



# 2014-2015 Graduate Catalog

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## Student Rights and Responsibilities

Upon admission to the School of Graduate Studies and Research, students assume responsibility for knowing program requirements and following departmental advising requirements when selecting and registering for courses. Students are also responsible for knowing the procedures for paying fees, processing class drop-adds and withdrawals, and applying for and meeting all requirements for graduation.

Students writing a thesis or dissertation are responsible for several items, including selecting a committee, research topic approval, and much more. Please view the Thesis and Dissertation manual “Responsibilities” section, starting on page 4, to view requirements for students writing a thesis or dissertation.

Conversely, students have the right to expect that program requirements will be made clear, that course requirements—including grading criteria and procedures—will be made known early in a course, and that course grades will represent the instructor’s professional and objective evaluation of performance. Students have the right to instruction that encourages the free and open discussion of ideas and that respects reasonable student needs and aspirations. Students share with instructors the responsibility for creating a classroom atmosphere that encourages maximum learning and exhibits a more intense scholarly zeal than that expected in undergraduate studies.

## M.A. in Adult and Community Education

The Master of Arts program in Adult and Community Education (ACE) is designed to develop educational leaders in various non-formal instructional settings. ACE graduates work in business and industry, hospitals and health-related institutions, community agencies, governmental offices, the military, religious organizations, voluntary associations, and many other human services organizations. Students are encouraged to relate theory to practice in their specific areas of interest. The ACE program offers a sound balance of academic preparation, practical field experience and individual research.

Professional preparation for students in adult and community education is realized through helping them develop:

- A specialized knowledge of the literature, research, and theories in adult and community education
- A broad knowledge of the literature, research, and theories in supporting disciplines
- Specific skills to enhance performance as an adult and community educator
- The ability to reflect critically on and learn from one's professional and personal practices as an adult and community educator
- The ability to guide practice based on theory and to modify theories based on practical experience
- The ability to communicate effectively both in writing and orally
- The ability to understand, conceptualize, and conduct research in adult and community education
- A commitment to support the growth of adult and community education as a field of inquiry and practice
- A commitment to continued professional development in adult and community education
- A commitment to use the knowledge and skills learned in the program to improve the quality of life at work, in the community, and in society

In addition to the [regular School of Graduate Studies and Research requirements](#), applicants for the M.A. in Adult and Community Education are required to submit a resume. The program can be completed on line.

### Program Requirements

Course Number	Course Title	Non-Thesis*	Thesis
ACE 620	Introduction to Adult and Community Education	3 cr.	3 cr.
ACE 621	The Adult Learner	3 cr.	3 cr.
ACE 622	Program and Process Development in ACE	3 cr.	3 cr.
ACE 623	Organization and Administration in ACE	3 cr.	3 cr.
ACE 625	Facilitating Adult Learning	3 cr.	3 cr.
ACE 735	Seminar in ACE	3 cr.	3 cr.
ACE 740	Internship in ACE	6 cr.	6 cr.
ACE 745	Practical Research in ACE	3 cr.	3 cr.†
ACE 795	Thesis	-----	3 cr.
GSR 615	Elements of Research	3 cr.	3 cr.
-----	Electives	6 cr.	3 cr.
<b>Total 36 cr.</b>			

\*A comprehensive examination is required for non-thesis option students.

†ACE 745 is recommended as an elective for thesis option students.

## **M.A. in Adult Education and Communications Technology**

The M.A. in Adult Education and Communications Technology is delivered collaboratively by the Department of Adult and Community Education and the Department of Communications Media.

Adult education is a fast-growing field which encompasses the development, delivery, and evaluation of education programs in a broad variety of settings, including business and industry, community colleges, health care, community and social agencies, higher education, corrections, and vocational education.

Communications Technology is the application of current and emerging technologies to enhance and supplement the delivery of educational and informational programs. The combination of the theory and research from Adult Education and the knowledge and skills in the use of technology from Communications Technology will place graduates of the program in an advantageous position in the labor market.

Graduates are competitive for such employment opportunities as human resources developers in business and industry; production positions in education, business, and government; public relations positions in the public, private, and nonprofit sectors; entrepreneurs in the rapidly developing market of external program delivery to government, business, and education; and a variety of other jobs which involve the delivery of education and training and the use of technology.

The purpose of the program is to help students acquire knowledge and skills in theory and research in adult education and in the applications of current and emerging production technologies. Upon completion of the program, students will be able to:

1. Understand and apply adult development and learning theory to the design and implementation of educational programs and media selection and use.
2. Plan educational programs which incorporate the use of educational technology, needs assessment, and program evaluation.
3. Understand the importance of leadership and management skills in an organizational context.
4. Demonstrate skills for teaching adults in face-to-face settings.
5. Demonstrate knowledge and skills in use of research methods.
6. Demonstrate knowledge and skills in use of multimedia production.
7. Select, design, produce, and evaluate technology and media for education and training of adults.
8. Conduct audience/learner analysis.
9. Understand and apply principles of ethics as they relate to the use of media and technology.
10. Employ instructional systems design processes, including developing goals and objectives, developing learning activities, and conducting learner assessment.
11. Integrate technology with the teaching and training of adults.
12. Obtain practical experience in the design, development, utilization, and evaluation of technology and adult learning.

## **Program Requirements**

### **I. Core Courses (27 cr.)**

**ACE 621** The Adult Learner

3 cr.

<b>ACE 622</b>	Program and Process Development in ACE	3 cr.
<b>ACE 623</b>	Organization and Administration in ACE	3 cr.
<b>ACE 625</b>	Facilitating Adult Learning	3 cr.
<b>ACE 750</b>	Seminar: Technology and Adult Learning	3 cr.
<b>COMM 600</b>	Instructional Design and Development	3 cr.
<b>COMM 601</b>	Media Production	3 cr.
<b>COMM 614</b>	Instructional Computing Basics	3 cr.
<b>COMM 631</b>	Interactive Multimedia	3 cr.

## II. Research Requirements (3 cr.)

**GSR 615** Elements of Research 3 cr.

## III. Either

### *A. Thesis Option (3 cr.)*

**ACE/COMM 795** Thesis 3 cr.

or

### *B. Non-Thesis Option (6 cr.)*

Six credits of the following:

**COMM 698** Internship 3-6 cr.

----- Electives (As approved by advisor) 3-6 cr.

**Total (Thesis Option) 33 cr.**

**Total (Non-Thesis Option) 36cr.**

## M.A. in Applied Archeology

The Department of Anthropology offers a graduate program leading to a degree of Master of Arts in Applied Archaeology. The M.A. program in applied archaeology is designed to meet a need for increased training of professional archaeologists employed in the fields of historic preservation, cultural resource management, and heritage planning and tourism.

The program is designed to prepare students to meet the U.S. Secretary of the Interior's standards for professional archaeologists upon graduation (an option for individuals already employed in the field of cultural resource management) or to meet all the requirements except for a full year of experience as a project supervisor (an option for students who enter the program immediately after graduation with a B.A. degree). Students are trained in the current relevant subjects for professional archaeologists including preservation law, ethics, business, and archaeology, have the writing skills to prepare technical reports as well as publications for the general public, and have specialized training in technical skills such as human osteology, faunal analysis, and geophysical surveys, which are critical to professionals in this field.

Department resources include faculty members who are experienced teachers and active researchers in different aspects of cultural resource management and applied archaeology. They have held leadership positions in state and national professional organizations. Archaeological Services, an externally funded research center associated with the Anthropology Department, may provide funding and professional experience for students prior to graduation.

### Admission Criteria

Students who enter the program usually hold a bachelor's degree in anthropology, history, geography, or a related field. Depending on their undergraduate coursework, students may be required to take courses as a condition of their admission to prepare for the program, especially courses in archaeological theory and artifact analysis and an archaeological field school. Applicants must meet all the requirements of the School of Graduate Studies and Research and must take the General Test of the Graduate Record Exam (GRE) before admission.

### Program Requirements

The degree program requires a minimum of 36 semester hours of credit including the thesis credits. The program includes five core courses: ANTH 610, ANTH 612, ANTH 616, ANTH 618, and ANTH 714 in addition to 15 semester hours of electives, an optional internship, and required thesis. At least 9 credits of electives must be from courses with Anthropology prefixes; the remaining credits may be from related departments. Students may arrange an internship as part of their degree for up to three credits. All students will be required to complete a thesis, which may be in the form of a cultural resource management report or policy study of a cultural resource issue. The internship may be used as preparation for the thesis. Six credits of the electives may be taken from the Geography Department's Geographic Information System (GIS) courses. Students may elect to take an additional four courses which are not part of the Applied Archaeology degree in order to receive a certificate in Geographic Information Science and Geospatial Techniques from the Geography Department. The Applied Archaeology program advisor will work with students to arrange their schedules to meet the requirements of the GIS certificate program expeditiously; however, there is no guarantee that both programs can be completed within two academic years.

### I Core Program (15 cr.)

<b>ANTH 610</b> Archaeological Laws and Ethics	3 cr.
<b>ANTH 612</b> Seminar in Cultural Resource Management I: Method and Theory	3 cr.



<b>ANTH 616</b> Pre-Columbian North American Archaeology	3 cr.
<b>ANTH 618</b> Historical Archaeology	3 cr.
<b>ANTH 714</b> Seminar in Cultural Resource Management II: Analysis and Interpretation	3 cr.

## II. Electives (15 cr.)

(At least 9 credits must have ANTH prefix; at least one of the ANTH courses should be a non-archaeology elective)

<b>ACCT 502</b> Foundations of Financial Accounting	3 cr.
<b>ACCT 607</b> Management Accounting	3 cr.
<b>ANTH 514</b> Native Americans	3 cr.
<b>ANTH 556</b> Ethnographic Research Methods	3 cr.
<b>ANTH 560</b> Ethnographic Field School	6 cr.
<b>ANTH 581</b> Special Topics	3 cr.
<b>ANTH 584</b> Specialized Methods in Archaeology	3 cr.
<b>ANTH 625</b> Public Archaeology	3 cr.
<b>ANTH 694</b> Anthropology Seminar	3 cr.
<b>ANTH 699</b> Independent Study	3 cr.
<b>ANTH 720</b> Issues in Historic Preservation	3 cr.
<b>ANTH 730</b> Archaeology of Pennsylvania	3 cr.
<b>ANTH 740</b> Advanced Archaeological Field Methods	3-6 cr.
<b>ANTH 745</b> Seminar in Archaeological Interpretation	3 cr.
<b>GEOG 516</b> Introduction to Geographic Information Systems	3 cr.
<b>GEOG 517</b> Technical Issues in GIS	3 cr.
<b>GEOG 625</b> Environmental Planning	3 cr.
<b>HIST 605</b> Introduction to Public History	3 cr.
<b>HIST 606</b> Topics in Public History	3 cr.
<b>HIST 614</b> Research Methods	3 cr.

Other elective courses may be approved by the faculty on an individual basis.

### III. Internship and Thesis (6 cr.)

**ANTH 698** Internship 3 cr.

Students may elect to take a faculty-supervised internship either on or off campus with organizations utilizing archaeological skills in nonacademic settings. Off-campus internships may include cultural resource management companies, government agencies, private, nonprofit organizations, tribal governments, and museums. Students who do not elect to take an internship will be required to take 6 thesis credits.

**ANTH 795** Thesis 3-6 cr.

All students will be required to write a thesis either in the form of a cultural resource management project report or a policy paper on a cultural resource issue.

### M.S. in Applied Mathematics

The M.S. program in Applied Mathematics is designed to produce graduates who are marketable in industry, government, and education. The program is also appropriate for professionals who wish to add to their skills and for secondary mathematics and science teachers who wish to gain a deeper understanding of how mathematics and statistics can be used to solve applied problems. It also provides a solid background for those planning to enter a Ph.D. program.

Faculty members offer courses in the areas of traditional applied mathematics, operations research, and statistics. The department houses its own computer facilities with which faculty and students engage in activities such as simulation and statistical analysis. Most classes are offered at times convenient for nontraditional students who wish to advance their careers in applied mathematics, secondary education, or statistics. Students have the option of writing a thesis or participating in an internship.

#### Admission Criteria

Applicants should have taken a calculus sequence, linear algebra, differential equations, and an introductory course in probability and statistics and should have computer programming experience.

#### Program Requirements

##### I. Core Courses\* (15 cr.)

**MATH 545** Deterministic Models in Operations Research 3 cr.

**MATH 546** Probabilistic Models in Operations Research 3 cr.

**MATH 563** Mathematical Statistics I 3 cr.

**MATH 564** Mathematical Statistics II 3 cr.

**MATH 625** Analysis for Applied Mathematics 3 cr.

\*Required unless comparable courses have been taken at the undergraduate level. (No more than 3 cr. may be waived from the total of 30 cr. of coursework.)

## II. Controlled Electives† (15 cr.)

**MATH 523** Complex Variables 3 cr.

**MATH 547** Modeling and Simulation 3 cr.

**MATH 551** Numerical Methods for Supercomputers 3 cr.

**MATH 640** Numerical Mathematics 3 cr.

**MATH 641** Ordinary and Partial Differential Equations 3 cr.

**MATH 643** Graphs, Networks, and Combinatorics 3 cr.

**MATH 645** Nonlinear Programming Models 3 cr.

**MATH 647** Advanced Simulation 3 cr.

**MATH 665** Applied Regression Analysis and Design of Experiments 3 cr.

**MATH 667** Applied Statistical Methods 3 cr.

† At least 12 cr. must be at the 600 level.

## III. Additional Electives‡

Other graduate-level mathematics courses may be selected with the approval of the student's advisor. Also, with the advisor's approval, up to six credit hours of graduate work may be taken in disciplines such as chemistry, computer science, economics, finance, management information systems, and physics.

‡ The M.S. in Applied Mathematics requires a minimum of 27 cr. of course work in addition to the research requirement listed below.

## IV. Research Requirements (3-6 cr.)

### *Option I*

**MATH 795** Thesis 3 cr.

or

### Option II

**MATH 698** Internship 6 cr.

**Total 33-36 cr.**

## M.A. in Art

The 30-credit M.A. conveys the precepts of contemporary fine art aesthetics and professional practices directed toward the creation of works of art, the application of creative ideas, and the transmission of knowledge about works of art and their interrelationships.

The M.A. is a practice-oriented degree leading to personal creative development and achievement. The summer residency and blended online offerings are designed to accommodate the working art educator who desires a studio-focused degree. The program is also appropriate for educators seeking to fulfill PDE Level II Certificate requirements.

### Admission Requirements

Individuals seeking admission to the graduate study within the Department of Art must meet the general admission standards and adhere to academic policies established by the School of Graduate Studies and Research at IUP.

An applicant must either be a graduate of an accredited B.F.A., B.A., or B.S. in Art Education (M.A. only), or be judged to possess the necessary prerequisite studio proficiency. Admission into the M.A. or M.F.A. program of the Department of Art is based on the nature, extent, and quality of the preparation in studio, art history, criticism, and other academic subjects. If an applicant is deemed to be deficient in any of these particular areas, the graduate committee may require satisfactory completion of certain undergraduate courses.

### Application for Admission

1. Application Form and Fee
2. Official Transcripts - include all undergraduate/graduate course work
3. Resume
4. Artist/Goal Statement (one page) articulating the subject matter and artistic content of the applicant's work as well as professional goals.
5. Two Letters of Recommendation—These letters should be written by professional artists or educators in the arts with whom the applicant has recently studied or worked and who can assess the applicant's studio and scholastic competencies.
6. CD Portfolio - Twenty images representing the applicant's professional artistic work. Each image should be numbered and identified by medium, size, and date of completion. Please limit jpegs to 1200 x 1600 ppi.

