

# Millersville

PORTUNITY

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# Graduate Catalog

## 2008-200

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

COMMONWEALTH OF PENNSYLVANIA

STATE SYSTEM OF HIGHER EDUCATION

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# Introduction





# Academic Information

**FALL TERM 2008**

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

## MASTER OF ARTS

English  
 Foreign Languages  
     French  
     German  
     Spanish  
 History

## MASTER OF BUSINESS ADMINISTRATION

Business Administration

## MASTER OF EDUCATION

Art  
 Early Childhood Education  
 Elementary Education  
 English  
 Foreign Languages  
     French  
     German  
     Spanish  
 Gifted Education  
 Language and Literacy Education  
 Leadership for Teaching and Learning  
 Mathematics  
 School Counseling  
 Special Education  
 Sport Management  
 Technology Education

## MASTER OF SCIENCE

Biology  
 Emergency Management  
 Nursing  
 Psychology

## MASTER OF SOCIAL WORK

Social Work

## POST-MASTER'S CERTIFICATE

Family Nurse Practitioner  
 Nursing Education

## POST-MASTER'S CERTIFICATION

Elementary and Secondary Counseling  
 Principalship  
 School Psychology

## SUPERVISORY CERTIFICATION

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

## SPECIALIST CERTIFICATION

Reading Specialist

## PROGRAM SPECIALIST CERTIFICATE

ESL

## 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 also the Academic Policy and Procedures Manual).

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

## ADMISSIONS TESTING

Applicants for all degree programs and some certificate programs are required to submit official score reports from an appropriate standardized test. Most departments accept either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Departments that have specific requirements follow. Please note that scores for any test should not be more than five years old at the time of application.

MA/History: General GRE preferred

MBA/Business Administration: GMAT

M.Ed./School Counseling: General GRE

MS/Biology: General GRE and Subject GRE

MS/Psychology: General GRE

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

Information about the MAT, GRE and GMAT is offered through the University's Testing Center in Lyle Hall. Applicants should consult the center's web page ([www.millersville.edu/~testctr](http://www.millersville.edu/~testctr)) for test dates or call 872-3710.

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

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

## APPLICATION TO A GRADUATE CERTIFICATION PROGRAM

Applicants interested in a graduate-level certificate program should consult the appropriate *Academic Program* section for admission requirements that pertain to a specific program. Certification applicants must submit the Graduate Studies Admissions Application and supporting documents as stated on the application.

## APPLICATION AS A NONDEGREE GRADUATE STUDENT

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

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

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

*Admission as a nondegree student does not include admission to degree or certification programs.* Nondegree students may apply for admission to a degree or graduate level certification program after having accumulated graduate credits; however, no more than 9 graduate credits, in nondegree status, may be transferred to a degree or graduate-level certification program, subject to departmental approval.

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

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

## APPLICATION AS A TRANSIENT STUDENT

adviser to develop an initial program of study and to meet with him/her prior to each registration period. It is the responsibility of the adviser to provide academic counseling regarding degree requirements and the student's personal and professional goals.

## SEMESTER HOURS

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

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

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

## NONRESEARCH OPTION

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

## RESIDENCY REQUIREMENT

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

## TIME LIMIT

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

## SECOND MASTER'S DEGREE

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

## DEGREE CANDIDACY REVIEW

### THE PROCESS

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2. One of the following:

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

3. One of the following:

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

## **FACULTY AND COURSE DESCRIPTIONS**

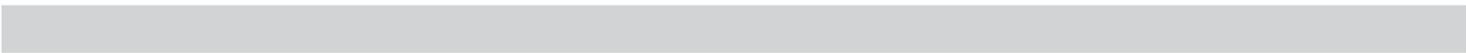
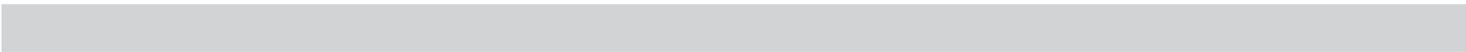
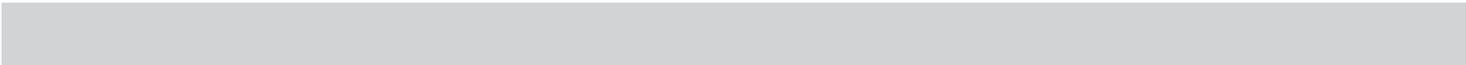
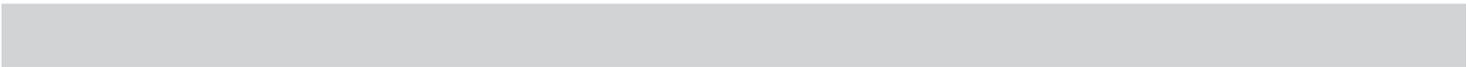
Faculty in the educational foundations and psychology departments teach the professional core courses. For descriptions of courses with the “EDFN” prefix, see *Educational Foundations* in the *Academic Programs* section; courses with “PSYC” prefix are listed under *Psychology*, *School Psychology*, and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



October 1 for winter and spring semesters. Admission decisions for special education are made only at these times.

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

Each certification applicant must submit a completed Graduate Studies Admissions Application and supporting credentials to the Ofes.



## INTERNATIONAL COOPERATION INVOLVING MBA STUDENTS

The MBA program at Millersville University, in cooperation with MU's partners in London, Chile, China, France, Germany and Spain, will offer graduate students an opportunity to work collaboratively on projects via distance learning technology and other forms of contact with students from partner institutions.

For further information about any of these programs, contact Millersville University's Office of Global Education and Partnerships at 872-3884.

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 upon the size of the debt and ability to pay. In most cases, repayment must be at least \$50 a month unless circumstances agreed upon by the lending institution warrant a lesser amount. Additional information about the Federal Stafford Loan is available in the Office of Financial Aid located on the 1st floor of Lyle Hall or online at [www.millersville.edu/finaid/](http://www.millersville.edu/finaid/). The applicant is required to complete the Free Application for Federal Student Aid (FAFSA) in order to apply for the Federal Stafford Loan. This form is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### FEDERAL STAFFORD LOANS (UNSUBSIDIZED)

A graduate student may borrow up to \$12,000 per academic year via the additional Federal Unsubsidized Loan Program. Certification students may borrow up to \$7,000 per academic year via the additional Federal Unsubsidized Loan Program. This amount is in addition to any amount borrowed under the Federal Subsidized Stafford Loan. The combined loans may not exceed educational costs or the maximum loan limits, whichever is less. A student may request Unsubsidized Stafford Loan Funds by contacting the Office of Financial Aid.

*Please Note: If you are receiving a graduate assistantship, the amount of the tuition waiver is included in calculating Stafford Loan eligibility. As a result, your loan may be adjusted.*

## SCHOLARSHIP SEARCHES

Scholarship searches are available on the Office of Financial Aid home page at [www.millersville.edu/finaid/](http://www.millersville.edu/finaid/).

