

Msvill *ersity*

SEIZE THE OPPORTUNITY

GRADUATE STUDIES

On your way.

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

President of the University
Provost and Vice President for Academic Affairs
Executive Assistant to the President
Associate Provost
Interim Assistant Provost for Academic Services and Retention
Assistant Vice President for Institutional Planning and Assessment
Dean, School of Education
Associate Dean, School of Education
Dean, School of Science and Mathematics
Dean, School of Humanities and Social Sciences
Associate Dean, School of Humanities and Social Sciences
Dean, Graduate Studies and Research
Vice President for Student Affairs
Vice President for University Advancement
Vice President for Finance and Administration
Vice President for Information Technology
Assistant to the President for Social Equity

Francine G. McNairy, Ph.D.
Vilas A. Prabhu, Ph.D.
James E. McCollum, Ph.D.
Thomas D. Burns, Ph.D.
Minor W. Redmond Jr., M.Ed.
Lisa R. Shibley, Ph.D.
Jane S. Bray, Ph.D.
Doyin Coker-Kolo, Ph.D.
Edward C. Shane, Ph.D.
John N. Short, Ph.D.
Ansar Ahmed, Ph.D.
Victor S. DeSantis, Ph.D.
vacant.
Gerald C. Eckert, M.A.
Roger V. Bruszewski, M.A.
Susan Komsky, Ph.D.
Patricia Hopson-Shelton, M.S.

ArtMarianne S. Kerlavage, Ph.D., Breidenstine Hall
Marianne.Kerlavage@millersville.edu, 872-3307

Biology Daniel H. Yocom, Ph.D., Roddy Science Center
Daniel.Yocom@millersville.edu, 872-3338

Business Administration D. Michael Dillon, D.P.S., McComsey Hall
michael.dillon@millersville.edu, 872-3622

Early Childhood EducationAlice M. Meckley, Ph.D., Stayer Education Center
Alice.Meckley@millersville.edu, 872-3680

Elementary EducationJane R. Rudden, Ph.D., Stayer Education Center
Jane.Rudden@millersville.edu, 872-3394

Emergency Management.....

Introduction

Academic Information

DEGREES AND PROGRAMS

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

ADMISSION POLICY

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

ADMISSION TO A MASTER'S DEGREE PROGRAM

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

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

REGULAR ADMISSION

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

PROBATIONAL ADMISSION

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

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

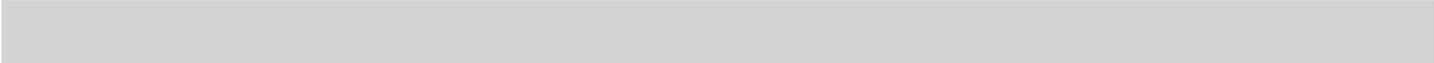
APPLICATION PROCEDURE

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

1. A nonrefundable application fee of \$40 payable at the time of filing the application (*application fee may be paid by check, money order, American Express, MasterCard, or Discover. Check or money order should be made payable to Millersville University; the expiration date must accompany credit card number*).
2. One official copy of an undergraduate transcript and official transcripts of any previous graduate work (*it is not necessary to send Millersville University transcripts*).
3. Three letters of recommendation written by professors or others capable of assessing the applicant's potential for success in a graduate program.
4. A written statement of academic and professional goals.
5. An official score report for the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the Graduate Management Admission Test (GMAT). See the *Testing* section for appropriate test.
6. Any additional information required by the specific department. Applicants should refer to the appropriate *Academic Program* sections of this catalog for additional individual program admission requirements.

APPLICATION TIMELINES

Academic programs with firm application deadlines have three application cycles:



program of post-baccalaureate or post-graduate studies—will be required to take a basic skills tests in reading, writing and mathematics before taking Advanced Professional Studies education courses and will be required to take specialty area tests before receiving the certificate. Official test scores must be received by Millersville University directly from the testing agency.

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

INSTRUCTIONAL I CERTIFICATION

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

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

INSTRUCTIONAL II CERTIFICATION

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

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

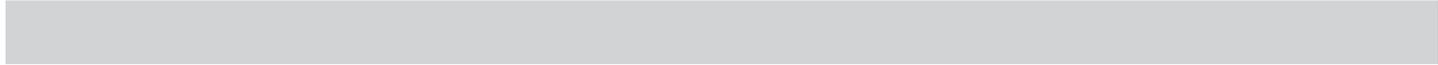
Teachers interested in completing Instructional II certification requirements at the graduate level must contact the Office of Graduate Studies and Research for admission information.

EDUCATIONAL SPECIALIST I CERTIFICATION (PROVISIONAL)

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

SUPERVISORY CERTIFICATION

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



FINANCIAL ASSISTANCE

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

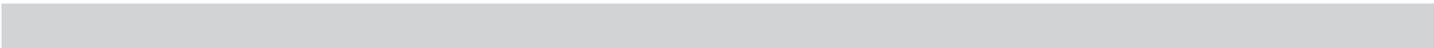
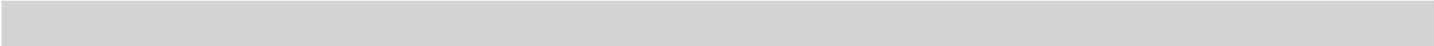
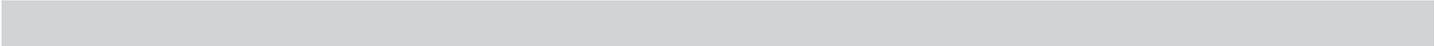
ASSISTANTSHIPS

Graduate assistantships are awarded on a competitive basis for a nine-month period to students admitted into a master's degree program and are renewable for one year. Remuneration for graduate assistants includes a stipend and waiver of tuition only, up to a maximum of 24 graduate credits per calendar year. First year graduate assistants receive \$5,000/year (2,500/semester) and second year graduate assistants receive \$5,400/year (\$2,700/semester). Current assistantship assignments include most of the departments offering graduate degree programs. Other academic and administrative support assignments are available. Graduate assistantship assignments, which are awarded fall and spring semesters only, vary but may include research, counseling, and administrative responsibilities. Interested students should contact the Office of Graduate Studies and Research for an application form. In order to receive full consideration applications should be received no later than February 1.

LOANS

FEDERAL STAFFORD LOANS (SUBSIDIZED)

This program enables students who are admitted in a master's degree program and enrolled at least half time to borrow up to \$8,500 per year from a participating lender. Students who are admitted in a certification program and enrolled at least half time may borrow up to \$5,500 per year. The loan is guaranteed by the state or a private nonprofit agency and is insured by the federal government. Repayment normally begins six months after leaving school with up to ten years to repay. The size of repayments depends u



Helen R. Metzler Graduate Reading Award

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

Kurtz J. & Mary A.C. Mock Memorial Scholarship

Florence E. Mock, class of '27, has provided a monetary award presented annually to a female student enrolled in the elementary supervisory certification program who possesses either a bachelor's or master's degree from MU, has earned a GPA of 3.0, and demonstrates superior leadership qualities in service to the University and/or to the profession either as an undergraduate or graduate student. The recipient is selected by the departmental Honors and Awards committee of the Department of Elementary and Early Childhood Education.

Eugene K. Robb Scholarship

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

Daisy K. Spangler Memorial Award

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

Janet Wood Memorial Scholarship

This award is presented annually to a graduate student who is currently employed as a teacher or is currently employed and/or seeking teacher certification. The recipients must have a 3.5 GPA and have obtained advanced professional standing or admission to degree candidacy. This award may be renewed for a total of four semesters, provided the student is in good academic standing. The recipient is selected by the Academic and Cultural Enrichment Committee.

ACADEMIC POLICIES

STUDENTS' RIGHTS AND RESPONSIBILITIES

Upon admission to a graduate studies program, the student assumes responsibility for knowing program requirements and following established procedures. Conversely, the student has the right to expect that all program requirements will be made clear, and that all course requirements, including grading criteria and procedures, will be made known. The student has the right to instruction that encourages the free and open discussion of ideas, and that respects reasonable student needs and aspirations. It is the student's responsibility to contribute to a classroom decorum and atmosphere that encourage maximum learning. Further, each student is entitled to academic advisement.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Theses, Research Reports/Projects, and Practicum Courses

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

Workshop Courses

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

GRADUATE RECORDS POLICIES

Change of Curriculum or Degree Status

Students wishing to change admission status or curriculum must initiate the process by completing the appropriate forms available in the Office of Graduate Studies and Research or on the graduate studies web page. Additional admission requirements may apply to these changes; further, curriculum and degree status changes must be approved by both the dean of graduate studies and research and the student's department(s).

Change of Name and Address

It is the responsibility of each student to provide accurate and current information for all University records. When any change of personal data occurs, the Office of Graduate Studies and Research is to be promptly informed through the use of the appropriate update forms.

Transcripts

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

Graduation

Students who plan to graduate at the end of any semester must make application for graduation by the deadline printed in the registration information each semester. A \$3



All work recommended by the department for transfer credit must be taken in a regular program of studies offered by a four-year regionally accredited



Library Fees. Library patrons returning overdue items after the ten-day grace period will be charged a fee of \$5.50 per item. Thereafter, the fee will increase 50 cents per day per item. The maximum fee is \$15 per item. Fees for overdue items are not refundable. Library patrons holding library items after the due date may be charged the replacement cost of the items. Additional information regarding the overdue policy for circulation/reserve items is available at the circulation desk, Ganser Library.

PAYMENT OF TUITION AND FEES

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

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

Credit card payment is available via MAX at www.millersville.edu/osa/, or by phone at 872-3999.

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

Installment Payment Plan

Millersville University offers an installment payment plan to help students meet educational costs. The Millersville University Installment Payment Plan (MIPP) enables participants to make 12 monthly installments beginning May 1. In addition, MIPP allows participants to determine the amount of tuition, general fee, and room and board they want to pay in installments. This feature gives participants the opportunity to budget costs as best suited to their personal situations. Questions should be directed to the MIPP coordinator, Bursar's Office, Dilworth Building.

Note: Late MIPP applications will be accepted until July 1.

UNIVERSITY REFUND POLICY

A student who wishes to cancel registration and obtain a refund must complete the cancellation process and officially drop the course/courses with the registrar. The effective date for refunds is determined by the date the completed drop/add form is filed in the registrar's office. All requests for refunds shall be submitted to the Office of the Bursar, Dilworth Building, Room 227. Application and graduation fees are not refundable.

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

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

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

FALL/SPRING REFUNDS

Refund of Tuition

sC10(eanc)11(ella)8(ion)af aion

Academic Programs

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

Each student must take the following three courses:

ART 521 Visual Resources and Media in Art Education (3)

ART 523 Art Curriculum Seminar/Workshop (3)

ART 526 Current Trends in Art Education (3)

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

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

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

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

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

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

ART 679 Documented Study in Art Education (3-6)

ART 699 Thesis (3-6)

Degree Candidacy

See the *Degree Candidacy Review* section.