### Application Deadlines

All of the application materials must be received by the School of Graduate Studies and Research before a review of materials can take place. Students seeking assistantships must apply by the February 15 deadline for priority consideration. Applications are accepted for:

- Summer only admission to M.A. program
- Fall admission to M.F.A. program

### The Department of Art requires:

1. First admission consideration and applications for assistantships - February 15
2. Final admission consideration - April 15

### Program Requirements

#### I. Core Courses (12 credits)

**ART 610** Creative Inquiry: Visual Concepts 3 credits

**ART 611** Creative Inquiry: Inter-Media Contexts 3 credits

**ART 612** Expanded Drawing 3 credits

Select one course from the following:

**ART 680** Graduate Studio Critique 3 credits

**ART 630** Critical Practice 3 credits

#### II. Studies in Visual Culture (3 credits)

**ART 620** Art and Visual Culture 3 credits

#### III. Graduate-Level Elective Courses (6 credits) <sup>4,5</sup>

#### IV. Synthesis (9 credits)

**MA Studio Concentration** <sup>1,2,3</sup> 6 credits

**ART 740** MA Exhibition 3 credits

#### Total 30 credits

1. Courses that can count toward the concentration are:

**ART 557** Graduate Studio in Print Media

**ART 559** Graduate Studio in Fibers

**ART 560** Graduate Studio in Jewelry and Metal Work

**ART 572** Graduate Studio in Ceramics

**ART 573** Graduate Studio in Sculpture

**ART 574** Graduate Studio in Oil Painting

**ART 575** Graduate Studio in Drawing

**ART 576** Graduate Studio in Woodworking

2. Select two Graduate Studio Courses in concert with M.A. Project goals as approved by the student's M.A. Project Committee.

3. Student will submit a M.A. Project Proposal and undergo a candidacy review by the Art Graduate Committee upon the completion of 12-15 credits.

## **M.F.A**

The 60-credit M.F.A. signals the highest level of professional competence in the Fine Arts. It requires the development of a verbally and visually articulate argument in a chosen medium, such as painting, drawing, sculpture, print media, metals, woodworking, ceramics, fibers, and trans-media collaborations. The art student's research and development culminate in a written thesis and a mature body of artwork presented in a thesis exhibition.

Art students who desire professional practice or university/college level teaching upon graduation should choose the M.F.A. program. Preparation for professional practice and teaching in higher education is exercised through rigorous, diverse components of the program such as critiques, studies in contemporary culture in the contexts of art history, art theory, and criticism.

The M.A. and M.F.A. degree programs at IUP are accredited by the National Association of Schools of Art and Design and conform to guidelines and standards of the College Art Association.

## **Admission Requirements**

Individuals seeking admission to the graduate study within the Department of Art must meet the [general admission standards](#) and adhere to academic policies established by the School of Graduate Studies and Research at IUP. These specific policies are described in the Graduate Catalog.

An applicant must either be a graduate of an accredited B.F.A., B.A., or B.S.Ed. in Art Education (appropriate for M.A. applicants only) or be judged to possess the necessary prerequisite studio proficiency. Admission into the M.A. or M.F.A. program of the Department of Art is based on the nature, extent, and quality of the preparation in studio, art history, criticism, and other academic subjects. If an applicant is deemed to be deficient in any of these particular areas, the graduate committee may require satisfactory completion of certain undergraduate courses.

## **Application for Admission**

*To the School of Graduate Studies and Research:*

1. Application Form and Fee
2. Official Transcripts - include all undergraduate/graduate course work
3. Resume
4. Artist/Goal Statement (one page) articulating the subject matter and artistic content of the applicant's work as well as professional goals.
5. Two letters of Recommendation -These letters should be written by professional artists or educators in the arts with whom the applicant has recently studied or worked and who can assess the applicant's studio and scholastic competencies.
6. CD Portfolio - Twenty images representing the applicant's professional artistic work. Each image should be numbered and identified by medium, size, and date of completion. Please limit jpegs to 1200x1600 ppi.

*Application Deadlines*

All of the application materials must be received by the School of Graduate Studies and Research before a review of materials can take place.

All of the application materials must be received by the School of Graduate Studies and Research before a review of materials can take place. Students seeking assistantships must apply by the February 15 deadline for priority consideration. Applications are accepted for:

- Summer only admission to M.A. program
- Fall admission to M.F.A. program

*The Department of Art requires*

- First admission consideration and applications for assistantships - February 15
- Final admission consideration - May 1

**Program Requirements****I. Required Courses (45 credits)**

<b>Major Studio Concentration<sup>1</sup></b>		21 credits
<b>Minor Studio Concentration<sup>1</sup></b>		9 credits
<b>ART 680</b>	Graduate Studio Critique <sup>2</sup> (counted towards major credits)	9 credits
<b>ART 680</b>	Graduate Studio Critique <sup>2</sup> (counted towards minor credits)	3 credits
<b>ART 615</b>	Art Seminar	3 credits

**II. Studies in Visual Culture and Art History (6 credits)**

**ART 620** Art and Visual Culture 3 credits

**ARHI 683** Graduate Seminar in Theory and Criticism 3 credits

### **III. Graduate-Level Electives (6 credits) <sup>2</sup>**

### **IV. Thesis Requirements (3 credits)**

**ART 795** M.F.A. Thesis/Exhibition 3 credits

### **Total: 60 credits**

<sup>1</sup>Graduate Studio Courses that can count towards the major and minor studio concentration are:

**ART 557** Graduate Studio in Print Media

**ART 559** Graduate Studio in Fibers

**ART 560** Graduate Studio in Jewelry and Metal Work

**ART 572** Graduate Studio in Ceramics

**ART 573** Graduate Studio in Sculpture

**ART 574** Graduate Studio in Oil Painting

**ART 575** Graduate Studio in Drawing

**ART 576** Graduate Studio in Woodworking

<sup>2</sup>Nine transfer credits will be accepted from the Academy of Fine Arts, University of Zagreb, successfully earned as part of the College of Fine Arts' specific international exchange program and will be applied to Graduate-Level Electives (6 cr.) and ART 680 Graduate Studio Critique course requirements.

## **M.S. in Biology**

The Department of Biology offers a Master of Science degree that is intended both for the student who wishes to pursue further graduate work leading to the Ph.D. degree and for the student who desires the M.S. degree as a means to seek a career as a biologist in a number of different professions.

The M.S. degree in Biology has two alternatives, the thesis and non-thesis options. The thesis option is research oriented, with an emphasis on a comprehensive research project under the supervision of a thesis



advisory committee. The non-thesis option also requires a research component that is under the direction of a faculty member. Both alternatives are intended to provide the student with a well-rounded biology background, as well as furnish the research skills required for postgraduate positions.

## Admission Criteria

To be admitted to the Department of Biology, the applicant must have completed the requirements for a bachelor's degree from an accredited college or university. These requirements should include a major in Biology (or related subject), one year of general chemistry, one semester of organic chemistry, and one semester of calculus or statistics. Applicants with undergraduate deficiencies may be required to register for courses that help to fill these deficiencies.

## Program Requirements

The departmental requirements for candidacy for the M.S. degree are:

- Satisfactory completion of 15 semester hours of graduate work, with at least eight hours in core courses.
- The selection of a thesis advisor and a thesis advisory committee of at least two additional faculty members (in the case of the thesis student) or a research advisor (in the case of non-thesis student) to guide the candidate in completing the program.
- An official application to candidacy, including a research proposal approved by the advisor, must be submitted to the Biology Department Graduate Committee.

Candidates must maintain a grade point average of at least 3.0. Continuance in the graduate program for those receiving two individual course grades below a "B" is contingent upon review of the Graduate Committee.

Students working for this degree will complete 32 semester hours of work if pursuing a Thesis Degree or 35 semester hours of course work if pursuing a Non-thesis Degree.

## I. Required Core Courses

Thesis option—11 semester hours

Non-thesis option—8 semester hours

### A. Required Courses

#### Thesis option (11 cr.)

**BIOL 602** Biometry 3 cr.

**BIOL 611** Biology Seminar I 1 cr.

**BIOL 612** Biology Seminar II 1 cr.

**BIOL 795** Thesis 6 cr.

### Non-thesis option (8 cr.)

**BIOL 602** Biometry 3 cr.

**BIOL 611** Biology Seminar I 1 cr.

**BIOL 612** Biology Seminar II 1 cr.

**BIOL 699** Independent Study 3 cr.

## II. Elective Courses

Thesis option—21 semester hours

Non-thesis option—27 semester hours

Courses are to be selected with the approval of the advisor from the 500- and 600-level biology elective courses. Up to 6 credit hours of the elective courses may be selected from related science and mathematics courses.

## III. Research Requirement and Assessment for the M.S.

### *Non-thesis option*

The candidate must conduct an original research project under the direction of a faculty advisor. A report in the format of a journal article must be submitted at the conclusion of the study. This requirement is programmed as BIOL 699, Independent Study.

Students pursuing a Non-thesis option are required to take and pass a competency exam administered by the candidate's advisory committee. The purpose of this examination is to assure that all graduates have a broad-based knowledge of biology, as well as a mastery of the subject matter pertaining directly or indirectly to their research project.

This examination must be scheduled after completion of 18 semester hours but before completion of 27 semester hours. If a student fails this exam, a second exam will be administered which, at the discretion of the committee, can be oral or written. This exam must be taken within a four-month period following the first exam. Failure of the second exam will result in dismissal from the program.

### *Thesis option*

The candidate must conduct original research under the direction of the thesis advisory committee and present a research thesis at the conclusion of the program. The candidate registers for BIOL 795, Thesis, while engaged in research and preparation of the thesis. The candidate will prepare a written thesis, and then present a public seminar, reporting results of the research. Following the public seminar, the candidate also must complete an oral defense of the research before the thesis committee.

In many courses in the Department of Biology, additional laboratory time and/or field trips may be required beyond the regularly scheduled periods.

## MBA

The Master of Business Administration degree program is designed to serve the needs of junior and intermediate-level business executives who are seeking additional knowledge and skills to do a more efficient job of problem solving and decision-making. Also, the program is structured to give recent college graduates advanced training in business management prior to entry into a business career.

The MBA may be taken on either a part-time or full-time basis. Courses are scheduled for both day and night sessions, including a full schedule of course offerings in the summer.

**Core I** of the program consists of four undergraduate-level prerequisite courses that are designed to provide a foundation in the basic concepts and techniques used in the various functional areas of business and to prepare the student for the graduate courses in business administration. Core I requirements can be met by completing the prerequisite courses at IUP, by completing equivalent courses at other accredited universities/institutions, or through successful completion of College Level Examination Program (CLEP) tests in these subjects (with a grade of “C” or better). At the time of admission, the MBA program coordinator will evaluate the academic transcripts of the student for Core I course waivers and give the student a plan for completion of courses needed for this stage. Course descriptions may be required to establish equivalency of courses completed elsewhere.

**Core II** of the program consists of 36 semester hours in courses that provide advanced knowledge in the functional and applied areas of business. Students may elect to graduate with a general MBA or complete nine credits of additional prescribed course work and receive a concentration.

Normally, a student with a recent bachelor's degree in Business Administration from an accredited university will have completed the entire Core I courses. This will enable the student to complete a general MBA program in one year of full-time study, whereas a non-business major will require 1.5 years—one semester for the Core I or undergraduate courses and one year for the Core II or graduate course requirements. An additional semester of work will be required for students seeking a concentration. Part-time students typically require about three years completing the program.

### Admissions Criteria

In addition to meeting admission requirements of the School of Graduate Studies and Research, students seeking enrollment in the MBA program must achieve a satisfactory score on the Graduate Management Admission Test (GMAT) before admission to the degree program (450 in GMAT or a combination of 1,000 points from GMAT score plus 200 times GPA on a 4.0 scale). Admission decisions are based on academic track record of the applicant, GMAT scores, prior work experience, strength of recommendation letters, and clarity of goal statement presented by the candidate. International applicants are required to submit a Test of English as Foreign Language (TOEFL) score report as part of the MBA application.

### Program Requirements

#### Core I

Complete the following prerequisite courses or equivalent with a grade of “C” or better:

**ACCT 201** Accounting Principles I

**ECON 122** Principles of Economics II

**FIN 310** Finance I

**MATH 214** Probability and Statistics

## Core II (36 cr.)

Complete 36 credits in the following graduate MBA courses:

### *A. Required:*

<b>QBUS 601</b>	Data Analysis and Decision Making	3 cr.
<b>MGMT 613</b>	Organizational Analysis	3 cr.
<b>ACCT 607</b>	Management Accounting	3 cr.
<b>ECON 634</b>	Managerial Economics	3 cr.
<b>BTST 670</b>	Organizational Communication	3 cr.
<b>IFMG 640</b>	Management Information Systems	3 cr.
<b>MKTG 603</b>	Marketing Management	3 cr.
<b>FIN 630</b>	Financial Management	3 cr.
<b>MGMT 637</b>	Operations Management	3 cr.
<b>BLAW 633</b>	Case Problems in Business Law	3 cr.
<b>MGMT/MKTG 650</b>	International Business	3 cr.
<b>MGMT 695</b>	Business Policy	3 cr.
<b>IFMG 645</b>	IS Architecture and Concepts	3 cr.

### *B. Optional Concentration Requirements:*

Students seeking to specialize can take nine additional credits of prescribed coursework and receive a concentration in the following areas:

- *Entrepreneurship*

The entrepreneurship concentration helps current and prospective entrepreneurs and small business owners in all facets and phases of starting and successfully operating a small business. It also helps individuals in understanding how to be innovative in a larger organization and how creativity and agility can help teams and departments in organizations.

- *Finance*  
The in-depth Finance courses will enable the student to appropriately integrate financial theory with challenging problems in the finance field. Specializing in finance will help students become attractive candidates for employment in the areas of investment banking, commercial banking, risk management, and derivatives.
- *International Business*  
This concentration helps students to learn to manage in a global business setting such as a multinational company. It is important for today's managers to understand the nuances of working in a global and cross-cultural setting. Students will gain expertise in the management and marketing aspects of a global business.
- *Human Resources Management*  
The HRM concentration prepares students to be human resources generalists in smaller businesses or to be specialists that can work in appraisal, labor relations, and related human resource functions.
- *Marketing*  
Marketing concentration entails courses that provide MBA students with an in-depth knowledge in specific functional areas of marketing, which would enable them to make strategic and tactical decisions pertaining to the marketing-related activities of their firms. The courses have been developed to provide the MBA students with the tools and the theories to deal with all three key areas of marketing: External Marketing—to make realistic promises of product and service offerings to B2B and/or B2C customers; Internal Marketing—to interact with the customers efficiently and effectively to deliver them the promised product and service offerings, thereby converting them to profitable, long-term customers.
- *Professional Accountancy*  
The Professional Accountancy Concentration is designed for non-accounting majors who do not have an undergraduate degree in accounting but want to further their understanding of accounting concepts and principles. Completion of the program will help to prepare students for entry into the accounting profession and in most U.S. states satisfy the educational requirements to sit for the CPA licensing exam. (Since educational requirements may differ between states, the student should check with the regulatory agencies in the state in which he or she plans to sit for the exam to verify that state's requirements.)
- *Supply Chain Management*  
Managing supply chains has become increasingly important in today's business environment, in which customers, manufacturers, service providers, and suppliers are spread around the world. This concentration prepares students to manage operations with good understanding of supply chains and logistics, enterprise resource planning (ERP), balanced scorecard, quality management, project management, inventory management, capacity management, strategic alliances, outsourcing, facility location/layout, and related topics.