## CAMPUS EMPLOYMENT

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

## SCHOLARSHIPS

### James C. Atty Memorial Scholarship

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

### Forty Et Eight Scholarships

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

### Luella Hamilton Memorial Scholarship

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

### **Anna McConnell Special Education Award**

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

### **Helen R. Metzler Graduate Reading Award**

Helen R. Metzler, associate professor of education emerita, 1969-77, has provided a monetary award presented annually to a graduate student who has completed reading specialist certification and who has shown 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**

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

## **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, but must initiate the advisement process by scheduling appointments with either the graduate program coordinator in the case of degree admission, or with the dean of graduate studies and research in the case of nondegree admission status.

## **ACADEMIC STANDING**

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

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

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

Individual departments may have scholarship requirements beyond this minimum level; students should consult their adviser and the *Academic Program* section of the catalog. Students may appeal dismissal to the dean of graduate studies and research.

## **GRADUATE GRADING POLICIES**

### **Regular Graduate Courses**

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

Each instructor establishes his or her own grading policy and states it clearly and in writing at the beginning of the course. Sufficient measures are built into each course structure to evaluate student achievement.

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

**Incomplete Grades**

A student, upon consultation with the instructor, may receive a grade of Incomplete. The student has the responsibility to complete the appropriate work as outlined by the instructor by the end of the following regular term. In the case of research reports and theses, the grade of Incomplete must be removed within one (1) calendar year. If a change of grade is not made by the instructor to indicate completion of requirements in the appropriate time span, the grade will be changed to an F. Under extenuating circumstances, the student may petition the dean of graduate studies and research, with the recommendation of the instructor, for an extension of time to complete the course or research requirements.

**Theses, Research Reports/Projects, and Practicum Courses**

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

**Workshop Courses**

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

**GRADUATE RECORDS POLICIES****Change of Curriculum or Degree Status**

Students wishing to change admission status or curriculum must initiate the process by completing the appropriate forms available in the Office of Graduate Studies and Research or on the graduate studies web page. Additional admission requirements may b-10(th/T11 1222 Tj/ Td()changes;Td()furj/r)60(, )-( )curric 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 ent for all University records. When any change of personal datage s dn,1(the )-( )TD -1.111 TD(Stu)-1(e





- When a course is listed as “Offered in...” it is offered only in the semesters noted.
- When a course is listed as “Offered periodically” it is offered on an irregular or as-needed basis.
- When a course is listed as “Offered infrequently” the course has not been offered for two years and will not be offered for two more years.
- When a course is listed as “Offered annually” the course is taught in either spring or fall.

## THESIS

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

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

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

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

- I. Definition of a thesis
- II. Choosing a topic and an advisor
- III. Timeline
- IV. Acceptable formats
- V. Research support and funding
- VI. Policy on human and animal subjects
- VII. Roles and responsibilities of student, committee, advisor, coordinator & the Office of Graduate Studies
- VIII. Final preparation and binding
- IX. Grading policy
- X. Sample documents

A full copy of the thesis guidelines is available on the graduate studies website at [www.millersville.edu/admissions/graduate/](http://www.millersville.edu/admissions/graduate/).

## TRANSFER OF CREDIT POLICY

### Credits Prior to Admission at Millersville

Students must request approval from their department and the dean of graduate studies and research for the transfer of graduate credit completed at a four-year regionally accredited institution prior to admission at Millersville. Forms for the approval of transfer credits are available in the Office of Graduate Studies and Research and on the graduate studies web page. The student must arrange for this office to receive official transcripts directly from the institution at which the graduate work was taken. Transfer credit may amount to a maximum of nine (9) credit hours from other accredited institutions, subject to completion of the residency requirement, and is subject to the time limit for the completion of all degree requirements. Except in the most extenuating circumstances, no transfer credit will be allowed for work completed more than five years prior to admission to Millersville University.

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

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

Following acceptance into a graduate degree program, students desiring to pursue graduate work at another institution for transfer purposes must receive the prior recommendation of their adviser and graduate coordinator and the prior approval of the dean of graduate studies and research. Approval forms are available in the Office of Graduate Studies and Research and on the graduate studies web page.

## TUITION

Tuition charges are set by the Board of Governors of the State System of Higher Education and are uniform throughout the 14 state-owned universities. Tuition and fees are subject to change at any time. All fees are to be used as estimates. 2008-09 fees were not set at the time of publication. Current fees are available at [www.millersville.edu/osa/](http://www.millersville.edu/osa/).

**2007-08 Tuition for Residents of Pennsylvania:** Full-time graduate students pay \$3,107 for 9 to 15 credit hours plus \$345 for every credit over 15. Part-time graduate students enrolled for fewer than 9 credits pay \$345 per credit. All graduate students pay \$345 per credit in the summer.

**2006-07 Tuition for Non-Residents of Pennsylvania and International Students:** Full-time graduate students pay \$4,972 for 9 to 15 credit hours plus \$552 for every credit above 15. Part-time graduate students enrolled for fewer than 9 credits pay \$552 per credit. All nonresident graduate students pay \$552 per credit in the summer.

## GENERAL FEE

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

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

The 2007-08 fee is \$70.40 per credit with a maximum of \$843.25 for fall and spring semesters. During summer and winter sessions the fee is \$23.05 per credit for all students.

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

## TECHNOLOGY FEE

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

The 2007-2008 fee is \$87.50 per semester for full-time Pennsylvania residents, and \$132.00 per semester for full-time non-residents. Part-time Pennsylvania residents pay \$43.00 per semester and part-time non-residents pay \$65.00 per semester for residents pTNa: f2.082 0 Tdkufee is



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**

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

1. Withdrawal before the end of the first full day of scheduled classes for the semester 100% refund.
2. Withdrawal during first week: 90% refund.
3. Withdrawal during second week: 80% refund.
4. Withdrawal during third week: 70% refund.
5. Withdrawal during fourth week: 60% refund.
6. Withdrawal during fifth week: 50% refund.
7. Withdrawal after fifth week: no refund.

This refund schedule is applicable to part-time students reducing credits, to full-time students reducing credits to part-time status, to undergraduate students reducing credits to the 12-18 credit range (usual load for full-time undergraduates), and to graduate students reducing credits to the 9-15 credit range (usual load for full-time graduate students).

### **Housing Fee**

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

### **Meal Plan**

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

## **SUMMER/WINTER SESSION REFUNDS**

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

See the appropriate session course listing for the applicable refund schedule on the Millersville website, [www.millersville.edu/osa/](http://www.millersville.edu/osa/). Rates and refund amounts are subject to change.





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

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

## GRADUATE COMMITTEE & ADVISEMENT

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

## CERTIFICATION PROGRAM IN SUPERVISION



## THE PROGRAM

### MASTER OF SCIENCE DEGREE IN BIOLOGY

The Department of Biology offers a master of science program for students interested in developing competence in a particular area of biology. This program may serve as a terminal degree program or preparation for further advanced study at another institution. Nondegree students who wish to update their skills and knowledge of biology and teachers working for Instructional II certification are welcome to take courses.