After the student has completed no fewer than his/her required courses, the student must complete ART 699 or ART 679. The student must also complete the Degree Candidacy Review process.



BIOL 624 Mycology (3) The taxonomy, morphology, physiology and ecology of fungi. Laboratory activities include surveys of local populations of fleshy fungi, fungal pathogens of plants, and soil fungi; physiological studies on growth and reproduction; experimental studies of fungal ecology; and studies of comparative morphology of diverse fungal groups. 2 hrs. lec., 3 hrs. lab. Offered in fall of odd years.

BIOL 625 Plant Systematics (3) Includes a survey of local vascular flora, use of dichotomous keys in identifying plants, distinguishing features of common plant families, and principles of plant systematics. Phylogenetic, biosystematic and nomenclatural concepts are considered briefly. 2 hrs. lec., 3 hrs. lab. Prereq: BIOL 221. Offered in spring.

BIOL 627 Developmental Plant Anatomy (3)

BUAD 691 Independent Study (3)

ENGL 676 Business Writing for Managers and Executives (3)

Special Topics electives are designed to offer the MBA student an opportunity to study a more focused topic than normally exists in the above listed courses. Please contact the MBA Office for a list of special topics courses offered.

International Components

Millersville University has developed academic relationships with Foro Europeo in Pamplona, Spain; Marburg University in Marburg, Germany; France, including Paris and Normandy; and London Metropolitan University in the United Kingdom, to afford Millersville MBA students the opportunity to work collaboratively with graduate students from these institutions. In addition, the MBA program is in the active process of partnering with other international institutions. This contributes to a better understanding of global business practices and issues. Summer study abroad experiences are available which further enhance global awareness and collaborative learning.

International Travel

MBA students have the opportunity to experience graduate classes at one of our partner institutions. These courses will be team taught by Millersville University and the host school faculty members. Classes are offered on an accelerated basis ranging from one to two weeks in duration. Students may earn up to six credits during this opportunity.

Opportunity to Earn Second Master's Degree in International Business Administration

Millersville University MBA students may earn a second business master's degree, Master of International Business Administration (MIBA), at our partner institution, Foro Europeo—Universidad Pública de Navarra in Pamplona, Spain. Upon completing the MBA at MU, students must complete one trimester at Foro Europeo and have completed either a one or two-week international study abroad course while enrolled in the MU MBA Program. The tuition for this opportunity is approximately 4,500 Euros (approx. \$5,460). The price does not include transportation, room, board and living expenses. (the price is subject to change. Please contact the MBA Program Office for details.)

Admission Requirements

Admission to the MBA program is governed by ACBSP standards and Millersville University standards for graduate study. To apply for admission, please consult the section of the catalog outlining admission requirements. While MBA applicants are required to have an official GMAT score of 500 or higher submitted in support of the application, other factors are strongly considered in the admissions process. GMAT scores earned prior to application will be accepted provided the testing date is within five years of the application date to our program. In addition, each MBA applicant must submit a current résumé in support of the application. International applicants must also have an official TOEFL score report of 500 or higher submitted in support of the application.

Applicants who show promise of succeeding in the MBA program, and who possess substantial business experience, may be considered for probational admission, even though they may not possess credentials typically expected for admission to an MBA program. They will be expected to satisfactorily

COURSE DESCRIPTIONS

BUAD 561 Auditing (3) A study of the economic and legal implications of the assurance function within a rapidly changing global environment. A review of procedures, standards and evidence for intra-organizational and independent audits to attest financial statements and disclosures. The course emphasizes collaborative work coordinated through technology. Prereq: 15 credits of accounting including intermediate accounting.

BUAD 605 Business and Its Environment (3) Focuses on the concepts, issues, and management tools related to the interactions among business, government and society. Students learn how to recognize and respond to ethical and social problems and opportunities arising from organizational, institutional, legal, societal, and global dimensions of the business environment.

BUAD 610 Legal Issues in Business (3) Looks at the legal issues involved in business decision making. Provides a brief overview of the American legal system, followed by discussion of substantive legal issues. Topics include: contracts, sales, negotiable instruments, torts, property, product and service liability, crimes, consumer protection, employment discrimination, labor-management relations, creditor and debtor regulation, anti-trust, and international business. Prereq: BUAD 605 and completion of business law at the undergraduate level or permission of the MBA director.

BUAD 630 Marketing Management (3) Treats the strategic aspects of marketing decisionmaking in a global and technological context including the analysis of marketing management practices and organization and decision processes. Besides the traditional topics of developing marketing strategies and implementing them with proper choice of product, price, promotion, and distribution, the course emphasizes the integrative role of marketing in a rapidly changing global organization. Prereq: Completion of principles of marketing and calculus at the undergraduate level or permission of the MBA director.

BUAD 631 Buyer Behavior (3) Study and application of concepts, principles and theories from various social science disciplines relating to the acquisition, consumption and disposition of products, services and ideas in a global marketplace. Prereq: BUAD 630.

BUAD 632 Relationship Marketing (3) A study of the emerging conceptual ideas underlying business relationships that support the organization's marketing efforts. Relationship marketing concepts such as trust, commitment, interdependence, interactions, shared values, power imbalance, adaptation, and mutual satisfaction are examined in light of the changing orientation of marketing practice precipitated by technological advance, growth of the service economy, globalization and other environmental changes confronting marketing managers. Prereq: BUAD 630.

BUAD 640 Financial Management (3) Course provides broad coverage of the major policy making areas of a corporation in a global and rapidly changing context; multinational corporations will be emphasized. Other topics include capital investment policy, financing and capital structure policies, dividend policy, financial statement analysis, financial forecasting, and the basics of working capital management. Prereq: Completion of financial and managerial accounting, managerial finance, calculus and statistics at the undergraduate level or permission of the MBA director.

BUAD 641 Investments and Portfolio Management (3) Examines the role and functioning of the global securities markets. Specific topics include the global equity markets, fixed-income securities markets, and mutual funds. Presents portfolio and capital market theory, the efficient markets hypothesis, institutional organization, security valuation techniques, computer electronic information system and portfolio management simulations. Prereq: BUAD 640.

BUAD 650 The Management Process (3) Aimed at key organizational processes that affect and are affected by people. Integrates the findings of the behavioral sciences with management experience. Emphasizes global organizations and the use of technology to coordinate activities. Topics include motivation, productivity, staffing, leadership, team building, job satisfaction and alienation, performance appraisal, decisionmaking, power, turnover and organizational change. Prereq: Completion of principles of management at the undergraduate level or permission of the MBA director.

BUAD 653 Operations Management (3) Examines positioning, design and operating decisions and their inter-relationships in the context of the overall competitive strategy of the firm. The international dimensions of operations management, as well as the relationships of operations management to other functional areas are stressed. Topics include operations strategy, quality management, product and service design, process design, capacity planning, facilities layout, design of work systems, location planning, total quality control, aggregate planning, independent demand inventory system, push and pull systems, enterprise resources planning, supply chain management, and scheduling. Prereq: BUAD 650 and completion of financial and managerial accounting, managerial finance, calculus and statistics at the undergraduate level or permission of the MBA director.

BUAD 660 Managerial and Cost Accounting (3) Focuses on a common body of knowledge in management accounting with an emphasis on decision processes. Offers an overview of the global organization as an information matrix and its impact on an organization's entire value chain. Emphasizes that managerial decisions are often made in group or collaborative settings. Integrates technology into business settings. Prereq: Completion of financial and managerial accounting and managerial finance at the undergraduate level or permission of the MBA director.

BUAD 759 Strategy and Policy (3) Capstone seminar in the formulation and administration of organizational planning and policy. The student is expected to utilize, integrate, and apply the theories, concepts, principles and techniques acquired in their other MBA course work to business problems and situations. Uses case studies, course projects, library research, field research, group decision making, role playing, simulations and other strategic planning exercises. Emphasizes the global nature of business and utilizes technology to coordinate the activities of the group efforts. Prereq: Completion of all MBA core courses. Cannot be taken as independent study or individualized instruction.

BUAD 586-589 Special Topics in Business Administration (3) In-depth investigation and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Prereq: Dependent upon course offering. Permission of instructor and the MBA director.

BUAD 686-689 Special Topics in Business Administration (3) In-depth investigation, research, and development of one or more topics of current interest not normally covered in regular courses. Special topics to be covered and methods used will vary according to the needs of students and faculty involved. Prereq: Dependent upon course offering. Permission of instructor and the MBA director.

BUAD 691 Independent Study (3) Intensive study of a particular field, curriculum area or problem in business administration. Prereq: Dependent upon course offering. Permission of instructor and the MBA director.

COMM 510 Communication in Organizations (3) The course introduces students to fundamental theories and issues associated with communicating in organizations. This course is intended for the graduate student who anticipates managerial responsibilities.

ECON 620 Managerial Economics (3) Targets practical uses of economic theory in managing the global enterprise, including microeconomic and macroeconomic topics. Concerned with the theory of the firm, production and costs, pricing, equilibrium, demand forecasting, factor pricing, market structure, input/output analysis, and aggregate economic parameters which impact upon efficient resource allocation. Specific firm, industry and international examples are developed throughout the course using group learning processes with special emphasis on technology. Prereq: Completion of micro

ENGL 676 Business Writing for Managers and Executives (3) Prepares students to write effectively in the workplace. Combines strategies of audience analysis, document organization, research, and editing with practical applications tailored to each student's professional needs. Emphasizes composing documents suitable for the information-intensive, collaborative globalized marketplace. Students read case studies from local and national businesses and industry; writing, editing, and presentation of various forms of professional writing, including correspondence, proposals, manuals, and publicity is included. Preparation and presentation of documents for conferences, training sessions, and other oral reporting will be addressed.

EDUCATIONAL FOUNDATIONS

GRADUATE FACULTY

Sandra A. Deemer. Ph.D., University of Delaware, 2000. Educational Psychology.
Cheryl T. Desmond. Ph.D., Syracuse University, 1990. Cultural Foundations and Curriculum.
Laurie Hanich. Ph.D., University of Delaware, 2001. Educational Psychology.
Nanette Marcum-Dietrich. Ph.D., University of Delaware, 2003. Educational Technology.
Linda McDowell. Ph.D., University of Pennsylvania, 1997. Educational Leadership, Curriculum and Instruction.
Dominic Scott. Ph.D., New Mexico State University, 2001. Curriculum and Instruction.
E. Elliott Seda. Ph.D., Pennsylvania State University, 1994. Curriculum and Instruction.
Barbara S. Stengel. Ph.D., University of Pittsburgh, 1984. Philosophy of Education.

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

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

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

Nanette Marcum-Dietrich. Ph.D., University of Delaware, 2003. Educational Technology.