Students seeking to specialize in a specific area of business can take an additional nine credits of prescribed coursework as described below and receive a concentration in that area only in conjunction with the MBA degree. All concentrations may not be available for the MBA, Executive Track students. The MBA program director will advise the Executive Track students about the available concentrations during the time of admission.

## Entrepreneurship

Any three of:

**MGMT 571** Opportunity Launch and New Venture Development

**MGMT 572** Organizational Entrepreneurship

**MGMT 503** Small Business Planning

**MGMT 581/681** Special Topics in Management Finance

## Finance

**FIN 635** Principles of Investments in Securities

And any two of the following:

**FIN 510** Financial Institutions and Markets

**FIN 520** Investment Analysis

**FIN 524** International Financial Management

## Human Resources Management

Any three of:

**MGMT 500** Compensation Management

**MGMT 501** Training and Development

**MGMT 505** Staffing

**MGMT 581/681** Special Topics in Management

**MGMT 698** Management Internship International Business

## International Business

Any two of:

**MGMT 551** International Management

**MGMT 554** International Competitiveness

**MGMT 698** Management Internship\*

Any one of:

**MKTG 530** International Marketing

**MKTG 606** Advances in Global Marketing

**MKTG 581/681** Special Topics in Marketing

**MKTG 698** Marketing Internship\*

\* Only one three-credit internship will count towards the concentration.

## Marketing

Any three of:

**MKTG 611** Marketing Communications

**MKTG 521** Marketing Research

**MKTG 534** Marketing Logistics

**MKTG 539** Internet Marketing

**MKTG 581/681** Special Topics in Marketing

**MKTG 698** Marketing Internship

**MKTG 606** Global Marketing

## Professional Accountancy

Any three of:

**ACCT 531** Auditing

**ACCT 521** Federal Tax I

**ACCT 541** Accounting for Government and Nonprofit Organizations

**ACCT 512** Advanced Cost Accounting

## Supply Chain Management

Any three of:

**MGMT 537** Supply Chain Management

**MKTG 534** Marketing Logistics

**MGMT 534** Quality Management

**MGMT 581/681** Special Topics in Management

**MGMT 698** Management Internship**Other:**

Students may take a maximum of 6 credits of electives in their concentration area from 581/681 Special Topics courses offered with the following prefixes: ACCT, BLAW, BTST, FIN, IFMG, MGMT, MKTG, and QBUS.

A student with an undergraduate degree in a functional area cannot obtain an MBA concentration in the same area. For example: An MBA student with a Marketing undergraduate degree cannot obtain an MBA concentration in Marketing.

**MBA – Information Systems Concentration**

The IS concentration is designed to be offered to an audience with basic exposure to IS. It will serve to further their understanding of IS/IT concepts and principles. For those students that already have a background in IS/IT, the value added will come from the enhanced business and managerial focus in the course content. The courses will integrate learning from other business and technical courses, and apply them to a business and managerial context. This program will help prepare students to take a diverse set of roles in the IS/IT industry, depending upon their background and interest. IS/IT is pervasive in today's business and a variety of roles exist for students to explore and build a career in this area. For instance sustainability is emerging as an important topic in the area of IS/IT that students can explore. The IS/IT area is a dynamic and fast evolving discipline and as such course offerings in the concentration will be periodically adjusted as per market conditions and trends in the industry.

**Degree/Program Requirements:**

MBA students seeking to specialize can take nine additional credits of prescribed coursework and receive a concentration in IS.

Any three of the following courses with a course code of IFMG5XX or IFMG6XX (currently in the catalog and forthcoming) excluding IFMG 640.

IFMG 481/581 Special Topics in Information Systems

IFMG 460/560 Analysis and Design

IFMG 580 Distributed Business Information Systems

IFMG 663 Project Management for Information Technology Professionals

**M.B.A., Executive Track**

The Master of Business Administration, Executive Track program is designed to serve the needs of experienced managers from industrial, financial, nonprofit, and small business, as well as the public sector, and allows them to earn an MBA degree while continuing their working career.

A Saturdays-only class format allows participants to complete a general MBA in four trimesters (1.5 years) or a specialized MBA in five trimesters (two years) at a convenient time and location. A lock-step format, in which members of each class begin the program at the same time, take all the required courses together, and typically complete the program as a group, facilitates the formation of long-term study groups, extends a peer group or cohort experience to the participants, and creates a long-lasting network which develops both business and social contacts. Limited class size with careful selection of participants insures a wide variety of professional backgrounds. Such a learning forum provides exposure to peers from all organizational settings in a cohesive, networking environment.



### ***Master of Business Administration, Executive Track (MBA)—Hybrid/Blended option***

In addition to providing the same value, rigor, and quality as the traditional MBA, Executive Track, the Hybrid/Blended option provides additional flexibility to working professionals. The faculty members will meet the students for seven of the 14 Saturdays in a semester. Specifically, weeks 1, 3, 5, 8, 10, 12, and 14 of a semester will be in class and weeks 2, 4, 6, 7, 9, 11, and 13 would be online. In any given semester, three courses are taught concurrently, and all three faculty members will meet the students in class on the same seven weeks as identified above. The remaining seven modules are placed online; the students can work on them at their convenience. This may include watching lectures and other videos, reading papers/articles/cases, completing assignments, etc. All three faculty members will be available for asynchronous communication during the week and for synchronous communication at pre-specified times during the weekends.

The MBA, Executive Track program offered by IUP constitutes a demanding experience for participants. The program prepares each individual to accept increased responsibilities in general management. The curriculum offers broad training in foundations of management and basic analytical techniques while exposing students to contemporary management tools and technologies. The prevailing theme of the program is the emphasis on strategic decision-making in a changing global environment.

### **Admissions Criteria**

Completed accredited undergraduate degree in any field with a grade point average of 2.6 or higher, a GMAT score of 450+ (for applicants with 4+ years professional work experience submission of GMAT scores is optional). Participants who have not had recent academic training are expected to update their mathematical skills concurrent with, or before beginning, the MBA, Executive Track program.

### **Program Requirements**

The program will include a one-day, mandatory, on-campus orientation period for all students. Students will be introduced to graduate faculty and will be exposed to campus-based facilities and resources. Students will have an opportunity in a social setting to discuss program objectives/characteristics with graduate faculty and the administration of the college. Thirty-three semester hours of MBA course work are required for the general MBA degree. Up to nine semester hours of MBA, Executive Track prerequisites are to be completed before starting graduate-level course work for students who do not have business background.

### **A. Prerequisites**

<b>QBUS 500</b> Foundations of Business Statistics	3 cr.
<b>ECON 501</b> Foundations of Modern Economics	3 cr.
<b>FIN 500</b> Foundations of Finance	1.5 cr.
<b>ACCT 500</b> Fundamentals of Financial Accounting	1.5 cr.

At the time of admission, the MBA program coordinator will evaluate the academic transcripts, experience, and other credentials of the student for course waivers of one or more of the above four prerequisite courses.

Students can complete the above courses offered at IUP before each cohort group starts if the courses are not waived.

## B. Required Courses

<b>QBUS 601</b>	Data Analysis and Decision Making	3 cr.
<b>ECON 634</b>	Managerial Economics	3 cr.
<b>MGMT/MKTG 650</b>	International Business	3 cr.
<b>BTST 670</b>	Organizational Communication	3 cr.
<b>ACCT 607</b>	Management Accounting	3 cr.
<b>MGMT 613</b>	Organizational Analysis	3 cr.
<b>FIN 630</b>	Financial Management	3 cr.
<b>MKTG 603</b>	Marketing Management	3 cr.
<b>MGMT 637</b>	Operations Management	3 cr.
<b>IFMG 640</b>	Management Information Systems	3 cr.
or		
<b>IFMG 645</b>	IS Architecture and Concepts	3 cr.
<b>BLAW 633</b>	Case Problems in Business Law	3 cr.
<b>MGMT 695</b>	Business Policy	3 cr.

Students seeking to specialize can take nine additional credits of prescribed course work and receive a concentration in the areas described under the MBA program, after completing Core I. All concentrations may not be available for the MBA, Executive Track students. The MBA program director will advise the Executive Track students about the available concentrations during the time of admission.

## M.Ed. in Business/Workforce Development

The Master of Education in Business/Workforce Development offered by the Department of Adult and Community Education, is designed to meet the needs of a wide variety of individuals. This program includes a core of 15/18 credits plus 12/15 credits in one of three areas of specialization—Business, Computer, and Information Technology; Workforce Development; and Administrative. Within each area of specialization, students are encouraged to enroll in courses that meet their professional areas of interest.

The **Business, Computer, and Information Technology Specialization** is of interest to individuals desiring to enhance their knowledge of pedagogy, study current business issues and trends, and expand the use of technology in the learning environment. In addition, an opportunity is available for an individual to complete

the requirements for initial Pennsylvania K-12 teaching certification in Business, Computer, and Information Technology (business education)—this opportunity requires the completion of additional course work beyond the 30 credits required for the M.Ed.

The **Workforce Specialization** is of interest to individuals desiring to broaden their understanding of business, to enhance their knowledge of industry training, and to update their understanding of new technologies used in the workforce.

The **Administrative Specialization** provides an option for candidates interested in positions as supervisors or directors of career and technical programs. Content is based on certification standards established by the Pennsylvania Department of Education. An enhancement of this specialization is the opportunity to complete the course requirements for Pennsylvania Department of Education certification as vocational supervisor or vocational director. Completion of the M.Ed. and fulfillment of PDE requirements leads to Vocational Supervisor Certification (PDE certification requirements include verification of appropriate teaching experience in a career and technical field, such as Agriculture, Business, Health, Trade and Industrial and/or Family and Consumer Science). Candidates interested in Vocational Director Certification must complete an additional 9 hours of coursework.

Courses can be taken on either a full- or part-time basis, with classes offered during the evening; a full schedule of course offerings is available in the summer. Needs of each student are addressed through individual attention, flexible scheduling, and opportunities for original research.

Upon admission to the School of Graduate Studies and Research, the student is assigned an advisor to assist in tailoring the program to meet individual goals. This flexibility is a key feature of the program.

## Admissions Criteria

1. Meet the admission requirements of the School of Graduate Studies and Research
2. Achieve a satisfactory score on either the GMAT or GRE exams
3. Have earned an undergraduate degree in business from an accredited college/university or have completed business core courses from an accredited community college, college, or university if seeking admission to either the Workforce Development Specialization or the Certification option in Business, Computer, and Information Technology

## Degree Candidacy

1. For those students in the Workforce Development specialization, the Administrative specialization, or Business, Computer, and Information Technology specialization without initial certification, degree candidacy will be contingent upon maintaining a 3.0 GPA.
2. For those students in the Business, Computer, and Information Technology specialization who are seeking initial certification, degree candidacy will be contingent upon maintaining a 3.0 GPA and upon passing Praxis I prior to completing 12 program hours and Praxis II prior to completing 18 program hours.

## Graduation

1. For those students in the Workforce Development specialization or the Administrative specialization, graduation will be contingent upon maintaining a 3.0 GPA.

2. For those students in the Business, Computer, and Information Technology specialization who are seeking initial certification, graduation will be contingent upon maintaining a 3.0 GPA and upon completing BTED 695, Professional Semester (Student Teaching) with a minimum of a B.

## Program Requirements

### I. Business, Computer, and Information Technology (BCIT)/ Workforce Core (15 cr.)

**BTST 650** Issues and Trends in Business/ Workforce Development 3 cr.

**BTST 670** Organizational Communication 3 cr.

**BTST 680** Technical Update 3 cr.

**GSR 615** Elements of Research 3 cr.

**BTST 656** Applied Research in Business/Workforce Development 3 cr.

### II. Workforce Development Specialization Elective Area (15 cr.)

**BTST 542** Training Methods in Business and Information Technology Support 3 cr.

**BTST 642** Training with Technology 3 cr.

**BTST 675** Web Design Theory and Practice 3 cr.

**BTST 655** Emerging Information Technologies 3 cr.

Choose one of the following:

**BTST 665** Information Security in the Enterprise 3 cr.

**SAFE 603** Human Relations in Safety Management 3 cr.

**SAFE 645** Principles of Occupational Safety 3 cr.

**ACE 621** The Adult Learner 3 cr.

**ACE 625** Facilitating Adult Learning 3 cr.

### III. Business, Computer, and Information Technology Specialization Elective Area (15 cr.)

**BTST 675** Web Design Theory and Application 3 cr.

**BTST 614** Instructional Computing Basics 3 cr.

or

**COMM 614** Instructional Computing Basics 3 cr.

**BTST 631** Interactive Multimedia 3 cr.

or

**COMM 631** Interactive Multimedia 3 cr.

**COMM 600** Instructional Design and Development 3 cr.

**EDSP 704/804** Advanced Educational Psychology 3 cr.

or

**EDSP 747/847** Advanced Psychology of Adolescent Education

### **\*Certification Option (Pennsylvania Certification K-12) (24 cr.)**

**BTED 690** Clinical Studies in Business Education 3 cr.

**BTED 693** Seminar in Teaching Business Subjects 3 cr.

**EDEX 650** Exceptional Children and Youth 3 cr.

**EDSP 577** Assessment of Student Learning 3 cr.

**BTED 695** Professional Seminar 12 cr.

\*Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.

Must meet Eberly College undergraduate core business education requirements (see current undergraduate catalog).

### **I. Administrative Professional Development Core (18 cr.)**

**BTED/VOED 601** Curriculum and Instructional Leadership in Career and Technical Education 3 cr.

**GSR 615** Elements of Research 3 cr.

**BTST 656** Applied Research in Business/Workforce Development 3 cr.

**BTED/VOED 600** Curriculum Development in Career and Technical Education 3 cr.

**BTED/VOED 602** Conference Leadership and Communication Methods in Career and Technical Education 3 cr.

### **II. Administrative Specialization Elective Area (minimum of 12 cr.)**

<b>EDSP 577</b>	Assessment of Student Learning (required)	3 cr.
<b>BTED/VOED 603</b>	Management of Instruction for Career and Technical Education	3 cr.
<b>BTED/VOED 604</b>	Curriculum Supervision in Career and Technical Education	3 cr.
<b>BTED/VOED 605</b>	Policy Administration	3 cr.
<b>BTED/VOED 606</b>	Leadership for Career and Technical Educators	3 cr.
<b>BTED/VOED 607</b>	Organizations and Structure for Career and Technical Education	3 cr.
<b>BTED/VOED 608</b>	Legal and Legislative Issues in Career and Technical Education	3 cr.

- Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.
- Electives selected based on individual candidate's background.

According to Pennsylvania commonwealth guidelines, students must be certified K-12 and not in separate areas.

## M.A. in Clinical Mental Health Counseling

The Master of Arts degree program in Clinical Mental Health Counseling is designed to prepare students to work in a variety of settings, including mental health centers, drug and alcohol treatment programs, specialized community agencies, vocational or rehabilitation programs, correctional institutions, health care settings, social services, and business and industry.

The 60 credit hour program includes a series of counseling skills courses, including individual and group practicums, and a 600 hour field experience under the supervision of a qualified supervisor. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and meets the educational standards as set forth by the State Board of Social Workers, Marriage and Family Therapists and Professional Counselors Board, for licensure as a Professional Counselor in Pennsylvania.

