



GRADUATE CATALOG 2018-2019

Millersville University

COLLEGE OF GRADUATE STUDIES
AND ADULT LEARNING

P.O. Box 1002.0



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INTRODUCTION

THE UNIVERSITY

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

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

ACCREDITATION

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

THE COMMUNITY

Millersville is in Lancaster County, the heartland of central Pennsylvania. The adjacent city of Lancaster, a growing metropolitan area, offers ex-

ACADEMIC INFORMATION

DEGREES AND PROGRAMS

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

DOCTOR OF EDUCATIONAL LEADERSHIP

DOCTOR OF NURSING PRACTICE

DOCTOR OF SOCIAL WORK

MASTER OF ARTS

English
History
Languages and Cultures

MASTER OF EDUCATION

Art
Assessment, Curriculum and Teaching
 Online Teaching
 STEM Education
Early Childhood Education
English
Gifted Education
Language and Literacy Education
Leadership for Teaching and Learning
Mathematics
School Counseling
Special Education
Sport Management

MASTER OF SCIENCE

Emergency Management
Integrated Scientific Applications
Nursing
Psychology (Clinical or School)
Technology & Innovation (Education or Enterprise Concentration)

MASTER OF SOCIAL WORK

Social Work
Social Work and Emergency Management (MSW/MSEM Dual Option)

ADMISSION POLICY

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

ADMISSION TO A MASTER'S DEGREE PROGRAM

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

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

REGULAR ADMISSION

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

PROBATIONAL ADMISSION

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

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APPLICATION AS A TRANSIENT STUDENT

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

APPLICATION AS AN INTERNATIONAL STUDENT

Millersville University welcomes applications from prospective international students. In addition to satisfying general admissions requirements as stated on the Graduate Program Admissions Application, international applicants must demonstrate proficiency in the Test of English as a Foreign Language (TOEFL). TOEFL score requirements are 500 on the paper-based test, 183 on the computer-based test or 60-80 on the Internet-based test. The TOEFL is administered nationally. In lieu of the TOEFL, English language proficiency may be demonstrated by earning a score of "6" or higher on the International English Language Testing System (IELTS) exam.

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

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

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

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

SEMESTER HOURS

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

- 1.

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DEGREE REQUIREMENTS

DEPARTMENTAL REQUIREMENTS

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

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

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

M.ED. PROFESSIONAL CORE

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

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

Professional Core Requirements:

3 courses (9 credits)

Required Courses

1. EDFN 601 Methods of Research (3)
2. One of the following:
 - PSYC 525 Advanced Developmental Psychology (3)
 - PSYC 526 Advanced Adolescent Psychology (3)
 - EDFN 545 Advanced Educational Psychology (3)
 - PSYC 625 Human Growth and Development (3)
3. One of the following:
 - EDFN 511 Comparative Education (3)
 - EDFN 590 Social Foundations of Education (3)
 - EDFN 603 Philosophy of Education (3)
 - EDFN 604 Education and Public Policy (3)

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

CERTIFICATION

ADMISSION

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

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

(*) **ELED 799 A** ed S e . : **E e e a Ed ca . (6)** Internship in supervision to take place in schools or educational situations under the direction of the graduate faculty of the Department of Early, Middle and Exceptional Education. Prereq: EDSU 700, 701 and 703.

(*) **MUSI 799 A** ed S e . : **M cEd ca . (6)** A clinical field experience through which candidates demonstrate a variety of competencies under practical clinical conditions. Prereq: EDSU 700, 701 and 703.

ACADEMIC POLICIES

STUDENTS' RIGHTS AND RESPONSIBILITIES

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

ADVISEMENT

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

ACADEMIC STANDING

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

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

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

Individual departments may have scholarship requirements beyond this minimum level; students should consult their advisor and the *Academic Programs* section of the catalog (gr Univ)10 (ers0 -1.111 Tdwd[a hi7rw Tw 14 0 0 14 46.9399 531.76 Tm(ADISSMISSALTm(A-6.Tm(A-PPEALTDemic)10 (ST)73

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

I n c o m p l e t e G r a d e

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 resolved within one calendar year. If a change of grade is not made by the instructor to indicate completion of requirements in the appropriate time span, the grade will be changed to an F. Under extenuating circumstances, the student may petition the dean of the College of Graduate Studies and Adult Learning, with the recommendation of the instructor, for an extension of time to complete the course or research requirements.

D e g r e e , T e r m , R e e v a l u a t i o n / P e r f o r m a n c e a n d P a c k a g e C o s t s

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

GRADUATE RECORDS POLICIES

C a r e f u l C o n s i d e r a t i o n . D e e p S a

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

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

C a r e f u l N a e a d A d d e

It is the responsibility of each student to provide accurate and current information for all University records. Address changes may be completed [bma8chancA14ninin\(ed\(tion.\)1me \(ynal acs chnse ar\)1n\)aspecie o7cld taiF14.e cddrXiptd2 \(dult L5S\)7 34vtdecdf tand/\(ac\)0.n.mbtioonte0.d\(tt- 00.n.\)3](#)



TECHNOLOGY FEE

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

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. Rates and refund amounts are subject to change.

FINANCIAL ASSISTANCE

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

ASSISTANTSHIPS

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

LOANS

FEDERAL DIRECT LOANS

A graduate student may borrow up to \$20,500 per academic year via the Federal Direct Unsubsidized Loan Program. Certification students may borrow up to \$12,500 per academic year via the Federal Direct Loan Program. Loans may not exceed educational costs or the maximum loan limits, whichever is less. All students must be degree seeking and remain enrolled in a maximum of six credits to be eligible for Federal Direct Loans. The applicant is required to complete the Free Application for Federal Student Aid (FAFSA) in order to apply for the loan. This form is available online at fafsa.ed.gov. **Please note:** *If you are receiving a graduate assistantship, the amount of the tuition waiver is included in calculating Federal Direct 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/financialaid.

CAMPUS EMPLOYMENT

Be... F... e P... c... .. G a d a e F e... ..

Awarded to a full- or part-time graduate student in the field of clinical psychology who demonstrates a deep sense of compassion, understanding and keen sensitivity to those in need. He/she should be especially focused on those human beings who often fall through the cracks in society. The recipient student should have experience in community and/or volunteer service, with credit given for community-based research. If no such student in clinical psychology is chosen, a full- or part-time graduate student in the field of school psychology and/or school counseling will be considered using the same criteria. Financial need is a consideration. The award is renewable, provided the recipient continues to meet the basic criteria and remains in good academic standing. A personal statement and two letters of recommendation are required upon initial application.

F... E E... E d... e... f N... .. E d c a... ..

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

L e e H a... .. S c... .. a... .. N... ..

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 multidisciplinary 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.

J... W.W.L... .. e H... .. Re e a c A... .. a d

Awarded to a junior, senior or graduate student who is pursuing current research on the American Revolution. First preference will be to a student whose research focuses on the American Revolution in Lancaster County. Second preference will be to a student whose research focuses on the American

COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

ART

GRADUATE FACULTY

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

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

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

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

ART 586, 587 T . . . c . . . A . Ed ca . . . (3-6) Independent investigation of topic(s) in art education. Prereq: graduate standing or permission of the instructor.

ART 588, 589, 688 T . . . c . . . A . H . . . (3-9) Independent investigation of topic(s) in art history. Prereq: graduate standing or permission of the instructor.

ART 591, 592, 691, 692, 693 F e a . Me a (3-15) Independent investigation of metalsmithing, development of individual style and critique skills. Prereq: 9 s.h. of metalsmithing.

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

ART 602 Q a . a . e Re ea c a d A . -Ba ed Re ea c Me . d (3) Intended for graduate students whose research questions may best be answered through qualitative and arts-based research methods. Provides students an opportunity to investigate and consider the applications of a number of qualitative and arts-based research methods to their emerging ideas and designs for a thesis or capstone project. The emphasis will be on identifying and evaluating prospective research problems and questions, examination of related research literature and development of a research project proposal. An intermediate-level methods class with a prerequisite of EDFN 601 or a comparable entry-level research course in the student's major department.

ART 603 A e . e . . A . Ed ca . . (3) Examines various theories and methods of assessment of why, what and how to assess art. Students will work together to identify assessment dilemmas present in their classrooms and, using text, each other and their own experiences, work together to create potential solutions. The goal is to help students build relevant and immediately applicable tools to use in K-12 classrooms and build a learning community for art educators in which they can explore assessment issues particularly relevant for their subject matter.

ART 678 D c . e . ed S . d . A . Ed ca . . (3-6) In-depth investigation of an issue in art education under the direction of appropriate faculty.

ART 686, 687 T . . . c . . . A . S . d . (3-6) Independent investigation of topic(s) in an art studio.

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

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

ENGLISH

GRADUATE FACULTY

Roberta Jill Craven, Department Chairperson. Ph.D., University of North Carolina at Chapel Hill. Film Studies, Critical Theory, Narrative Studies.

Nicole Pfannenstiel, Graduate Program Coordinator. Ph.D., Arizona State University. Rhetoric and Composition, Digital Media.

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

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

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

THE PROGRAMS

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

MASTER OF ARTS DEGREE

The Master of Arts degree program in English is designed to prepare the student for continuing graduate study in English or related fields and to enhance the student's intellectual and aesthetic life through the intense study of literature, writing studies, literary theory, film studies and linguistics.

Admission Requirements

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

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

Degree Candidates

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

1. Satisfactory completion of a foreign language reading exam.*
2. Earning a "B" or higher in one of the following courses: 201 level of any foreign language, ENGL 587 Special Topics in Translation (Independent Study), ENGL 601 Early English Language and Literature, or ENGL 602 Middle English Language and Literature.

All but the first option are offered at the graduate level and are able to be applied to a candidate's graduate program.

*The language exam is offered in fall and spring only. Degree candidates must contact the graduate director in English to schedule the exam one month prior to the desired test date. Exams are not scheduled in the last two weeks of the semester. This competency must be met before a student is granted degree candidacy. Graduate candidates have two chances to pass the foreign language exam.

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

GRADUATE CERTIFICATE IN WRITING

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

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

COURSE DESCRIPTIONS

ENGL 581: Genre Poetry Writing

An immersion in poetry writing, often in workshop format, with special attention to the theories and practices of poetry's construction,—for example, how and why verse is generated in distinctive ways. Instructors will choose the genre that will be the focus of each section.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ENGL 616 Documentary Film: National Geographic (3) This course examines the art of interpreting, understanding, appreciating and analyzing nonfiction film. It examines both rhetoric and narrative devices in nonfiction film as well as ethical considerations and ways to interpret a range of nonfiction cinematic genres. Auteur studies as well as film theories contribute to participants' understanding of this important medium. Offered periodically.

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

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

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

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

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

ENGL 626 *Major American Drama, 1920* (3) American drama from World War I to the present, with emphasis on significant developments in the styles and techniques explored by such dramatists as O'Neill, Hellman, Williams, Miller, Albee, Hansberry and others. Offered annually.