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

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

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

Barbara S. Stengel. Ph.D., University of Pittsburgh, 1984. Philosophy of Education.

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

M.ED. PROFESSIONAL CORE

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

CERTIFICATION PROGRAM IN SUPERVISION

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

Electives in Education

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

COURSE DESCRIPTIONS

M.ED. PROFESSIONAL CORE COURSES

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

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

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

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

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

EDFN 604 Education and Public Policy (3) An analysis of public policy development in the field of education. Major questions to explore include: (1) Who governs education? (2) What are the processes by which policies are formulated? (3) What values are reflected in specific present policy or

OTHER EDUCATIONAL FOUNDATIONS COURSES

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

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

EDFN 530 Instructional

ELEMENTARY EDUCATION

LANGUAGE AND LITERACY EDUCATION

EARLY CHILDHOOD EDUCATION

GIFTED EDUCATION

GRADUATE FACULTY

- Mary Ann Gray-Schlegel, Graduate Program Coordinator for Language and Literacy Education. Ed.D., University of North Carolina, 1986. Literacy Education, Classroom Management.
- Alice M. Meckley, Graduate Program Coordinator for Early Childhood Education. Ph.D., University of Pennsylvania, 1994. Early Childhood Education, Child and Human Development.
- Kimberly S. Heilshorn, Graduate Program Coordinator for Gifted Education. Ed.D., Widener University, 2003. Leadership and School Administration, Mathematics Education.
- Christine M. Anthony. Ph.D., University of Tennessee, 1999. Child Development and Family Studies.
- Lesley Colabucci. Ph.D., The Ohio State University, 2004. Language, Children's Literature, Literacy, and Culture.
- Persida Himmele. Ph.D., Biola University, 2001. Bilingual and ESL Education.
- Kazi I. Hossain. Ed.D., Indiana University of Pennsylvania, 2000. Multicultural Educational Methods.
- Richard M. Kerper. Ph.D., The Ohio State University, 1994. Children's Literature and Literacy.
- Yvonne M. King. Ed.D., University of Georgia, 1981. Reading.
- Barbara A. Marinak. Ph.D., University of Maryland, 2004. Literacy Education.
- Maria Nell. Ph.D., The Pennsylvania State University, 2005. Curriculum and Instruction Early Childhood Emphasis.
- Donna H. Topping. Ph.D., University of Pennsylvania, 1997. Literacy Education, Ethnography and Teacher Research.
- Lillie S. West. Ed.D., Mississippi State University, 1998. Curriculum and Instruction.

THE PROGRAMS

MASTER OF EDUCATION DEGREE IN ELEMENTARY EDUCATION

SPED 624 Action Research on Multicultural Aspects of Students with Disabilities (3) (with permission of SPED graduate coordinator)

ESL Summer Institute

VI. Free Elective (3 s.h.)

ENGL 662 Dialects of American English (3)

SPAN/FREN/GERM 512 Phonetics (with permission of Foreign Language graduate director)

Thesis

Any of the courses listed above not yet taken, or a course approved by the adviser.

CERTIFICATION PROGRAM IN SUPERVISION OF READING AND LANGUAGE ARTS EDUCATION

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

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

I. Core Courses

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

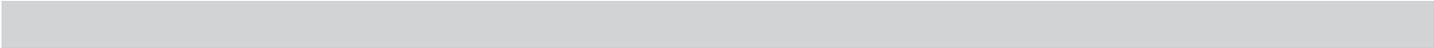
II. RDED 799 Applied Supervision: Reading Clinic (6)

Supervision of teachers working in their building and in a reading clinic, complete with observations and follow-up conferences. Written case reports on teachers supervised will be required. Prereq: EDSU 700, 701 and 703.

MASTER OF EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION

The Master of Education degree program in Early Childhood Education prepares professionals for teaching and administrative positions in child care and preschool settings, elementary schools, early intervention special education programs, and colleges. The program is based on knowledge and developmentally appropriate practices for the teaching and

III. Required Courses (18 s.h.)



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

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

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

RDED 799 Applied Supervision: Reading ng ng ng n0periog oral(6ssion)10(of)10(psych-29ualTexo)42tFEFFch-29uppsB1P.5V7z3e0sB6h010805

PROGRAM SPECIALIST – ESL CERTIFICATION PROGRAM

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

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

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

EDUC 564 Current Trends and Policies in the Teaching of English Language Learners: Seminar and Community Service (3) Examines historical and current migration trends and their effects on schooling. Includes the preparation of ESL program requirements, documents, improvements, and practical collaborative efforts with local school districts and/or community organizations. Prereq: EDUC 561, 562, 563. Offered annually.

Summer Workshops

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

EMERGENCY MANAGEMENT

GRADUATE FACULTY

&z² Uè Hã Ógozúa'' ã of Ëã%Úqí Gzã Úí" Ú- ãííÚé QPUB² czÚceã%z Co Úzãz Cãã ÚzqÚã%æzãz² zãMÚã Ózãã-zÝÓgoã ã qí gÚe² ã Chair

Kirsten N. Bookmiller. Ph.D., University of Virginia, 1992.

Richard D. Clark. Ph.D., University of Wyoming, 1987.

Kathryn A. Gregoire. Ph.D., University of Maryland, 1988. Child Welfare, Direct Practice, Addiction, Emergency Mental Health.

Aaron Porter. Ph.D., University of Pennsylvania, 1993.

Theresa A. Russell-Loretz. Ph.D., Purdue University, 1995.

Degree Candidacy

As a master's degree program, the graduate must demonstrate mastery of the body of knowledge related to emergency management as well as research skills inherent for a master's degree candidate. There are five core courses proposed with these twin goals in mind. An additional five courses of electives are to be completed (from a larger list of options) that meet student needs. After completing no more than 15 credits, students must be satisfactorily evaluated by the MSEM program coordinator to achieve degree candidacy status. This evaluation allows the student to continue taking courses to complete their studies.

Transfer Credits

As it pertains to the Master of Science in Emergency Management (MSEM), in addition to the University-wide requirement that all transfer credits come from a regionally accredited institution, all transfer credits must have been completed within five years from enrolling in the MSEM program.

Curriculum

I. Core Courses (24 s.h.)

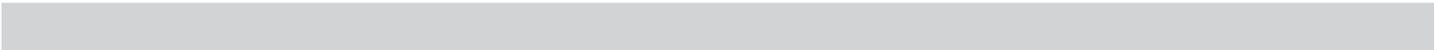
- EMGT 601 **Principles & Practices of Emergency Management (3)**
- EMGT 603 **Emergency Management in the United States (3)**
- EMGT 605 **Social Dimensions of Disaster (3)**
- EMGT 607 **Disaster Preparedness (3)**
- EMGT 614 **Natural Hazards Primer (3)**
- EMGT 615 **Emergency Preparedness for Industry (3)**
- EMGT 653 **Emergency Management in the United States (3)**
- EMGT 693 **Field Experience Practicum (3)**

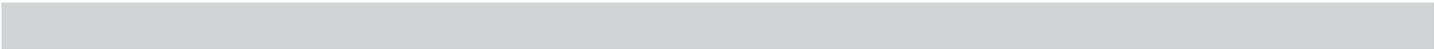
II. Elective Courses (6 s.h.)

- EMGT 616 **Disaster Preparedness (3)**
- EMGT 617 **Disaster Preparedness (3)**
- EMGT 618 **Humanitarian Responses to International Crises, Disasters (3)**
- EMGT 629 **Special Topics Course (3)**
- EMGT 691 **Independent Study (3)**

COURSE DESCRIPTIONS

EMGT 601 Principles & Practices of Emergency Management (3) History and perspectives of the field, hazards concepts and taxonomies, all-hazards approach, pp19,5y(37(a)5(l)6b76977(t)5(a)5037(a)554004900a5r(601)33(Pri05 Tc -f)37sa5r(601)33(Pri05 Tc communicDisas,b76977(t)5(a)50)





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

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

ENGL 631 Comparative Literature I (3) Foundations of modernism in world literature. Symbolism, Aestheticism, Decadence. Comparative approach



Maria Dolores Greco Arroyo. Diploma, Royal College of Dramatics Arts and Dance, 1989.

Gisela Nina Holmquist. M.A., University of Wisconsin-Milwaukee, 1979.

L. c. q. l. a. O. i. c. Y. E. O. E. f. a. B. z. u. Y. e. a. z. a. c. " z. a. z. o. c. - r. a. z. e. a. " U. O. a. i. r. a. q. c. r. a. l. z. e. a. " Y. e. U. o. i. O. a. l. z. " U. z. a. B. z. u. Y. e. a. z. a. " i. i. o. c. r. a. z. o. c. - r. a. z. e. a. O. E. f. a. University of Arizona, 1988.

Margaret Schmidt-Dess. ABD., University of Wisconsin-Milwaukee.

=z² {zāMŭāē Ō ſĀ. Ē ĩñāē ä ŬāŌ qā cāŬē Ŭāñz" zĀā ōē zāŷēāŌ ſĀē Ŭāñ Ō Ōŭāñ zē Ē

THE PROGRAMS

MASTER OF ARTS DEGREE (FRENCH, GERMAN, SPANISH)

(33 s.h.)

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

MASTER OF EDUCATION DEGREE (FRENCH, GERMAN, SPANISH)

(33 s.h.)

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

The Department of Foreign Languages offers graduate degree programs in French, German, and Spanish. Students have the option to pursue the master of arts degree or the master of education degree in the respective language area. The M.A. is a thirty-three (33) semester hour program emphasizing literature and culture. The M.Ed. is a thirty-three (33) semester hour program designed for teachers of the language. Qualified students are also able to pursue course work toward teaching certification in each language. In French and in German, all graduate course work is offered through the intensive Summer Language Institutes. Spanish offers at least one graduate course per semester in addition to the summer offerings.

FOREIGN LANGUAGE SUMMER INSTITUTES

It is important for applicants wishing to pursue graduate work in a foreign language to understand that *Millersville's graduate program in languages functions almost exclusively during the summer term*. Graduate courses are offered from time to time during the academic year.

