are examined. Emphasis is placed on the mental health and other human services which function in the rural community. Field visits are required.

**\*PSY 554 Professional Psychology and Ethics Seminar - 0-1 Credit**

This course introduces students to the recent history of professional psychology, current practice issues, and the professional ethics of psychologists. Special practice issues that pertain to rural communities are addressed in various readings and class discussions. The fall section is devoted to ethics issues. All graduate students must complete one fall section and two spring sections of the course to receive credit.

**\*PSY 560 Community Internship - 3-9 Credits**

A minimum of 1000 hours of supervised psychological experience in a faculty-approved facility offering mental health services. Programs serving rural areas are given priority in the selection of internship sites. The internship is normally completed over a 6 to 12 month period. Students may register for this course up to two times for a maximum of 9 credits total.

**\*PSY 595 Special Projects - 1-6 Credits**

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and Associate Provost are required.

\*Infrequently offered course

## *SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK*

**\*ANH 501 World Cultures - 3 Credits**

Comparative study of the major cultural areas of the world. Institutional patterns characterizing the cultural complexes of Europe and Southwest Asia, South Asia, Southeast Asia, North and South America, and Africa south of the Sahara will be examined. Prerequisite; permission of instructor required

**\*SOC 500 Men in Society - 3 Credits**

survey and analysis of traditional male sex-roles, as well as the evolution of new societal definitions of masculinity and the ANew Men's Movement. Male/male and male/female relationships and communication are also critiques and evaluated. The emphasis throughout is upon student application of critical thinking skills to appropriate written and media sources of sociological information.

**\*SOC 515 American Values in Conflict - 3 Credits**

Review of the conflicting values of different social and ethnic groups, generation, and sexual orientations and their consequences for American society. The nature of values, the basic American value system, and the relationship of individual and community value positions are examined. Attention is given to the application of techniques for value study to the clarification of educational and community problems.

**\*SOC 522 Sociology of Aging - 3 Credits**

A description and analysis of the sociological factors affecting the elderly and the aging process. Particular focus is placed on the conditions of the elderly as a function of societal norms, attitudes, and values.

**\*SOC 530 Sociology of Deviant Behavior - 3 Credits**

Exploration of community and social bases of juvenile delinquency and crime. Provides an introduction to sociological theories of deviance and the new perspectives in criminology.

**\*SWK 552 Family Interventions - 3 Credits**

This is a basic orientation to family counseling as one method of intervention for social dysfunction. Local social agency personnel and students in field placement are invited to participate. Role playing and video taping will be used to develop family-work skills.

**\*SWK 554 Chemical Dependency Treatment - 3 Credits**

Prepares students for entry level positions in the chemical dependency field. Students will learn a global assessment strategy for differential diagnosis, as well as, beginning intervention techniques with the chemically dependent.

\*Infrequently offered course

## *SPECIAL EDUCATION*

**SPE 501 Psychology of Exceptional Children - 3 Credits**

Personality, emotional, social, and learning characteristics of individuals who are exceptional. Includes mentally/physically disabled, gifted and culturally diverse. Emphasis on psychological adjustment, attitudes, diagnostic testing, counseling and guidance, methods to facilitate adjustment, and research findings.

**SPE 502 Administration and Supervision of Special Education - 3 Credits**

Study of organization, administration, and supervision of special education programs. Includes legal aspects, budget and finance, physical facilities, staff development, instructional leadership, parent and community roles, and current research.

**SPE 503 Psycho-Educational Diagnostics - 3 Credits**

Principles and practices of coordinated diagnosis of the problems of exceptional children within various environments and cultures. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique.

**\*SPE 504 Guidance for Exceptional Persons - 3 Credits**

Principles, techniques and organization of guidance services for the physically, mentally, and/or socially disabled within various environmental cultures. (Roles of aptitude, intelligence and vocational testing, counseling techniques and selective placement, including a study of physical, mental and emotional demands of suitable occupations.)

**SPE 505 Mental Retardation - 3 Credits**

Intensive review of research on etiology of mental retardation, classification systems and diagnostic problems. Study of brain injury, psycho/social retardation, research on learning characteristics, evaluation of psychological tests, and criteria distinguishing mental retardation from other problems.

**\*SPE 507 Career Education Seminar - 3 Credits**

Theory and practice of career education for the disabled and gifted, including vocational training, guidance related services; elementary, high school, post-school perspectives and settings; issues, trends and research findings.

**SPE 508 Education of Severely Retarded - 3 Credits**

Organization of special educational programs for individuals with low-functioning retardation. Diagnosis and classification, development of teaching materials and techniques; community organizations and parent education; sheltered workshops; trends; problems and issues.

**SPE 509 Early Childhood Special Education - 3 Credits**

Critical study and analysis of early childhood education for the young disabled child. Identification and developmental processes; model programs; home-based services; methods and materials; infant-toddler, preschool and primary programs; team approach; research findings.