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

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

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

ENGL 630: Studies in Contemporary American Literature, 1945

A study of representative literary works of various ethnic groups in contemporary America. Designed to develop an appreciation for and a critical understanding of multiculturalism, the course will examine the cultural plurality and social tension reflected in contemporary ethnic literature and discuss complex issues such as race, ethnicity, power, gender and identity, which are involved in the process of Americanization. Prerequisites: Degree-seeking students in English or by permission of instructor.

ENGL 631 *Contemporary World Literature* (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.

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THE PROGRAM

MASTER OF ARTS DEGREE IN HISTORY

Admission Requirements

The Master of Arts in history is available to all qualified candidates. Applicants should have a 3.0 GPA in history and an overall GPA of 2.8. Applicants must submit a writing sample of between 5 and 10 pages, preferably showing use of primary and secondary sources and a grasp of historical thinking. Applicants without academic training in history may be admitted probationally and may be asked to complete the sequence of introductory surveys in U.S. and European history. The Graduate Record Exam is required for applicants whose undergraduate CGPA is below 2.8. For additional admission information, refer to the *Admission Requirements* section.

Degree Requirements (36 s.h.)

I. General Requirements

- All students must take HIST 501, 502, 503, 505, 506, 507 and 520 (21 s.h.).
- All students must take 6 s.h. of History Seminar. Select from HIST 610, 611, 612, 691.
- A qualifying exam is required when a student has completed 9 s.h. but not more than 12 s.h. to advance to degree candidacy. Two field examiners plus one additional faculty member will conduct an oral examination based on previously written answers.

II. Thesis Option (9 s.h.)

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

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

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

The Department of History requires that all students enrolled in the M.A. program maintain the level of academic progress described in the *Academic Policies* section. In addition to University requirements, any student entering the M.A. program must also meet the following requirements: 1.1 PI9 (w)(T)12lec(i5.1 PI9 (w)(,)-5 ()0I9 (w leve(h.)ist)6 (or-es)T13 (tir



I. C . ca . (6 . .)

All students—French, German and Spanish—choose from their respective communication courses that are offered.

II. C . e (6 . .)

All students—French, German and Spanish—choose from their respective culture courses that are offered.

III. E ec . e f . e P. fe . (12 . .)**

All students—French, German and Spanish—may choose any additional courses in their respective communication and culture courses that are offered.

All students—French, German and Spanish—may choose approved courses in a specialty area from another department.

All students—French, German and Spanish—may not choose more than two courses which are taught in English.

No more than three courses can be transferred from another university, other than West Chester.

FRENCH**I. C . ca . (6 . .)**

(At least four courses required)

- FREN 509** Applied Linguistics (3)
- FREN 512** Phonetics (3)
- FREN 523** Stylistics and Composition (3)
- FREN 524** Translation/Interpretation (3)
- FREN 525** Advanced Oral Practice and Self-Expression (3)
- FREN 531** Evolution of the French Language (3)

II. C . e (6 . .)

- FREN 541** History of France to 1789 (3)
- FREN 542** History of France from 1789 to Present (3)
- FREN 551** Geography of France, Physical and Economic (3)
- FREN 561** Survey of French Art (3)
- FREN 571** Aspects of Contemporary France (3)
- FREN 581** Seminar in Medieval Literature (3)
- FREN 582** Seminar in Renaissance Literature (3)
- FREN 583** Seminar in 17th-Century Literature (3)
- FREN 584** Seminar in 18th-Century Literature (3)
- FREN 585** Seminar in 19th-Century Literature (3)
- FREN 586** Seminar in 20th-Century Literature (3)

III. E ec . e f . e P. fe . (12 . .)**

- FREN 589** Current Topics (3)
- FREN 698** Research Paper (3) (Independent Study)
- FREN 699** Thesis (3) (must be recommended by advisor)

***See electives under requirements for the M.A. degree.*

GERMAN**I. C . ca . (6 . .)**

- GERM 509** Applied Linguistics (3)
- GERM 512** Phonetics (3)
- GERM 522** Composition (3)
- GERM 523** Stylistics and Composition (3)
- GERM 524** Translation and Interpretation (3)
- GERM 531** Evolution of the German Language (3)

II. C . e (6 . .)

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

III. Elective P. fee. (12 . .)**

GERM 589 Current Topics (3)

GERM 698 Research Paper (3) (Independent Study)

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

***See electives under requirements for the M.A. degree.*

SPANISH

I. Core (6 . .)

SPAN 509 Applied Linguistics (3)

SPAN 512 Phonetics (3)

SPAN 522 Composition (3)

SPAN 523 Stylistics and Composition (3)

SPAN 524 Translation and Interpretation (3)

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

SPAN 531 Evolution of the Spanish Language (3)

II. Core (6 . .)

SPAN 541 History of Spanish Civilization (3)

SPAN 542 History of Spanish-American Civilization (3)

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

SPAN 561 History of Hispanic Art (3)

SPAN 571 Aspects of Contemporary Spain (3)

SPAN 572 Aspects of Contemporary Latin America (3)

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)

III. Elective P. fee. (12 . .)**

SPAN 589 Current Topics (3)

SPAN 698 Research Paper (3) (Independent Study)

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

***See electives under requirements for the M.A. degree.*

COURSE DESCRIPTIONS

COMMON CORE COURSES

LANC/LNC501 Linguistics (3) The study of the basics of linguistics as the scientific, principled analysis of language and the applications of linguistics to a variety of fields of human activity, including language teaching, translation and interpretation, and the study of language use in professional contexts. Online course which is taught in English, but examples and some of the coursework are dedicated to French, German and Spanish—the languages of the MALC program.

LANC/LNC502 Literature (3) A course for students of world languages and cultures which helps them develop advanced critical and analytical skills to be applied to texts of different genres and cultures in the target language of study. Online course which is taught in English, but examples and some parts of the coursework are dedicated to French, German and Spanish—the languages of the MALC program.

LANC/LNC503 Cultural Studies (3) The theoretical and practical approaches to the study of cultural context, practice and production. Students will explore the various threads of modern cultural criticism to interpret cultural products and practices in terms of local-global tensions. Students will also learn how to apply these methodologies to cultural contexts in their target language of specialization.

FRENCH

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

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

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

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

FREN 525 Ad a ced O a P a c ce a d S e f E e . (3) For advanced students who already possess fluency but need practice in acquiring the habit-forming processes and spontaneous assimilation of spoken-language patterns necessary for mature self-expression. Oral reports and guided discussion. Students in the course will be expected to assume leadership roles in activities of the school, such as public speaking, dramatics, newspaper, etc.

FREN 531 E . . . f e F e c L a a e (3) Analysis of the history of the language from Vulgar Latin to the present. Phonology and morphology. May be counted in the civilization and literature block.

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

FREN 542 H . . . f F a c e f . 1789 . . e P e e . (3) French civilization from the Revolution to the contemporary period.

FREN 551 Ge a . . . f F a ce, P . . ca a d Ec . . c (3) Emphasizes the role of France's geography in her economic and cultural development.

FREN 561 S e . . f F e c A . (3) Treats in broad fashion France's contributions to art and music. Considerable use is made of films, slides and recordings.

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

***FREN 581 Se a . Med e a F e c L e a e (3)**

***FREN 582 Se a . Re a a ce L e a e (3)**

***FREN 583 Se a . 17 -Ce . . L e a e (3)**

***FREN 584 Se a . 18 -Ce . . L e a e (3)**

***FREN 585 Se a . 19 -Ce . . L e a e (3)**

***FREN 586 Se a . 20 -Ce . . L e a e (3)**

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

FREN 698 Re ea c Re . . (3)

FREN 699 T e . (3)

**Precise title of seminar is announced on the website of the Language and Culture Studies department at www.millersville.edu/forlang. Subject matter generally varies from year to year to permit concentration on different authors, works, movements and genres.*

GERMAN

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

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

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

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

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

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

GERM 541 H f e Ge a -S ea Pe e . . e C e . f V e a (3) Traces the development of the German-speaking peoples on a political, social and cultural basis from prehistoric times and the Germanic past, to the rise and fall of the Holy Roman Empire, the peace settlements of the Congress of Vienna and the age of Goethe.

GERM 542 H f e Ge a -S ea Pe e f . . e C e . f V e a . . e P e e . (3) Lectures, discussions and outside readings in the history of the Austrians, Germans and Swiss-Germans from the Congress of Vienna to the present day.

GERM 551 Ge a . . . f e Ge a -S ea C . e , P . . ca a d Ec . . c (3) Emphasizes the role of geography in the economic and cultural development of the German-speaking countries.

GERM 561 S e . f Ge a A . (3) Treats in broad fashion the contributions of the German-speaking countries to civilization in the domains of art, music and architecture.

***SPAN 589 C e . T . c (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 Re ea c Re . . (3)

SPAN 699 T e . (3)

**Precise title of seminar is announced on the website of the Language and Culture Studies department at www.millersville.edu/forlang. Subject matter varies annually to permit concentration on different authors, works, movements and genres.*

COLLEGE OF EDUCATION AND HUMAN SERVICES

EDUCATIONAL FOUNDATIONS:

Doctor of Education in Educational Leadership

Leadership for Teaching and Learning

Assessment, Curriculum and Teaching

GRADUATE FACULTY

M e e U e . .

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

Oliver Dreon, Graduate Program Coordinator, Assessment, Curriculum and Teaching. Ph.D., The Pennsylvania State University, 2008. Curriculum and Instruction.

Beth Powers, Graduate Coordinator, M53 (, M5JJ0 1sRshldhooduca)4 (tional F)31, .D., University of CoNmall2al Fhoor75 (y 6 (r)anda)-5 (7. c)-13 (t)6 (or of E
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S e b U e

Rhonda Brunner. Ed.D., The Pennsylvania State University, 2009. Educational Leadership.
 Philip Frey Diller. Ed.D., Duquesne University, 2004. Superintendent Preparation.
 Gerald L. Fowler, Graduate Program Coordinator. Ph.D., University of Maryland, 1980. Superintendent Preparation.
 Wendy Kubasko. Ed.D., Arizona State University, 2015. Educational Leadership & Innovation.

M.ED. PROFESSIONAL CORE

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

CERTIFICATION PROGRAM

EDFN5331 . . . **a Tec** . . . **S ec a Ed ca** . (3) Technology for professional development, teaching methodology and student interactions in the field of special education is explored. Through hands-on experience, students develop skills and competencies in the use



EDSU701 Administrative Services (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 Services (3) Describe and analyze a curriculum plan, formulate a set of criteria for evaluating a curriculum plan, study roles of various persons in curriculum planning. Identify and evaluate characteristics, features and trends of education programs on levels K-12. Offered annually.

EDLD 798 A Field Service (3) Internship in which the candidate must conduct two cycles of clinical supervision with each of three teachers: one at the elementary school, one at the middle school and one at the high school.

EDLD 799 A Field Practicum (3) Internship is a performance-based, on-site field experience on administrative best practices. Emphasis is on curriculum development, professional growth plans, organizational and financial management, school-community engagement and administrative responsibilities.

MASTER OF EDUCATION IN ASSESSMENT, CURRICULUM AND TEACHING

ACTE 630 C e . Tec . . . f O e l . c . (3) Students develop skills in using current and emerging instructional technology to support online learning environments. Instructional design and assessment as well as national standards are used as a basis for planning and evaluating student-centered distance education. The methodologies and technologies used in the course are updated each semester according to current trends, practices and research in the field of instructional technology.