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

The residential character of these schools does not rest on considerations of practicality or convenience, but rather on two principles: that fluency and correctness are essential elements in the mastery of a foreign language and can be achieved only by intensive expoo(33) m time e)-23(of)5(y)5ing to on(-)520e in

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

GERM 531 Evolution of the German Language (3)

**These courses are required.*

II. Civilization

(At least three courses in civilization)

GERM 541 History of the German-speaking Peoples to the Congress of Vienna (3)

GERM 542 History of the German-speaking Peoples from the Congress of Vienna to the Present (3)

GERM 551 Geography of the German-speaking Countries, Physical and Economic (3)

GERM 561 Survey of German Art (3)

GERM 571 Aspects of Contemporary Germany (3)

III. Literature

(At least three courses in literature)

GERM 581 Seminar in Medieval German Literature (3)

GERM 582 Seminar in the Literature of the Renaissance (3)

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

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

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

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

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

GERM 501 Modern Methods of Teaching German (3)

GERM 503 Activities for Class and Club (3)

GERM 505 Introduction to for Class and Club (3)GERM 505 IntrodTheand Workshop/T12 1 Tf-5.444 -1.444 Td(G)Tj/Spn/ActualTextFEFF00450052004D

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

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

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

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

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

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

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

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

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

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

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

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

FREN 571 Aspects of Contemporary France (3) Selected view of current developments in France of significance to its inhabitants. Aspects treated are

Saulius Suziedelis. Ph. D., University of Kansas, 1977. Eastern Europe, Russia, Baltic States.

Tracey Weis. Ph.D., Rutgers University, 1994. Civil War and Reconstruction, African-American History, The New Nation.

THE PROGRAM

MASTER OF ARTS DEGREE IN HISTORY

Admission Requirements

The master of arts in history is available to all qualified students. Applicants for the master of arts in history must have earned a minimum of 24 s.h. of history (which may include some history-related courses) and an undergraduate grade point average in history courses of a least 2.75. Others may be probationally admitted pending departmental approval. Either the general Graduate Record Exam or the Miller Analogies Test will be accepted; however, the Graduate Record Exam is preferred. For additional admissions information refer to the *Admission Requirements* section.

Degree Requirements

I. General Requirements

- a. All students must take HIST 501, 502, 503, 505, 506, and 507.
- b. All students must take at least two seminars (600 level).
- c. With prior written approval from the graduate coordinator, a student may take up to six hours of related nonhistory courses.
- d. For admission to degree candidacy, upon completion of 12 s.h. in history, all students will be interviewed by the graduate coordinator to measure academic progress.
- e. Prior to receiving the M.A. degree, the student will take a comprehensive oral examination in the fields designated in either Modern European or United States history.

II. Thesis Option (36 s.h.)

Students who elect to write a thesis must register for HIST 699 and successfully defend an approved thesis based on original research.

III. Non-Thesis Option (36 s.h.)

Students who elect not to write a thesis are required to enroll in an additional seminar (600 level) course.

The Department of History requires that all students enrolled in the M.A. program maintain the level of academic progress described in the *General Admission Requirements* section. In addition to University requirements, any student entering the history graduate program who receives a second C in his/her degree program is automatically suspended from the program. A student suspended on this basis must petition the department's chairperson and graduate faculty for reinstatement.

COURSE DESCRIPTIONS

HIST 501 Readings in United States History, Beginnings to 1815 (3) An intensive readings and discussion course focusing on the major issues and interpretations of early American history. Offered every third semester.

HIST 502 Readings in United States History, 1815-1919 (3) An intensive readings and discussion course focusing on the major issues and interpretations for the period 1815-1919. Offered every third semester.

HIST 503 Readings in United States History, 1919 to the Present (3) An intensive readings and discussion course focusing on the major issues and interpretations for the period since World War I. Offered every third semester.

HIST 505 Readings in Early Modern Europe, 1500-1789 (3) An intensive readings and discussion course focusing on the major issues and interpretations of early modern Europe. Offered every third semester.

HIST 506 Readings in the Age of Revolution, 1789-1914 (3) An intensive readings and discussion course focusing on the major issues and interpretations of European history from the French Revolution to the First World War. Offered every third semester.

HIST 507 Readings in Modern Europe, 1914 to the Present (3) An intensive readings and discussion course focusing on the major issues and interpretations of recent European history. Offered periodically.

HIST 508 Readings in Regional History (3) An intensive readings and discussion course focusing on major issues and interpretations in regional history (Africa, Latin America, Asia). Offered periodically.

HIST 510 Topics in United States History (3) A topical readings course devoted to selected issues and problems in the history of the United States. Offered annually.

HIST 511 Topics in European History (3) A topical readings course devoted to selected issues and problems in European history. Offered annually.

HIST 512 Topics in Regional History (3) A topical readings course devoted to selected issues and problems in regional and comparative history. Offered periodically.

Seminars

HIST 610 Seminar in United States History (3) A research seminar devoted to selected issues and problems in United States history. Offered annually.

HIST 611 Seminar in European History (3) A research seminar devoted to selected issues and problems in European history. Offered annually.

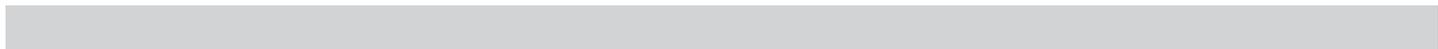
HIST 612 Seminar in Regional History (3)

L

- EDLD 669** Leadership Seminar (1) once each semester
- EDSU 700** Functions of Supervision (3)
- EDSU 701** Introduction to Supervision (3)
- EDSU 703** Curriculum and Supervision (3)
- EDSU 799** Applied Supervision (6)

COURSE DESCRIPTIONS

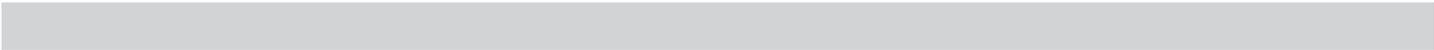
EDLD 610 Leadership Theory and Organizational Behavior (3) Examination of theories of leadership based on cooperation, empowerment and



MATH 697 Topics in Mathematics Education (3)

MATH 698 Independent Study in Mathematics Education (1-3)

EMC (A) Tj/Sp/ActualTextFEFF0054BDC 1.44jEMC (H 698)504EMC nActualTextFEFF0047BDC 9 0 jEMC (A)Tjodern Algebra/for6Span/Act



MATH 695 Topics in Mathematics (3) Investigation of one or more mathematical topics of current interest not covered in regular courses. Topics and methods of instruction may vary according to the needs and interests of students and faculty involved. Offered infrequently.

MATH 696 Independent Study in Mathematics (1-3) Selected topics. Prereq: Permission of chairperson. Offered infrequently.

MATHEMATICS EDUCATION COURSES

MATH 603 History of Mathematics (3) Evolution of mathematical concepts from antiquity to the present century. Emphasis on eras of great mathematical activity.

MATH 610 Problem Solving Seminar (3) Develops students' problem-solving abilities in mathematics and teaching of problem-solving to high school students. Includes discussion of solutions to problems and the theories of problem solving. For both teachers and non-teachers. Offered periodically.

MATH 611 The Psychology of Learning Mathematics (3) Investigation of the learning theory of constructivism and its application to the learning of mathematics. Emphasis on higher order concept acquisition and schema development, and their relationship to mathematical instruction and teacher decision making. Individual differences in learning styles are also discussed. Prereq: Teaching experience or permission of the instructor. Offered periodically.

MATH 614 Current Issues in Middle School Mathematics (3) Current issues relating to middle school mathematics instruction, including issues associated with teaching strategies as well as curricular issues. Central to this discussion will be the NCTM's Principles and Standards for School Mathematics and the PA Academic Standards for Mathematics. Prereq: Teaching experience or permission of the instructor. Offered periodically.

MATH 615 Current Issues in Secondary School Mathematics (3) Current issues relating to secondary school mathematics instruction, including issues associated with teaching strategies as well as curricular issues. Central to this discussion will be the NCTM's Principles and Standards for School Mathematics and the PA Academic Standards for Mathematics. Prereq: Teaching experience or permission of the instructor. Offered periodically.

MATH 616 Teaching Advanced Placement (AP) Calculus in the Secondary School (3) Current issues associated with the teaching of advanced placement calculus in the secondary school, including issues associated with teaching strategies as well as curricular issues. Central to this discussion will be the College Board publications on the AP calculus curriculum, AP calculus exams, and the use of technology in the AP calculus classroom. Prereq: Teaching experience or permission of instructor. Offered periodically.

MATH 617 Curricular Innovations in Middle and Secondary School Mathematics (3) Current curricular issues and teaching strategies associated with educational innovations that are invariant with respect to the middle school-secondary school boundary. Central to this discussion will be the NCTM's Principles and Standards for School Mathematics and the PA Academic Standards for Mathematics. Prereq: Teaching experience or permission of the instructor. Offered periodically.

MATH 672 Mathematical Modeling in the Secondary School Curriculum (3) Investigation of the process of mathematical modeling. Creative and empirical model construction, model analysis and model research. Problems taken from a variety of disciplines. Some problems suitable for algebra and geometry students, others require some knowledge of calculus and statistics. Prereq: MATH 502 or its equivalent. Offered periodically.

MATH 679 Technology in the Secondary Mathematics Classroom (3) Introduction to technologies currently available for teaching secondary mathematics. Emphasis on the use of modern graphics calculators, although computer software is also presented. Capabilities of the technologies examined in depth, but emphasis will be on the use of this technology in the classroom. Mathematical topics selected from elementary algebra, geometry, algebra II, precalculus and calculus. Prereq: Secondary teaching experience. Offered periodically.

MATH 697 Topics in Mathematics Education (3) Investigation of one or more topics of current concern in mathematics education not covered in regular courses. Course content varies according to the needs and interests of students and faculty involved. Offered infrequently.

MATH 698 Independent Study in Mathematics Education (1-3) Selected topics. Prereq: Permission of chairperson. Offered infrequently.

MATH 699 Thesis (3 or more)

NURSING

GRADUATE FACULTY

Deborah Tait Castellucci, Department Chairperson. C.R.N.P., Ph.D., University of Maryland, 1996; Geriatric Nurse Practitioner, University of Pennsylvania, 1986. Geriatrics and Urology, FNP/M.S.N. Clinical.

Ruth E. Davis, Graduate Program Coordinator. D.Ed., C.R.N.P., R.N.C. Pennsylvania State University, 1993. C.R.N.P., Ob/Gyn Nurse Practitioner, 1983; fñÉÉñSO- @æz@œal i Úzà Úgœd² zÙœœ¹- Oâz%âÝ¹² B² œzÙœœ¹²³ añH¹¹- z² Yæz@œœdÚ Yg @Éœal i Úœ¹ñœd¹² ga œ² áÝ¹ zÉ

Kelly A. Kuhns, R.N.C., M.S.N., Villanova University, 2000. Adult Health, Nursing Education, Online Education, Nursing Professional Development, Nursing Political Advocacy

C. Virginia Palmer. R.N., D.N.Sc., Widener University, 1993. Theory Development, Community Health, Case Management, Gerontology, Nursing

Admission Requirements

Applicants for the Master of Science in Nursing programs are referred to the *Admission Requirements* section for general criteria and guidelines for admissions to the University.