#### Admission Requirements

Students should consult the *Admission Requirements* section of the catalog for general requirements for admission to graduate study. The biology department requires the General Graduate Record Examination and the Biology Subject GRE results to be submitted with the application. To be considered for admission to the graduate program in biology, a student must score in the upper 50 percent on the Biology Subject GRE Test. A student with a Biology Subject Test score in the 35-49 percent range and demonstrated competency (grade of A or B) in at least six credits of graduate level course work will also be considered for admission. The admissions committee of the biology department graduate faculty will review complete application files in fall and spring semesters and admit or deny admission to graduate work in biology. Specific written recommendations will be provided to each applicant. Applicants denied admission may take courses as a nondegree student (see *Admission Requirements*) and reapply for admission.

#### Degree Requirements

1. Options for pursuing the degree:
  - a. Thesis—30 s.h. which includes course work and a thesis (3-6 s.h.).
  - b. Non-Thesis—36 s.h. of course work with emphasis on one or two defined areas of biology. Problems in Biology (BIOL 602) must be taken.
2. Admission to degree candidacy: In accordance with University requirements, all graduate students in biology must be admitted to degree candidacy. Achieving degree candidacy indicates that the student has demonstrated the ability to complete requirements for the master's degree, including adequate background to pursue thesis research. A student pursuing the thesis option may not enroll for thesis research (BIOL 699) until he/she has been admitted to degree candidacy. A student pursuing the non-thesis option may not register for course credit beyond 16 s.h. until he/she has been admitted to degree candidacy. Admission to degree candidacy requires successful completion of no fewer than 12 and no more than 16 s.h. of graduate course work while maintaining a B average. This shall include at least 8 s.h. at Millersville University.
3. Defense of thesis: All students completing a thesis must defend it orally in a public forum.
4. Courses required:
  - a. BIOL 600 Seminar in Biology (1) or equivalent to be determined by the student's graduate committee.
  - b. Students selecting the non-thesis option must take BIOL 602 Problems in Biology (2-4) after admission to degree candidacy.

Some undergraduate courses are dual-labeled and may be taken for graduate credit. A *maximum* of 15 credits of dual-labeled courses may be included in an M.S. program with prior permission of the student's graduate committee. In such cases, graduate students are expected to perform a 1m a 5(e)5eEMC Td(t)5(e)



**BIOL 696 Marine Ichthyology (3)** Marine fishes, morphology, anatomy, physiology, systematics and behavior covered using specimens collected from nearby estuaries and the ocean. Zoogeography, life histories and speciation also discussed. Offered periodically.

**BIOL 697 Marine Botany (3)**







**Nondegree Students**

All nondegree students must have permission by the MBA director prior to registering for any MBA class. Please contact the MBA office to schedule an appointment.

**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

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 and macro economics, calculus and statistics at the undergraduate level or permission of the MBA director.

**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

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**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.

**MA**

**III. Required Courses (18 s.h.)**

**GFED 670:** Psychology of the Gifted (3)

**GFED 674:** Programming for the Gifted (3)

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## LANGUAGE AND LITERACY EDUCATION

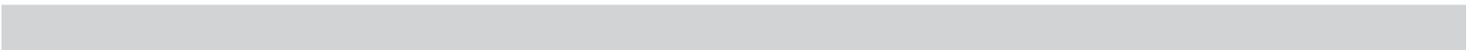
**RDED 625 Psychological and Social Factors in Reading and Writing Ability (3)** Discussion of psychological, social and health factors that influence reading and writing ability; theories and practices of teaching reading to culturally diverse individuals; and the role of the reading specialist in the 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 Clinic (6)** Supervision of teachers working in a building classroom and in a reading clinic, complete with observations and follow-up conferences. Written case reports on teachers supervised will be required. Prereq: EDSU 700, 701, 703.

## **EARLY CH**



### 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** Technical & Professional Writing for Emergency Managers (3)
- EMGT 605** Social Dimensions of Disaster (3)
- EMGT 607** Emergency Mental Health & Trauma (3)
- EMGT 614** Natural Hazards Primer (3)
- EMGT 615** Emergency Preparedness for Industry (3)
- EMGT 653** Theoretical Perspectives & Methods Applied to Emergency Management (3)
- EMGT 693** Field Experience Practicum (3)

#### II. Elective Courses (6 s.h.)

- EMGT 616** Terrorism, WMD & Homeland Security (3)
- EMGT 617** EM Issues in Communications & Mass Media (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, phases of emergency management, risk assessment, risk communication, emergency management functions, sustainable development, best practices, the EOC, the disaster plan, CEM, IAEM, forging intra- and inter-government relationships.

**EMGT 603 Technical & Professional Writing for Emergency Management Personnel (3)** The emergency management professional is engaged in an ever increasing workload involving reporting, budget preparation, grant applications, and communicating with the public. This course is designed to enhance the

**EMGT 691 Independent Study (1-3)** Intensive study of a particular emergency management area, topic or event.

**EMGT 693 Field Experience Practicum (3)**







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

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

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

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

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

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

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

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

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

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

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

**ENGL 665 Seminar in Teaching Oral Communication in the Middle and Secondary School (3)** Methods and activities appropriate to teaching oral communication in the middle and secondary school. Processes to be investigated include oral interpretation, choral reading, large and small group discussion, creative drama, simulation and gaming. For M.Ed majors. Offered periodically.

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

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

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

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

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

**ENGL 698 Research Report (3)**

**ENGL 699 Thesis (6)**

## GRADUATE FACULTY

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

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

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

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

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

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

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

## ADJUNCT FACULTY

Clement Dili Palä. Ph.D., University of Ngaoundéré (Cameroon), 2005. African Literature.

Josef Glowa. Ph.D., Brown University, 1997. German Language and Literature.

Zsuzsa Horváth. ABD, University of Pittsburgh. German Language and Literature.

Hermógenes Perdiguero, Ph.D., University of Salamanca, 1990. Philology.





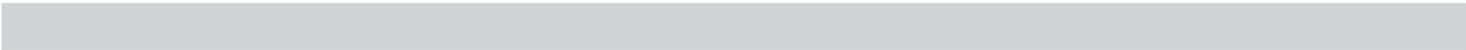
**FRENCH****I. Language (12 s.h.)**

(At least four courses required)

\***FREN 509** Applied Linguistics (3)

\***FREN 512** Phonetics (3)





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

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

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

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

**GERM 575 Workshop (3)** Designed for teachers seeking ways of adding variety to their courses. The workshop extends over a five-day period for a total of 37.5 hours and may be taken on an audit basis or for three credits upon submission of a resumé of the week's activities. Visit the department of foreign languages website at [www.millersville.edu/forlang/](http://www.millersville.edu/forlang/) for workshop topics. Not for degree credit.