ACTE 632 O e Lea . E . e . (3) Students will examine methods of engaging students in online learning environments and ways to effectively foster communication and interaction among students, content and instructor. Current research studies will be used to inform the creation of online learning environments that support and assess student learning. Students will complete an online field experience in a K-12 online environment.

ACTE 633 Re . d . I d d a Lea e (3) This course fosters teachers' understanding and ability to respond to various characteristics that impact students' learning within the online environment. Course content examines individual differences across learning, development, cognitive abilities, reading proficiency and student readiness for online learning, while acknowledging the influences of prior educational experiences, home environment and necessary special education accommodations. Emphasis is placed on adapting instruction by working with students and their families, other community stakeholders and additional professionals who support student learning and achievement.

ACTE 634 Le a a d E ca l e O e Ed ca . (3) With the wealth of online learning tools and resources available, teachers need an understanding of the legal issues that impact their use with learners in the K-12 setting. This course addresses current legislation pertaining to the use of copyrighted digital media in the classroom, best practices in the use of online tools and applications with children over and under 13 years of age, and current controversies and legal challenges related to children's online behaviors. While the content of the course is updated every semester, the course goal remains the same: to investigate the legal issues pertaining to the use of digital media and online tools in the classroom by teachers and students.

ACTE 635 I . c . a a d C c a De f O e, B e d e d a d C . . . ed I . c . (3) This course is designed as an integrative, project-based experience for students. The course applies instructional design methodology to the development of online, blended and customized courses that are engaging, effective and in alignment with standards and best practices as identified by learning research. Participants will enact a unit of instruction as either the lead teacher or as an intern co-teaching role. Participants are guided through the process of conducting needs assessments; defining course goals and objectives; and designing instructional lesson plans, activities and materials, and assessments. Consideration is given to various models of online delivery, content organization and presentation, and design principles.

ACTE 651 Sc e ce C c a d Ref (3) The purpose of the course is to develop a better understanding of school science curriculum. This course examines literature that provides the foundation for modern reform in science education. With the past in the background and current issues in the forefront, the course analyzes the implications of reform initiatives for classroom practice, with a focus on student learning. Class discussions will examine how different assumptions and perceived goals of science education influence what is taught, how it is taught, and how it is assessed and interpreted.

ACTE 655 I e a e STEM Ed ca . (3) Integrative STEM (iSTEM) education is a standards-based metadiscipline integrating Science, Technology, Engineering and Math. This course examines the goals and outcomes of integrative STEM teaching and learning. iSTEM instruction is grounded in inquiry methodologies by using project-based learning strategies, technological tools, equipment and procedures in innovative ways. The goal of iSTEM instruction is to prepare students to address societal needs and challenges in order to compete in the global workforce by improving college-readiness skills and increasing the number of students who may consider a career in a STEM-related field.

ACTE 699I . . f Teac a d Lea (6) Design, execution and communication of applied research in emerging fields of online teaching or STEM education. Two types of applied research may be pursued: (1) basic research using experimental, descriptive or other traditional research methodologies, (2) documented study of innovative curricular development. In either approach, candidates must demonstrate use of emerging technologies, effective instructional design and use of assessment data for improving curricular design.

EDUC 651 Ma e a c . e Sc . . P . a (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.

EDTE 604 E ee P c e a d C ce . f . e N e ee (3) The innovations and inventions of engineering design are vital to enhancing the standards of living for humanity. In this course, which is intended for the nonengineer, students will learn what engineers do and how they do it. The connections between the engineering profession and society will be examined. This will include a review of engineering organizations and their standards, problem-solving techniques and the methods of modeling systems.

- RDED 623** Diagnosis of Reading and Writing Disabilities (3)
RDED 624 Diagnosis and Correction of Reading and Writing Difficulties: Reading Clinic Practicum (6)
RDED 625 Psychological and Social Factors in Reading and Writing (3)
RDED 626 Literacy Leadership (3)
EDUC 562 Methods for Teaching English Language Learners (3)
EDUC 636 Literature and Response (3) or an approved children's literature topics course (3)

Special Education Certificate (3 s.h.)

Choose one:

- SPED 600** Orientation to Special Education (3)
SPED 601 Psychological Aspects of Individuals with Disabilities (3)

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

Degree Requirements for ESL Certificate

I. Semester Hours

- a. Research Option: minimum of 39 s.h., including a thesis.
 b. Non-Research Option: minimum of 36 s.h.

II. Professional Core (9 s.h.)

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

III. Required Courses (18 s.h.)

- EDUC 561** Second Language Acquisition: Theory, Programs and Assessment (3)
EDUC 562 Methods for Teaching English Language Learners (3) (Prereq: EDUC 561)
EDUC 563 Linguistic and Cultural Diversity in the Classroom (3)
EDUC 564 Assessment, Policies and Practices in Teaching English Language Learners (3) (Prereq: EDUC 561 or 562)
EDUC 565 Language and Literacy Interventions: Clinical Practicum (6) (Prereq: EDUC 561, 562, 563 and 564 or permission of instructor)

IV. Required Courses in Reading and Language Arts (9 s.h.)

- RDED 622** Reading and Writing in Content Areas (3)

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

- EDUC 533** Non-fiction Literature and Literacy (3)
EDUC 636 Literature and Response (3)
ENGL 666 Seminar in Teaching Literature to Adolescents (3)

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

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

- EDUC 631** Linguistic Foundations (3)
ENGL 661 Seminar in Transformational Linguistics (3)
ENGL 663 Applied Linguistics (3)

CERTIFICATION PROGRAM IN SUPERVISION OF READING AND LANGUAGE ARTS EDUCATION

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

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

I. Certificate

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

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

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

MASTER OF EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION

The Master of Education degree program in early childhood education prepares professionals for teaching and administrative positions in child-care and preschool settings, elementary schools, early-intervention special education programs, and colleges. The program is based on knowledge and developmentally appropriate practices for the teaching and learning of young children (birth through 8 years of age). An interdisciplinary program, it focuses on the connections of children, family, educational settings and community so essential to a young child's total development and individual, diverse needs. The program addresses early-childhood issues using sound research practices and principles, and includes a focus on the graduate student's individual professional needs. Courses are taught by graduate faculty members from the elementary and early childhood education, educational foundations, special education and psychology departments.

Degree Requirements**I. Semester Hours**

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

II. Professional Core (9 s.h.)

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

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

III. Required Courses (15 s.h.)

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

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

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

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

ECHD 614 Advanced Curriculum in Early Childhood Education (3)

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

IV. Elective (12 s.h.)

With prior approval of graduate program coordinator.

V. Exit Examination

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

MASTER OF EDUCATION DEGREE IN GIFTED EDUCATION

The Master of Education degree in gifted education is designed to provide the specialized knowledge needed by teachers and other educational personnel who work with gifted and able students (K-12). The curriculum is appropriate for teachers whether they provide instruction in special

ENDORSEMENT IN GIFTED EDUCATION

The four courses required to earn the PDE-approved Gifted Education Endorsement are the same as the first four courses for the post-baccalaureate certificate in gifted education. Therefore, students who are interested in applying to the gifted endorsement program should apply for the certificate program, using the online graduate application. Students who complete the endorsement coursework can then decide if they would like to continue on and complete the certificate.

Endorsement Requirements
Required Course (12 credits)

- GFED 670:** Psychology of the Gifted (3)
- GFED 674:** Programming for the Gifted (3)
- GFED 675:** Evaluating Instructional Effectiveness: Applications for the Gifted (3)
- GFED 676:** Teaching Gifted Learners: Instructional Strategies (3)

Admission Requirements for Educational Leadership, Leadership Education, Educational Counseling, and Gifted Education
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2. Extensive Supports:

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

SPED 644 Seminar in Effective Teaching for Students with Multiple Disabilities (3)

SPED 671

IV. Special Education Practicum Field Experience (6 . .)**SPED 690** Clinical Practicum**Special Education Certificate Grade 7-12****I. Preparation Certificate (12)****EDFN 545** Advanced Education Psychology (3)**EDFN 590** Social Foundations of Education (3)**SPED 600** Orientation to Special Education (3)**ACTE 610** Critical Literacy (3)**II. Special Education Certificate (12)****SPED 580** Diagnostic and Assessment Strategies (3)**SPED 642** Seminar in Effective Teaching of Students with Mild/Moderate Disabilities (3)**SPED 671** Behavior Management (3)**SPED 665** Transition (3)**III. Special Education Practicum Field Experience (6 . .)****SPED 690** Clinical Practicum**Special Education Certificate****I. Certificate Sequence (9)***(See the Supervisory Certification section for requirements and program description.)***II. Degree Certificate Field Experience (6)****SPED 681** Administration and Supervision of Special Education Programs (3)**SPED 799** Applied Supervision: Special Education (3)

COURSE DESCRIPTIONS

EDUCATION

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

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

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

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

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

EDUC 551 Measurement (3) Consideration of the process of implementing the metric system in schools, techniques for problem solving, and application techniques.

EDUC632 E e e a . Sc . . La a e A . (3) Examines writing, reading, listening and speaking as tools for exploring concepts across the curriculum. Current research and theory will be examined. Offered infrequently.

EDUC634 Rea . C d e ' L e a e (3) Examines the realistic treatments of topics in fiction and non-fiction for children and the issues that they raise. Censorship will be explored, and procedures for addressing it will be examined. Offered infrequently.

EDUC635 F. L e a e a d l O a l e e a . (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

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

GFED 675 E a a . l . c . a E ec e e :A ca . f . e G f ed (3) An advanced course dealing with ways to evaluate the achievement of gifted and able students. Attention will be paid to interpretation of relevant research pertaining to the instruction and identification of gifted and able students. Prereq: GFED 674 or permission.

GFED 676 Teac G f ed Lea e :l . c . a S a e e (3) This course is designed to prepare teachers to identify and use appropriate instructional and curricular strategies to meet the needs of gifted and talented learners. Best practices and current research on instructional pedagogy for the gifted and talented will be examined and implemented. Appropriate informational technology will be used to research, plan and implement instructional strategies for gifted and talented learners.

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

GFED 690 C ca P ac c . G f ed Ed ca . (6) Practical application of curriculum models and strategies for gifted students. Production of materials/units to be used in the classroom. Direct instruction of gifted youngsters will be required. Prereq: GFED 674 and GFED 675 or permission.

GFED 699 T e (3-6) Prereq: 24 graduate s.h. Offered periodically.

SPECIAL EDUCATION

SPED 580 D a . . c a d A e e . S a e e f S de . . . D ab . e (3) In this course, teacher candidates will develop competencies for administration, scoring and interpretation of formal assessment devices typically used in educational evaluations. Teacher candidates acquire knowledge of the process of how to select formal assessment tools in terms of reliability, validity and norm populations, and learn about integrated systems of assessment and data collection for identification of students struggling to meet academic and behavioral expectations. Teacher candidates will learn the role of educational evaluations in developing Individual Education Programs (IEP) for students in need of support in the general education curriculum. Teacher candidates learn how to collaborate with parents and include them as equal partners in the assessment process.