Specific criteria required by the Department of Nursing include:

1. Baccalaureate degree in nursing from an accredited (N.L.N.A.C. or C.C.N.E) school of nursing.
2. Undergraduate grade point average of at least 3.0 on a 4.0 scale. When GPA is below this, probational acceptance may be considered if the candidate demonstrates graduate study potential by other means.
3. Satisfactory performance on the General Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
4. Satisfactory completion of an undergraduate statistics course (equivalent to MATH 130) and a research course in nursing.
5. Satisfactory completion of an undergraduate health assessment course. If course is greater than five years old the student may be required to take a refresher course.
6. Computer literacy and access to a computer and Internet service.
7. Three current academic and/or professional references.
8. Licensure as a registered nurse in Pennsylvania or in the state where clinical practice or internship is to be arranged.
9. Minimum of one year of clinical experience in nursing.
10. Successful completion of a personal interview with the Nursing Admissions Committee (applies only to FNP students).

1/20/2025 12:22:41 PM - {a2 g0 qe " ag g0 z: AzUz gE

THE PROGRAMS

MASTER OF SCIENCE DEGREE IN NURSING

Millersville University offers a Master of Science in Nursing degree (MSN), with two specialty areas: family nurse practitioner and nursing education. Options vary in length from 35-42 semester hours. A post-master's certificate option is available in the family nurse practitioner option for individuals who already hold an MSN degree and the necessary core courses and clinical experience. A post-master's or post-baccalaureate certificate is available in nursing education for individuals who hold a bachelor's degree, preferably in nursing, or a bachelor's degree in a related discipline.

All class sessions are offered during week-day evenings in three-hour blocks of time or via distance learning. Primary health care courses for the FNP student require a minimum of 12 hours per week in clinical practice. Nursing education students are required to complete one semester of a six-hour per week clinical internship.

Graduates completing the family nurse practitioner option are prepared to function as family nurse practitioners in a variety of settings, including clinics and primary care settings.

Individuals completing the nursing education option are prepared to function as educators in nursing education programs or health care agencies.

Programs of Study

In order to meet the requirements for the Master of Science in Nursing degree, students are required to complete the Graduate Nursing Core and Advanced Nursing Practice Core, as well as the respective specialty courses. Students should consult with their adviser on the proper sequence of course offerings.

I. Graduate Nursing Core (12 s.h.)

- NURS 501 Theoretical Foundations of Advanced Practice (3)
- NURS 502 Research Methodology (3)
- NURS 503 Issues and Roles in Advanced Nursing Practice (3)
- NURS 698 Scholarly Project (3)

II. Advanced Nursing Practice Core (11 or 14 s.h.)

- NURS 511 Pathophysiology for Advanced Practice (3)
- NURS 512 Health Assessment and Diagnostic Evaluation for Advanced Practice (3)
- NURS 513 Pharmacology and Alternative Therapeutics in Nursing Practice (3)
- NURS 514 Family Health Nursing (2)
- NURS 515 Advanced Practice Nursing Clinical Internship (3 s.h.) (optional)

III. Family Nurse Practitioner Core (19 s.h.)

- NURS 521 Clinical Management of the Young Family (7)
- NURS 522 Clinical Management of the Mature and Aging Family (7)
- NURS 523 Family Nurse Practitioner Internship (5)

Degree Candidacy

Students must initiate the degree candidacy process with the program coordinator.

Admission to degree candidacy requires successful completion of 12 s.h. of departmentally approved graduate course work with an overall B average. This course work should include at least 9 s.h. at Millersville University.

A student who accumulates a maximum of 21 s.h. of graduate course work and whose grade average falls below a B will be dropped from the degree program.

At the time a student is admitted to degree candidacy, he/she should, in consultation with the graduate coordinator, develop a program plan which lists the requirements needed to complete the degree program.

Family Nurse Practitioner Program

The family nurse practitioner program is designed for the part-time student. Completion of the program requires 42 theory hours and 546 clinical hours. Upon completion of the FNP program, graduates are eligible for certification by the Pennsylvania State Board of Nursing and to sit for national certification examinations as offered by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

Applications to the Pennsylvania State Board of Nursing (SBN) for designation as a Certified Registered Nurse Practitioner (C.R.N.P.) are submitted to the SBN upon satisfactory completion of requirements and passing a national certification examination administered by either the American Nurses Credentialing Center (A.N.C.C.) or the American Academy of Nurse Practitioners (A.A.N.P.).

A graduate of a nurse practitioner program may not practice as a C.R.N.P. unless authorized to do so by the Board. Board authorization is equivalent to receipt of a C.R.N.P. number. While the C.R.N.P. application is pending, the applicant may not be employed as a C.R.N.P. (Refer to Pennsylvania C.R.N.P. Rules and Regulations Section 21:261 (b).)

Nursing Education Option

The nursing education option is designed for the student who desires to pursue a career as a nurse educator. Graduates are prepared to teach in nursing education programs or health care agencies.

Certificate in Nursing Education

Registered nurses who seek further preparation in the specialty area of nursing education may pursue this certificate. Admission requirements are:

1. Baccalaureate or Master's degree (preferably in nursing).
2. Grade point average (GPA) of at least 3.0 on a 4.0 scale. When the GPA is below this, probational admission may be considered if the candidate demonstrates potential by other means.
3. Computer literacy and access to a computer and Internet service is required.
4. Three current academic and/or professional references.
5. Licensure as a Registered Nurse in Pennsylvania or in the state where clinical practice or internship is to be arranged.

Health Services Supervisory Certification Program

The certificate to supervise school health services in the public schools requires 15 s.h. of course work and practicum. See the *Supervisory Certification Program* section for requirements and course descriptions.

COURSE DESCRIPTIONS

NURS 501 Theoretical Foundations of Advanced Practice (3) Provides opportunities to critically analyze existing nursing theories, change theories, learning theories and systems theory. Emphasis on expanding knowledge of theories and their application to advanced nursing practice. 3 hrs. theory. Offered in fall.

NURS 502 Research Methodology (3) Advanced research in nursing. Builds on previous knowledge of research and statistics to develop a research-oriented approach to practice. Includes analysis of methods and techniques of research and interpretation of their usefulness for application in practice. Theory and practice will be used in defining nursing problems and in development of a research proposal. 3 hrs. theory. Prereq/Coreq: NURS 501. Offered in spring.

NURS 503 Issues and Roles in Advanced Nursing Practice (3) In-depth study of the issues of advanced nursing practice, focusing on the historical, social and political forces which impact advanced nursing practice. Advanced practice roles in nursing are explored and analyzed. 3 hrs. theory. Offered in fall.

NURS 511 Pathophysiology for Advanced Practice (3) Advanced physiology and pathophysiology at the cellular, organic and systemic level. Interdependence of organ systems in health and disease is emphasized as a basis for clinical assessment and management. 3 hrs. theory. Offered in spring.

NURS 512 Health Assessment and Diagnostic Evaluation for Advanced Nursing Practice (3) Clinical course. Provides framework for diagnosis and clinical decisionmaking for the advanced practice nurse. Assessment skills and procedures for individuals across the life cycle will be developed. Information gathered in the assessment process will provide a basis for the evaluation of the health status of individuals. An analysis of an individual's response to wellness and illness will include examination of concepts of cultural influences, health-seeking behaviors, and stress and adaptation. 2 hrs. theory, 3 hrs. lab. Offered in fall.

NURS 513 Pharmacology and Alternative Therapeutics in Nursing Practice (3) Principles of pharmacology applied to the therapeutic management of the individual and the family across the life cycle. Emphasis on prescribing and monitoring pharmacology and alternative therapeutic regimens. Adverse drug reactions and multiple drug interactions are included. 3 hrs. theory. Prereq: NURS 511. Offered in fall.

NURS 514 Family Health Nursing (2) Focuses on the knowledge base required to promote health, prevent illness and manage individuals and families according to their place on the wellness-illness continuum. Exploration of the dynamics of cultural attitudes of ethnic groups in relation to family dynamics and health care. 2 hrs. theory. Offered in summer.

NURS 515 Advanced Practice Nursing Clinical Internship (3) This course provides an opportunity to integrate theory and practice through an intensive internship experience. Seminars will be conducted to discuss current topics related to the clinical focus areas. The students will be guided in the internship by nurses who are active in advanced clinical practice. 1 hr. theory; 6 clinical hours/week. Prereq: NURS 511, 512, 513, 514.

NURS 521 Clinical Management of the Young Family (7) This course provides the family nurse practitioner student with the necessary knowledge and clinical experience to assist young families with health promotion and chronic and acute health problems. The biophysical, cognitive and psychosocial development of members of the young family is explored. A focus on women's health issues is incorporated in the course content. The role of the family nurse practitioner in caring for the young family is identified. 3 hrs. theory, 12 hrs. clinical/wk. Prereq: NURS 501, 503, 511, 512, 513; Prereq or Coreq: NURS 514.

NURS 522 Clinical Management of the Mature and Aging Families (7) This course provides the family nurse practitioner with the necessary knowledge and clinical experience to assist mature and aging families with health promotion and chronic and acute health problems. The biophysical, cognitive and

psychosocial development of members of mature and aging families is explored. A focus on women's health issues is incorporated in the course content. The role of the family nurse practitioner in caring for mature and aging families is identified. 3 hrs. theory, 12 hrs. clinical/wk. Prereq: NURS 501, 503, 511, 512, 513, 514, 521.

NURS 523 Family Nurse Practitioner Internship (5) This course provides an opportunity to integrate theory and practice through an intensive internship experience. Focus is on the domains and competencies of the nurse practitioner as direct provider of primary health care. Biweekly seminars will be conducted to discuss current topics. The student will be guided in the practicum by nurse practitioner and physician preceptors in a variety of settings. 1 hr. theory, 12 hrs. clinical/wk. Prereq: NURS 521 and 522.

NURS 530 Vulnerable Populations and the Health Care System (3) Many groups in the United States are unable to effectively access the health care system due to gender, lifestyle, financial status, environment, and ethnicity. These groups have specific health care needs that persist to go unheeded by the health care system in the United States. This course will explore the issues surrounding these vulnerable populations. In addition, responsive agencies, research directions, and integration of nursing efforts with other support services will be discussed and analyzed. 3 hrs. theory/wk.

NURS 560 School Nursing (5) Focus on the specialty of school nursing, examining the role of the school nurse in health promotion of school age youth. Management and evaluation of coordinated school health programs are discussed with an understanding for the need for outcome criteria. Clinical experiences provide the student an opportunity to participate in school health settings at both elementary and secondary levels. 3 hrs. theory, 7 hrs. clinical. Prereq: Undergraduate: NURS 322, NURS 423 and faculty permission; Graduate: BSN. Offered in fall and spring.

NURS 586-588, 686-688 Topics in Nursing (1-3) In-depth investigation and development of one or more topics of current interest in nursing that are not normally covered in regular courses. Topics/methods will vary according to the needs of students and faculty.