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

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

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

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

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

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

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

**GERM 698 Research Report (3)**

**GERM 699 Thesis (3)**

*\*Precise title of seminar is announced on the department of foreign language's website at [www.millersville.edu/forlang/](http://www.millersville.edu/forlang/). Subject matter varies annually to permit concentration on different authors, works, movements and genres.*

## SPANISH

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

**SPAN 502 One-Week Composite Review** Students attend the school for any one week except the last and select any two courses they wish by registering for SPAN 502 and listing the two courses selected. They attend five one-and-a-half-hour sessions in each course they have chosen, and on the fifth day are given an examination in the material covered during the week. Does not count toward the degree, but may count for Act 48 credits.

**SPAN 509 Applied Linguistics (3)** Analysis of the language as behavior and emphasis on the priority of the spoken language in a systematic study of its structure. Comparison with English to explain and avoid errors.

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

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

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

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

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

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

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

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

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

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

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

**SPAN 698 Research Report (3)**

**SPAN 699 Thesis (3)**

*\*Precise title of seminar is announced on the department of foreign language's website at [www.millersville.edu/forlang/](http://www.millersville.edu/forlang/). Subject matter varies annually to permit concentration on different authors, works, movements and genres.*

## GRADUATE FACULTY

## 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.



## Admissions Requirements

Students who seek admission to the master of education degree in leadership for teaching and learning must comply with the University's established admissions criteria and procedures. Admission to the degree program will be on a cohort basis. Twenty (20) students will be admitted to each cohort group, with a new cohort commencing each fall semester. Students who are admitted will be expected to matriculate with their entire group. Courses completed prior to the beginning of a cohort may be considered for inclusion in the program.

The following criteria will be used in determining admission to a cohort:

1. Letters of recommendation
2. Official transcripts
3. Academic and Professional Goals Statement
4. Critical thinking exam: Graduate Record Exam or Miller Analogies Test
5. Writing examination (administered by the program)
6. Commonwealth of Pennsylvania Teacher's Certificate and five years' experience
7. Structured interview

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

In addition, programs that prepare school teachers will also realize many additional changes. Although these regulatory changes became effective on September 22, 2007, the Pennsylvania Board of Education has not yet developed final requirements for colleges/universities to follow. Therefore, additional program requirements will be developed and incorporated into your certification or educator program to comply with new regulations from the Pennsylvania Department of Education.

## Degree Candidacy

Students who have successfully completed the required EDLD core courses are eligible to schedule the portfolio review. Students who fail the portfolio review on their first attempt will be given an additional opportunity to achieve a satisfactory result.

## Assessment

In addition to the normal course requirements and assessment instruments, a portfolio will be utilized as a form of formative and summative assessment. Completion of the program is contingent upon passing the portfolio review and maintaining a 3.0 GPA. Students who fail to maintain the academic scholarship and/or professional standards are subject to dismissal from the program.

## COURSE OF STUDY

### Professional Core Requirements (9 s.h.)

- EDFN 545** Advanced Educational Psychology (3)
- EDFN 601** Methods of Research (3)
- EDFN 603** Philosophy of Education (3)

### Educational Leadership Core (27 s.h. minimum)

- EDLD 610** Leadership Theory and Organizational Behavior (3)
- EDLD 614** School and Community Relations (3)
- EDLD 620** School Law, Public Policy and the Principal (3)
- EDLD 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 facilitation of change. The implications of leadership theories on administration in educational organizations. Attention given to organizational climate, conflict negotiation, decision-making, communication, assumptions about power and change. Theory, research, practice, and the influences of special needs learners, race, class, gender and other social constructs will be integrated into the course. Offered in fall.

**EDLD 614 School and Community Relations (3)** Examination of the political, social and economic factors which influence the school's relationship with various community agencies and constituencies. Developing administrative sensitivity to community needs and effective articulation of the school's programs to the various communities. Offered annually.

**EDLD 620 School Law, Public Policy and the Principal (3)** An overview of American public elementary and secondary school law in the context of public policy. Examines federal and state constitutional, statutory and common law decisions that impact on the substantive or procedural rights of students, teachers and other school personnel. Emphasis on issues of equity and equality, and First Amendment issues. Makes use of 1) an interactive, empowering pedagogy, 2) case studies addressing race, class, gender and religious diversity, and 3) alternative assessment strategies. Introduction to Alternative Dispute Resolution (ADR). Offered annually.

**EDLD 669 Leadership Seminar (1)** Students enroll in the seminar during their first semester in the program. Course meets monthly every semester during the two-year leadership core. Facilitates synthesis of course content around the three principal roles through the four program foci; guides development of

student portfolios; and identifies individual professional development needs and recommends appropriate means for meeting those needs. Portfolios will demonstrate competence in standards identified by program assessments and the Educational Leadership Constituent Council. Pass-Fail grade will be assigned upon completion of program courses and portfolio. Offered fall and spring.

## GRADUATE FACULTY

Robert T. Smith, Department Chairperson. Ph.D., University of Delaware, 1982. Applied Mathematics.  
 Delray J. Schultz, Assistant Department Chairperson. Ph.D., Temple University, 1992. Statistics, Operations Research.  
 Bernie Schroeder, Graduate Program Coordinator. Ph.D., University of Wisconsin-Madison, 1989. Mathematics Education.  
 Dorothee J. Blum. Ph.D., Virginia Polytechnic Institute and State University, 1982. Graph Theory, Combinatorics, Discrete Mathematics.  
 J. Robert Buchanan. Ph.D., North Carolina State University, 1993. Ordinary Differential Equations, Functional Analysis.  
 Antonia Cardwell. Ph.D., Kent State University, 2005. Analysis.  
 Ximena P. Catepillan. Ph.D., University of Iowa, 1991. Operator Theory.  
 James W. Fenwick. Ph.D., University of Wyoming, 1985. Statistics.  
 Noel F. Heitman. Ph.D., University of Pittsburgh, 2003. Applied Mathematics.  
 Bruce M. Ikenaga. Ph.D., Cornell University, 1982. Algebra.  
 R. Kit Kittappa. Ph.D., University of Delaware, 1974. Analysis, Applied Mathematics.  
 Travis K. Miller. Ph.D., Purdue University, 2007. Mathematics Education.  
 Kevin S. Robinson. Ph.D., University of Florida, 2000. Statistics.  
 Elizabeth A. Sell. Ph.D., University of North Carolina, 2007. Algebraic Geometry.  
 Zhoude Shao. Ph.D., University of Minnesota, 1994. Applied Mathematics.  
 Lewis H. Shoemaker. Ph.D., Pennsylvania State University, 1980. Statistics.  
 Ronald N. Umble. Ph.D., University of North Carolina-Chapel Hill, 1983. Algebraic Topology.  
 Janet A. White. Ph.D., American University, 2002. Mathematics Education.  
 Michael G. Wismer. Ph.D., University of Delaware, 1996. Mathematics Education.  
 Mingquan Zhan. Ph.D., West Virginia University, 2003. Graph Theory, Matroid Theory.