The counseling curriculum is based on the educational standards as set forth by the National Board for Certified Counselors. Students who successfully complete their course work will be eligible to take the National Counselor Examination for Licensure and Certification. Upon passing the exam, students will be board-eligible counselors.

### Program Requirements

Students enrolled in the Master of Arts degree program will complete 60 hours of credit for the degree. The program requires the following courses:

<b>GSR 615</b>	Elements of Research	3 cr.
<b>COUN 615</b>	Counseling Across the Life Span	3 cr.

<b>COUN 617</b> Basic Counseling Skills	3 cr.
<b>COUN 618</b> Multicultural and Diversity Issues in Counseling	3 cr.
<b>COUN 634</b> Assessment Procedures for Community Counselors	3 cr.
<b>COUN 636</b> Career Counseling	3 cr.
<b>COUN 637</b> Counseling & Consulting Theory	3 cr.
<b>COUN 639</b> Group Counseling	3 cr.
<b>COUN 657</b> Individual Counseling Practicum	3 cr.
<b>COUN 669</b> Group Counseling Practicum	3 cr.
<b>COUN 671</b> Introduction to Diagnostic Issues for Counselors	3 cr.
<b>COUN 672</b> Counseling and Consulting within Systems	3 cr.
<b>COUN 677</b> Crisis and Addictions Counseling	3 cr.
<b>COUN 710</b> Clinical Mental Health Counseling	3 cr.
<b>COUN 720</b> Professional Orientation and Ethical Practice in Counseling	3 cr.
<b>ELECTIVE</b>	3 cr.
<i>ELECTIVE</i>	3 cr.
<i>ELECTIVE</i>	3 cr.
<b>COUN 755</b> Field Experience	6 cr.
<i>TOTAL</i>	60 CR

Prospective students for the Master of Arts in Clinical Mental Health Counseling must meet departmental admissions requirements and procedures in addition to those of the School of Graduate Studies and Research. Prospective students should contact the department to determine these requirements. Applicants are required to attend an admissions workshop as the final step in the admissions process. Applicants should contact the department to obtain the dates of deadlines for completed applications to be received by the School of Graduate Studies and Research.

For current students, each year an evaluation of student academic, clinical, and professional competence will be made. Students will receive formal feedback based on the outcome of the evaluation results and a joint effort will be made to remediate any deficiencies. Serious deficiencies may result in recommendations for remedial work, delay of candidacy, or termination from the program. Students must pass all practicum experiences with a B or better in order to advance to internship/field experience.

## M.A. in Criminology

The M.A. program on the main campus offers full- or part-time study. The program is appropriate for students who are preparing for doctoral studies, along with careers in research or the administration of criminal justice. The M.A. program is also available online as a part-time program.

### Admission Criteria

In addition to meeting the requirements for admission to the School of Graduate Studies and Research, a student intending to work toward a Master of Arts degree in Criminology will be required to have the following prerequisite academic and/or professional preparation:

- Students should be able to demonstrate a sound understanding of criminological theory and the criminal justice system (generally satisfied by a bachelor's degree in criminology, criminal justice, or related field); or,
- Students should have knowledge gained through experience within the justice system or by specialized training or completed graduate or undergraduate studies in a related field.

All applicants for the Master of Arts degree in Criminology must possess the essence of knowledge offered in the undergraduate (B.A.) program core courses. These courses are:

**CRIM 102** Survey of Criminology

**CRIM 306** Criminological Research Methods

**CRIM 400** Theoretical Criminology

**CRIM 401** Contemporary Issues in Criminology

If, upon the consideration of the Department of Criminology Graduate Committee, an applicant is deemed to be deficient, the department, through the master's coordinator, will require appropriate undergraduate courses to remove these deficiencies. Students begin the M.A. in Criminology program during the Fall semester only. Applicants may apply at any time; however, priority will be given to completed applications received by March 15. After March 15, applications will be received, but admission to the program is contingent upon the availability of space.

### Program Requirements

Students must choose between a thesis or non-thesis curriculum by the end of their second semester at latest.

#### I. Thesis Degree Requirements:

A total of 30 semester hours is required, including:

**CRIM 600** Criminological Theory 3 cr.

**CRIM 601** Proseminar 3 cr.

**CRIM 605** Research Methods 3 cr.



<b>CRIM 610</b> Legal Issues in Criminology	3 cr.
<b>CRIM 632</b> Organizational Dynamics within the Criminal Justice System	3 cr.
<b>CRIM 718</b> Quantitative Strategies for Analysis in Criminology	3 cr.
<b>CRIM 730</b> Ethical and Philosophical Issues in Criminology	3 cr.
<b>CRIM 795</b> Thesis	6 cr.
----- Electives	3 cr.

**Total 30 cr.**

## II. Non-Thesis Degree Requirements:

A total of 30 semester hours is required, including:

<b>CRIM 600</b> Criminological Theory	3 cr.
<b>CRIM 601</b> Proseminar	3 cr.
<b>CRIM 605</b> Research Methods	3 cr.
<b>CRIM 610</b> Legal Issues in Criminology	3 cr.
<b>CRIM 632</b> Organizational Dynamics within the Criminal Justice System	3 cr.
<b>CRIM 718</b> Quantitative Strategies for Analysis in Criminology	3 cr.
<b>CRIM 730</b> Ethical and Philosophical Issues in Criminology	3 cr.
<b>CRIM 791</b> Synthesis Project	3 cr.
----- Electives	6 cr.

**Total 30 cr.**

## M.Ed. in Education

This 36-credit, team-taught program is structured to address the educational needs of several types of graduate students who enter and proceed through the program as a cohort. The program's integrated curriculum is designed to prepare educators to be research oriented and to be more effective and innovative in classrooms, in schools, and in communities.

The six Thematic Units of 6 credits each include Community and Culture, Instruction in the Inclusive Classroom, Teacher as Researcher, Educational Change and Technology, Curriculum and Instruction, and Teacher as Leader. The program requires Internet access, which is available at IUP at no charge to students.

## I. Required Thematic Units (36 cr.)

<b>MEDU 761</b> Community and Culture	6 cr.
<b>MEDU 762</b> Instruction in the Inclusive Classroom	6 cr.
<b>MEDU 763</b> Teacher as Researcher	6 cr.
<b>MEDU 764</b> Educational Change and Technology	6 cr.
<b>MEDU 765</b> Curriculum and Instruction	6 cr.
<b>MEDU 766</b> Teacher as Leader	6 cr.

## M.Ed. Mathematics Education

The Master of Education in Mathematics Education is ideal for elementary, middle, and secondary school teachers. Its purpose is to provide an opportunity for graduate students to increase their knowledge of mathematics and pedagogy, as well as to become aware of research and innovations in mathematics education. Upon completion of the program, graduate students will be prepared to serve as leaders of mathematics education in their school districts. Completion of this degree meets the requirements for Level II certification. The program consists of 36 credits in four broad areas: Education and Educational Research (6 credits), Mathematics Education Core (12 credits), Mathematics Education Content (12 credits), and Mathematics Education Electives (6 credits). The program consists of two tracks – one track in Secondary Mathematics Education and one track in Elementary and Middle School Mathematics Education.

### [M.Ed. in Mathematics Education - Secondary Mathematics Education Track](#)

## I. Education and Educational Research (6 cr.)

a)

GSR 615 Elements of Research

b)

EDSP 704 Advanced Educational Psychology

EDSP 746 Learning and Instruction

EDSP 747 Advanced Psychology of Adolescent Education

or EDSP 748 Advanced Studies in Behavioral Problems

## II. Mathematics Education Core (12 cr.)

a)

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MAED 650 Curriculum and Instruction in Mathematics Education

b)

MAED 654 Teaching Problem Solving in Mathematics Education

c)

MAED 652 Differentiating Instruction in Secondary Mathematics Education

or

ELMA 652 Diagnosis and Remedial Teaching of Mathematics

d)

MAED 660 Survey of Research in Mathematics Education

### **III. Mathematics Education Content (12 cr.)**

a)

MAED 611 Algebra for Secondary Teachers

b)

MAED 612 Geometry for Secondary Teachers

c)

MAED 613 Probability and Statistics for Secondary Teachers

d)

MAED 614 Pre-Calculus and Discrete Mathematics for Secondary Teachers

e)

MAED 655 History of Mathematics

#### **IV. Mathematics Education Electives (6 cr.)**

a)

MAED 559 Computer Related Topics in Mathematics Education

b)

MAED 616 Writing in Mathematics Education

c)

MAED 681 Special Topics in Mathematics Education

d)

MAED 698 Internship in Mathematics Education<sup>1</sup>

e)

MAED 795 Thesis in Mathematics Education

f)

**Any course from Category III**

\*NOTE: All courses are 3 credits

<sup>1</sup>The internship may be used to do preliminary work related to a thesis. This is by permission only.

[M.Ed. in Mathematics Education - Elementary and Middle Level Mathematics Education Track](#)

#### **I. Education and Educational Research (6 credits)**

a)

GSR 615 Elements of Research

b)

- EDSP 704 Advanced Educational Psychology
- EDSP 746 Learning and Instruction
- EDSP 747 Advanced Psychology of Adolescent Education  
or EDSP 748 Advanced Studies in Behavioral Problems

## **II. Mathematics Education Core (12 credits)**

a)

MAED 650 Curriculum and Instruction in Mathematics Education

b)

MAED 654 Teaching Problem Solving in Mathematics Education

c)

MAED 652 Differentiating Instruction in Secondary Mathematics Education  
or ELMA 652 Diagnosis and Remedial Teaching of Mathematics

d)

MAED 660 Survey of Research in Mathematics Education

## **III. Mathematics Education Content (12 credits)**

a)

ELMA 517 Probability and Statistics for Elementary/Middle Level Teachers

b)

ELMA 520 Patterns and Functions for Elementary/Middle Level Teachers

c)

ELMA 556 Geometry for Elementary/Middle Level Teachers

d)

ELMA 557 Number Theory for Elementary/Middle Level  
Teachers

e)

ELMA 558 Logic and Logical Games for Elementary/Middle Level Teachers

f)

ELMA 561 Discrete Math for Elementary/Middle Level Teachers

g)

ELMA 571 Algebra for Elementary/Middle Level Teachers

#### **IV. Mathematics Education Electives (6 credits)**

a)

MAED 559 Computer Related Topics in Mathematics Education

b)

MAED 616 Writing in Mathematics Education

c)

MAED 681 Special Topics in Mathematics Education

d)

MAED 698 Internship in Mathematics Education<sup>1</sup>

e)

MAED 795 Thesis in Mathematics Education

f)

### Any course from Category III

\*NOTE: All courses are 3 credits

<sup>1</sup>The internship may be used to do preliminary work related to a thesis. This is by permission only.

### M.Ed. Special Education

The Department of Communication Disorders, Special Education, and Disability Services offers two graduate programs: Master of Education degree in Education of Exceptional Persons and the Master of Science degree in Speech-Language Pathology. These programs are in accord with the current national standards of the Council for Exceptional Children and the American Speech-Language-Hearing Association, respectively.

The M.Ed. program is structured to address the educational needs of five types of graduate students: (a) those who hold Pennsylvania Mentally and/or Physically Handicapped certification; (b) those who hold another teaching certificate who wish to obtain Special Education Certification (either PreK-8th grades or 7th-12th grades) while working toward an M.Ed. degree in Education of Exceptional Persons; (c) those who hold another teaching certificate who wish to obtain Special Education Certification (either PreK-8th grades or 7th-12th grades) without earning the M.Ed. degree; and (d) those who do not want to qualify for a teaching certificate but who wish to earn an M.Ed. degree and to work professionally with persons with disabilities.

The program intends to prepare graduates who will: a) implement curricula to meet individual needs of students with disabilities; b) demonstrate adaptability, flexibility, and initiative in meeting the changing needs of students with disabilities; c) use positive behavior management techniques; d) assess pupils strengths and limitations for instructional planning; e) practice diagnostic prescriptive instructional procedures; f) adapt special equipment for individuals; g) plan for and effective use paraprofessionals; h) engage in effective communication and collaborative partnerships; and i) apply professionalism and ethical practices.

Students working toward a master's degree may select a thesis or a non-thesis option at an appropriate point in their program of studies. All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies. For candidates wanting special education certification, individual programs of study will be designed based on review of transcripts.

### Admission Criteria

Applications are due by March 15 for consideration for Summer/Fall acceptance and by October 15 for Spring acceptance.

### Education of Exceptional Persons—M.Ed. and Special Education Certification

**EDEX 569** Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities, or Brain Injury 3 cr.

**EDEX 578** Education of Persons with Mental Retardation, Developmental, Physical, or Multiple Disabilities 3 cr.

**EDEX 558** Vocational Preparation and Transition for Youth with Disabilities 3 cr.

<b>EDEX 752</b> Assessment of Persons with Disabilities	3 cr.
<b>EDEX 754</b> Advanced Instructional Design in Special Education	3 cr.
<b>EDEX 755</b> Professional Collaboration and Team Building for Special Educators	3 cr.
<b>EDEX 785</b> Practicum and Internship (severe)	3 cr.
<b>GSR 615</b> Elements of Research	3 cr.
---- Elective	3 cr.
---- Elective	3 cr.
---- Elective	3 cr.
---- Elective	3 cr.
<b>or</b>	
<b>EDEX 795</b> Thesis (optional)	3 cr.

**Total Required 36 cr.**

Note: Students may choose electives from an approved list including:

<b>EDEX 515</b> Preschool Education for Children with Disabilities	3 cr.
<b>EDEX 560</b> Family Perspectives on Disability	3 cr.
<b>EDEX 753</b> Research Seminar in Special Education	3 cr.
<b>EDSP 704</b> Advanced Educational Psychology	3 cr.
<b>EDSP746</b> Learning and Instruction	3 cr.
<b>EDSP 747</b> Advanced Psychology of Adolescent Education	3 cr.
<b>EDSP 748</b> Advanced Studies in Behavioral Problems	3 cr.
<b>COUN 629</b> Group Procedures (Child)	3 cr.
<b>COUN 639</b> Group Counseling	3 cr.

or other relevant courses with approval of the program coordinator.

These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).



Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.

### Special Education Certification Only at the Graduate Level

#### COR Requirements \*

<b>EDEX 569</b>	Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities, or Brain Injury	3 cr.
<b>EDEX 578</b>	Education of Persons with Mental Retardation, Developmental, Physical, or Multiple Disabilities	3 cr.
<b>EDEX 752</b>	Assessment of Persons with Disabilities	3 cr.
<b>EDEX 754</b>	Advanced Instructional Design in Special Education	3 cr.
<b>EDEX 785</b>	Practicum and Internship (severe)	3 cr.
<b>EDEX 558</b>		3
<b>OR</b>	Transition for Youth with Disabilities (required for 7-12 certification)	cr.
<b>EDEX 755</b>	Professional Collaboration and Team Building for Special Educators (required for PreK-8 certification)	3 cr.

#### Total Required 18 cr.

\* PECT exams are also required to obtain PA certification. Minimum requirements: Additional coursework may also be required for PA certification.

The Special Education Certificate of Recognition (COR) is an 18-credit program offered by the Special Education program in the Department of Special Education and Clinical Services. The program leads to PA certification in Special Education. Students choose from two options: Special Education Certification preK-8th grade or Special Education Certification 7th-12th grade. All students take courses related to characteristics of students with disabilities, effective instructional practices, and assessment. Students focusing on preK-8th grade are required to take a course on multi-disciplinary collaborations. Students focusing on 7th-12th grade are required to take a course on transition services. All students must complete a practicum experience during the summer.