SPED 586-589 T. c S ec a Ed ca . (3) Specific topics are chosen that may serve as a change agent for special education programs in which students with disabilities are the prime responsibility.

SPED 6000 e . a . . S ec a Ed ca . (3) Introductory overview of special education, primarily for individuals with no previous knowledge of the field. Emphasis is placed upon comprehension of definitions, terminology and classification systems. General historic backgrounds for the areas of brain injured, intellectual disabilities, emotionally disturbed, socially maladjusted, and physical and learning disabilities are reviewed in terms of program development, laws and curriculum.

3)

SPED 689 Re ea c Se . a (3) Acquaints students who are nearing the completion of their course requirements with relevant areas of

K u t z t o w n U n i v e r s i t y

- John A. Conahan. Ph.D., Marywood University, 2005. Policy Practice, Administration and Leadership, Substance Abuse.
- Janice A. Gasker. DSW, University of Pennsylvania, 1995. Economic Justice and Narrative Practice.
- Edward P. Hanna. DSW, University of Pennsylvania, 1993. Practice Theory Development, Critical Thinking and Ethics, Mediation and Conflict Management/Resolution, Clinical Supervision, Program Moderation and Facilitation.
- Yoon Mi Kim. Ph.D., University of Pittsburgh, 2013. Child/Youth Identity Development, Acculturation, Secondary Posttraumatic Stress.
- Sharon C. Lyter. Ph.D., Rutgers University, 1986. Micro/Mezzo Practice, Behavioral Health, Diversity, Social Work Supervision.
- Varsha Pandya. Ph.D., Case Western Reserve University, 2001. Research Methods, Qualitative Research Methods, Research Education, Group Work, Family Violence, Public Child Welfare, Child and Adolescent Social Work, Poverty.
- Yasoda Sharma. Ph.D., University of Texas at Arlington, 2012. Violence Against Women, Reproductive Health, HIV/AIDS, Mental Health, International Social Work and Social Work Research.
- Juliana Svistova. Ph.D., University at Albany, State University of New York, 2015. International Social Work/Development, Qualitative Research.
- John G. Vafeas. DSW, University of Pennsylvania, 1987. Academic Leadership, Faculty and Program Development, Agency and Program Accreditation, Academic Accreditation, Research Methodology and Program Evaluation, Information Technology in Social Services, Disabilities, Community-Needs Assessment.
- Barth K. Yeboah. DSW, University of Pennsylvania, 1988. Human Behavior in the Social Environment, International Migration, Immigrant Families.
- Fang-Hsun Wei. Ph.D., University of Texas at Arlington, 2012. Health, Social and Economic Development; Social Work Statistics; International Social Work.
- Mary Rita Weller. Ph.D., Widener University, 2006. Disabilities, Human Sexuality, Human Behavior, Social Environment.

S e b e n U n i v e r s i t y

- Deborah F. Jacobs. Ph.D., Brandeis University, 1987. Policy, Macro Practice, Mental Health, Program Evaluation.
- Samuel Benbow. D.Ed., Indiana University of Pennsylvania, 2007. Multicultural Education, Student Retention, Team Building.
- Dara P. Bourassa. Ph.D., University of Maryland, 2007. Aging, Health Care, Mental Health, Research.
- Jennifer Clements. Ph.D., University of Maryland, 2006. Group Work, LGBT Youth, Micro/Mezzo Practice, Child Welfare.
- Elizabeth Fisher, Department Chair. Ph.D., University of Maryland, 2004. Social Work History, Policy, Practice, Transformational Leadership.
- Marita Flagler, Graduate Program Co-Coordinator. Ph.D., Colorado State University, 2004. Intellectual Disabilities, Gender Issues, International Social Work, Social Welfare Policy.
- Jayleen Galarza, Field Co-Coordinator. Ph.D., Widener University, 2013. Intersectionality, Latina Sexuality, Sexual Identities and Experiences, Feminist Therapy.
- Michael J. Lyman. Ph.D., University of Utah, 2004. Micro Practice, Families, Field Education, Distance Education Instruction, Research.
- Dorlisa J. Minnick. Ph.D., The Catholic University of America, 2010. Research, Service Learning, Policy.

THE PROGRAMS

DOCTOR OF SOCIAL WORK

The Kutztown University-Millersville University (KU-MU) collaborative Doctor of Social Work with a focus on leadership and education prepares graduates for innovation and leadership in social work theory, practice and education.

The program is ideal for current social workers who are currently employed in professional positions. It is a part-time, online program with an intensive weekend residency once each semester.

MISSION

The KU-MU DSW program will provide advanced preparation for practice and teaching. Graduates will create, implement and evaluate social work interventions as well as teach.

GOALS

1. Prepare graduates for advanced leadership in social work.
2. Prepare graduates to conduct research for practice and policy development.
3. Prepare graduates to teach in higher education.

COURSE OF STUDY

Yea 1

SWK/SOWK 700 Social Work Leadership I (3)

SWK/SOWK 725 Intervention Research (3) This advanced research course will introduce students to the five steps of intervention development, testing and dissemination. Students will be given the opportunity to practice elements of these stages to master the strategies of implementing, documenting and evaluating interventions that respond to social problems affecting systems of all sizes (e.g., individual, family, group, community).

SWK/SOWK 730 Qualitative Analysis (3) This course prepares doctoral students to understand the core process of qualitative study, including the study design, data-analysis techniques and ethics. The students will study strategies of qualitative research, including designs such as case study and ethnography along with data analysis methods such as narrative and grounded theory. The course design provides opportunities to learn the tools to enhance and critically evaluate the rigor of a qualitative study as well as to write research proposals, report findings and identify how knowledge of social work practice, policy and education can be advanced through qualitative research.

SWK/SOWK 775 Dissertation Seminar (3) Students will engage in a collaborative learning experience in which they explore different ways of knowing in social sciences. They will become familiar with a variety of theoretical perspectives (based upon the interests of the group) and will practice integrating those theories with their professional social work practice as they work toward formulating a research question and identifying a relevant theoretical perspective from which to examine it in the upcoming dissertation. Ethical considerations in research will be examined, and students will become familiar with their institution's IRB process. Dissertation process will be considered, including the development of the dissertation committee. In addition, students will consider deeply the relationship between their education and their future roles as leaders and educators.

SWK/SOWK 776 Dissertation I (3)/SWK/SOWK 777 Dissertation II (3) Students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain institutional approval for the conduct of their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession; as such, the student will develop components of the dissertation that may be published or presented in refereed venues.

MASTER OF SOCIAL WORK

Millersville and Shippensburg universities are jointly offering a Master of Social Work (MSW) degree program to prepare students to work in a variety of human service programs and agencies in an advanced clinical and/or administrative capacity. The flexibility of the social work degree provides graduates with many options as they pursue their careers in helping fields.

All required courses are offered in the evening only. Elective courses will primarily be offered in the evening and occasionally on Saturdays. Some elective courses meet at the Dixon University Center in Harrisburg.

Dual-Degree Option: MSW/MSEM

A dual-degree option is available for students in the MSW program who wish to also obtain a Master of Social Work and Master of Science in Emergency Management. Students seeking a dual degree in MSW/MSEM will need to complete the full curriculum in the MSW program (which is 36 or 60 credits). Students will learn emerging trends in emergency prevention, response and recovery; gain knowledge and skills related to emergency-management response; and develop ways to address secondary trauma individuals may experience after emergencies.

Learning Objectives

- Provide an understanding of the social nature of natural hazards and disasters.
- Give students knowledge of the social factors affecting disaster mitigation, preparedness, response and recovery, and 24 additional unique credits within the MSEM program.
- Reveal unfounded myths about human behavior in disasters.
- Increase awareness of hazards and disasters around the world and the unequal social consequences stemming from disasters.
- Provide an awareness of opportunities for policy adjustments and applications of research findings.
- Highlight social work values and ethics in examining the consequences of disasters as they relate to race, ethnicity, national origin, class, gender, physical or mental disability, mental illness and age.

Mission

The mission of the joint Millersville-Shippensburg MSW program is to provide accessible social work graduate education in the South Central region of Pennsylvania. We prepare students to be effective advanced generalist practitioners committed to the purpose and values of the social work profession.

Goals

1. Prepare students for competent advanced generalist practice through the acquisition and demonstration of social work practice behaviors consistent with the Council on Social Work Education (CSWE) educational policy and accreditation standards.
2. Prepare students with the specialized knowledge and skills for social work practice with client systems to resolve problems and facilitate change within the boundaries of ethical practice, and with attention to the profession's commitment to social justice and human rights.
3. Encourage students' commitment to continued professional development and lifelong learning by providing opportunities for community engagement and real-life learning experiences.

ACCREDITATION

The Millersville-Shippensburg MSW program is accredited by the Council on Social Work Education (CSWE). In February 2014, the CSWE reaffirmed and extended the program's accreditation until February 2022. The accreditation validates that the program meets national standards for social work education as determined by experts in the field. Practitioners must have graduated from a CSWE-accredited social work MSW program to be eligible to apply for licensure in Pennsylvania.

Admission Criteria

The program is designed both for students who have no previous social work education and for those who want to build upon their baccalaureate social work education. Students will be admitted full- or part-time.

Applicants may apply for regular standing admission or for advanced standing admission. Regular standing admission is for students who completed a baccalaureate degree with a major from other than a CSWE-accredited social work program, and for students who graduated from a CSWE-accredited social work program but do not meet the GPA requirements for advanced standing. Applicants may apply for advanced-standing admission if they have graduated from a CSWE-accredited social work program and meet the GPA requirements as described in the admission guidelines.

Admission Grade

Candidates may choose to apply through either Millersville or Shippensburg University. Applicants for regular standing admission must have a minimum cumulative grade-point average of 2.8 on a 4.0 scale from a regionally accredited undergraduate institution. In exceptional cases, applicants who lack the required grade-point average but whose other qualifications are outstanding may be admitted on a probational basis. Applicants admitted on probation must earn grades of B or higher in the first 12 credits.

Applicants for advanced standing admission must have earned a baccalaureate degree within 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 who do not otherwise qualify for advanced standing status may be exempted from certain foundation courses under strict guidelines as outlined in this section. Students may not be exempt from practice or field placement coursework. With the exception of practice and field instruction courses, students who earned a grade of B or higher within the past eight years in courses that were part of a CSWE-accredited social work program are eligible for exemptions from first-year foundation courses with similar content.

All applicants with less than a 2.8 GPA must submit an official Miller Analogies Test (MAT) or general Graduate Record Exam (GRE) score report completed within the past five years as part of the admissions process.

Applicants must evidence a combination of professional and personal experiences, qualities and values that are considered essential for the practice of social work. A current résumé is required. Three professional references are required, with a minimum of one from faculty and one from a current or recent agency employer or supervisor. Applicants for advanced standing are required to submit an additional reference from the department chair of their undergraduate program. Applicants will complete a written personal statement. Application forms are available on the graduate studies website www.millersville.edu/apply/graduate. The program may request a personal interview or additional information about an applicant when necessary to make a fully informed admissions decision.