## THE PROGRAM

The Department of Mathematics offers graduate course work in mathematics and mathematics education and offers the M.Ed. in Mathematics Education. Courses are designed to be of optimum value and relevance to teachers of mathematics in secondary schools. Mathematics teachers who are not pursuing a degree may enroll as nondegree students and elect any course in mathematics or mathematics education for which they have the prerequisites.

## ADMISSION REQUIREMENTS

Admission to the M.Ed. program in mathematics education is granted to those applicants whose mathematical preparation fulfills the mathematical proficiency requirement (see I below). Conditional admission is granted to those applicants who have satisfactorily completed the following MU undergraduate mathematics course (he)-lctualImcs to p 36 316.304 TmRA3m211uR (pROElculus)1c0I11,4 TIIIm211uIII)1,4 T 0ITe4 Tm161,4 T322pRLIneap 36 3.E

- MATH 502** Linear Algebra for Teachers (4)  
**MATH 503** Probability and Statistics for Teachers (4)  
**MATH 504** Modern Algebra for Teachers (3)  
**MATH 505** Transformational Geometry for Teachers (3)  
**MATH 506** Modern Analysis for Teachers (3)  
**MATH 520** Logic and the Foundations of Mathematics (3)  
**MATH 535** Statistical Methods I (3)  
**MATH 536** Statistical Methods II (3)  
**MATH 566** Complex Variables (3)  
**MATH 577** Problems in Applied Mathematics (3)  
**MATH 592** Graph Theory (3)  
**MATH 642** Linear Algebra (3)  
**MATH 650** Topics in Geometry (3)  
**MATH 670**  
**MATH 642** Comple(Independentsudyjed ics (3))-10(1-T11 1 Tf-3.444 -1.4667Td(MA)60((NOTES:1 1 Tf- )TjEM1d!Td(MA)60(((a1 1 TActualText (BDC

**MATH 503 Probability and Statistics for Teachers** (4) A rigorous one-semester study of probability, distribution theory and the basics of statistical inference. Topics include probability, expectation, discrete and continuous distributions, descriptive statistics and both estimation and hypothesis testing for one

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



## THE PROGRAMS

MASTER OF SCIENCE DEGREE IN NUR



advantages and challenges of technology-based teaching and learning are presented. Past and future trends in education are discussed. Theory and research findings about the learning process, the nature of the learner and the goals of instruction are discussed.

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

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

**NURS 633 Nursing Education Internship (3)** This course provides an opportunity to integrate theory and practice through an intensive internship experience. Focus is on the role of the nurse educator and the learning environment. Seminars will be conducted to discuss current topics related to nursing education. The students will be guided in the internship by nurses who are nurse educators. 1 hr. theory, 6 hrs. clinical/week. Prereq: NURS 630, 631, and 632.

**NURS 698 Scholarly Project (3)** Scholarly project is intended to be innovative, scholarly and relevant to advanced nursing practice. It is completed under the supervision of an individual faculty member. Prereq: NURS 502, 521, 522 or NURS 502, 631, 632.

**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 budget, staff in-service development, health curriculum evaluation and school health program assessment/revision and community relations. Prereq: EDSU 700, 701 and 703.

## GRADUATE FACULTY

Helena Tuleya-Payne, Department Chairperson. D.Ed., Pennsylvania State University, d3Svinext (P)49(Chairperson. )-49(D.s)10(er)10A/Act (P)49(Chai)10A/e



### **Departmental Philosophy**

The programs offered by the Department of Psychology are based on an underlying philosophy that graduate training in psychology and counseling should contain four essential components: academic training in relevant theory and knowledge; research skills and an ability to evaluate research critically; practical experience that can be directly useful in subsequent professional employment; and, a high degree of self-awareness and interpersonal relationship skills.

The graduate programs in psychology and school counseling are designed primarily to train practicing psychologists and school counselors. We are committed to the development of individuals who can knowledgeably and effectively practice their profession in the community and in the school. The focus of the master of science program is to train service providers in psychology and professional counseling who will work in mental health or educational settings. The master of education program is focused on preparation of professional counselors as applied to school counseling. The objective of the school psychology certification program is to train service providers who apply psychology to school settings. The school counseling certification program offers certification in elementary and/or secondary school counseling. The supervisory certification in school psychological services is for individuals who wish to oversee school psychology programs or school psychologists. The supervisory certification in school guidance services is for individuals who wish to oversee school counseling programs.

These programs are competency-based programs. It is assumed that acquisition of knowledge and skill development should proceed sequentially. The development of skills requires a series of practical experiences in both course work and field experiences. Consequently, the programs emphasize the practicum/internship experiences of students, in conjunction with the development of professional growth.

### **MASTER OF SCIENCE IN PSYCHOLOGY: CLINICAL PROGRAM**

The clinical program is designed for students who wish to pursue a career in mental health functioning as counselors and clinicians. It emphasizes the development of assessment and psychotherapeutic skills through course work and supervised experience with clients in the department's training clinic and through practicum in local mental health agencies and hospitals. Students wishing to pursue licensure as a professional counselor after graduation are advised to complete the clinical program with the following courses which may be helpful when taking the National Counselor Exam (NCE): SCCN 630 Multicultural Counseling; SCCN 645 Career Development; and PSYC 537 Ethics and Professional Practice. After March 2007, students will be advised to obtain 60 credits for licensure.

### **CERTIFICATION IN SCHOOL PSYCHOLOGY**

The school psychology certification program is a 64 s.h. post-baccalaureate program, fully approved by the National Association of School Psychologists. Upon completion of specified course work (43 s.h.) in the program, the student is awarded a master of science degree in psychology. Following completion of the final 21 s.h. of the 64 s.h. program, the student is recommended for certification as a school psychologist in the Commonwealth of Pennsylvania. Students may also transfer graduate course work or a master's degree in psychology or a related area into the program. When that is the case, a review of previous work will be conducted to determine which competencies have been met and the remaining certification requirements.

### **CERTIFICATION IN SUPERVISION OF SCHOOL PSYCHOLOGICAL SERVICES**

The certificate to supervise psychological services in the public schools requires 15 s.h. of course work and practicum. Certification as a public school psychologist is prerequisite to entering this program. While the student may begin the program at any time after becoming a certified school psychologist, a minimum of five years of experience as a school psychologist is required before the supervisory certificate may be granted.

### **MASTER O**

**Grades**

In most courses, grades are determined by the student's ability to demonstrate to the instructor's satisfaction that the subject has been mastered. In skills courses, grades are based on mastery of academic content, and also on the instructor's evaluation of the student's demonstration of appropriate clinical and interpersonal skills and dispositions. A grade of A indicates outstanding performance, a grade of B indicates good performance, and a grade of C indicates clearly unsatisfactory performance.