The Special Education COR was designed for persons who have initial teaching certification in a content area such as Early Childhood Education, English Education, or Art Education. Eighteen credits are the minimum requirements for PA teacher certification in Special Education. Students who do not have prerequisite methods courses may be required to take additional courses; individual programs will be designed based on a review of transcripts.

### Education of Exceptional Persons—M.Ed.-only program

<b>EDEX 558</b>	Vocational Preparation and Transition for Youth with Disabilities	3 cr.
<b>EDEX 752</b>	Assessment of Persons with Disabilities	3 cr.

<b>EDEX 753</b> Research Seminar in Special Education	3 cr.
<b>EDEX 754</b> Advanced Instructional Design in Special Education	3 cr.
<b>EDEX 755</b> Professional Collaboration and Team Building for Special Educators	3 cr.
<b>EDEX 785</b> Practicum and Internship	3 cr.
<b>EDEX 560</b> Family Perspective on Disabilities	3 cr.
<b>GSR 615</b> Elements of Research	3 cr.
---- Elective	3 cr.
---- Elective	3 cr.
<b>or</b>	
<b>EDEX 795</b> Thesis	3 cr.

**Total Required 30 cr.**

Note: Students may choose electives from:

<b>EDSP 704</b> Advanced Educational Psychology	3 cr.
<b>EDSP 746</b> Learning and Instruction	3 cr.
<b>EDSP 747</b> Advanced Psychology of Adolescent Education	3 cr.
<b>EDSP 748</b> Advanced Studies in Behavioral Problems	3 cr.
<b>COUN 629</b> Group Procedures (Child)	3 cr.
<b>COUN 639</b> Group Counseling	3 cr.
<b>EDEX 515</b> Preschool Education for Children with Disabilities	3 cr.

Or other relevant courses with approval of the program coordinator.

## **M.Ed. in Educational Psychology**

The Master of Education degree in the Educational Psychology Program (33 to 36 credits) has been designed to give the interested student a broad theoretical and practical background in the areas of education and psychology.

The program will be of interest to those planning to pursue [certification in school psychology](#) after the master's degree, to those wishing to broaden their understanding of human development and learning, or to those wishing to learn more about educational evaluation and research.

### **Admissions Criteria**

Individuals seeking initial admission to any departmental program must complete both a [School of Graduate Studies and Research application](#) and a [departmental application](#). After all application materials (including completed application forms, two letters of recommendation, transcripts, and GRE scores for the aptitude portion of the exam only) have been received, the School Psychology Program Committee reviews applications and selects applicants for interviews. Following these interviews, the committee forwards to the School of

Graduate Studies and Research recommendations regarding admission into the program. The School of Graduate Studies and Research, in turn, communicates an admission decision to the applicant.

Admission to the program is based upon an evaluation of undergraduate and graduate transcripts, recommendations, GRE scores, work history, professional goals, and personal characteristics as determined in the admission interview. No one criterion dominates in the admission decision, provided there is evidence of the basic ability to do graduate work.

Applicants are advised that Pennsylvania has established program admission requirements for those seeking their first certification in the education field. These requirements include a grade-point average of 3.0 based on the most recent 48 credits taken; six credits in math; three credits in English composition and three in English literature; and a passing score on the Praxis I (including reading, writing, and math). Arrangements may be made to take the required English and math credits or examinations while already in the program, if necessary. These procedures apply to all students seeking Pennsylvania certification.

## Program Requirements

### General Requirements

All students must complete course work in the following areas:

#### Professional Development 9 credits

**Humanistic Studies** 3 credits

**Behavioral Studies** 3 credits

**Subject Area** 6 credits

**Research** 6 credits

**\*Electives** 9 credits

\*All electives must be approved by the student's departmental advisor and may be chosen to enhance the student's interest in school psychology, human development and learning, or educational evaluation and research.

#### Thesis option, 33 credits

#### Non-Thesis option, 36 credits

#### Professional Development (9 credits)

EDSP 704 Advanced Educational Psychology 3 cr.

EDSP 745 Crisis Intervention and Psychological Counseling of Exceptional Children 3 cr.

EDSP 746 Learning and Instruction 3 cr.

**Humanistic Studies (3 credits)**

PSYC 836 Personality Theory and Systems of Psychotherapy 3 credits

or

PSYC 858 Advanced Social Psychology\* 3 credits

**Behavioral Studies (3 credits)**

EDSP 748 Advanced Studies in Behavioral Problems 3 credits

**Subject Area (6 credits)**

EDEX 650 Exceptional Children and Youth 3 credits

EDSP 747 Advanced Psychology of Adolescent Education 3 credits

**Research (6 credits)**

GSR 615 Elements of Research 3 credits

EDSP 717 Applied Educational Research Methods 3 credits

**Psychology Core Electives - Non Thesis Option (9 credits)**

PSYC 810 Historical Trends in Psychology\* 3 credits

EDSP 755 Practicum I† 3 credits

----- Elective (advisor approval) 3 credits

or

**Thesis Option (6 credits)**

EDSP 795 Thesis

**Total: 33 or 36 credits**

\* Recommended for those continuing in [school psychology doctoral program](#)

† Required for those continuing in [school psychology certificate](#) or [doctoral program](#).

## M.A. in Employment and Labor Relations

The Master of Arts in Employment and Labor Relations is a multidisciplinary, graduate-degree program designed to prepare professional practitioners in the field of employment and labor relations in public and private management, unions, government agencies, and neutral and service organizations. The 36-semester-hour program consists of a required core of 21 semester hours and elective course offerings totaling 15 semester hours.

In consultation with the advisor, each student will individually build the elective sequence of the program of study by choosing 15 elective semester hours from among employment and labor relations courses and courses approved by the advisor that are offered by other departments.

Students are strongly encouraged to elect an internship to integrate theory and practice in the field.

### Admission Criteria

Required:

1. Bachelor's degree from an accredited institution of higher learning.
2. Minimum QPA of 3.0 if graduated with a B.S. or B.A. within five years of the application date. If the bachelor's degree is older than five years, the minimum QPA required is 2.6.
3. Evidence of course work in statistics and research methodology and design.
4. Two letters of recommendation. If bachelor's degree was earned within five years, at least one letter must be from a faculty member or the dean/director of undergraduate program. If degree is older than five years, both letters must be from employers or professional colleagues. Personal letters of recommendation are not acceptable.
5. Satisfactory professional essay (minimum of two typewritten pages) to include a description of:
  - A significant professional accomplishment
  - Expectations of graduate study
  - Career goals

### Program Requirements

#### I. Required Core (21 cr.)

<b>ELR/HSAD 610</b>	Employee Rights under Law	3 cr.
<b>ELR 613</b>	Fundamentals of the American Labor Movement: Theory and Practice	3 cr.
<b>ELR 615</b>	Dispute Settlement	3 cr.
<b>ELR /HSAD 619</b>	Advanced Research in Employment Relations and Health Services Administration	3 cr.
<b>ELR 625</b>	Processes of Collective Bargaining	3 cr.
<b>ELR/HSAD 631</b>	Human Resources Management in the Public Sector	3 cr.

## II. Elective Area (15 cr.)

Fifteen semester hours chosen from other elective courses in Employment and Labor Relations or from related departments with the approval of student's advisor and the chair of the department.

### M.A. in English

The M.A. in English responds to the needs of four groups of students: those interested in gaining a generalist background in graduate English studies, students wanting to concentrate on literature, students seeking secondary English certification or desiring to enhance their existing skills in teaching English, and students who want to teach English to speakers of other languages.

Each of the four options for the M.A. requires 36 credit hours, either of course work (twelve courses) or a combination of course work and an internship or thesis. Each option has its own set of requirements for distributing those 36 hours, and each has its own admissions committee. Students applying for admission must indicate which degree option they wish to pursue.

The generalist (M.A./GEN) option is designed for students who wish to take course work in several areas of English to attain a balanced background in the discipline and gain preparation for more advanced doctoral work, for teaching at the community-college level, or for a career in such professional fields as publishing or translation. The literature (M.A./LIT) option is for active professionals who wish to further their expertise in literature and for students who wish to prepare for work on a Ph.D. in literature and criticism. The teaching English (M.A./TE) option is for in-service secondary English teachers who wish advanced in-depth study in the teaching of English and for students with the bachelor's degree in English (or its equivalent) who wish to pursue initial Secondary English certification. The M.A./TESOL option prepares students in the theory and practice of teaching English to speakers of other languages in a variety of settings within (English as a Second Language) and outside (English as a Foreign Language) the United States.

IUP's M.A. in English has courses available in both summer sessions and during the academic year. As there is no specific residency requirement for the M.A. at IUP, students are not required to attend the program full time during the academic year; some of the work may be accomplished over the course of several summers—although certain courses required in several of the programs are offered only during the normal academic year. However, the final six credits must be taken at IUP. Students attending full time can complete the M.A. in English in as little as a single year or may spread their work out over two or three years. Thus, the M.A. in English at IUP offers the advantages of both professional focus and personal flexibility.

### Program Requirements

#### M.A./Composition and Literature

The Composition and Literature (M.A. Comp-Lit) option is designed for students who wish to combine coursework in composition and literary studies - the two primary subfields of the English discipline - in order to pursue teaching at the community-college level or for beginning advanced doctoral work. The M.A. Comp

Lit curriculum features a unique focus on pedagogies of writing and literature to prepare graduates to meet the demands of the contemporary job market.

M.A./Composition and Literature Course Requirements:

*A. Core Courses (15 cr.)*

**ENGL 630** Research on the Teaching of Literacy and Literature 3 cr.

**ENGL 632** Composition Theory and Practice 3 cr.

**ENGL 674** Research Trends in English 3 cr.

**ENGL 676** Critical Approaches to Literature 3 cr.

**ENGL 757** Digital Composition, Literature, and Pedagogy 3 cr.

*B. Literature Required and Elective Courses (total 9 cr.)*

Required (3 cr.)

ENGL 760 Teaching College Literature

Choose one course: (3 cr.)

**ENGL 761** Topics in American Literature Before 1870

**ENGL 762** Topics in American Literature After 1870

**ENGL 763** Topics in British Literature Before 1660

**ENGL 764** Topics in British Literature After 1660

Choose one course: (3 cr.)

*ENGL 765* Topics in Literature as Genre

*ENGL 766* Topics in Comparative Literature

*ENGL 771* Topics in Postmodern Literature

*ENGL 772* Topics in Women's Literature

*ENGL 773* Topics in American or British Minority Literature

*C. Composition Required and Elective Courses (total 9 cr.)*

Required (3 cr.)

*ENGL 730* Teaching Writing

Choose two courses (6 cr.)

*ENGL 705* Language and Social Context

*ENGL 734* Linguistics and the English Teacher

*ENGL 742* Cross-Cultural Communications

*ENGL 754* World Englishes in Composition and Applied Linguistics

*ENGL 767* Research on Writing Centers and Writing Program Administration

*D. Open Electives Choose (3 cr.) - choose one course*

Three additional semester hours of electives approved by the M.A. program coordinator. Any MA-level course offered in composition or literature not already applied to a program requirement may be taken. Up to three credit hours may be taken outside of the English Department.

## **M.A./Literature**

The Master of Arts/Literature (M.A./LIT) is designed for students who wish to further their expertise in literature and for students who wish to prepare for work on a Ph.D. in British and American literature and criticism. The M.A./LIT option introduces students to a wide range of critical and theoretical approaches to traditional and nontraditional literary works.

M.A./Literature Course Requirements:

*A. Core Courses (6 cr.)*

**ENGL 674** Bibliographical Methods in English 3 cr.

**ENGL 676** Critical Approaches to Literature 3 cr.

*B. Period Courses (12 cr.)*

**ENGL 761** Topics in American Literature Before 1870 3 cr.

**ENGL 762** Topics in American Literature Since 1870 3 cr.

**ENGL 763** Topics in British Literature Before 1660 3 cr.

**ENGL 764** Topics in British Literature Since 1660 3 cr.

*C. Courses in Approaches to the Literary Canon (3 cr.)*

One course from among the following offerings:



<b>ENGL 766</b> Topics in Comparative Literature	3 cr.
<b>ENGL 771</b> Topics in Postmodern Literature	3 cr.
<b>ENGL 772</b> Topics in Women's Literature	3 cr.
<b>ENGL 773</b> Topics in American or British Minority Literature	3 cr.

#### *D. Literature Electives (9 cr.)*

Three courses from among the following:

<b>ENGL 675</b> Literature and the International Student	3 cr.
<b>ENGL 753</b> Studies in Literature as a Profession	3 cr.
<b>ENGL 760</b> Teaching College Literature	3 cr.
<b>ENGL 761</b> Topics in American Literature Before 1870	3 cr.
<b>ENGL 762</b> Topics in American Literature Since 1870	3 cr.
<b>ENGL 763</b> Topics in British Literature Before 1660	3 cr.
<b>ENGL 764</b> Topics in British Literature Since 1660	3 cr.
<b>ENGL 765</b> Topics in Literature as Genre	3 cr.
<b>ENGL 766</b> Topics in Comparative Literature	3 cr.
<b>ENGL 771</b> Topics in Postmodern Literature	3 cr.
<b>ENGL 772</b> Topics in Women's Literature	3 cr.
<b>ENGL 773</b> Topics in American or British Minority Literature	3 cr.

#### *E. Open Electives (6 cr.)*

Six semester hours approved by the director of Graduate Studies in Literature from other graduate offerings in Literature, courses in Composition and TESOL, or courses outside the department in a related and appropriate field. With the approval of a thesis advisor, a student may, as part of this requirement, register for six hours of ENGL 795 Thesis.

**Total Credit Hours 36 cr.**

### **M.A./Teaching English**

The Master of Arts/Teaching English (M.A./TE) is a 36-semester-hour degree program that involves the study of the research on teaching literature, composition, and language, through both academic course work and supervised field experiences. The M.A./TE program, which reflects recent studies of teacher development, is designed for in-service secondary English teachers who wish advanced, in-depth study in the teaching of

English. Also, it is designed to meet the needs of persons with a bachelor's degree in English (or its equivalent) who wish to pursue initial English teaching certification. In addition to enrolling in the 36 semester hours of course work, students seeking initial certification must complete six semester hours of student teaching. Thus, the M.A./TE with certification will entail a total of 42 semester hours of course work and student teaching.

M.A./Teaching English Course Requirements:

*A. Core Courses (15 cr.)*

<b>ENGL 630</b> Research on the Teaching of Literacy and Literature	3 cr.
<b>ENGL 614</b> Critical Pedagogy in English Education	3 cr.
<b>ENGL 692</b> American English Grammar	3 cr.
<b>ENGL 693</b> Seminar in Teaching English in Secondary School	3 cr.
<b>ENGL 730</b> Teaching Writing	3 cr.

And one additional course from the following, approved by the director of Graduate Studies in Composition and TESOL, or designee:

<b>ENGL 762</b> Topics in American Literature since 1870	3 cr.
<b>ENGL 763</b> Topics in British Literature before 1660: Shakespeare	3 cr.
<b>ENGL 772</b> Topics in Women's Literature	3 cr.
<b>ENGL 773</b> Topics in American or British Minority Literature*	3 cr.

\* Recommended for students seeking initial certification.