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

Students must demonstrate that they have successfully completed coursework with significant content in human biology, economics, U.S. federal or state and local government, psychology, sociology/anthropology and statistics. Applicants can be admitted with up to two course deficiencies. These course deficiencies must be completed by the end of the foundation year (30 credits) of the MSW program for regular admission, or before SOWK 630 Field Practicum for advanced standing admission.

Degree Candidacy

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

COURSE OF STUDY

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

I. Foundation Year (30 s.h.) (Required foundation year, advanced standing, elective (III, IV)).



SOWK 505 U de . a d . S ca W . Paç ce_ . D e eP . a . (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-learning format. Offered in fall.

SOWK 510 H a Be a . . . eS ca E . . e . I (3) Examines the life-span approach to human development, with a focus on the interaction between the individual's biopsychosocial functioning and the social environment. It considers the impact of micro and mezzo (i.e., families and small groups) systems on behavior, with particular emphasis given to populations considered to be at risk. This course will be offered in a blended-learning format. Prereq or Coreq: SOWK 501. Offered in summer.

SOWK 511 H a Be a . . . eS ca E . . e . II (3) HBSE II explores theories for understanding the behavior of individuals, social systems and communities. It examines traditional and alternative perspectives on the political, economic and institutional environments, and

SOWK609A T e a . a d S c a W (3) This advanced elective course explores the principles and techniques of art therapy and considers the usefulness of art therapy in providing alternatives and supplements to the customary verbal methods of intervention. Ways of working with clients at various stages of the life cycle, childhood through later adulthood, and with clients who are on different levels of psychosocial functioning are examined. Issues in art therapy are explored both cognitively and experientially. Previous training in the visual arts and artistic ability are not required. This course will meet 2/3 online and 1/3 in the classroom. Offered periodically. Prereq or Coreq: SOWK 601 or SOWK 531.

SOWK610 Ad a ced M c . P a c ce a d A e e . (3) This advanced practice course, with heavy focus on clinical assessment, provides students with a conceptual framework for clinical social work practice with individuals. The course will emphasize assessing clients' systems at the micro level, with a particular focus on diagnoses, assessment and treatment of individuals. The course maintains a multicultural, strengths perspective and a focus on diversity, rural populations, and social and economic justice. The course will be offered in a blended-learning format.

SOWK611 C d e a d Y . a R (3) This course is an in-depth study of the concepts, policies, practices and research in the field of child services, including school social work and child welfare. In addition, this course will provide a detailed exploration and understanding of a range of at-risk children and youth populations and their families. This comprehensive understanding will help practitioners to effectively conduct an assessment and develop a treatment plan listing evidence-based intervention strategies and/or prevention programs that will effectively meet the complex needs of at-risk populations and their families. The challenges and ethical dilemmas confronting social work practitioners working with at-risk populations and their families will also be addressed. Prereq or Coreq: SOWK 521 or 601. Offered in summer.

SOWK612 S c a W . a d . e L a (3) Social workers understand that virtually everything they do professionally in the 21st century has to include evaluations of risk, legality, funding and unintended consequences. Malpractice appropriately receives much attention in this regard, but legislative and regulatory requirements regarding funding, grants and contracts, definitions of disabilities, responsibilities of different levels of government and many other legal aspects of the profession must also be considered. For most people, law is a foreign language, and social workers need to be somewhat fluent in this language so they can deal with the convergence of law and social work, social services and social policy. This course will be offered in a blended-learning format. Prereq or Coreq: SOWK 601. Offered periodically.

SOWK613 Med a . . S c a W P a c ce (3) Mediation as an alternate form of dispute resolution is continuing to rise and is being widely used in human services, corporate, labor, consumer and family issues across the United States. Students in the mediation class will focus on practical and theoretical aspects of mediation and its place in the larger framework of alternate dispute resolution for social work clients. Skills in helping parties find common ground, creating a climate for reaching agreement, aspects of confidentiality, and both directive and nondirective mediation techniques will be explored. Prereq: SOWK/SWK 601 or SOWK/SWK 531.

SOWK614 S e M e a e e . a d D e e . e . (3) Prepares students with the skills to be critical users of a variety of types of measurement instruments, as well as gain experience in the intricacies of scale development, including psychometrics. Students will examine and determine scale reliability and validity. Prereq or Coreq: SOWK 601.

SOWK615 Ad a ced S c a W e f a e P . c (3) Introduces conceptual approaches to policy analysis and assesses selected social policies, programs and services in the areas of income maintenance, healthcare and personal social services in accordance with these approaches and with specific reference to their impact on special populations. This course will be offered in a blended-learning format. Prereq: SOWK 515 or SOWK 601. Offered in fall.

SOWK616 Leade . D a c . S c a W P a c ce (3) This course focuses on leadership theories and practices that are relevant to professional social work. The course prepares students for effective leadership practice in both formal leadership positions (i.e., administrative positions) and informal leadership positions (i.e., amongst colleagues). Students will be able to apply the course concepts to their work as advanced generalized practitioners at micro, mezzo and macro levels. Leadership issues and challenges within a multicultural context and variety of settings, including nonprofit, public, for-profit, community-based, political, national and international organizations, will be explored. Students will assess their own and other leadership styles in order to build competence as leaders. Students will create an individual leadership development plan that is based on key leadership theories and models. Special emphasis will be placed on the need for evidence-based leadership practice and leadership for social and economic justice. Prereq: SOWK/SWK 601 or SOWK/SWK 531.

SOWK617 Add c . . e F e d . f S c a W (3) This course will focus on the topic of addictions, preparing students to recognize and intervene when clients and their families demonstrate addiction problems in a wide range of social service agencies and host settings, such as child welfare, mental health, aging, schools, healthcare, corrections, and drug and alcohol programs. The course will examine the evolving models of alcohol and chemical dependency to the present-day understanding of the disease model, including an examination of the neurobiology of addiction and basic pharmacology, including medication-assisted therapies. The concept of harm reduction is introduced. Using a case-studies approach, students will develop assessment and intervention skills. The course will address professional issues, including credentialing, confidentiality and ethics. Prereq: SOWK/SWK 601 or SOWK/SWK 521.

SOWK618 H a R . . S c a W (3) This three-credit advanced elective course includes the examination of the major human rights documents and their impact on social work practice as well as the exploration of strategies and techniques used in the rights-based approach in social work. This is a hybrid course that is primarily delivered online with some face-to-face interaction. Prereq: SOWK/SWK 601 or SOWK/SWK 531.

SOWK619 G . b a P e e c e . S c a W (3) Students will be exposed to global issues and understand how the institution of social welfare has developed in different regions of the world. The course examines globalization and its effect on social welfare and human need. As a way of understanding how different regions and countries have responded to human need, the course explores the specific areas of women in developing countries, street children and child labor, HIV in the developing world and the plight of refugees. The role of international organizations, such as the World Bank, the International Monetary Fund, the agencies of the United Nations and nongovernmental organizations (NGOs), in shaping international welfare policy and services will be examined. Prereq: SOWK/SWK 601 or SOWK/SWK 531.

SOWK620 Ad a ced P a c ce . . G . a d F a e (3) This course builds on the practice concepts learned during the foundation year, particularly in the SWK/SOWK 520: Micro/Mezzo Social Work Practice course. This course focuses on social work with groups and with families from a systems and ecological perspective. Emphasis is on strengths- and evidence-based family and group assessment and intervention strategies with diverse, complex families and groups.

SOWK621 Ad a ced Mac . S c a W P a c ce (3) Assists students in developing knowledge of administration supervision, grant writing, fundraising and budgeting. The macro social work practice course will provide models for developing programs that promote social and economic justice for the underserved, the poor and the oppressed populations. This course will be offered in a blended-learning format. Prereq: SOWK 521 or 601; Coreq: SOWK 631. Offered in spring.

SOWK 622 M...a...ScaW (3)



THE PROGRAMS

The Department of Psychology offers seven programs of graduate study:

1. Master of Science degree in psychology (42 or 60 s.h.)
2. Certification in school psychology (64 s.h.)
3. Supervisory certification in school psychological services (15 s.h. plus five years' experience as a certified school psychologist)
4. Master of Education degree with specialization in school counseling (36 s.h.)
5. Certification in elementary-school counseling (48 s.h.)
6. Certification in secondary-school counseling (48 s.h.)
7. Supervisory certification in guidance services (15 s.h. plus five years' experience as a certified school counselor)

Information specific to school psychology students is contained in the *School Psychology Handbook*, available from their advisor.

Departmental Philosophy

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

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

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

MASTER OF SCIENCE IN PSYCHOLOGY: CLINICAL PROGRAM

The clinical program is designed for students who wish to pursue a career in mental health, functioning as counselors and clinicians. It also prepares students for further graduate study. It emphasizes the development of assessment and psychotherapeutic skills through coursework and supervised experience with clients in the department's training clinic, and through internships 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. Students are advised to obtain 60 graduate credits in order to meet educational requirements for licensure.

MASTER OF SCIENCE IN PSYCHOLOGY WITH CERTIFICATION IN SCHOOL PSYCHOLOGY

The school psychology certification program is a 64-s.h. post-baccalaureate program, fully approved by the National Association of School Psychologists. Upon completion of specified coursework (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 coursework 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 coursework and practicum. Certification as a public school psychologist is a prerequisite to entering this program. While the student may begin the program at any time after becoming a certified school psychologist, a minimum of five years of experience as a school psychologist is required before the supervisory certificate may be granted.

MASTER OF EDUCATION WITH CERTIFICATION IN SCHOOL COUNSELING

Clinical Competence Procedures

Students who are judged to lack clinical skills, counseling skills, professional competence or professional dispositions are subject to dismissal from the psychology and counseling programs. All faculty teaching graduate courses are qualified and ethically bound to evaluate all the above-mentioned skills and competencies. If there are any concerns, the student will receive a letter of concern from his/her advisor and the graduate program coordinator indicating what must be done to correct any problems. If the concerns are not satisfactorily addressed, the student is subject to dismissal from their program after review by the graduate committee.

Eligibility for Admission

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

General Procedure

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

Degree Candidacy Procedures

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

1. Pass all core courses with a 3.0 GPA or better;
2. Pass the Core Competency Examination;
3. Receive a satisfactory evaluation from the psychology department graduate committee.

Degree Candidacy for School Counseling Program

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

1. Pass the Phase I core courses with a 3.0 GPA or better: SCCN 621, SCCN 645, PSYC 530;
2. Satisfactory progress on School Counseling Competency Project;
3. Receive a satisfactory evaluation from the school counseling program faculty and the graduate committee, after passing guidance program development.

Degree candidacy for eligible students will be updated once in the fall and spring semesters.

COURSE REQUIREMENTS

Master of Science Degree Procedures: **Clinical Practice (42 s.h.);** **Clinical Practice - School Counseling (48 s.h.).** *As of March 2007, 60 s.h. is recommended for licensure.*

Core (9 s.h.)

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

Section I: Core (6 s.h.)

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

Section II: Assessment (6 s.h.)

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

Section III: Advanced (6 s.h.)