NURS 630 Effective Teaching: Theories and Methods in Nursing Education (3) Educational theories and methods are explored in this course. The advantages and challenges of technology-based teaching and learning are presented. Past and future trends in education are discussed. Theory and research findings about the learning process, the nature of the learner and the goals of instruction are discussed.

NURS 631 Measurement and Evaluation in Nursing Education (3) This course introduces the student to the concepts of measurement and evaluation. Techniques in designing instructional objectives and test items are developed. Grading methods and test analysis are explored. The purpose of program evaluation is emphasized.

NURS 632 Nursing Curriculum and Program Design (3) This course focuses on curriculum foundations, principles, and issues. Synthesis of knowledge is attained by development of a curriculum/program project.

NURS 633 Nursing Education Internship (3) This course provides an opportunity to integrate theory and practice through an intensive internship experience. Focus is on the domains and competencies of the nurse practitioner as direct provider of primary health care. Biweekly seminars will be conducted to discuss current topics. The student will be guided in the practicum by nurse practitioner and physician preceptors in a variety of settings. 1 hr. theory, 12 hrs. clinical/wk. Prereq: NURS 521 and 522.



Admission Requirements

Applicants to the master of science degree program or the certification in school psychology program are required to have a minimum of 18 undergraduate semester hours in psychology. Applicants to the master of education degree program or the school counseling certification programs are required to have a minimum of six semester hours in undergraduate or graduate education courses and six semester hours in undergraduate or graduate general and developmental psychology. Refer to the *Master of Education and Certification in School Counseling* section for further details on these prerequisites. In addi-

Ethical Principles of Psychologists and School Counselors

Students whose behavior, in any way, indicates a breach of the standards specified by the American Psychological Association, the Pennsylvania Psychological Association, the Pennsylvania State Licensure Board, the National Association of School Psychologists, the American Counseling Association, or the American School Counselor Association are subject to dismissal from the Department of Psychology and School Counseling.

Grievance Procedure

Students should be aware that there is a student grievance procedure. A grievance should be submitted in writing to the graduate committee in care of the current graduate program coordinator. The graduate committee in conjunction with the grievance committee will attempt to resolve the complaint. If this process does not resolve the complaint, the matter should be taken to progressively higher levels of authority as specified in the section, *Policies Governing Graduate Courses: Academic Appeals*.

Degree Candidacy for Psychology Programs

To advance to degree candidacy, all students must meet the following requirements:

1. Pass all core courses with a B or better;
2. Pass PSYC 630 with a B or better;
3. Pass PSYC 631 with a B or better;
4. Pass the Core Competency Examination;
5. Receive a satisfactory evaluation from the psychology department graduate committee.

Degree Candidacy for School Counseling Program

To advance to degree candidacy, all students must meet the following requirements:

1. Pass the Phase I core courses with a B or better: SCCN 621, SCCN 645, PSYC 530;
2. Complete the Pre-Practicum Portfolio;
3. Receive a satisfactory evaluation from the graduate committee;
4. Pass the Core Competency Examination.

COURSE REQUIREMENTS

Master of Science Degree in Psychology: Clinical Program (42 s.h.); Clinical Program to Pursue Licensure (48 s.h.). After March 2007, 60 s.h. recommended for completion.

Core (9 s.h.)

- PSYC 530 Child Development Within the Family System (3)
PSYC 612 Research Design and Statistical Analysis (3)
PSYC 635 Psychopathology (3)

Skills I: Core (6 s.h.)

- PSYC 630 Group Processes and Personality (3)
PSYC 631 Psychotherapy and Intervention Skills (3)

Skills II: Assessment (6 s.h.)

- PSYC 671 Psychological Assessment I (3)
PSYC 673 Personality Assessment (3)

Skills III: Advanced (6 s.h.)

Selected Therapies (must be two different therapies)

- PSYC 632 Group Counseling and Psychotherapy (3)
PSYC 636 Cognitive Therapy (3)
PSYC 637 Family Therapy (3-6)
PSYC 638 Cognitive-Behavior Therapy (3)

Electives (9 s.h.) Choose 3

- PSYC 515 Physiological Psychology (3)
PSYC 517 Tests and Measures (3)
PSYC 526 Advanced Adolescent Psychology (3)
PSYC 536 Applications of Biopsychology (3)
*PSYC 537 Ethics and Professional Practice (3)
PSYC 547 Applied Social Psychology (3)
PSYC 566 Clinical Hypnosis (3)
PSYC 613 Substance Abuse Disorders (3)
PSYC 634 Child Psychopathology and Interventions (4)
PSYC 681 Practicum in Psychology (3-6)
PSYC 696 Research Methods in Psychology (3)
PSYC 699 Thesis (3)

*SCCN 630 Multicultural Counseling (3)

*SCCN 645 Career Development (3)

SCCN 657 Brief Counseling (3)

*Clinical students may take these courses if pursuing licensure.

Selected Therapies

Other courses taught in the psychology department and approved by adviser may be taken as electives.

Practicum

PSYC 681 Practicum in Psychology (6)

PSYC 682 Internship and Seminar in Psychology (6-12)

Certification Program in School Psychology (64 s.h.)

Core (9 s.h.)

PSYC 530 Child Development Within the Family System (3)

PSYC 600 Seminar in School Psychology (3)

PSYC 612 Research Design and Statistical Analysis (3)

Pre-Practicum Portfolio (0)

Core Competency Exam should be taken after completion of the core.

Skills I: Core (6 s.h.)

PSYC 630 Group Processes and Personality (3)

PSYC 631 Psychotherapy and Intervention Skills (3)

Skills II: Assessment (9 s.h.)

PSYC 671 Psychological Assessment I (3)

PSYC 672 Psychological Assessment II (3)

PSYC 673 Personality Assessment (3)

Skills III: Interventions (10 s.h.)

PSYC 540 Classroom Intervention (3)

PSYC 646 Consultation (3)

PSYC 634 Child Psychopathology and Interventions (4)

Educational Foundations (3 s.h.)

SPED 601 Psychology of Exceptional Children (3)

Related Courses (12 s.h.)

PSYC 547 Applied Social Psychology (3)

RDED 621 Foundations of Reading and Writing (3)

EDUC 671 Curriculum Development in the School (3)

PSYC 536 Applications of Biopsychology (3)

Electives (3 s.h.) (select one of the following)

SCCN 630 Multicultural Counseling (3)

PSYC 637 Family Therapy (3)

or

Selected course with approval of adviser

Note 1: Pre-practicum field experiences must be completed prior to enrolling in PSYC 685. The designated activities outlined in the pre-practicum syllabus should be initiated upon acceptance into the school psychology certification program. Students are responsible to their advisers for documentation of the requirements.

Note 2: Portfolios are required of all school psychology certification students. Portfolio instructions and requirements may be obtained from students' advisers and should be initiated upon acceptance into the school psychology certification program. Students are required to submit their portfolios to their advisers on the fifth Tuesday of each semester and to attend the portfolio meeting on the sixth Tuesday of each semester.

Field Experiences (12 s.h.)

PSYC 685 Practicum and Seminar in School Psychology (3)

PSYC 686 Internship and Seminar in School Psychology (9)

Certification Program in Supervision of School Psychological Services

(School Psychology Certification plus 15 s.h.)

I. Core Curriculum Courses

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

II. Department Field Course

PSYC 799 Applied Supervision: School Psychological Services (6)

PSYC 530 Child Development within the Family System (3) Theory and research on the development of cognitive, emotional, linguistic, psychosexual, and moral systems in the child. Emphasis on the impact of family structure and dynamics on the developing child.

PSYC 536 Applications of Biopsychology (3) Survey of current topics. Includes psychotropic drugs, neuropsychological assessment and treatment. Emphasis on clinical applications and knowledge base to enable referrals/coordination with related psychiatry/neurology professionals. Prereq: Undergraduate or graduate course in physiological psychology or biology or permission of instructor. Offered annually.

PSYC 537 Ethics and Professional Practice (3) This course combines ethics education with an introduction to clinical psychology. Ethical standards of psychologists and an ethical decision-making model will be applied to moral, ethical, and legal dilemmas in clinical practice. The historical development of clinical psychology, its major theoretical perspectives and empirically-supported treatments will be reviewed. Offered annually.

PSYC 540 Classroom Intervention (3) Gives service providers skills to identify classroom discipline problems and improve classroom behavior and learning. Students apply behavioral analysis to develop and monitor interventions. Emphasis on selection and evaluation of research-based strategies and school-wide factors which affect student discipline. Offered in fall.

PSYC 546 Learning Theories and Their Application (3) Review of behavioral approaches to learning such as operant and classical conditioning, and observational learning. Cognitive and ethological challenges to behavioral theories will be considered. Includes information processing models of learning.

PSYC 547 Applied Social Psychology (3) Examines the effects of social psychological factors on various clinical issues, including racial-ethnic and cultural issues, the development and maintenance of maladaptive behaviors, clinical judgment, relationship between clinician/school psychologist and client, and the outcome of intervention. Prereq: Admission to graduate program or permission of instructor. Offered in fall.

PSYC 566 Clinical Hypnosis (3) Theories, experience and practical applications of clinical hypnosis. Explains clinical skills needed to induce hypnosis for personal growth, therapy and applications in clinical psychology, medicine, dentistry, sports, and education. This course is designed in accordance with the guidelines of the American Society of Clinical Hypnosis. Prereq: Permission of instructor. Offered annually.

PSYC 586-589 Topics in Psychology (1-4) Investigate and develop one or more topics of current interest not normally covered in regular psychology courses. Special topics and methods used to investigate the topics will vary according to the needs of psychology students and faculty. Offered periodically.

PSYC 600 Professional Seminar in School Psychology (3) The philosophy, administrative arrangements, responsibilities and general functions of a school psychologist. Emphasis on research information relating to skills and techniques used by psychologists in the prevention and remediation process as they apply to school children. First-hand experience in the functions of a school psychologist through field visitations and planned seminars. Schedule near the beginning of the program. Offered annually.

PSYC 612 Research Design and Statistical Analysis (3) This course is designed to develop and extend skills in the interpretation of psychological research. Understanding the relationships between research methods, statistical procedures, and interpretation is emphasized. Prereq: Undergraduate course in statistics, PSYC 611, or permission of instructor. Offered annually.

PSYC 613 Problems in Psychology (1-3) Seminar course designed to provide students with an opportunity for intensive study in specialty areas in

With advance permission of faculty adviser, program co-coordinator and dean of graduate studies and research and as part of a planned program, a student may transfer credits from other graduate programs at MU or SU. Forms for the approval process of transfer of credits are available in the Office of Graduate Studies and Research.

The program does not grant academic credit for life or work experience.

Degree Requirements

Students with regular standing admission must complete 60 credits of graduate study including: 42 credit hours of required course work, 12 credit hours of field practicum, and 6 credit hours of electives. BSW graduates with regular admission status may receive exemption for some course work, as per admission guidelines.