*B. Electives in Teaching, Learning, and Schools (6 cr.)*

<b>ENGL 690</b> Writing as a Way of Learning	3 cr.
<b>EDSP 704</b> Advanced Educational Psychology	3 cr.
<b>or</b>	
<b>EDSP 746</b> Learning and Instruction	3 cr.
<b>or</b>	
<b>EDSP 747</b> Advanced Psychology of Adolescent Education	3 cr.
<b>or</b>	
<b>EDSP 748</b> Advanced Studies in Behavioral Problems	3 cr.
<b>EDSP 57</b> Assessment of Student Learning	3 cr.

**EDEX 650** Exceptional Children and Youth 3 cr.

Note: Students seeking initial certification as secondary teachers must take EDEX 650; EDSP 577; and EDSP 573, EDSP 578, or EDSP 704 to satisfy Pennsylvania Department of Education certification requirements. One of the above will count as a Professional Elective.

*C. Professional Electives (6 cr.)*

Six semester hours to be chosen from graduate courses in the English Department or the College of Education and Educational Technology—approved by the director of Graduate Studies in Composition and TESOL, or designee.

Note: Students who have not had an undergraduate or graduate course in Adolescent Literature must take ENGL 518 Adolescent Literature to meet a certification requirement.

*D. Professional Practice (6 cr.)*

**ENGL 526** ESL Methods and Materials 3 cr.

**ENGL 698** Internship 3 cr.

Note: Students seeking initial certification as secondary teachers must also student teach, as required by the Pennsylvania Department of Education. (Additional 6 cr.)

**Total Credit Hours M.A./TE 36 cr.**

**Total Credit Hours with Initial Certification 42 cr.**

## **M.A./Teaching English to Speakers of Other Languages**

The Master of Arts/Teaching English to Speakers of Other Languages (M.A./TESOL) is designed to prepare students to teach English as a second or foreign language within the guidelines established by the professional organization, TESOL. The program combines theory and practice as well as a variety of approaches.

M.A./Teaching English to Speakers of Other Languages Course Requirements:

*A. Core Requirements (15 cr.)*

**ENGL 625** Introduction to TESOL 3 cr.

**ENGL 692** American English Grammar 3 cr.

**ENGL 643** TESL/TEFL Methodology 3 cr.

**ENGL 644** ESL Material and Media 3 cr.

**ENGL 724** Second Language Acquisition 3 cr.

*B. Teacher Education Component (6 cr.)*

Students take two of the following courses:

**ENGL 688** Practicum in TESOL 3 cr.

**ENGL 694** Observation of English Teaching 3 cr.

**ENGL 696** Internship in ESL/EFL 3 cr.

*C. TESOL Electives (9 cr.)*

Students choose any three from the following courses:

**ENGL 734** Linguistics and the English Teacher 3 cr.

**ENGL 641** Topics in ESL Pedagogy 3 cr.

**ENGL 699** Independent Study 3 cr.

**ENGL 723** Second Language Teaching 3 cr.

**ENGL 725** Second Language Literacy 3 cr.

**ENGL 730** Teaching Writing 3 cr.

**ENGL 742** Cross-Cultural Communication 3 cr.

**ENGL 744** Reading Theory and the College English Teacher 3 cr.

*D. Open Electives (6 cr.)*

Students choose two other courses (500 level or higher).

**Total Credits 36 cr.**

### Doctor of Philosophy Programs

There are two distinct doctoral programs in English, one in Literature and Criticism and one in Composition and TESOL. Both programs lead to a Doctor of Philosophy in English.

### M.S. in Food and Nutrition

The Master of Science degree program is designed to prepare individuals with baccalaureate education in food and nutrition, education, or health-related disciplines by increasing the depth of their knowledge with respect to food and nutrition, developing research skills, and enhancing their application skills by specializing in the area of applied human nutrition.

Course work in introductory nutrition (FDNT 212 Nutrition) is required for entrance into the program. FDNT 544 Food Composition and Biochemistry and FDNT 558 Advanced Human Nutrition are required as part of the department core for students who have not completed equivalent courses prior to admission.

## Admission Criteria

Prospective students apply for admission through the School of Graduate Studies and Research. Applicants are then referred to the Food and Nutrition Department Graduate Studies Committee for review. All relevant official transcripts, Graduate Record Examination scores, and letters of recommendation must be on file with the School of Graduate Studies and Research prior to any department decision. After acceptance, a faculty advisor will be assigned to each student.

With the successful completion of 15 hours of graduate course work, students will qualify for degree candidacy.

An accredited Academy of Nutrition and Dietetics internship is available in conjunction with the master's program. Admission to this program requires a separate application. Information can be obtained by contacting the Food and Nutrition Dietetic Internship Program Director.

Students may choose to complete a 4- to 6-credit thesis (FDNT 795) as part of the department core requirement.

## Program Requirements

### Thesis Degree Requirements (36 cr.)

#### *I. Professional Core Courses (9 cr.)*

**BIOL 602** Biometry 3 cr.

or

**GSR 516** Statistical Methods I 3 cr.

**GSR 615** Elements of Research 3 cr.

**FDNT 650** Seminar in Food and Nutrition I 1.5 cr.

**FDNT 660** Seminar in Food and Nutrition II 1.5 cr.

#### *II. Department Core Courses (18-21 cr.)*

FDNT 544 and FDNT 558 are required for students who have not completed equivalent courses prior to admission; where these courses are required, core requirement is 21 credits.

**FDNT 544** Food Composition and Biochemistry 3 cr.

**FDNT 547** Nutritional Aspects of Food Technology 3 cr.

<b>FDNT 558</b> Advanced Human Nutrition	3 cr.
<b>FDNT 564</b> Food and Nutrition Research Methods	3 cr.
<b>FDNT 601</b> Foodservice Management Theory and Practicum	3 cr.
<b>FDNT 602</b> Information Technology	1 cr.
<b>FDNT 603</b> Food and Nutrition Education	1 cr.
<b>FDNT 604</b> Medical Nutrition Therapy	2 cr.
<b>FDNT 605</b> Nutrition Intervention Strategies	1 cr.
<b>FDNT 612</b> Administration of Food Service Systems	3 cr.
<b>FDNT 641</b> Eating Behaviors and Food Habits	3 cr.
<b>FDNT 642</b> Contemporary Issues in Food and Nutrition	3 cr.
<b>FDNT 645</b> Proteins, Carbohydrates, and Fats	3 cr.
<b>FDNT 646</b> Vitamins and Minerals	3 cr.
<b>FDNT 651</b> Professional Dietetic Practice	3 cr.
<b>FDNT 652</b> Seminar in Institutional Foodservice Management	1 cr.
<b>FDNT 711</b> Nutrition in the Life Cycle	3 cr.
<b>FDNT 743</b> Clinical Dietetics	3 cr.
<b>FDNT 795</b> Thesis	4-6 cr.

### *III. Electives (6-9 cr.)*

Students will elect additional courses from the IUP Graduate Catalog (including FDNT courses) that are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will approve elective choices. Students may apply up to six credits of FDNT 696 or 698 Internship toward program electives.

## **Non-Thesis Degree Requirements (36 cr.)**

### *I. Professional Core Courses (9 cr.)*

**BIOL 602** Biometry 3 cr.

or

**GSR 516** Statistical Methods I 3 cr.

**GSR 615** Elements of Research 3 cr.

**FDNT 650** Seminar in Food and Nutrition I 1.5 cr.

**FDNT 660** Seminar in Food and Nutrition II 1.5 cr.

*II. Department Core Courses (18-21 cr.)*

FDNT 544 and FDNT 558 are required for students who have not completed equivalent courses prior to admission; where these courses are required, core requirement is 21 credits.

**FDNT 544** Food Composition and Biochemistry 3 cr.

**FDNT 547** Nutritional Aspects of Food Technology 3 cr.

**FDNT 558** Advanced Human Nutrition 3 cr.

**FDNT 564** Food and Nutrition Research Methods 3 cr.

**FDNT 601** Foodservice Management Theory and Practicum 3 cr.

**FDNT 602** Information Technology 1 cr.

**FDNT 603** Food and Nutrition Education 1 cr.

**FDNT 604** Medical Nutrition Therapy 2 cr.

**FDNT 605** Nutrition Intervention Strategies 1 cr.

**FDNT 612** Administration of Food Service Systems 3 cr.

**FDNT 641** Eating Behaviors and Food Habits 3 cr.

**FDNT 642** Contemporary Issues in Food and Nutrition 3 cr.

**FDNT 645** Proteins, Carbohydrates, and Fats 3 cr.

**FDNT 646** Vitamins and Minerals 3 cr.

**FDNT 651** Professional Dietetic Practice 3 cr.

**FDNT 652** Seminar in Institutional Foodservice Management 3 cr.

**FDNT 711** Nutrition in the Life Cycle 3 cr.

**FDNT 743** Clinical Dietetics 3 cr.

*III. Electives (6-9 cr.)*

Students will elect additional courses from the IUP Graduate Catalog (including FDNT courses) that are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will

approve elective choices. Students may apply up to six credits of FDNT 696 or 698 Internship toward program electives.

## M.S. in Geography

IUP's Department of Geography and Regional Planning offers graduate programs leading to the degree of Master of Science in geography. The M.S. program is designed to prepare students for a variety of careers as geographers in business, government, research, environmental, and planning organizations or for entry to a doctoral program at another university. Emphasis is placed upon developing professional competence in the tools, substance, methodology, and geographic theories.

Graduates of the program are employed by the state and federal government, city, county, and regional planning commissions, private consultant and engineering firms, business and industry, and colleges and universities. Knowledge of environmental processes, the organization and operation of the planning field, and geographic information systems is of value to the graduate in the job search.

### Admission Criteria

Students who enter the program usually hold a bachelor's degree in geography or one of the social sciences. Persons with degrees in education, science, or business also may qualify and often find a degree in geography of value. Applicants must take the Graduate Record Exam before they will be admitted to precandidacy status.

### Program Requirements

The Master of Science program requires the student to complete a fifteen-credit track in GIS/Cartography, Regional Planning, or Environmental Planning. Each track includes two required courses and a list of options.

Selected courses in related fields may be applied toward the degree. All students will be expected to demonstrate proficiency in cartography in their thesis or portfolio. Both thesis and non-thesis options are available in the M.S. program. For students selecting the non-thesis option, a portfolio is a nongraded graduation requirement. A three-person faculty committee will evaluate the portfolio, which will include at least three of the student's best pieces of work and written reflective analysis. The portfolio is submitted by the end of the first week of the semester the student is scheduled to graduate.

The graduate degree program requires a minimum of 33 semester hours of credit (including the thesis credits) for the thesis option or 39 hours for the non-thesis option. Three core courses must be included: GEOG 610, GEOG 612, and GEOG 614. Students may arrange an internship as part of their degree electives up to six credits.

### I. Core Program (9 cr.)

**GEOG 610** Research in Geography and Regional Planning 3 cr.

**GEOG 612** Quantitative Techniques in Geography and Regional Planning 3 cr.



**GEOG 614** Thought and Philosophy in Geography and Regional Planning 3 cr.

## II. Tracks (Choose one)

### *A. GIS/Cartography Track (15 cr.)*

Five courses from among the following:

<b>GEOG 513*</b> Cartography	3 cr.
<b>GEOG 514</b> Map and Photograph Interpretation	3 cr.
<b>GEOG 515</b> Remote Sensing	3 cr.
<b>GEOG 516*</b> Introduction to GIS	3 cr.
<b>GEOG 517</b> Technical Issues in GIS	3 cr.
<b>GEOG 617</b> Field Techniques in Geography and Planning	3 cr.
<b>GEOG 618</b> GIS Applications Development	3 cr.

### *B. Regional Planning Track (15 cr.)*

Five courses from among the following:

<b>GEOG 531</b> Population Geography	3 cr.
<b>GEOG 532</b> Urban Geography	3 cr.
<b>GEOG 533</b> Geography of Transportation and Trade	3 cr.
<b>GEOG 534</b> Political Geography	3 cr.
<b>GEOG 536</b> Social Geography	3 cr.
<b>GEOG 550*</b> Introduction to Planning	3 cr.
<b>GEOG 552*</b> Planning Methods	3 cr.
<b>GEOG 554</b> Planning Design	3 cr.
<b>GEOG 558</b> Land Use Law	3 cr.
<b>GEOG 564*</b> Land Use Policy	3 cr.
<b>GEOG 568</b> Planning Theory	3 cr.
<b>GEOG 617</b> Field Techniques in Geography and Planning	3 cr.

<b>GEOG 620</b> Spatial Structure of the Economy	3 cr.
<b>GEOG 623</b> Regional Development	3 cr.
<b>GEOG 625</b> Environmental Planning	3 cr.
<b>GEOG 633</b> Settlement Geography	3 cr.
<b>GEOG 665</b> Plan Implementation	3 cr.
<b>PLSC 668</b> Public Sector Financial Administration	3 cr.

### *C. Environmental Planning Track (15 cr.)*

Five courses from among the following:

<b>GEOG 515</b> Remote Sensing	3 cr.
<b>GEOG 516</b> Introduction to GIS	3 cr.
<b>GEOG 540*</b> Conservation: Environmental Analysis	3 cr.
<b>GEOG 541</b> Climatology	3 cr.
<b>GEOG 542</b> Physiography	3 cr.
<b>GEOG 558</b> Land Use Law	3 cr.
<b>GEOG 564</b> Land Use Policy	3 cr.
<b>GEOG 617</b> Field Techniques in Geography and Planning	3 cr.
<b>GEOG 625*</b> Environmental Planning	3 cr.

## **III. Electives and/or Thesis (Choose one)**

### *A. Thesis Option (9 cr.)*

<b>Electives in GEOG and related fields</b>	3-8 cr.
<b>GEOG 795</b>	Thesis 1-6 cr.

or

### *B. Non-Thesis Option (15 cr.)*

Electives in GEOG and related fields

A three- or six-semester-hour internship may be included as an elective in the M.S. program.

\* Required course for the track

## **M.Ed. in Health and Physical Education**

The Master of Education in Health and Physical Education is a 36-credit program that serves the needs of three populations. The first population includes current health and physical educators who are certified teachers in Pennsylvania. The program benefits these individuals through studying contemporary trends in teacher education, broadening their knowledge base in health and physical education, and enhancing their skills as educators with updated teaching methods.

The second population consists of teachers who are certified in another area and wish to add health and physical education to their certificate. Students who hold only an elementary certification will be required to complete 6 semester hours of student teaching at the secondary level. Students who hold only a secondary certification will be required to complete 6 semester hours of student teaching at the elementary level.

The third population includes those who currently have a nonteaching bachelor's degree and wish to become certified health and physical educators. In addition to completing the 36 credit hours of course work, students seeking initial certification must complete 12 hours of student teaching. The content and field experiences included in this program are based on the national standards of the American Association for Health Education and the National Association for Sport and Physical Education. Those students not seeking teaching certification in Health and Physical Education may choose between a thesis and non-thesis track.