**\*SPE 510 Seminar Communication Disorders - 3 Credits**

Advanced study of speech, hearing and language disorders. Case studies and appropriate investigative activities. Multi-disciplinary and multi-cultural exploration and discussion of problems along with procedures and materials necessary for remediation.



**\*SPE 515 Problems in Communication Disorders - 3 Credits**

Intricate problems confronting public education in the area of communication disorders. Accepted practices and procedures in adapting instruction to children with communication disorders; development of new approaches to educating these children. Prerequisite: SPE 510 and/or permission of instructor.

**\*SPE 520 Seminar on the Gifted and Talented - 3 Credits**

Advanced study of the nature, characteristics and educational needs of students who are gifted and talented from a variety of cultures. Review of research findings with implications for curriculum development, teaching procedures and instructional materials. Observation and field resource visitations.

**\*SPE 521 Creativity and Education - 3 Credits**

The nature of creativity in a broad range of human endeavors. Divergent thinking and its products: identifying and establishing climates or settings fostering creativity; research findings and needs; educational implications. Opportunity provided for individual creative project. Prerequisite: SPE 520 and/or permission of instructor.

**\*SPE 525 Contemporary Issues - Gifted and Talented - 3 Credits**

Basic conditions in the educational and psychological development of children who are gifted. Students develop curricula with necessary vehicles of implementation and evaluation. Psychological effects of high abilities upon the total functioning of the child. Prerequisite: SPE 520 and/or permission of instructor.

**SPE 530 Seminar on Cultural Diversity in Special Education - 3 Credits**

Socioeconomic, political and ethnic characteristics of children and youth from diverse backgrounds. Relevant research as it relates to etiology, current corrective programs and alternate solutions to the problems of deprivation. (Required of M.Ed.)

**\*SPE 531 Education of the Culturally Diverse - 3 Credits**

Learning characteristics of children and youth from multi-cultural background. Current educational intervention strategies; development of additional methods of educational intervention; current and relevant research.

**\*SPE 535 Problems in the Education of the Culturally Diverse - 3 Credits**

Educational issues of coping with problems of social, cultural and economic deprivation. Reviewing and designing research studies for resultant training and education of all individuals of diversity. Prerequisite: SPE 530 and/or permission of instructor.

**SPE 540 Behavior Disorders - 3 Credits**

Problems in the education of children with emotional/behavioral disorders in regular and special classes, including children whose emotional disturbances are associated with other disabilities. Adaptation of curriculum; methods of instruction; special materials; adjustment of classroom schedules and environment.

**SPE 542 Seminar on Behavior Modification - 3 Credits**

Behavior modification for children with learning and behavior disorders. Behavior characteristics and re-education procedures presently used and anticipated. Behavior modification projects are conducted in practicum settings.

**\*SPE 545 Problems in Education of the Emotionally Disturbed - 3 Credits**

Education of children with behavior disorders. Diagnostic procedures, therapy, research and related problems in special education for children and youth with emotional/behavioral disorders. Prerequisite: SPE 540 and/or permission of instructor.

**SPE 550 Advanced Curriculum Development in Special Education - 3 Credits**

Advanced study of curriculum principles and practices for special needs learners of diverse background. Discussion of regular education curriculum mandates, appropriate modifications, specialized teaching, curriculum writing formats, evaluation, and resource materials. (Required of M.Ed.)

**SPE 554 Law and Individuals with Disabilities - 3 Credit**

Survey and description of major legal developments pertaining to identification, placement, education, services and rights of individuals with disabilities across the lifespan. Discussion of implications for administrators, teachers, support staff, parents, and employers.

**SPE 560 Problems in Special Education - 3 Credits**

In-depth survey of current problems, issues and trends in Special Education.

**SPE 565 Microcomputers in Special Education - 3 Credits**

The course will provide an introduction to and an overview of computer applications for exceptional students. The emphasis for students is to become functional with the microcomputer. Students will be introduced to various microcomputers, selecting and evaluating courseware, assistive/adaptive devices, management systems, curriculum correlation, and classroom integration. The possibilities provided to students will assist the exceptional learners to function as a non-handicapped individual.

**SPE 570 Clinical Practicum - 3-6 Credits**

An in-class and supervised professional field practicum in a special education setting. A transition between pre-professional and full professional status for the graduate student. Prerequisite: Site selection and arrangement approved by faculty advisor.

**SPE 575 Residential Facilities for the Disabled - 3 Credits**

Provides the student with an orientation to the principles and philosophies of residential facilities. It explores the different types of residential facilities available for children with disabilities from institutions to semi-independent living accommodations and provides the student the skills necessary to apply to principles of normalization in all settings.

**SPE 576 Normalization - 3 Credits**

This course explores the principles of normalization and how the theory can be applied to all problems dealing with individuals with disabilities. The skills and competencies of this course will also provide the student with techniques to develop awareness and attitudinal changes toward the handicapped in a community. In addition to normalization it explores the principles of advocacy. Section 504 of the Rehabilitation Act and recent litigation and legislation concerning the rights of individuals with disabilities in a community setting. Strategies for public relations using local government, agency and service organizations will be developed.