Students with advanced standing admission must complete 36 credits of graduate study including: 21 credit hours of required course work including a summer "bridge" course, 6 credit hours of field practicum, and 9 credit hours of electives.

Due to the cohort nature of this program, all courses must be taken in sequence. The 60- credit program can be completed in two years full time (four courses a semester) or four years part time (two courses a semester). The 36- credit program can be completed in one year full time or two years part time. Both programs are year round.

Degree Candidacy

A formal admission to degree candidacy process takes place after a minimum of 12 credits have been completed. MU-SU MSW faculty members evaluate students to determine if they have the potential for completing the requirements of the social work program. Qualifications are based on academic performance in line with University standards and demonstrated ethical behavior; values, and commitment to social work as a career. The social work faculty has the right to dismiss from the program at any time students found not qualified for social work practice.

COURSE OF STUDY

Students enroll in either the regular (60 s.h.) or the advanced standing (36 s.h.) program. Students in the regular program take both the required foundation year (I) and the concentration year courses including two elective courses. (III, IV) Students in the advanced program take SOWK 601, the concentration year courses (II), and the three elective courses (III, IV).

I. Foundation Year (30 s.h.) (Required of regular program students only.)

- SOWK 501:** Principles and Philosophies of Social Work (3)
- SOWK 505:** Understanding Social Work Practice with Diverse Populations (3)
- SOWK 510:** Human Behavior in the Social Environment I (3)
- SOWK 511:** Human Behavior in the Social Environment II (3)
- SOWK 515:** Social Welfare Policy (3)
- SOWK 520:** Micro/Mezzo Social Work Practice (3)
- SOWK 521:** Macro Social Work Practice (3)
- SOWK 525:** Research Methods (3)
- SOWK 530:** Field Practicum I (3)
- SOWK 531:** Field Practicum II (3)

II. Concentration Year-Required (3 s.h.)-Advanced Standing Program

- SOWK 601:** Integrative Seminar (3)

III. Concentration Year-Required (24 s.h.)-Regular and Advanced Standing Programs

- SOWK 610:** Advanced Human Behavior in the Social Environment (3)
- SOWK 612:** Social Work and the Law (3)
- SOWK 615:** Advanced Social Welfare Policy (3)
- SOWK 620:** Advanced Micro/Mezzo Social Work Practice (3)
- SOWK 621:** Advanced Macro Social Work Practice (3)
- SOWK 625:** Advanced Research Methods (3)
- SOWK 630:** Advanced Field Practicum I (3)
- SOWK 631:** Advanced Field Practicum II (3)

IV. Concentration Year Electives-Required Regular Program (6 s.h.)/Advanced Standing Program (9 s.h.)

- SOWK 602:** Behavioral Health (3)
- SOWK 603:** Gender Issues (3)
- SOWK 604:** Health Care (3)
- SOWK 605:** Child Welfare (3)
- SOWK 606:** School Social Work (3)
- SOWK 607:** Emergency Mental Health and Trauma (3)
- GRN 510:** Foundations of Applied Gerontology I: Social Context of Aging (3)
- GRN 610:** Social and Public Policy in Aging (3)

COURSE DESCRIPTIONS

SOWK 501 Principles and Philosophies of Social Work (3) Introduces the generalist model for practice, which serves as a base for subsequent social work courses and provides initial understanding of the needs and issues of special populations in relation to social welfare policies and services as well as social work practice. The course provides an introduction to the profession and the MSW program while helping to prepare students for their subsequent field placements. Fifteen volunteer hours are required. This course will be offered in a blended distance education format. Prereq: None. Offered in summer.

SOWK 505 Understanding Social Work Practice with Diverse Populations (3) Focuses on issues of understanding human diversity, risk, societal

SOWK 610 Advanced Human Behavior in the Social Environment (3) Provides students with a conceptual framework for thinking about both traditional and alternative ways in which knowledge is created and influenced and for critiquing theories of human behavior. Emphasis will be placed on synthesis and integration of learning from the three-course HBSE sequence through application of learning to case studies in the students' area of interest. The course maintains a multicultural and strengths perspective, a focus on diversity and populations at risk and social and economic justice. This course will be offered in a blended distance education format. Prereq: SOWK 511 or SOWK 601. Offered in summer.

SOWK 612 Social Work and the Law (3) Social workers understand that virtually everything they do professionally in the 21st century has to include evaluations of risk, legality, funding and unintended consequences. Malpractice appropriately receives much attention in this regard but legislative and regulatory requirements regarding funding, grants and contracts, definitions of disabilities, responsibilities of different levels of government and many other legal aspects of the profession must also be considered. Law, for most people, is a foreign language, and social workers need to be somewhat fluent in this language so they can deal with the convergence of law and social work, social services and social policy. This course will be offered in a blended distance education format. Prereq or Coreq: SOWK 601. Offered in summer.

SOWK 615 Advanced Social Welfare Policy (3) Introduces conceptual approaches to policy analysis and assesses selected social policies, programs and services in the areas of income maintenance, health care and personal social services in accordance with these approaches and with specific reference to their impact on special populations. This course will be offered in a blended distance education format. Prereq: SOWK 515 or SOWK 601. Offered in spring.

SOWK 620 Advanced Micro/Mezzo Social Work Practice (3) Provides advanced knowledge, practice experience and consultation in both a classroom setting and in collaboration with practice in the student's field placement, which focuses on individuals, families, and/or groups. The use of the supervisory model in agencies will be explored in depth. Prereq: SOWK 520 or SOWK 601; Coreq: SOWK 630. Offered in fall.

SOWK 621 Advanced Macro Social Work Practice (3) Assists students in developing knowledge of administration supervision, grant writing, fund-raising, and budgeting. The macro social work practice course will provide models for developing programs that promote social and economic justice for the underserved, the poor, and the oppressed populations. This course will be offered in a blended distance education format. Prereq: SOWK 521 or 601; Coreq: SOWK 631. Offered in spring.

SOWK 625 Advanced Research Methods (3) Focuses on social work practice research paradigms, models, and methods. Particular attention is given

SPED 561-562 Student Teaching (12) Required for students who are seeking their first Pennsylvania teaching certification. This requires teaching under the supervision of a cooperating teacher.

SPED 575 Training and Utilization of Paraeducators (3) Trains special education teachers of school age students with mental/physical handicaps to use paraeducators and volunteers effectively. Participants will explore and develop the knowledge and competencies needed by the special education teacher to select, train, evaluate and delegate appropriate duties and responsibilities to paraeducators for the purpose of increasing their own teaching effectiveness. Offered periodically.

SPED 576 The Student with Disabilities in the Regular Education Classroom (3) Informs educators of the variety of services available and needed for including students with disabilities in regular planning. Included are various means for making the transition for staff and student as smooth and meaningful as possible to maximize learning. Consideration is given for facilitating communication among staff and eliminating delays in services to students. Offered infrequently.

SPE

SPED 661 Curriculum Development for Students with Mild and Moderate Disabilities (3) Theory, practice and evaluation of curricula for school-age students with mild and moderate disabilities. Emphasis on activities to: (1) investigate and propose solutions to curricular problems of today's special education programs and the student with disabilities in tomorrow's schools; (2) study the basic assumptions underlying personal curricular views and the processes by which they make and implement curricular decisions; and, (3) provide a setting for study of theoretical concepts related to the change process and actual situations in which attempts are being made to make radical shifts in curriculum. Prereq: SPED 580, 600 and 601. Offered infrequently.

SPED 665 Transition and Supportive Employment for Adults with Disabilities (3) Transition planning for secondary students with disabilities with the worker and job. Programs that facilitate development of a congruence between job and employee are included, as well as agencies and other resources that might assist in job placement. Prereq: SPED 580, 600 and 601. Offered infrequently.

SPED 671 Behavior Management: Strategy Systems for Special Education (3) Intervention strategies for dealing with appropriate and inappropriate behaviors in individuals with disabilities. Opportunities to research and practice relevant classroom teaching and management skills including the analysis of student behaviors, techniques for modifying targeted skill areas and methods for analyzing possible causes of behavior. Discussions of systematic procedures for evaluating the efficacy of certain management and intervention systems. Also emphasizes investigation and development of pragmatic solutions to students' current placement questions. Prereq: SPED 580, 600 and 601. Offered in fall.

SPED 681 Administration and Supervision of Special Education Programs (3) Current issues and practices of special education curriculum and instruction, school law, budget process, staff development, teacher supervision, family collaboration and public relations are analyzed. Discussions are geared at affecting change in the field. Prereq: SPED 580, 600 and 601. Offered in fall.

SPE

WSSD 601 Organization and Administration of Sport Programs (3) Includes regulations of sport governing bodies, federal law, academic integrity, institutional control, financial effectiveness, and welfare of sport personnel and participants. Offered periodically.

0 () An examination of 20th-century American culture and the role played in it by sports. Areas which will come under scrutiny, but not limited to, are: the family, labor, industry, schools, churches, race relations, and democracy as they relate to sport in American culture. Offered periodically.

WSSD 603 Moral and Ethical Issues in Sport (3) An inquiry into ethics and morality as these apply to sport management. Competition, violence, rules, drugs and athletic scholarships are some of the concepts examined. Various ethical approaches are considered. Offered periodically.

WSSD 604 Facilities and Event Management (3) Principles of financing, operating and managing public assembly facilities. Emphasis on event management in arenas. Lectures, projects, papers and practical experience emphasized. Offered periodically.

WSSD 605 Sport and the Law (3) U.S. legal system, negligence law, intentional torts and criminal acts including assault and battery, hazing, violence in sport, risk identification and management. Constitutional law issues including state action, due process, equal protection, search and seizure/privacy issues and drug testing. Federal statutes including Title IX, Title VII of the Civil Rights Act of 1964, Title I of the ADA, and contract law. Offered periodically.

WSSD 610 Women in Sport (3) Examines the history of female participation, women's relationships to changing female roles and ideals and the attitudes of society toward competition for women. Includes an overview of women's sport organizations, federal laws and the motivations of female athletes. Offered periodically.

BUAD 611 Sports Marketing (3) Explores the role of marketing in the profit and nonprofit arenas of organized sports. Particular attention is paid to the external, uncontrollable environment, and the elements of product, event price, promotion and place. Emphasis on the planning, implementation and evaluation of sports marketing programs. Offered periodically.

BUAD 612 Accounting in Athletic Management (3) The role of accounting information from both the financial and managerial perspectives in the context of athletic management in the for-profit and nonprofit environment. Measurement and reporting necessary to any accountability relationship; budgeting emphasized as a vehicle for coordinating organizational behavior. Prereq: Financial and Managerial Accounting (six credits undergraduate or three credits graduate). Offered periodically.

WSSD 615 Campus Recreation Programming (3) Overview includes budgets, personnel, facilities, legal concerns, gender issues, planning and evaluation, publicity and evaluation. Programming areas include intramurals, extramurals, informal sports, club sports and outdoor pursuits. Offered periodically.