### **Admission Requirements**

To be admitted to the Kinesiology, Health, and Sport Science Department, the applicant must have completed the requirements for a bachelor's degree from an accredited college or university and must fulfill the general requirements for admission to the School of Graduate Studies and Research for a master's degree. Selection of students will be through a screening process conducted by the Graduate Pedagogy Committee of the department. Other admission requirements to be admitted to the MEd in Health and Physical Education program include:

- Completion of undergraduate degree with a GPA of 3.0 or higher
- Passage of Praxis I exam for applicants not certified as teachers
- Current and acceptable Act 34 and 151 clearances
- Completion of TB test
- Completion of Speech and Hearing Test
- Current CPR Instructor Certificate
- Completion of aquatics course or approved certification program
- Completion of the following courses or approved course substitution:
  - Anatomy and Physiology
  - Exercise Physiology
  - Biomechanics or Kinesiology
  - 6 credits of mathematics
  - 3 credits of English composition
  - 3 credits of English literature
  - Educational Psychology

- Fulfillment of general requirements for admission to the School of Graduate Studies and Research for a master's degree
- Fulfillment of requirements set by the College of Education and Educational Technology

## Program Requirements

### Non-Thesis Track (Includes Teaching Certification)

#### A. Core Courses (6 cr.)

**HPED 634** Current Literature in Health, Fitness, and Sport 3 cr.

**HPED 640** Research Methods for Health, Sport, and Physical Activity 3 cr.

#### B. Required Courses (27 cr.)

**HPED 526** Health Science Instruction 3 cr.

**HPED 631** Motor Learning 3 cr.

**HPED 632** Assessment of Human Physiological Functions 3 cr.

**HPED 645** Advanced Teaching Techniques in Physical Education 3 cr.

**HPED 655** Health and Fitness for Elementary Children 3 cr.

**HPED 670** Advanced Seminar in Adapted Physical Education 3 cr.

**HPED 680** Seminar 3 cr.

**COMM 600** Instructional Design and Development 3 cr.

or

**COMM 614** Instructional Computing Basics 3 cr.

or

as approved by the M.Ed. Graduate coordinator

**EDEX 560** Family Perspective on Disability 3 cr.

or

**EDEX 650** Exceptional Children and Youth 3 cr.

#### C. Elective Courses (3 cr.)\*

**HPED 512** Physical Activity and Stress Management 3 cr.

**HPED 550** Curriculum and Programming in Sexuality Education 3 cr.

<b>HPED 650</b> Wellness: A Classroom Approach	3 cr.
<b>HPED 658</b> Emergency Management for Schools	3 cr.
<b>HPED 672</b> Epidemiology of Physical Activity	3 cr.
<b>HPED 681</b> Special Topics	3 cr.
<b>*HPED 698</b> Internship	3 cr.

Students who are certified K-12 in another subject area will be required to complete a 3-credit internship in the school setting.

\*Choice of elective will be based upon student's undergraduate course record, graduate course record, and permission of advisor.

#### *D. Professional Practice (6-12 cr.)*

Students seeking initial certification as health and physical education teachers must also student teach as required by the Pennsylvania Department of Education. Students demonstrating acceptable levels of knowledge, skills, and disposition will be permitted to enroll in EDUC 421 and/or EDUC 441 Student Teaching. A review of student teaching applicant's graduate record will be conducted by the HPE Graduate Pedagogy Committee, which will determine if the student has met all requirements to move ahead with certification. Those who are determined to be deficient will not be permitted to student teach. They will receive a degree without Pennsylvania teaching certification.

Those who are certified as elementary teachers will complete 6 credits in secondary student teaching.

Those certified as secondary teachers will complete 6 credits of elementary student teaching.

Noncertified students must complete both the elementary and secondary student teaching for a total of 12 credits.

A culminating activity is required.

**Total Credit Hours 36 cr.**

**Total Credit Hours with Certification 42-48 cr.**

### **Thesis Track (Does not include teaching certification)**

#### *A. Core Courses (6 cr.)*

<b>HPED 634</b> Current Literature in Health, Fitness, and Sport	3 cr.
<b>HPED 640</b> Research Methods for Health, Sport, and Physical Activity	3 cr.

*B. Required Courses (9 cr.)*

**HPED 632** Assessment of Human Physiological Functions 3 cr.

**HPED 680** Seminar 3 cr.

**COMM 600** Instructional Design and Development 3 cr.

or

**COMM 614** Instructional Computing Basics 3 cr.

as approved by the MEd graduate coordinator

*C. Course Selection Level I (6 cr.)*

Select two of the following:

**HPED 631** Motor Learning 3 cr.

**HPED 670** Advanced Seminar in Adapted Physical Education 3 cr.

**EDEX 650** Exceptional Children and Youth 3 cr.

or

**EDEX 560** Family Perspective on Disability 3 cr.

*D. Course Selection Level II (6 cr.)*

Select two of the following:

**HPED 526** Health Science Instruction 3 cr.

**HPED 645** Advanced Teaching Techniques in Physical Education 3 cr.

**HPED 655** Health and Fitness for Elementary School Children 3 cr.

*E. Elective Courses (3 cr.)*

**HPED 512** Physical Activity and Stress Management 3 cr.

**HPED 550** Curriculum and Programming in Sexuality Education 3 cr.

**HPED 650** Wellness: A Classroom Approach 3 cr.

**HPED 658** Emergency Management for Schools 3 cr.

**HPED 672** Epidemiology of Physical Activity 3 cr.

**HPED 681** Special Topics 3 cr.

## F. Thesis

**HPED 795** Thesis 6 cr.

**Total Credit Hours 36 cr.**

## M.S. in Health Services Administration

The Master of Science in Health Services Administration degree will consist of 36 credits. The Department of Nursing and Allied Health Professions will offer 18 credits, the Department of Employment and Labor Relations will offer 15, and students would also choose one 3-credit elective from IUP courses that are appropriate for their needs and interests and meet the program objectives. Courses offered by the Employment and Labor Relations, Sociology, and Psychology departments might be of particular interest to students for this elective. Students that anticipate continuing their education in a doctoral program could choose to complete a thesis instead of an elective course. The thesis would require 6 credit hours, bringing their degree total to 39 credits. These requirements meet the minimum master's degree requirements of the School of Graduate Studies and Research.

The Master in Health Services Administration would prepare students for a wide variety of leadership positions within health services organizations in not-for-profit, for-profit, and government settings. The role of a health services administrator includes the specialized application of employment relations knowledge, the improvement of individual and public health, and the improvement of health delivery systems. The program would provide students with an effective balance of coursework in health services, employee relations, and research methodology that would enable them to excel in this role.

## Admission Criteria

Required:

1. Bachelor's degree from an accredited institution of higher learning.
2. Minimum QPA of 3.0 if graduated with a B.S. or B.A. within five years of the application date. If the bachelor's degree is older than five years, the minimum QPA required is 2.6.
3. Evidence of course work in statistics and research methodology and design.
4. Two letters of recommendation. If bachelor's degree was earned within five years, at least one letter must be from a faculty member or the dean/director of undergraduate program. If degree is older than five years, both letters must be from employers or professional colleagues. Personal letters of recommendation are not acceptable.
5. Satisfactory professional essay (minimum of two typewritten pages) to include a description of:
  - A significant professional accomplishment
  - Expectations of graduate study
  - Career goals

## Program Requirements

### Nursing and Allied Health Professions Offerings

<b>NURS/HSAD 555</b>	Health Care Informatics	3 cr.
<b>HSAD 605</b>	Epidemiology in Health Services Administration	3 cr.
<b>HSAD 609</b>	Ethics and Social Issues in Health Care	3 cr.
<b>NURS/HSAD 614</b>	Health Policy	3 cr.
<b>NURS/HSAD 730</b>	Financial Management in Health Care	3 cr.
<b>HSAD 761</b>	Health Services Administration Practicum	3 cr.
<b>HSAD 795*</b>	Thesis	6 cr.

### Employment and Labor Relations Offerings

<b>ELR/HSAD 610</b>	Employee Rights under Law	3 cr.
<b>ELR/HSAD 616</b>	Health Law	3 cr.
<b>ELR/HSAD 619</b>	Advanced Research in Employment Relations and Health Services Administration	3 cr.
<b>ELR/HSAD 631</b>	Human Resource Management in the Public Sector	3 cr.
<b>ELR/HSAD 751</b>	Conflict Resolution	3 cr.
-----	Elective**	3 cr.

\*Students enrolled in the Master of Science in HSAD will complete 39 credits (with thesis) or 36 credits (without thesis) for the degree. All students will complete 33 graduate credits in HSAD core courses. They may finish out the program either with a 3-credit elective or with a 6-credit thesis option.

\*\*Students may choose electives from IUP courses that are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will approve elective choices.

### M.A. in History

The Department of History offers a 36 credit M.A. degree with a thesis, non-thesis, or public history option. Students must complete a research requirement and a subject matter requirement. Courses in American, European, Non-Western, and public history are available.

Traditionally, most historians have become teachers. But increasingly, historians are seeking employment in nonteaching fields, including careers in museum, archival, library work, public policy, tourism, and travel. Historical societies provide editorial and administrative openings, and publishing companies hire historians for both sales and editorial services. The history graduate program is designed to provide students with training appropriate to a wide range of professional goals in the field of history.



Students pursuing the thesis option are required to take HIST 614: Research Methods, two sections of HIST 601: History Seminar, and six credits of HIST 795: Thesis. The remainder of the credits are electives, with no more than 12 credits coming from 500-level courses. No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.

Students pursuing the public history option are required to take HIST 614: Research Methods, HIST 605: Introduction to Public History, one section of HIST 601: History Seminar, six credits from public history courses (HIST 606, 770, 771, 772), and HIST 790: Seminar in Public History. Students are also required to take six credits of HIST 698: History internship. This internship may be taken as two three-credit courses. Remaining courses are to be subject specific electives, with no more than three credits coming from an advisor-approved related field, and no more than nine credits from 500-level courses.

Students pursuing the non-thesis option are required to take HIST 614: Research Methods, and two sections of HIST 601: History Seminar. The remainder of the credits are electives, with no more than 15 credits coming from 500-level courses. No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.

### Program Requirements:

#### **Students pursuing the thesis track must complete 36 semester hours as outlined below:**

**HIST 614** Research Methods 3 cr.

**HIST 795** Thesis 6 cr.

**HIST 601** History Seminar 6 cr.

HIST 601 is a seminar course focusing on area research which culminates in a final paper. All graduate students pursuing a thesis track are required to take at least two HIST 601 courses as course workload demands that students exercise the necessary research and writing skills required by thesis work, the groundwork for which is established during the HIST 614 course.

No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.

No more than twelve credits at the 500-level.

Remaining credits to come from 600 or above level graduate courses. This coursework will come from HIST 600 and HIST 601, at least one section of each is offered each semester. Furthermore, with instructor's permission, thesis students may take a course from the Public History track.

#### **Students pursuing the public history option must complete 36 semester hours as outlined below:**

**HIST 614** Research Methods 3 cr.

**HIST 605** Introduction to Public History 3 cr.

**HIST 601** History Seminar 3 cr.

**HIST 790** Seminar in Public History 3 cr.

**HIST 698** Internship 6 cr.

Students may take HIST 606 as an elective.

There is no thesis option for students in the Public History track. HIST 790: Seminar in Public History will be a comparative capstone course for Public History track students.

No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.

Students are required to take six credits selected from the following options: HIST 606, HIST 707, HIST 771, HIST 772. If their schedule permits and the appropriate offerings exist, students may take more than six credits from the above selections. Public history content courses are critical to the education of students in the Public History track.

Twelve remaining credits as electives. No more than six may come from a related discipline. No more than nine credits may be 500 level History courses.

### **Students pursuing the non-thesis option must complete 36 semester hours as outlined below:**

**HIST 614** Research Methods 3 cr.

**HIST 601** History Seminar 6 cr.

No more than six credits may be taken outside of the program. This credit allowance is given only with advanced permission and at the discretion of the History Department graduate advisor/program coordinator.

There is no internship option for non-thesis option students.

No more than 15 credits may come from 500-level history courses. HIST 600 and HIST 601 are offered with such frequency that non-thesis students have the option to take three to six credits each semester. Students may also take HIST 605.

### **M.Ed. in Literacy and/or Reading Specialist Certification**

The M.Ed. in Literacy is a graduate program housed in the Department of Professional Studies in Education. This degree is offered to educators certified in teaching who are pursuing graduate studies in reading and literacy theories, research, and instructional practices.

The M.Ed. in Literacy requires thirty-six credits. Students may also receive a Reading Specialist Certification by completion of twenty-seven credits within the master's program from categories A-C. Students may pursue a thesis option, enrolling for a six-credit thesis, LTCY 795, omitting the requirements of one of the research classes from section D. (Research) and an elective from section E.

### Admission Criteria

Applicants to the program must meet the requirements for admission to the School of Graduate Studies and Research and must meet the following criteria:

An applicant must hold a teaching certificate and have a cumulative undergraduate grade point average of 3.0 or one that is commensurate with the requirements of the Pennsylvania Department of Education.

### Program Requirements

#### A. Literacy (21 cr.)

LTCY 600 Foundations of Literacy Instruction	3 cr.
LTCY 644 Issues and Trends in the Language Arts	3 cr.
LTCY 701 Assessment and Acceleration	3 cr.
LTCY 702 Reading and Writing in the Content Areas	3 cr.
LTCY 705 Organization and Administration of Reading/Writing Programs	3 cr.
LTCY 770 Practicum and Seminar for Reading Specialists I	3 cr.
LTCY 771 Practicum and Seminar for Reading Specialists II	3 cr.

#### B. Diversity (3 cr.)

LTCY 635 Literacy in Inclusive Classrooms 3 cr.

#### C. Related Area (3 cr.)

LTCY 607 Instruction and Learning with Literature 3 cr.

#### D. Research 6 cr. (3 cr. if selecting thesis option)

GSR 615 Elements of Research 3 cr.

LTCY 698 Analysis of Research in Literacy 3 cr.

## E. Electives 3 cr. (omit if selecting thesis option)

<b>EDSP 747</b> Psychology of Adolescent Education	3 cr.
<b>ENGL 518</b> Adolescent Literature	3 cr.
<b>LTCY 648</b> Creativity and the Elementary School Child	3 cr.
<b>LTCY 697</b> Seminar in Reading	3 cr.
<b>LTCY 699</b> Independent Study in Reading Education	3 cr.
<b>ENGL 690</b> Writing as a Way of Learning*	3 cr.

Other current graduate courses that address literacy, learning, or reading/writing could be applicable as an elective.

\* With special permission from coordinator

## M.A. in Music Education

The graduate program in music provides students with opportunities to improve skills as teachers or performers beyond the Bachelor's degree, leading to enhanced career opportunities or to doctoral study. The Department of Music offers the MA in music with two areas of specialization: Music Education or Performance.

The Masters of Arts in Music Education offers students a range of experiences in music teaching and learning theory, assessment and improvement of teaching, administration of music programs, and technology applications in music teaching. This degree is designed to meet the needs of practicing teachers and is offered in a low-residency, online, part-time format. Students will take courses online during the fall and spring semesters, and will attend two intensive summer sessions on campus, where they will take classes that cannot be offered effectively online.

The Masters of Arts in Music Performance is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice. The Performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.

### Admissions Criteria

In addition to meeting School of Graduate Studies and Research requirements, the applicant must meet Music Department admission requirements. All applicants must have an undergraduate degree with major in music or its demonstrated equivalent. Applicants for the Performance degree must complete a satisfactory audition on their major instrument (specific audition requirements are available upon application). Applicants to the Masters of Arts in Music must demonstrate that they are certified to teach music in the K-12 public schools of

a U.S. state, or that they have comparable certification in another country.

The department may request additional supporting evidence of adequate preparation in specific concentration areas. Once accepted to a specific program of study, all music graduate students will be required to take a diagnostic exam in music theory and history prior to attending classes, so that advisors may better direct the students in their degree programs.