**SPE 577 Seminar on Adult Disabled - 3 Credits**

A problem/solution-oriented seminar on adults with mental and physical disabilities. Discussion of nature and needs of broad range of adults with disabilities, implications for helping professions, research on adult learning and adjustment, current trends, issues and programs.

**SPE 578 Adult Program Practices - 3 Credits**

Basic organization, planning, and implementation of adult-level programs and services for individuals with mental and physical disabilities.

**SPE 580-85 Special Education Workshops - 1-6 Credits**

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

**SPE 590 Learning Disabilities - 3 Credits**

Planning for multi-disciplinary, multi-cultural learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings. Development and evaluation of remedial procedures and materials.

**SPE 591 Comparative Special Education: Selected Countries - 3 Credits**

Students will participate in a comparative study of special education policies, practices, and procedures in selected countries. Students will observe and analyze programs for individuals with disabilities throughout the lifespan in relationships to their societal context.

**SPE 592 Learning Problems in Adults, 3 Credits**

An exploration of learning problems which adults experience because of intellectual or physical disabilities, emotional or psychological problems, limitations in educational programs, situational interferences, and cultural attitudes toward education of adults.

**SPE 595 Special Projects - 1-6 Credits**

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and Associate Provost are required.

**SPE 597 Independent Study - 3 Credits**

**SPE 598 Research Project - 3 Credits**

**SPE 599 Thesis - 6 Credits**

\*Infrequently offered course

## GRADUATE FACULTY

### *FULL*

***NANCY BOSTON (1989), Associate Professor, Music***

B.M., Lawrence University, 1973; M.M., Peabody Conservatory of Music, 1975; D.M.A., Ibid., 1984.

***BARRY BRUCKLACHER (1989), Professor, Assistant Chairperson, Education and Special Education***

B.S.E., Mansfield State College, 1970; M.Ed., Ibid., 1981; Ph.D., Pennsylvania State University, 1992.

***CELESTE BURNS (1975), Professor, Education and Special Education***

B.S.Ed., Edinboro State College, 1971; M.Ed., Ibid., 1973; D.Ed., Pennsylvania State University, 1989.

***CRAIG J. CLELAND (1981), Professor, Chairperson, Education and Special Education***

B.S., Millersville State College, 1975; M.Ed., Shippensburg State College, 1978; Ph.D., University of Maryland, 1980.

***DOUGLAS M. CROWDER (1998), Assistant Professor, Music***

B.M., Westminster Choir College, 1980; M.C.M., School of Church Music of The Southern Baptist Theological Seminary, 1982; D.M.A., The Peabody Institute of the Johns Hopkins University, 1992.

***PEGGY DETWILER (1990), Professor, Music***

B.S., University of Wisconsin-Platteville, 1970; M.M., University of Wisconsin-Madison, 1980; B.M., Ibid., 1982; M.M., University of Texas-San Antonio, 1985; D.M.A., Eastman School of Music, 1991.

***RUSSELL L. DODSON (1982), Professor, Chairperson, Geography and Geology***

B.S.E., Wayne State University, 1972; M.S., Michigan State University, 1974; Ph.D., Ibid., 1985.

***RICHARD N. FEIL (1968), Professor, Psychology***

B.A., Loyola University, 1961; M.A., Catholic University of America, 1963; Ph.D., Ibid., 1968.

***DAVID C. FLESCHE (1977), Professor, Chairperson, Biology***

B.S., University of Wisconsin-Platteville, 1967; Ph.D., Iowa State University, 1977.

***JANNIS V. FLOYD (1994), Assistant Professor, Education and Special Education***

B.A., Wake Forest University, 1975; M.Ed., East Carolina University, 1979; M.A., Appalachian State University, 1983; Ed.S., Virginia Polytechnic and State University, 1992; Ed.D., Ibid., 1995.

***JANET A. FULLER (1980), Associate Professor, Assistant Chairperson, Education and Special Education***

B.S., Mansfield State College, 1973; M.Ed., Ibid., 1976; Ed.D., Pennsylvania State University, 1989.

**H. MICHAEL GALLOWAY (1980), Professor, Music**

B.M.E., Baldwin-Wallace College, 1966; M.M., New England Conservatory, 1968; D.M.A., Hartt College, 1986.

**SHELLIE L. GREGORICH (1999), Assistant Professor, Music**

B.A., University of Washington, 1990; M.M., The Boston Conservatory, 1992; Ph.D., University of Oregon, 1998.

**PETER A. KELLER (1974), Professor, Chairperson, Psychology**

A.B., Franklin and Marshall College, 1967; M.S., University of Miami, 1970; Ph.D., Ibid., 1972.

**EARL YOUNGSUCK KIM (1988), Associate Professor, Music**

B.M., Seoul National University, 1978; M.M., New England Conservatory of Music, 1983; D.M.A., University of Miami, 1987.

**HOBERT M. KING (1994), Assistant Professor, Geography and Geology**

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