Selected Therapies (must be two different therapies)

- PSYC 632** Group Counseling and Psychotherapy (3)
PSYC 636 Cognitive Therapy (3)
PSYC 638 Cognitive-Behavior Therapy (3)

Elective (9 s.h.) Core 3

- PSYC 511** Substance-Related Disorders (3)
PSYC 515 Physiological Psychology (3)
PSYC 517 Tests and Measures (3)
PSYC 526 Advanced Adolescent Psychology (3)
PSYC 536 Applications of Biopsychology (3)
***PSYC 537** Ethics and Professional Practice (3)
PSYC 547 Applied Social Psychology (3)
***PSYC 625** Human Growth and Development (3)
PSYC 633 Systems of Psychotherapy (3)

PSYC 634 Child Psychopathology and Interventions (4)

PSYC 637 Theories of Family Dynamics (3)

PSYC 696 Research Methods in Psychology (3)

PSYC 699 Thesis (3)

***SCCN 630** Multicultural Counseling (3)

***SCCN 645** Career Development (3)

SCCN 657 Brief Counseling (3)

**Clinical students should take these courses if pursuing licensure.*

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

Selected Elective

Practicum

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

**Clinical students should take this course if pursuing licensure.*

SPED 600 Orientation to Special Education (3)

SCCN 675 Internship I: School Counseling (3)

COURSE DESCRIPTIONS

SCHOOL COUNSELING

SCCN 586-589, 686, 687 **T. c. C. e. Ed ca. (3)** Offered infrequently.

SCCN 612 **S. d. f. e. l. d. d. a (3)** A case study with self as subject provides the opportunity for students to increase their understanding of complex human behavior. Through synthesis and organization of a great deal of information about self comes the basis for study and understanding of others. Prereq: degree program admission. Offered in spring.

SCCN 621 **C. e. T. e. a. d. P. ac. ce. l (3)** Presentation of basic counseling principles and theories. Through the use of role play, audiotapes and videotapes, students will develop skills basic to the helping process. Prereq: degree program admission. Offered in fall.

SCCN 622 **G. P. ced. e. C. e. (3)** Principles and methods of group theory, process and leadership skills for planning and facilitating small counseling groups in schools. Participation in a psychoeducational group is required. Prereq: SCCN 621. Offered in spring.

SCCN 625 **E. c. a. d. La. Sc. . C. e. (3)** This course engages students with important Ethical Codes of the profession of School Counseling including the American Counseling Association (ACA) and the American School Counselor Association (ASCA), while orienting students to broad concepts of professionalism, bounds of practice, and ethical-decision making models. Students will explore Federal and State case law, ethical dilemmas, and case studies which help undergird the consideration and development of standards of best practice within the school counseling profession. Historical perspectives on legal and ethical practices in the field will be offered, and the development of standard of best practice and functioning will be initiated.

SCCN 630 **M. c. a. C. e. (3)** The problem of counseling for a culturally diverse population is examined within a broad conceptual framework of issues and concepts. Methods and implications for counseling clients of various global backgrounds are studied. Prereq: SCCN 621. Offered in fall and summer.

PSYCHOLOGY

PSYC 505 Research in Psychology (3) Contemporary issues in psychology examined through a critical review of current research, theory and practice. Designed to provide students with opportunities for independent study in areas where basic competencies are weak, or in areas of special interest. Offered periodically.

PSYC 511 Substance Abuse and Dependence (3) Focus on current treatment approaches to substance-related disorders. Following a review of specific psychoactive drugs and their impact on physical and psychological function, theoretical orientations and their application to clinical scenarios will be discussed. Diagnostic issues, assessment techniques and currently accepted intervention techniques will be covered. Special populations involving gender, ethnicity, sexual orientation and comorbidity will be highlighted. Offered periodically.

PSYC 515 Psychology of Perception (3) A systematic examination of the nervous and sensory systems and their regulation of human behavior. Basic knowledge of biology and chemistry is essential. Prereq: permission of instructor. Offered annually.

PSYC 517 Test and Measurement (3) Introduction to basic principles of psychological testing and measurements. Issues in test construction and design, evaluation of psychometric properties, and applications of tests in various fields of psychology. Offered annually.

PSYC 525 Adolescent Development (3) In-depth examination of human development, with emphasis on birth through adolescence. Presentation of current accounts characterizing development in various domains (physical, cognitive, social, moral, psychosexual) and critical reviews of theoretical attempts to explain the process of development. Offered annually.

PSYC 526 Adolescent Adjustment (3) Personal and environmental forces that are dynamic in the behavior of adolescents. Emphasis is given to the family, school and community aspects of adolescent behavior. Recent developments in adolescent psychology and adolescent development are emphasized. Offered annually.

PSYC 530 Child Welfare and Family Systems (3) Theory and research on the development of cognitive, emotional, linguistic, psychosexual and moral systems in the child. Emphasis on the impact of family structure and dynamics on the developing child. Offered in fall and spring.

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

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

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

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

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

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

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

PSYC 612 Research in Psychology (3) This course is designed to develop and extend skills in the interpretation of psychological research. Understanding the relationships between research methods, statistical procedures and interpretation is emphasized. Prereq: undergraduate course in statistics. Offered in fall and spring.

PSYC 613 Psychology of Education (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.

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

PSYC 631 Practicum in Counseling (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. Offered in fall, spring and summer.

***PSYC 632 Seminar in Group Psychology (3)** Development of skills and awareness necessary for successful functioning as a facilitator of groups or as a group leader. Methods include participation in an encounter group, role playing, analyses of nonverbal communication, and reflective listening. Prereq: must pass CCE. Offered in fall.

PSYC 633 Self Psychology (3) This course reviews the major paradigms in psychotherapy, using a trans-theoretical model. Major paradigms include psychoanalytic/psychodynamic; person-centered/existential; behavioral; cognitive; cognitive-behavioral; systems; gender-sensitive; multicultural and third-wave therapies. Application of theories through self-analysis and case studies will be emphasized along with the stages-of-change model and current research on the efficacy of the therapies. Offered in fall.

***PSYC 634 Child and Adolescent Psychology (4)** Introduces students to child and adolescent psychopathology and therapeutic interventions used with children and adolescents. Play-therapy techniques with clinical child populations, process groups with adolescents and preadolescents, behavioral group therapy, adjunct parent counseling and cognitive-behavioral procedures are emphasized. Offered in summer.

PSYC 635 Psychology (3) Develops the ability to diagnose in traditional nosological fashion and to be able to discriminate from one another the various mental disorders contained in the DSM-IV. In addition to requiring the ability to diagnose mental disorders, students will also be required to write diagnostic reports using the DSM-IV multi-axial system. Offered in fall.

***PSYC 636 Self-Concept Therapy (3)** Basic principles and clinical applications of cognitive therapy. Use of role play, audiotapes and videotapes to help others identify and restructure thinking patterns and beliefs that contribute to personal and interpersonal conflicts and psychological disturbances. Prereq: must pass CCE. Offered in fall.

***PSYC 637 Self-Concept Therapy: Family Dynamics (3)** Reviews major theories and differentiates family therapy from other forms of therapy; aids human services workers in determining the appropriateness of these treatment models for specific cases. Offered in summer.

***PSYC 638 Self-Concept Therapy: Behavioral and Integrative Techniques (3)** Review models of common clinical problems and specific cognitive, behavioral and integrative techniques. Role play, videotape, in-class demonstrations and case materials will be used to provide hands-on experience. Students will incorporate cognitive-behavioral perspectives and interventions with clients. Prereq: must pass CCE. Offered in spring.

PSYC 646 Consultation (3) Explores the theoretically and practically applied aspects of consultation. Educational, clinical, mental-health, behavioral and organizational models of consultation will be covered. Students will develop and implement individual consultation projects. Offered in fall and spring.

***PSYC 671 Psychology: Assessment I (3)** Introductory course in individual psychological evaluation, stressing practical experience in administering and interpreting individual psychological test batteries. Standardized intelligence tests are emphasized. Introduces special-purpose tests such as adaptive behavior assessment and brief achievement tests. Students administer tests and write reports under supervision. Prereq: must pass CCE. Offered in fall and spring.

***PSYC 672 Psychology: Assessment II (3)** Advanced psychological assessment, stressing practical experience in selecting, administering and interpreting individual psychological test batteries to assist in educational decision making in the schools. Emphasis on ecological and curriculum-based assessment. Critical evaluation of instruments and competence in interpreting and integrating results are emphasized. Students administer tests and write reports under supervision. Prereq: PSYC 671. Offered annually.

***PSYC 673 Personality Assessment (3)** An introduction to the administration, scoring, interpretation and application of personality-assessment instruments. Introduces objective tests, projective tests and behavioral assessment. Prereq: must pass CCE. Offered annually.

COLLEGE OF SCIENCE AND TECHNOLOGY

EMERGENCY MANAGEMENT

GRADUATE FACULTY

Sepideh Yalda, Graduate Program Coordinator. Ph.D., St. Louis University, 1997. Earth Sciences.
Kirsten N. Bookmiller. Ph.D., University of Virginia, 1992. Government and Political Affairs.

- EMGT 605** Social Dimensions of Disaster (3)
- EMGT 607** Emergency Mental Health and Trauma (3)
- EMGT 609** Disaster Response and Long-Term Recovery (3)
- EMGT 614** Natural Hazards Primer (3)
- EMGT 615** Emergency Preparedness for Industry (3)
- EMGT 619** Emergency Management Planning (3)
- EMGT 693** Field Experience Practicum (3)

II. Elective Courses (6 s.h.)

- EMGT 609** Disaster Response and Long-Term Recovery (3)
- EMGT 616** Terrorism, WMD and Homeland Security (3)
- EMGT 617** Emergency Management: Crisis, Emergency and Risk Communication (3)
- EMGT 618** Humanitarian Responses to International Disasters (3)
- EMGT 629** Special Topics Course (3)
- EMGT 633** GIS Applications for Emergency Management (3)
- EMGT 634** Comparative Emergency Management System (3)
- EMGT 653** Theoretical Perspectives and Methods Applied to Emergency Management (3)
- EMGT 691** Independent Study (3)

Emergency Management (EDM) Graduate Certificate

The EDM graduate certificate is a fully online certificate program and will consist of five courses. This certificate is a 15-credit graduate certificate program. Certificate students who successfully complete their certificate courses will be able to apply the earned credits towards the full MSEM degree (or the MSEM-MSW dual-degree program) should they elect to do so. All certificate students will be required to complete EMGT 601: Principles & Practices of Emergency Management and can select four additional courses from the following course list:

Required

EMGT 601: Principles & Practices of Emergency Management (3 s.h.)

Select four of the following courses (total of 12 s.h.)

EMGT 603: Technical & Professional Writing for Emergency Management

EMGT 605: Social Dimensions of Disaster

EMGT 614: Natural Hazards Primer

EMGT 617: Crisis, Emergency and Risk Communication

EMGT 618: Humanitarian Responses to International Disasters

EMGT 619: Emergency Management Planning

COURSE DESCRIPTIONS

EMGT 601P **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 intergovernment relationships. Offered in fall and spring. Prerequisite: EMGT 601. <https://www.gsu.edu/academics/graduate/programs/emergency-management/>

De eeRe e e .