**Grades of C+, C, and C-**

If a student receives a grade of C+ or below, that student is automatically placed on departmental probation, and the student's overall performance is reviewed by the graduate faculty. A student receiving a grade of C+ or below should first have a conference with the instructor who gave the grade. The purpose of

**Degree Candidacy for School Counseling Program**

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

1. Pass the Phase I core courses with a 3.0 GPA or better: SCCN 621, SCCN 645, PSYC 530;
2. Complete the Pre-Practicum Portfolio;
3. Receive a satisfactor

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.

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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. 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 psychology. These areas will apply primarily to the practice of school psychology and the field of education. Offered periodically.

**PSYC 625 Human Growth and Development (3)** A comprehensive study of growth and development with a life-span perspective. Physical growth and maturation, social development, emotional and personal development, and cognitive development. Special projects in the field of student's interest. Offered annually. Should not be taken if credit obtained for PSYC 530.

**PSYC 630 Group Processes and Personality (3)** Taught as a group process class with the goal of increasing self-awareness, and promoting professional growth. Integrating theoretical concepts of personality with interpersonal experiences and feedback from fellow class participants to enable understanding of his/her personality functioning as it relates to his/her potential to effectively provide mental health services.

**PSYC 631 Psychotherapy and Intervention Skills (3)** Intensive supervised training in effective helping skills including listening and responding skills, relationship enhancement, interview skills and active interventions. Students receive supervision of videotaped counseling with clients.

**\*PSYC 632 Selected Therapies: Group Counseling and Psychotherapy (3)** Development of skills and awareness necessary for successful functioning as a facilitator of groups or as a group leader. Methods include participation in an encounter group, role playing, analyses of non-verbal communication, and reflective listening. Prereq: must pass CCE. Offered annually.

**\*PSYC 634 Child Psychopathology and Intervention (4)** Introduces students to child and adolescent psychopathology and therapeutic interventions used





on a probational basis. Applicants admitted on probation must earn grades of B or higher in the first 12 credits.

Applicants for advanced standing admission must have earned a baccalaureate degree in the last eight years from a CSWE accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher on a 4.0 scale.

Students who graduated with a baccalaureate degree from a CSWE-accredited social work program who are not eligible for advanced standing may be eligible for exemptions from first-year foundation courses other than practice and field instruction in which they have earned a grade of B or higher within the past eight years. Exemptions will reduce the total number of credits a student must earn to graduate. The Admissions Committee will send a letter notifying the applicant of the exemptions.

Students may apply for waivers from courses when they have already demonstrated proficiency in the course content at a graduate level with a grade of a B or higher. When requesting consideration for a waiver, a student must submit a Request for Waiver form and course syllabi to the course instructor. A waiver will not reduce the number of required credits for graduation but will allow a student to take a more advanced course or an elective course.

All applicants must submit an official Miller Analogies Test (MAT) or General Graduate Record Exam (GRE) score report completed within the past five years as part of the admissions process.

Applicants must evidence a combination of professional and personal experiences, qualities, and values that are considered essential for the practice of social work. A current resume is required. Three professional references are required with a minimum of one from faculty and one from a current or recent agency employer or supervisor. Applicants will complete a written personal statement. Application forms are available on the graduate studies website ([www.millersville.edu/admissions/graduate](http://www.millersville.edu/admissions/graduate)) or from the Office of Graduate Studies and Research. The program may request a personal interview or additional information about an applicant when necessary to make a fully informed admissions decision.

Persons who have a criminal record are not eligible to work in many human service fields. Applicants with criminal records should contact the MSW program director for additional information.

Students must demonstrate that they have successfully completed course work in each of the following areas: Human Biology, Economics, Government/Political Science, Psychology, Sociology/Anthropology, and Statistics. Applicants can be admitted with up to two course deficiencies. These course deficiencies must be completed by the end of the foundation year (30 credits) of the MSW program or before SOWK 630 Field Practicum.

Students may receive up to 9 credit hours earned at other regionally accredited institutions prior to admission. Graduate credits earned more than five years prior to admission do not qualify for transfer. Students may only transfer credits provided they are in good standing in those schools. Courses must be listed on an official transcript with a B or higher. Condensed one-week graduate courses do not qualify for transfer.

With advance permission of 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, six credit hours of field practicum, and nine credit hours of electives.

All courses must be taken in sequence. The 60- credit program can be completed in two years full time (four courses a semester) or four years part time (two courses a semester). The 36- credit program can be completed in one year full time or two years part time. Both programs are year round.

### **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. Offered in summer.

**SOWK 505 Understanding Social Work Practice with Diverse Populations (3)** Focuses on issues of understanding human diversity, risk, societal power and privilege, including issues related to sexism, heterosexism, classism, ageism, religion and spirituality, cultural identity development oppression, risk, resilience, and empowerment. This course will be offered in a blended distance education format. Offered in summer.

**SOWK 510 Human Behavior in the Social Environment I (3)** Examines the life span approach to human development with a focus on the interaction between the individual's bio-psycho-social functioning and the social environment. It considers the impact of micro and mezzo (i.e. families and small groups) systems on behavior with particular emphasis given to populations considered to be at risk. This course will be offered in a blended distance education format. Prereq: SOWK 501. Offered in fall.

rent social work knowledge, skills, and values. A volunteer experience is required that serves as the basis for the course project. This course will be offered in a blended distance education format. Prereq: advanced standing admission status. Offered in summer.

**SOWK 602 Behavioral Health (3)** Enables students to understand and increase their ability to work with micro to macro aspects of mental health/mental retardation and substance abuse/dependence as bio-psycho-social-societal phenomena. This course will be offered in a blended distance education format. Prereq: SOWK 601 or completion of foundation year. Offered periodically.

**SOWK 603 Gender Issues (3)** Provides an in-depth study of the concepts, policies, practices, and research in the field of gender studies. This course will examine institutionalized gender socialization, current gender issues and controversies, feminist theory for understanding behavior, and guiding principles and practices for helping professionals. This course will be offered in a blended distance education format. Prereq: SOWK 601 or completion of foundation year. Offered periodically.

**SOWK 604 Health Care (3)** Focuses on four content areas: 1) what the social worker's role is in different health care settings; 2) historic and current policy that affect health care services; 3) current research in various health care related issues; and, 4) international models of care. This course will be offered in a blended distance education format. Prereq: SOWK 601 or completion of foundation year. Offered periodically.

**SOWK 605 Child Welfare (3)** Provides an in-depth study of the concepts, policies, practices, and research in the field of child welfare and family and children services. This course will provide an introduction to the child welfare field, an overview of the development of services for children, a detailed examination of the provision of services; and an exploration of the ethical implications of child welfare practice. This course will be offered in a blended distance education format. Prereq: SOWK 601 or completion of foundation year. Offered periodically.

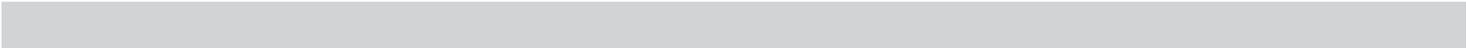
**SOWK 606 School Social Work (3)** Provides an in-depth study of the concepts, policies, practices, and research in the field of school social work examining policy, research, practice, and human behavior content. This course will be offered in a blended distance education format. Prereq: SOWK 601 or completion of foundation year. Offered periodically.