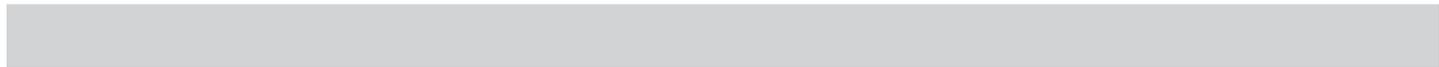
WSSD 616 Internship in Sports Management (3) Practical experience related to athletic management. Students will coordinate their course work with specific field experience. Program supervised by a member of the Department of Wellness and Sport Sciences. Students must contact the graduate coordinator of sport management one semester prior to enrolling to complete the Internship Application packet. Offered periodically.

WSSD 617 Sport Conditioning (3) The physiological principles underlying the process of physical conditioning. The student will also learn how to apply these principles to individuals training for sport and physical fitness. Offered periodically.

WSSD 618 Athletic Injury Prevention and Management (3) The basic principles of sports medicine. Emphasis on injury prevention, management and rehabilitation. The t0nagemen0 Ttopicfemethodmura 68(Studencal fiw)-4discuser ly.

M

M



School Health Services

Barbara Zimmerman, R.N. D.N.Sc.

School Psychological Services

Katherine Green, Ph.D.

Single Subject Area

Linda McDowell, Ph.D.

Communications (English)

Foreign Languages

Mathematics

Science

Social Studies

Special Education

Barbara A. Beakley, Ed.D.

Technology Education

Thomas Bell, Ph.D.

A post-master's program in educational supervision is offered for the experienced educator in the areas of art, communication (English), curriculum and instruction, elementary education, foreign languages, technology education, mathematics, music, reading, school guidance services, school psychological services, science, social studies and special education.

The supervisory certification program prepares experienced school personnel to assume leadership roles in an educational setting. This program, offered on a post-master's level, complies with the Commonwealth's certification mandate for educational supervisors and meets Supervisory I Certification requirements.

Admission Requirements

Eligible applicants should contact the appropriate coordinator at the time they make application to the program.

The standard degree application must be completed: three letters of recommendation, a professional goals statement and an official transcript of undergraduate and graduate work; Miller Analogies Test and Graduate Record Exam scores do not need to be submitted.

The application materials will be evaluated by the appropriate department and an admission recommendation will be forwarded to the Office of Graduate Studies.

Applicants must hold *Instructional II*

COURSE DESCRIPTIONS

EDSU 700 Functions of Supervision (3) Interpersonal processing, data gathering in analysis of classroom teaching, simulation, microteaching, staff development, in-service program development and staff selection. Offered annually.

EDSU 701 Administrative Aspects of Supervision (3) Administrative theory, budget development and school finance, certification, teachers' and students' rights and responsibilities, school law, tenure, collective bargaining. Offered annually.

EDSU 703 Curriculum and Supervision (3) Describe and analyze a curriculum plan, formulate a set of criteria for evaluating a curriculum plan, study roles of various persons in curriculum planning. Identify and evaluate characteristics, features and trends of education programs on levels K-12. Offered annually.

(* **799 Applied Supervision (6)** A one or two semester arrangement for a total of six credits for any of the content areas listed as follows:

(* **ART 799 Applied Supervision: Art Education (6)** A field-based experience designed to develop the candidate's leadership abilities, articulation of his/her philosophy of art education, and supervisory competencies. Specific activities may include curriculum and staff development, budgeting, and the public relations function, among others. Prereq: EDSU 700, 701 and 703.

(* **SCCN 799 Applied Supervision: Guidance Services (6)** Provides prospective supervisors with actual field experience in auditing current comprehensive developmental guidance programs and initiating action plans for subsequent program improvement, including performance-based assessment of school counselors. The American School Counselor Association National Model provides guidelines for supervision. Prereq: EDSU 700, 701 and 703.

(* **EDCI 799 Applied Supervision: Curriculum and Instruction K-12 (6)** A field-based experience designed to develop the candidate's leadership abilities K-12. Comprehensive involvement in on-site activities including classroom observations K-12, required research, policy and skill competencies. Specific activities include the demonstration of effective communication, staff development, budgeting, and the ability to integrate curriculum across disciplines K-12, in addition to other activities at the elementary and secondary levels. The field experience demands a high degree of cooperation between the University and the school where the student is employed or assigned. Prereq: EDSU 700, 701, 703.

(* **EDSU 799 Applied Supervision: Single Subject Area (6)** Required field experience for those seeking supervisory certification in English, foreign languages, mathematics, science and social studies. The student submits a work/study proposal which must include a unit of work involving the observation and supervision of teachers and selected other units of work from such areas as scheduling, budget preparation, staff development, curriculum, community relations, etc. All proposals must be approved by the Department of Educational Foundations and sanctioned by the administration of the school where the field experience is to occur. Prereq: EDSU 700, 701 and 703.

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

(* **EDTE 799 Applied Supervision: Technology Education (6)** Provides prospective technology education supervisors with field experiences in a school under the combined guidance of an administrator of the school district and a department representative from the University. The primary emphasis will be in the areas of program assessment, scheduling, budget preparation, teacher evaluation, in-service education and public relations. Prereq: EDSU 700, 701, 703 and approval of department chair.

(* **MUSI 799 Applied Supervision: Music Education (6)** A clinical field experience through which candidates demonstrate a variety of competencies under practical clinical conditions. Prereq: EDSU 700, 701 and 703.

(* **NURS 799 Applied Supervision in School Health Services (6)** Provides field experiences in a school setting with the emphasis on the comprehensive role of school health services supervision with emphasis on methods for personnel evaluation, observing and supervising school health personnel

CERTIFICATION PROGRAM IN SUPERVISION OF TECHNOLOGY EDUCATION

A Supervisory I Certification program qualifies experienced technology education teachers to become technology education supervisors.

Admission Requirements

Teachers with Instructional II certification in technology education or industrial arts and an earned master's degree (or in pursuit of one concurrently) may pursue this program to develop instructional leadership abilities. Admission to this supervisory certification program is granted after a favorable review of a graduate studies application, undergraduate and graduate transcript(s), three recommendations, and a statement of academic and professional goals. The department chairperson serves as the supervisory certification adviser. See the *Admission Requirements* section for additional application information.

Certification Requirements

The program requires 15 s.h. of core curriculum courses and department field experiences.

I. Core Curriculum Courses (9 s.h.)

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

II. Department Field Course (6 s.h.)

EDTE 799 Applied Supervision:Technology Education

COURSE DESCRIPTIONS

ITE

General Information

UNIVERSITY SERVICES

CAREER SERVICES

VETERANS

Millersville is approved to offer training to veterans under Title 38, United States Code, Section 3675, under the following: Chapter 30-Montgomery G.I. Bill, Chapter 31-Vocational Rehabilitation (Disabled Veterans), Chapter 32-Post Vietnam Era Veterans, Chapter 35-War Orphans and Widows Educational

- 40 Adams House (2 N G., ...)
- 59 Allegheny House (21 E E., ...)
- 23 Alumni Hall (60 L., R)
- 58 Armstrong House (23 E E., ...)
- 47 Athletic Annex (52 P., ... D)
- 25 Bard Hall (60 B., ... D)
- 38 Bassler Hall (10 N G., ...)
- 64 Bedford House (12 G., ...)
- 29 Biemesderfer Center (101 N G., ...)
- 44 Biemesderfer Stadium and Chryst Field (35 P., ... D)
- 54 Bishop Service Building (157 C., ... D)
- 52 Blair House (165 C., ... D)
- 32 Boyer Building (37 E., ...)
- 46 Breidenstine Hall (46 E E., ...)
- 33 Brooks Hall (40 B., ... D)
- 80 Brookwood Apts. (H., ... A.)
- 50 Brossman Hall (110 P., ... D)
- 27 Bucks House (110 N E., ...)
- 72 Burrowes Hall (120 R., ... H., C., ...)
- 43 Byerly Hall (24 B., ... D)
- 65 Cambria House (14 E A., ...)
- 48 Caputo Hall (50 E E., ...)
- 19 Chester House (135 N G., ...)
- 36 Chryst Hall (30 N G., ...)
- 16 Columbia House (215 N G., ...)
- 62 Cumberland House (2 G., ...)
- 61 Dauphin House (19 E E., ...)
- 35 Delaware House (104 N G., ...)
- 73 Diehm Hall (90 R., ... H., C., ...)
- 20 Dilworth Building (20 D., ... D)
- 17 Duncan Alumni House (205 N G., ...)
- 28 Dutcher Hall (30 G., ... L.,)
- 39 Franklin House (6 N G., ...)
- 63 Fulton House (4 G., ...)
- 2 Gaige Hall (230 N P., ...)
- 30 Ganser Library (9 N G., ...)
- 42 Gerhart Hall (22 E E., ...)
- 24 Gilbert Hall (70 L., R)
- 68 Gordiner Hall (30 G., ...)
- 74 Harbold Hall (60 R., ... H., C., ...)
- 38 Hash Building (10 N G., ...)
- 78 Healthy Lifestyles/University Drive (, ... D)
- 70 Hobbs Hall (210 R., ... H., C., ...)
- 69 Hull Hall (240 R., ... H., C., ...) Hall Circle) Hall Circle)

ROUTES TO MILLERSVILLE UNIVERSITY

DIRECTIONS TO THE CAMPUS

FROM BALTIMORE AND SOUTH:

Take Route I-83 north to Route 30 east. Then follow "From Route 30," below.

FROM HARRISBURG AND WEST:

Take Route 283 east to exit for Route 741 east. Then follow "From Route 30," below.

FROM THE PENNSYLVANIA TURNPIKE, TRAVELIN

SPECIAL FEATURES AND RESOURCES

ART GALLERIES

Ganser Gallery and Sykes Gallery each feature significant exhibitions of professional artists of national and international stature. Swift Gallery displays both undergraduate and graduate student art work. Ganser Gallery is centrally located on campus in Ganser Library, while Sykes and Swift galleries are housed in Breidenstine Hall. Contact the art department, 872-3298, for further information.

CULTURAL EVENTS SERIES

The Cultural Affairs Committee's mission is to bring to Millersville University's campus both enriching and entertaining programs that broaden the visual and performing arts experiences of our students and the Millersville community. It is the committee's goal to provide cultural offerings that reinforce the importance of the arts in the development of a well-rounded individual and a civil society. Although the series varies from year to year, varied types of performing arts are included. The committee also grants honoraria to student and department organizations for artists/scholars-in-residence. Call 872-3026 for further information.

GANSER LIBRARY

The present library building opened in 1967 and was named for Helen A. Ganser, head librarian from 1911 to 1952. The library faculty and staff have orga-

Mille