The MSISA consists of 36 graduate credits, which includes 33 credits in the interdisciplinary core curriculum and professional specialization area, and a 3-credit internship or applied research activity. The professional specializations within the MSISA include Weather Intelligence and Risk Management (WIRM), GeoInformatics (GI), Environmental Systems Management (ESM) and Climate Science Applications (CSA). The required internship or research activity will be conducted as a full-time summer or a full-semester experience under the mentorship of a faculty member and the supervision of a member of the external partner organization. It is anticipated that students will have opportunities to take part in funded research activities with University faculty and/or government or private-sector scientists and professionals.

Visit mville.us/msisa for additional information, or email gradadmissions@millersville.edu.

Climate Science Applications (CSA)

Core Course (18 . .)

- BUAD 653** Operations Management (3), fully online delivery
- BSN 512** Essentials of Accounting and Finance (3) Shippensburg
- BUAD 670** Strategy and Policy (3), fully online delivery
- ISCA 546** Statistical Applications for the Integrative Sciences (3)
- ECON 507** Environmental Economics and Policy (3) Blended delivery, competency in microeconomics required
- ISCA 693** Field Experience Practicum (3)

Specialization Course (18 credit . . , a ea . 4 credit e a e e . ed)

Specialization courses include but are not limited to:

- ISCA 643 Climate Science Applications (3)
- Climate Science: Evidence, Consensus and Uncertainty (3)
- Global Markets: Sensitivity and Susceptibility to Weather and Climate (3)
- Energy and Climate Policy (3)
- Nature & Society in Global Environmental Policy and Negotiations (3) or EMGT 633 GIS Applications (3) fully online delivery
- EMGT 615 Emergency Preparedness for Industry (3) or EMGT 619 Emergency Management Planning (3)

Environmental Earth Systems Management (EESM)

Core Course (21 . .)

- BUAD 653** Operations Management (3) fully online delivery
- BSN 512** Essentials of Accounting and Finance (3) Shippensburg
- BUAD 670** Strategy and Policy (3) fully online delivery
- ISCA 546** Statistical Applications for the Integrative Sciences (3)
- ECON 507** Environmental Economics and Policy (3) Blended delivery, competency in microeconomics required
- EMGT 633** GIS Applications (3), fully online delivery
- ISCA 693** Field Experience Practicum (3)

Specialization Course (15 credit . .)

- ISCA 545 Environmental Earth Systems Management (3)
- ISCA 555 Environmental Sustainability (3)
- Environmental Chemistry (3)
- ISCA 565, Stormwater Management (3)

Technical Elective (. . 3 credit . . e . ed)

Choose three of the following one-credit modules. Modules will be offered during the summer and winter sessions:

- Wetland Delineation (1)
- TMDL Development (1)
- Risk Assessment (1)
- Environmental Impact Assessment/Statement (1)
- Watershed Implementation Planning (1)
- FEMA (1)

GeoInformatics (GI)

Core Course (21 . .)

- BUAD 653** Operations Management (3) fully online delivery
- BSN 512** Essentials of Accounting and Finance (3) Shippensburg
- BUAD 670** Strategy and Policy (3) fully online delivery
- ISCA 546** Statistical Applications for the Integrative Sciences (3)
- ECON 507** Environmental Economics and Policy (3) Blended delivery, competency in microeconomics required

EMGT 633 GIS Applications (3) fully online delivery

ISCA 693 Field Experience Practicum (3)

Specialization Course (15 credit hours, a minimum of 5 credit hours are required)

Specialization course options include but are not limited to:

ISCA 580 Remote Sensing and Image Interpretation (3)

ISCA 661 Earth Imaging and Data Processing (3)

ISCA 662 Advanced Topics in Remote Sensing (3)

ISCA 663 Geoinformational Case Studies (3)

ISCA 664 Open Web Mapping (3)

ISCA XXX Spatial Data Structures (3)

Weather and Climate Research Master's Thesis (WIRM)

Core Course (18 credit hours)

BUAD 653



ISCA 661 Ea. I a a dDa aP. ce (3)

Focuses on how geofomation technologies, including GIS, remote sensing, GPS and spatial analytical techniques, can be integrated to address various situations in environmental risk assessment, monitoring and planning. Topics include geodetic datum; understanding heights and vertical datum; geodetic surveying and mapping; data processing in IDL, including map projections, data structures and data visualization; image processing in ENVI, including classification, image transforms and exploring hyperspectral data; extending ENVI with IDL. Distance-learning format-blended. 3 s.h. Offered fall of odd years. Prereq: none.

ADMISSION REQUIREMENTS

Admission to the M.Ed. program in mathematics education is granted to those applicants whose mathematical preparation fulfills the mathematical proficiency requirement (see I below). Conditional admission is granted to those applicants who have satisfactorily completed the following Millersville University undergraduate mathematics courses or their equivalents: MATH 161, 211, 311 (Calculus I, II, III) and MATH 322 (Linear Algebra). Such persons are granted full admission status upon fulfillment of the mathematical proficiency requirement.

MASTER OF EDUCATION DEGREE IN MATHEMATICS

I. Mathematical Proficiency

Demonstrated mathematical proficiency is required for the degree. Students who enter the program having earned a grade of B- or higher in the following undergraduate courses (or their equivalents) are considered to have met this requirement:

MATH 322 (502) Linear Algebra I

MATH 333 (503) Introduction to Probability and Statistics

MATH 345 (504) Abstract Algebra I

MATH 464 (506) Real Analysis I

Either one of the following:

MATH 353 Survey of Geometry

MATH 355 (505) Transformational Geometry

Students with deficiency in one or more of these areas must complete the corresponding 500-level course(s) with a grade(s) of B- or higher. Credits so earned apply towards the M.Ed. degree per guidelines in block III below. Note that only one of the two undergraduate geometry courses (MATH 355) has a corresponding 500-level course. Graduate students who wish to study the material in MATH 353 for graduate credit may request special permission to do so.

II. Professional Core (9 e . . . ed)

See the *M.Ed. Professional Core_0164* (506)

- MATH 606** Transitioning to the First Year in a High-Needs School District (3)
- MATH 607** Moving to Tenure (3)
- MATH 610** Problem-Solving Seminar (3)
- MATH 611** Psychology of Learning Mathematics (3)
- MATH 612** Diagnostic and Prescriptive Mathematics (3)
- MATH 614** Current Issues in Middle-School Mathematics (3)
- MATH 615** Current Issues in Secondary-School Mathematics (3)
- MATH 616** Teaching Advanced Placement (AP) Calculus in the Secondary School (3)
- MATH 617** Curricular Innovations in Middle- and Secondary-School Mathematics (3)
- MATH 618** Assessment in the 7-12 Mathematics Classroom (3)
- MATH 619** Advanced Perspectives for Teaching High School Mathematics (3)
- MATH 622** Teaching Mathematics in the 21st Century (3)
- MATH 672** Mathematical Modeling in the Secondary-School Curriculum (3)
- MATH 679** Technology in the Secondary Mathematics Classroom (3)
- MATH 690** Topics in Disc12 Mec ((TjEFF0009pan/Acn DisA.444 TdV1 Tf (tic/pan/Acn DisA.444 TdV1 Tf (tic/p/mdV1 Tfg/GS0 gs0 TL/Fm0 On5.444 -1FF000
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MATH 566 C **e Va ab e (3)** Complex number system, analytic functions, elementary functions, contour integration, residues and poles, conformal mapping. Prereq: MATH 506 or equivalent. Offered infrequently.

MATH 577 P, b e . A edMa e a c (3) An investigation of one or more topics of current interest in applied mathematics. Specific topics to be covered vary but are announced each time the course is offered. Offered infrequently.

MATH 592 G a T e . (3) Finite graphs, multigraphs, digraphs and networks from theoretical, practical and historical perspectives. Specific top-

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

The purpose of the Doctor of Nursing Practice program is to further educate clinical experts with the knowledge and skills in systems analysis and evidence-based integration and evaluation. It prepares individuals to design improved methodologies to promote safe, timely, effective, equitable and patient-centered care.

The DNP program is tailored to the needs of certified, advanced practice nurses, including nurse practitioners, clinical nurse specialists, certified nurse

I. Graduate Nurse Certificate (15 . .)

- NURS 501** Role Development and Theoretical Foundations of Advanced Nursing (3)
- NURS 502** Research Methodology (3)
- NURS 503** Advanced Practice Professional Issues and Health Policy (3)
- NURS 504** Nursing Informatics and Healthcare Technology (3)
- NURS 698** Scholarly Project (3)

II. Advanced Nurse Practitioner Certificate (9 . .)

- NURS 511** Pathophysiology for Advanced Practice (3)
- NURS 512** Health Assessment and Diagnostic Evaluation for Advanced Practice (3)
- NURS 513** Pharmacology and Alternative Therapeutics in Nursing Practice (3)

III. Family Nurse Practitioner Certificate (19 . .)

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

IV. Nurse Educator Certificate (12 . .)

- NURS 630** Effective Teaching: Theories and Methods in Nursing Education (3)
- NURS 631** Measurement and Evaluation in Nursing Education (3)
- NURS 632** Nursing Curriculum and Program Design (3)
- NURS 633** Nursing Education Internship (3)

Family Nurse Practitioner Certificate

This program is designed for the part-time student. Completion of the program requires 43 theory hours plus the completion of clinical practice hours. Graduates are eligible to submit an application to the Pennsylvania State Board of Nursing (SBN) for designation as a Certified Registered Nurse Practitioner (CRNP) upon satisfactory completion of requirements and passing a national certification examination administered by either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

A graduate of a nurse practitioner program may not practice as a CRNP unless authorized to do so by the Board. Board authorization is equivalent to This program is designed for the part-time student.

SOWK 618H a R . . . S c a W (3) This three-credit advanced elective course includes the examination of the major human rights documents and their impact on social work practice as well as the exploration of strategies and techniques used in the rights-based approach in social work. This is a hybrid course that is primarily delivered online with some face-to-face interaction. Prereq: SOWK/SWK 601 or SOWK/SWK 531.



EDTE 699: Thesis (6)

E c e (3)

O 2: Research and Development in Technical Areas

EDTE 698: Research and Development in Technical Areas (6)

E c e (3)

E c e (3)

O 3: Course

E c e (3)

E c e (3)

E c e (3)

E c e (3)

E c e (3)

E . e e e C . a . (3 c e d . e . e d):

ENTR 540 E . e e e C a . . e (3)

COURSE DESCRIPTIONS

ENTR 501 I . . d c . . E . e e e (3) This course offers a broad overview of the art, science and process entrepreneurship. Course concepts addressed include corporate, social and educational entrepreneurship. Students will investigate opportunities for developing a business while learning how to evaluate opportunities, assess overall resources and manage growth. Prereq: bachelor's degree from an accredited institution or permission of instructor.

ENTR 510 E . e e e a P a d B a d (3) The focus of this course is on helping entrepreneurs understand the fundamentals of sales promotions as well as create a brand for their business and themselves. Students will learn how to analyze direct competition, establish an online presence for the purposes of branding and gain experience with other low-cost promotional techniques. Prereq: ENTR 501 or permission of instructor.