**SOWK 607 Emergency Mental Health and Trauma (3)** Provides an in-depth study of the concepts, policies, practices, and research in crisis intervention during disasters. This course will provide an introduction to the disaster field, a detailed examination of the human service delivery systems; and guidelines for attending to the emotional and mental health needs of both disaster survivors and responders, using the Critical Incident Stress Management model. This course is offered on-line. Prereq: SOWK 601 or completion of foundation year or permission of instructor. Offered in summer periodically.

**SOWK 608 Social Work Administration and Supervision (3)** This course will provide students with an introduction to the knowledge and skills necessary to perform managerial and supervisory functions in public and private human service organizations including those that have historically served populations at risk. It will examine the structure and processes of human service organizations, the process of management and organization building. The course will also cover different supervisory approaches and techniques and consider supervisory challenges that arise in various practice settings. During this course students will be provided with opportunities to build competencies and skills through practical application. This course will be technologically enhanced. Offered in the Fall. Co- or Prereq: SWK/SOWK 601 or completion of Foundation year.

**SOWK 609 Art Therapy and Social Work (3)** This advanced elective course explores the principles and the techniques of art therapy and considers the usefulness of art therapy in providing alternatives and supplements to the customary verbal methods of intervention. Ways of working with clients at various

**GRN 610 Social and Public Policy in Aging (3)** Examines aging policy issues and the aging network using the political and moral economy framework developed by C. Estes. The course will analyze several issues that impact older adults, such as adequate housing, neglect and abuse, transportation, and



**IV. Specialization Block (3 s.h. required)***Choices include:*

- SPED 575** Training and Utilization of Paraeducators (3)
- SPED 578** Special Education Law for Students with Disabilities: New Challenges for Educators (3)
- SPED 618** Early Intervention for Infants, Toddlers and Preschoolers with Developmental Delays (3)
- SPED 622** Aspects of Juvenile Delinquency (3)
- SPED 624** Action Research in Multicultural Aspects of Students with Disabilities (3)
- SPED 661** Curriculum Development for Students with Mild/Moderate Disabilities (3)
- SPED 665** Transition and Supportive Employment for Adults with Disabilities (3)

**V. Option I: Thesis/Project (6-9 s.h. required)**

- SPED 689** Research Seminar (3)
- SPED 699** Thesis (3-6)

**Option II: Non-Thesis (9 s.h. required)**

- SPED 689** Research Seminar (3)
- SPED** Electives (6 s.h.)

Two special education graduate courses or graduate courses outside the department as approved by the adviser. *Options may include:*

- SPED 527** Exact Signing: Methods of Non-Verbal Communication for Individuals with Disabilities (3)
- SPED 575\*** Training and Utilization of Paraeducators (3)
- SPED 576** The Student with Disabilities in the Regular Education Classroom (3)
- SPED 578\*** Special Education Law for Students with Disabilities: New Challenges for Educators (3)
- SPED 586-589** Topics in Special Education (3)
- SPED 618\*** Early Intervention for Infants, Toddlers and Preschoolers with Developmental Delays (3)
- SPED 693** Independent Study (1-3)

(\*Cannot be considered if the credit is used in the Specialization Block.)

**Special Education Certification****I. Foundations SPED Block (9 s.h. required)**

- SPED 580** Diagnostics and Assessment Strategies for Students with Disabilities (3)
- SPED 600** Orientation to Special Education (3)
- SPED 601** Psychological Aspects of Individuals with Disabilities (3)

**II.A. (9 s.h. required)**

- EDFN 545** Advanced Educational Psychology (3)
- EDFN 511** Comparative Education (3)

or

- EDFN 590** Social Foundation of Education (3)

or

- EDFN 603** Philosophy of Education (3)

or

- EDFN 604** Education and Public Policy (3)

- PSYC 525** Advanced Child Psychology (3)

or

- PSYC 526** Advanced Adolescent Psychology (3)

or

- PSYC 625** Human Growth and Development (3)

**II.B. (15 s.h. required)**

- EDUC 651** Mathematics in the School Program (3) (or equivalent)

- RDED 621** Foundations of Reading and Writing (3) (or equivalent)

- EDFN 530** Introduction to Microcomputers in the Classroom (3)

or

- EDFN 533** Instructional Technology in Special Education (3)

- PSYC 546** Learning Theories and Their Application (3) (or equivalent)

- EDUC 561** Second Language Acquisition: Theory, Programs and Assessment (3) (or equivalent)

### III. Special Education Core and Professional Block (APS)(24-30 s.h. required)

- SPED 611** Seminar in Learning Disabilities and Neurological Impairment (3)  
**SPED 621** Seminar on Multicultural Aspects of Students with Disabilities (3)  
**SPED 642** Seminar in Effective Teaching for Students with Moderate/Mild Disabilities (3)  
**SPED 644** Seminar in Effective Teaching for Severe/Profound Disabilities (3)  
**SPED 652** Seminar in the Psychology of Individuals who are Emotionally Disturbed (3)  
**SPED 671** Behavior Management: Strategy Systems for Special Education (3)  
**SPED 690** Clinical Practicum (3-12)

or

**EDSP 561/562** Student Teaching (12)

### Supervisory Certification in Special Education

#### I. Core Courses in Supervision (9 s.h. required)

*(See the Supervisory Certification section for requirements and program description.)*

#### II. Department Courses and Field Experience (6 s.h. required)

- SPED 681** Administration and Supervision of Special Education Programs (3)  
**SPED 799** Applied Supervision: Special Education (3)

## COURSE DESCRIPTIONS

**SPED 527 Exact Signing: Methods of Non-Verbal Communication for the Individuals with Disabilities (3)** Introduces manual communication alternatives for exceptional populations. Basic hand signs and finger-spelling techniques are presented as viable methods for teaching and expanding expressive and receptive language skills. A working vocabulary of school, home and community-based signs is developed. Universal gestures, basic yes/no responses, and adapted signs for closed populations with specific needs are also presented. Differences among the different signing methods are discussed and Exact Signed English (ESE) is stressed. Offered periodically.

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

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

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

**SPED 578 Special Education Law for Students with Disabilities: New Challenges for Educators (3)** The purpose of the course is to learn about the legal background of special education from its historical experience through its rapid development in the 1970s and 1980s to its current and future impact. Students will become familiar and conversant in the Pennsylvania and Federal Regulations and Standards, appropriate case law, and how Section 504 of the Rehabilitation Act of 1973 impacts and interacts with special education law and the due process hearing system. Federal statutes governing special education will be reviewed. Offered periodically.

**SPED 580 Diagnostics and Assessment Strategies for Students with Disabilities (3)**

programs to facilitate growth. Includes the importance of family involvement, and evaluates instructional strategies intended to enhance the child's success. Covers skills in accordance with family-centered services and participation in inter-agency, collaborative efforts. Prereq: SPED 580, 600 and 601. Offered periodically.