ENTR 511 E . e e e : N e a d S a e (3) This course introduces the entrepreneurial tools necessary for networking and sales in ways that help create networks through important ties, including economic, financial, consumer, social and political attitudes, that can improve entrepreneurial endeavors. This course explores real-world principles that permeate the functioning of these diverse networks. Prereq: ENTR 501 or permission of instructor.

ENTR 514 T c . E . e e e (1) The development and exchange of scholarly information and the scope of the work shall include the exploration of current topics in entrepreneurship, which will require course registrants to engage in research and scholarly exchanges through class discussion, projects, reports and/or papers. Prereq: bachelor's degree from an accredited institution or permission of instructor.

ENTR 540 E . e e e C a . . e (3) As a culmination to the graduate-level certificate program in entrepreneurship, this capstone course focuses on tying together the functional aspects of an entrepreneurial initiative to position it for growth and longevity. The course immerses the student in entrepreneurship through experiential learning and covers entrepreneurial thinking among students to develop the necessary real-world skills for founding and growing an entrepreneurial venture. Prereq: ENTR 501, 510, 511 or permission of instructor.

UNIVERSITY SERVICES

OFFICE OF EXPERIENTIAL LEARNING AND CAREER MANAGEMENT

The Office of Experiential Learning and Career Management houses Career Services, Academic Internship Program and Volunteer Central. Career Services offers programs and services to help students clarify and attain educational and career goals. Services include career counseling, workshops to enhance résumé writing, job search and interviewing skills, resource information, computer-assisted career search, job vacancy announcements, job fairs, on-campus interviewing, and electronic and in-person résumé critiques. Volunteer Central links agencies to Millersville students seeking community-service opportunities. Graduate students and alumni may utilize these services at the Office of Experiential Learning and Career Management, Bedford House, 717-871-7655. Office hours are Monday through Friday, 8 a.m. to 5 p.m.; summer hours are Monday through Friday, 8 a.m. to 4:30 p.m. For up-to-date information on programs and services, check the web page: www.millersville.edu/elcm.

CENTER FOR COUNSELING AND HUMAN DEVELOPMENT

The Center for Counseling and Human Development offers students the opportunity to discuss any matter freely in a confidential, professional setting at no cost. Licensed psychologists help students reach greater self-understanding and enhance their abilities to manage immediate and future concerns. Individual counseling, workshops, group experiences and consultations are available. Drug and alcohol counseling is provided by a certified addictions counselor. The center is located on the third floor of Lyle Hall and is open when classes are in session: Monday, Tuesday, Thursday and Friday from 8 a.m. to 4 p.m., and Wednesday from 8 a.m. to 6 p.m. To make an appointment, please call 717-871-7821. **A e c e a e . c . c d e . a .**

STUDENTS WITH DISABILITIES

Millersville University encourages prospective students with disabilities to contact the Office of Learning Services in Lyle Hall at 717-871-5554 to discuss their needs. Students requesting assistance must complete a Special Assistance Request form and provide detailed documentation from their professional or healthcare practitioner regarding the nature of and limitations imposed by their disability. Accommodations are arranged upon completion of this process.

HEALTH SERVICES

Health Services, located in the Witmer Building, provides medical care to all registered students by licensed medical professionals. There is no charge for a visit to Health Services. There may be minimal charges for medications and testing. Services include treatment for minor illness and injuries; men's and women's health exams; monitoring and management of some chronic health conditions; education and advice for health concerns; physical examinations; TB testing; and immunizations, including FREE influenza vaccines. In-house laboratory testing and medical procedures such as EKGs, wound care and laceration repair are provided, with referrals to specialists as indicated. Students who do not need to be seen can obtain OTC medications and supplies from the Self Care Cart, located in the reception area. A health evaluation/physical is required by Health Services. Refer to the Health Services website, www.millersville.edu/healthservices for forms and further information. Appointments are available by calling 717-871-5250.

IDENTIFICATION CARDS

Graduate students are required to have a Millersville University student identification card, which may be obtained at the Campus ID Office in Boyer

PARKING PERMITS

Prior to parking on campus, all drivers must obtain a temporary parking permit to be displayed on the parked vehicle. Parking permits are required on campus Monday through Friday, 7 a.m. to 4 p.m. Parking is open on campus (no permit required) after 4 p.m. weekdays and all weekend. The current permit fees for all parking permits, including semester, full-year, temporary and visitor permits, are available at the University Police Department in the Lebanon House. Information about parking is also available online at www.millersville.edu/police.

LOST AND FOUND

This service is located at the main desk of the Student Memorial Center, 717-871-4636, and the hours coincide with those of the center. Miscellaneous possessions are held there. Valuables are held by the University Police in the Lebanon House, 717-871-4357.

DINING

Graduate students may purchase meal plans. Descriptions and prices for each of the meal plans are available at www.millersville.edu/dining. Sign up to be a meal-plan member by going to MAX; click on Student Services and then select My Dining. Click login under My Housing; select dining tab on the left-hand side. Select continue, select dining plan, submit My Dining Plan Selection. Payment options are available at www.millersville.edu/bursar/mealplans/php. For billing inquiries, contact the bursar's office at 717-871-5101.

Students may purchase salads, sandwiches, pizza, pasta and other light fare in The Galley and Juice Bar in the Student Memorial Center; the Cove in Lyle Hall; and The Anchor, a deli-convenience store in Gordinier Lobby, as well as from several private enterprises in close proximity to the University.

STUDENT MEMORIAL CENTER

The Student Memorial Center has six furnished conference rooms and a multipurpose room that can handle various setups for weekly meetings, guest speakers and special events. Reservations for conference rooms and the multipurpose room can be made at the SMC Information Desk.

The Center for Student Involvement and Leadership (CSIL) oversees Greek life, clubs and organizations, campus activities, leadership and multicultural programs. CSIL offices are located near the clock tower entrance of the SMC. Student organization offices that are located inside of the SMC include the Student Senate, University Activities Board, Society of Latino Affairs, Allies, Black Student Union, WIXQ campus radio station, Touchstone Yearbook and *The Snapper* newspaper. The Vice President of Student Affairs suite is located in the SMC towards the center portion of the building.

The Business Office is located on the main level of the SMC. This area houses the banking services for registered student organizations. Personal checks up to \$50 can be cashed without a valid MU ID card. This office also exchanges cash for change needed for laundry machines.

Located towards the center of the building, The Galley serves as both a cafeteria and a grab-and-go. This popular dining and gathering area features salads, sandwiches, cheesesteaks, hamburgers, pastas and pizza.

Located towards the center of the building, the University Ticket Office provides ticket sales services to Millersville University departments, offices, local community, and student clubs and organizations. Here you can purchase tickets for all ticketed events, athletic events and ticket plans, and receive commencement ticket information.

The Technical Operations office is located inside of the SMC on the lower level. Technical operations specializes in audio, video, lighting and other electronic support for campus functions. Meetings, conferences, lectures, cultural affairs and concerts are just a few of the events serviced by the technical operations department.

Towards the center of the SMC is the PSECU e-Center. PSECU is a member-owned, self-service provider of financial services, including checking and savings accounts. Millersville University students may set up a bank account at the e-Center inside of the SMC. There are also several PSECU ATMs located on campus, including inside of the SMC.

The Fitness Center offers a top-of-the-line facility designed to meet the fitness needs of students, faculty, staff and alumni. The facility also provides a diverse selection of workout equipment, along with an indoor track, three basketball courts, a multiuse court and two racquetball courts. The fitness center also provides group fitness classes and personal training.

The University Store is located in the northern end of the SMC. A large selection of imprinted campus apparel, art supplies and materials required

SPECIAL FEATURES AND RESOURCES

ART GALLERIES

The Winter Visual and Performing Arts Center Gallery and Sykes Gallery each feature significant exhibitions of professional artists of national and international stature. Swift Gallery displays both undergraduate and graduate student artwork. Sykes and Swift galleries are housed in Breidenstine Hall. Contact the art department, 717-871-7249, for further information.

CULTURAL EVENTS SERIES

The Cultural Affairs Committee's mission is to bring to Millersville University's campus both enriching and entertaining programs that broaden the visual and performing arts experiences of our students and the Millersville community. It is the committee's goal to provide cultural offerings that reinforce the importance of the arts in the development of a well-rounded individual and a civil society. Although the series varies from year to year, varied types of performing arts are included. Call 717-871-5802 for further information.

LIBRARY

The Francine G. McNairy Library & Learning Forum is a learner-centered hub for the University community, dedicated to educating, inspiring and connecting people with ideas, information and each other. Librarians and information professionals are available to assist students with research, information literacy and accessing information resources appropriate for their studies. Students and members of the University community can access library resources by visiting the library or at www.library.millersville.edu. Library collections include electronic journals, databases, streaming video and eBooks, as well as physical collections of books, films curriculum, and archives and special collections – a repository for unique historical documents and records focused on the University and local region. The library features state-of-the-art facilities for research and learning, such as the Digital Learning Studio, where students can seek assistance with digital content creation, 3D printing and other current technologies. Students, faculty, staff and administrators can use flexible spaces for group and individual study and meetings.

In addition, the Francine G. McNairy Library & Learning Forum is home to the Writing Center Annex, Office of Sponsored Programs and Research Administration, the Instructional Technologies and Support Team, the Center for Academic Excellence, the Coordinator of General Education, the Career and Life Studies office and the Starbucks Café.

ROUTES TO MILLERSVILLE UNIVERSITY

DIRECTIONS TO THE CAMPUS

FROM BALTIMORE AND SOUTH:

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

FROM HARRISBURG AND WEST:

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

FROM THE PENNSYLVANIA TURNPIKE, TRAVELING EAST:

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

FROM THE PENNSYLVANIA TURNPIKE, TRAVELING WEST:

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

FROM ROUTE 222 SOUTH:

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

FROM ROUTE 30:

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

FROM LANCASTER CITY:

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

ALMOST THERE:

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



Millersville University does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. This includes Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Americans with Disabilities Act of 1990.

Coordinators: Services for Students with Disabilities—Dr. Sherlynn Bessick, Director, Office of Learning Services, Lyle Hall, 717-871-5554; Title VI and Title IX—Mr. Robert Wood, Office of the Vice President of Student Affairs and Enrollment Management, Student Memorial Center, 717-871-4100; ADA Coordinator—Mr. Patrick Weidinger, Director of Safety and Environmental Health, Dilworth Building, 717-871-4240.

Policy on Auxiliary Aids

Millersville University does not discriminate on the basis of disability status in admission or access to its programs and activities. Individuals are encouraged to make the University aware of any permanent or temporary disability. Arrangements will be made to secure auxiliary aids and services, when necessary, to ensure that such students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under programs and/or activities at Millersville University. This policy extends to full-time undergraduate students.

www.millersville.edu/graduate

**COLLEGE OF GRADUATE STUDIES
AND ADULT LEARNING**

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

Phone: 717-871-4723
Fax: 717-871-7954
Email: gradadmissions@millersville.edu