**SPED 621 Seminar on Multicultural Aspects of Students with Disabilities (3)** Covers desirable changes in attitudes, perceptions, understandings and practices when working with children and youth who are educationally disadvantaged and whose disadvantage is caused by lower socioeconomic status or other demographic considerations, including race and ethnicity. Multicultural groups may include poor African Americans, Native Americans, Latin Americans and Appalachians. Remedial programs are evaluated and recommendations are made. Prereq: SPED 580, 600 and 601. Offered in spring.

**SPED 622 Aspects of Juvenile Delinquency (3)** Students learn about the etiology of juvenile delinquency. Also included are discussions on criminology, misdemeanors, felonies, probation, legal concepts and the language system used by the juvenile delinquent. Students become aware of implications for prevention which can be utilized by the classroom teacher. Prereq: SPED 580, 600 and 601. Offered infrequently.

**SPED 642 Seminar in Effective Teaching for Students with Mild/Moderate Disabilities (3)** Provides education intervention and management model for the accurate assessment of, and systematic intervention with, mentally and/or physically handicapped school-age students. Emphasis is placed on selecting and applying specific evaluation tools, programs, materials, techniques and psychological principles to the learning of identified populations. Prereq: SPED 580, 600 and 601. Offered in summer.

**SPED 644 Seminar in Effective Teaching for Students with Multiple Disabilities (3)** A seminar in prescriptive teaching techniques explores the needs and functioning levels of school-age students with multiple disabilities and investigates approaches for basic development in categories including motor, self-help, social and language development skills. Prereq: SPED 580, 600 and 601. Offered in summer.

**SPED 652 Seminar in the Psychology of Individuals Who Are Emotionally Disturbed (3)** Knowledge and understanding of psychological aspects of children and youth with social maladjustments. Developmental psychopathologies are reviewed and psychiatric labels and terminologies are clarified. Psychodynamic and behavioral approaches are related to different patterns of challenging behavior, and their implications in assessment and therapy are clarified. Prereq: SPED 580, 600 and 601. Offered in spring.

**SPED 665 Transition and Supportive Employment for Adults with Disabilities (3)** Transition planning for secondary students with disabilities with

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**WSSD 602 Sport in American Culture (3)** An examination of 20th-century American culture and the role played in it by sports. Areas which will come under scrutiny, 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.

School Guidance Services

Nadine Garner, Ed.D.

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

Elba I. Rohena, Ed.D.

Technology Education

Thomas Bell, Ph.D.

## 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)** A field-based experience designed to develop the candidate's leadership abilities in the implementation and supervision of comprehensive developmental guidance programs. The American School Counselor Association National Model provides guidelines for supervision. Prereq: EDSU 700, 701 and 703.

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

**(\* ELEDquir**

Joseph M. McCade. Ed.D., Virginia Polytechnic Institute and State University, 1989. Power, Professional.

Paul G. Specht. Ph.D., Michigan State University, 1978. Occupational Safety and Hygiene Management.

Mark R. Snyder. Ed.D., Virginia Polytechnic Institute and State University, 1992. Graphic Communications.

Haig M. Vahradian. D.I.T., University of Northern Iowa, 1997. Metal, CNC Machining.

Scott A. Warner. Ed.D., West Virginia Dm.00D500CC006900CA003E0098006000CA002D00CC003E00D500CC0069oC003620Rclystems,(gin860(. Ed.D., W)85(e.

## **CERTIFICATION PROGRAM IN SUPERVISION OF TECHNOLOGY EDUCATION**

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

### **Admission Requirements**

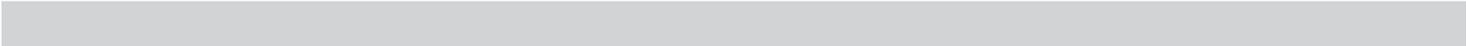
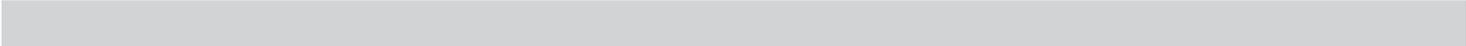
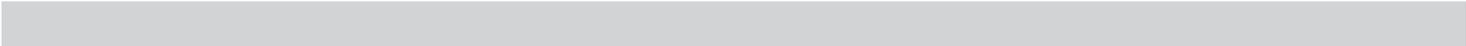
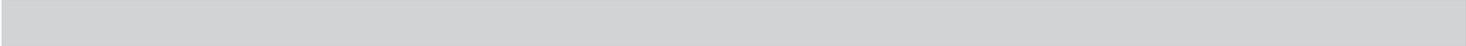


# General Information

**UNIVERSITY SERVICES**

## **PARKING PERMITS**

Prior to parking on campus, all drivers must obtain a parking permit to be displayed on the parked vehicle. The current permit fees, and all parking permits





## VETERANS

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## Academic Facilities

42	Adams House
65	Allegheny House
64	Armstrong House
40	Bassler Hall**
71	Bedford House
15	Berks House
48	Breidenstine Hall
54	Brossman Hall *
45	Byerly Hall
74	Cambria House
51	Caputo Hall*
38	Chryst Hall
18	Columbia House
68	Cumberland House
66	Dauphin House
30	Dutcher Hall
41	Franklin House
70	Fulton House
32	Ganser Library
44	Gerhart Hall
40	Hash Building**
69	Huntingdon House
8	Lancaster House
67	Luzerne Building
25	Lyte Auditorium in Alumni Hall
62	McComsey Hall
9	Mercer House
4	Mifflin House
16	Newman House
53	Nichols House

# 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, TRAVELING EAST:

Take Exit 19/247 (Harrisburg East), onto Route 283 east. From Rt. 283, take exit for Route 741 east. For about five miles, follow Route 741 east (the name Rohrerstown Road will change to Millersville Road), then turn right at the light at Route 999. Follow "Almost There," below.

### FROM THE PENNSYLVANIA TURNPIKE, TRAVELING WEST:

Take Exit 21/286 (Reading/Lancaster) and follow Route 222 south to Route 30 west. Then follow "From Route 30," below.

### FROM ROUTE 222 SOUTH:

Take the exit for Route 30 west, then follow "From Route 30," below.

### FROM ROUTE 30:

Take the exit for Route 741 east. Follow Route 741 east (the name Rohrerstown Road will change to Millersville Road). About four miles beyond Route 30, turn right at the light onto Route 999. Follow "Almost There," below.

### FROM LANCASTER CITY:

Go west on Orange Street, turn left on Charlotte Street and then bear right onto Manor Street. It will become Route 999 (Manor Avenue). When you cross Route 741 (Millersville Road), follow "Almost There," below.

### ALMOST THERE:

At the third traffic light (after Route 741), turn left onto George Street. After you cross West Cottage Ave., you will be on the campus.

# REGIONAL MAPS

# SPECIAL FEATURES A