## Program Requirements

Master of Arts in Music Education (30 cr.)

### I. Core Courses (9 cr.)

<b>LIBR 600</b> Bibliography of Music	3 cr.
<b>MUSC 516</b> Analytical Techniques	3 cr.
And one of the following Music History Courses: MUHI 503, 504, 505, 507, or 521	3 cr.

### II. Music Education Courses (9 cr.)

<b>MUSC 620</b> Foundations of Music Education	3 cr.
<b>MUSC 631</b> Administration and Advocacy in Music Education	2 cr.
<b>MUSC 636</b> Advanced Technology in Music Education	2 cr.
<b>MUSC 640</b> Formative Assessment and Action Research in Music Education	2 cr.

### III. Music Education Courses (6 cr.)

Students may choose from the following courses:

<b>EDSP 523</b> Education Programming: Gifted Learners	3 cr.
<b>EDSP 577</b> Assessment of Student Learning	3 cr.
<b>EDSP 624</b> Social, Emotional, and Cultural Factors in the Education of Gifted Learners	3 cr.
<b>EDEX 569</b> Education of Persons with Emotional, Behavioral Disorders, Learning Disabilities or Brain Injury	3 cr.
<b>EDEX 578</b> Education of Persons w/ Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities	3 cr.
<b>EDSP 704</b> Advanced Educational Psychology	3 cr.

### IV. Electives (6 cr.)

Students may choose from the following courses:

<b>MUSC 503</b>	Practicum in String Pedagogy	1 cr.
<b>MUSC 535</b>	Music for the Exceptional Student	2 cr.
<b>MUSC 537</b>	Techniques for the Marching Band	2 cr.
<b>MUSC 540-550</b>	Summer Music Workshop	1-3 cr.
<b>MUSC 628</b>	Contemporary International Approaches to Elementary Music Education	2 cr.
<b>MUSC 635</b>	Psychology of Music Education	2 cr.
<b>MUSC 501</b>	Advanced Choral Conducting	2 cr.
<b>MUSC 502</b>	Advanced Instrumental Conducting	2 cr.
<b>MUHI 503</b>	Music of the Baroque Era	3 cr.
<b>MUHI 504</b>	Music of the Classical Era	3 cr.
<b>MUHI 505</b>	Music of the Romantic Era	3 cr.
<b>MUHI 507</b>	Music of the 20th Century	3 cr.
<b>MUHI 521</b>	Topics in American Music	3 cr.
<b>MUSC 575</b>	Music Ensemble	1-3 cr.
<b>MUSC 681</b>	Special Topics	1-4 cr.
<b>APMU 601-771</b>	Applied Music lessons	4 cr.
<b>MUSC 795</b>	Thesis	4 cr.

## M.A. in Music Performance

The Performance degree is designed to enhance individual musicianship, technique, and knowledge of a variety of musical styles, with the goal of preparing students for a career in the performing arts. Applicants may choose a principal performing area from conducting, all major instruments, or voice.

The performance degree allows the option of students to either give a recital or write a thesis as a culminating project. Students who may aspire to further academic training in music may elect to perform a recital and write a thesis for elective credit pending departmental approval.

### Program Requirements

Master of Arts in Music Performance (31 cr.)

#### I. Core Courses (9 cr.)

<b>MUSC 516</b>	Analytical Techniques 3 cr.
<b>LIBR 600</b>	Bibliography of Music 3 cr.

**And one of the following Graduate Music History Courses:**

*MUHI 503, 504, 505, 507, or 521* 3 cr.

#### II. Applied Music Courses (12 cr.)

APMU 601-771 4 cr. each

### III. Music Ensembles (2 cr.)

MUSC 575 1 cr. each

(must be taken for a minimum of 2 semesters)

### IV. Electives \* (4 cr.)

APMU, MUSC or MUHI prefix, 500 or above

### V. Culminating project \*\* (4 cr.)

MUSC 795 Thesis 4 cr.

OR

APMU 740 Graduate Recital 4 cr.

Total: 31 credits

\* MUSC 575 may only be taken for a maximum of 2 elective credits.

\*\* Flexibility is given to represent the requirements and priorities of the student and the major professor. If the recital option is chosen, Thesis could be selected as an elective subject with advisor approval.

## M.S. in Nursing

The program leading to a Master of Science degree in nursing is fully accredited by the Commission on Collegiate Nursing Education. It is designed to prepare the graduate for an advanced-practice nursing role as a nurse administrator or a nurse educator and serves as a foundation for doctoral study.

Upon completion of the degree the student is prepared to:

- Provide leadership that influences and contributes to the advancement of the nursing profession.
- Synthesize advanced skills and scientific knowledge into advanced nursing practice roles.
- Utilize new knowledge to provide high-quality health care, initiate change, and improve the practice of nursing.
- Evaluate the effectiveness of advanced nursing practice initiatives.

Course work builds on the knowledge and skills gained in a basic nursing education program. It provides the theoretical and practical knowledge required for advanced nursing practice in diverse settings within a rapidly changing health care system. Nurse administrators assume leadership roles in planning, organizing, and implementing care across the spectrum of health care settings. Nurse educators assume responsibility as nurse educators, patient educators, or nursing staff development in a variety of academic and health care settings.

Students may choose the 36-credit Nursing Administration track or Nursing Education track.

## Admission Criteria

An applicant must have achieved a bachelor's degree and successful completion of a basic nursing program accredited by the Commission on Collegiate Nursing Education or the National League for Nursing Accrediting Commission and have a current license as a registered nurse in any state in the U.S. Pennsylvania licensure is required before students begin clinical courses. Student should have a minimum QPA of 3.0 (4.0 scale) if they graduated with a B.S.N. within five years of the application date. If the bachelor's degree is older than five years, the minimum QPA is 2.6. Evidence of course work in statistics and research methodology and design is also required. For international graduate students who do not meet the TOEFL requirements, consider the Provisional Admission Program through the American Language Institute Intensive English Program. Students who successfully complete nine credits through the Bridge program are eligible to waive the TOEFL/IELTS requirement. International transfer students who have successfully completed 6 graduate level transfer credits at another US college or university may be eligible to waive the TOEFL/IELTS requirement. Applicants must also meet the general requirements for admission for the School of Graduate Studies and Research. Additional admission requirements for registered nurses licensed outside of the United States, its territories, or Canada are available from the Department of Nursing.

## Program Requirements

### Graduate Nursing Core

<b>NURS 610</b> Health Promotion and Social Issues	3 cr.
<b>NURS 614</b> Health Policy	3 cr.
<b>NURS 619</b> Leadership Strategies in Nursing	3 cr.
<b>NURS 622</b> The Practice of Nursing Research I	3 cr.
<b>NURS 623</b> The Practice of Nursing Research II	3 cr.
<b>NURS 628</b> Advanced Professional Role Development	3 cr.

----- \*Elective

### Administration Track Courses

<b>NURS 729</b> Nursing Administration	3 cr.
<b>NURS 730</b> Financial Management in Health Care	3 cr.
<b>NURS 731</b> Nursing Administration Practicum I	3 cr.
<b>NURS 732</b> Nursing Administration Practicum II	3 cr.

### Nursing Education Track Courses

<b>NURS 722</b> Measurement and Evaluation in Nursing Education	3 cr.
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<b>NURS 723</b> Program Development in Nursing Education	3 cr.
<b>NURS 725</b> Teaching Strategies for Nursing Curricula	3 cr.
<b>NURS 743</b> Nursing Education Practicum	3 cr.

\*Students in both tracks may choose electives from IUP courses that are appropriate for their needs and interests as they work toward meeting the program objectives. Advisors will approve elective choices. Three credits of NURS 795 Thesis may be substituted for electives. Students who choose the thesis option may graduate with more than the required 36 credits.

### **Culminating Activity**

As a program requirement, all students will develop a comprehensive portfolio project according to guidelines provided by the faculty.

### **Profession Science Masters in Applied and Industrial Chemistry**

This program represents IUP's commitment to educating students to be the problem-solvers of tomorrow's industries. Following completion of science proficiency courses, the graduate student will take a set of Professional Development courses designed to augment the student's scientific knowledge with communication, business and management skills to better prepare students to meet the technology challenges of a company. The program will also prepare the student for advancement to management positions within the company.

#### **General Admission Requirements**

Students should have completed one year each of inorganic chemistry, analytical chemistry, organic chemistry, physical chemistry, general physics, and calculus. Students wishing to specialize in biochemistry should also have had an undergraduate course in biochemistry. A student deficient in the above areas of study may also be admitted, provided these deficiencies are made up concurrently with the student's graduate studies.

#### **Program Requirements**

**I. For those specializing in analytical, inorganic, organic, or physical chemistry: the student must complete one course in each of the four main areas listed below for a total of 12 cr. (1)**

##### *A. Required Courses (12 cr.) selected from*

CHEM 521	Advanced Instrumental Methods of Analysis	
CHEM 531	Organic Molecular Structure Determination	
CHEM 535	Current Topics in Organic Chemistry	
CHEM 540	Physical Chemistry	3 cr.

CHEM 610	Inorganic Chemistry	3 cr.
CHEM 620	Analytical Chemistry	3 cr.
CHEM 630	Organic Chemistry	3 cr.

*B. Electives (3-6 cr.) \* (1)*

The student may, with the advice and approval of the advisor, select electives from chemistry, physics, biology, or mathematics. CHEM 690 Research can provide a maximum of six semester hours toward the 30 semester hours necessary for the degree.

## II. For those specializing in biochemistry:

*A. Required Courses (12 cr.) (1)*

CHEM 646	Biochemistry	3 cr.
CHEM 623	Physical and Chemical Methods of Separation	3 cr.
CHEM 630	Organic Chemistry	3 cr.
CHEM 662	Molecular Genetics of Eukaryotes	3 cr.

*B. Electives (3-6 cr.) \* (1)*

CHEM 653	Animal Physiology	3 cr.
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and any graduate courses in the natural sciences and mathematics mutually agreed upon by the student and advisor.

## III. Professional Development Courses (6-9 cr.)

The student, with the advice and approval of the advisor, is required to complete a minimum of six semester hours of non-science graduate level courses from the College of Business and Information Technology.

## IV. Research Experience and Internship (6 cr.)

*A. PSM students take 3-6 month internships. (2)*

*B. Required Course*

CHEM 600	Seminar	2 cr.
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**CHEM 799 Internship Experience 4 cr.**

(1) At least 15 credits from the total of required and elective courses must come from 600-level or higher

(2) The PSM Coordinator provides guidance in exploring internship sites, but the student must initiate and secure an internship with an industry supervisor. The internship may be completed in whole or in part, in residence at the university with approval of the industry supervisor. The internship experience must lead to an

acceptable written report, approved by the student's academic and industry supervisory committee. The student must present the results of experiences at a seminar open to all graduate students, faculty and members of the sponsoring company.

## **Professional Science Masters in Physics – Nano-science for Industrial Materials**

Professionals with technical degrees in physics, chemistry, mathematics or engineering are the target audience for this degree. The PSM in Nano-science for Industrial Materials will provide the graduate with preparation to move into management positions within a company. This professional degree will include an industrial internship where the student will work with academic faculty and industry leaders to give the student practical experience in solving problems in technological business.

### **Program Requirements**

#### **I. Major must take two 600 level and two 500 level courses**

A. Required Courses 12 cr. (selected from)

<b>PHYS 520</b> Advanced Laboratory Practice	3 cr.
<b>PHYS 531</b> Modern Physics	3 cr.
<b>PHYS 545</b> Optics	3 cr.
<b>PHYS 551</b> Electricity and Magnetism	3 cr.
<b>PHYS 555</b> Computer Interfacing	3 cr.
<b>PHYS 575</b> Physics of Semiconductor Devices	3 cr.
<b>PHYS 657</b> Solid State Theory	3 cr.
<b>PHYS 658</b> Physics and Applications of Industrial Materials	3 cr.

#### *B. Electives (3 - 6 cr.)*

The student, with the advice and approval of the advisor, may select electives from Physics, Chemistry, or Mathematics. PHYS 690: Research Problems in Physics can provide a maximum of six semester hours towards the 30 semester hours necessary for the degree.

#### **II. Professional Development Courses (6 - 9 cr.)**

The student, with the advice and approval of the advisor, is required to complete a minimum of six semester hours of non-science graduate level courses (500 - 600 level) from the Business and Information Technology.

#### **III. Research Experience and Internship (6 cr.)**

### *A. PHYS 799 Internship Experience (4 cr.)*

Students in the PSM program take 3-6 months internship. The Graduate PSM Coordinator provides guidance in exploring and selecting Internship sites. The student must formally initiate paperwork for the Internship with an Industry Supervisor. The internship may be completed in part in a laboratory at the university with the approval of the industry supervisor and the graduate coordinator. The internship experience must lead to an acceptable written report, approved by the students' academic and industry supervisory committees. The student must present the results of experiences at a seminar open to all graduate students, faculty members and the member of the sponsoring company.

### *B. PHYS 600 Method of Research in Physics (2 cr.)*

## **M.A. in Public Affairs**

The M.A. in Public Affairs program is designed for full-time and part-time students who are seeking or are currently engaged in professional careers as administrators, project directors, staff analysts, and supervisors in government and human service agency delivery systems, trade unions, and interest groups; teachers of the social studies; and those interested in international development and comparative administration or in becoming foreign service professionals.

### **Admission Criteria**

The requirements for admission are (1) an undergraduate cumulative grade point average of 2.8 or better; (2) undergraduate course work in political science, economics, and public or international affairs or equivalent professional experiences (in some cases, this may require specific remedial course work that will not count toward degree requirements); (3) for international students, a TOEFL score of 550 or better

### **Program Requirements**

The M.A. in Public Affairs requires 36 or 39 graduate credits, including a thesis or a practicum. Students develop a core competence in methodology and in public administration and also select one of six interdisciplinary field specializations.

## **Public Affairs (36-39 cr.)**

### *1. Methodology Core (6-9 cr.)*

Students must complete both of the following two courses:

**PLSC 500** Research Methods in Political Science\*

**PLSC 674** Analytical Techniques

Plus one additional course from the following:

**CRIM 605** Research Methods

**GEOG 612** Quantitative Techniques in Geography and Regional Planning

**GSR 615** Elements of Research

**SOC 761** Microcomputing Applications in Sociology

\* A student whose undergraduate transcript shows a “B” or better in a political science research methods course AND who passes a research methods exam administered by the Political Science Department may petition the Master of Arts in Public Affairs coordinator for exemption from PLSC 500.

## *2. Public Administration Core (12 cr.)*

Students must complete the following four courses:

**PLSC 570** Introduction to Public Administration

**PLSC 666** Public Policy Analysis

**PLSC 668** Public Sector Financial Administration<sup>1</sup>

**PLSC 671** Seminar in Public Administration

## *3. Field Specializations (15 cr.)*

### *1. Local Government Management*

#### *a. Field Core (6 cr.):*

**PLSC 554** Metropolitan Problems

**PLSC 555** Intergovernmental Relations

#### *b. Electives (9 cr.):*

**GEOG** 532 Urban Geography

**GEOG** 534 Political Geography

**GEOG** 564 Land Use Policy

**ELR** 621 Labor Relations

**PLSC 631/ELR 631** Human Resources Management in the Public Sector

**PLSC** 678 Ethical Dimensions of Leadership

### *2. Human Resources Management*

#### *a. Field Core (9 cr.)*

**ELR** 610 Employee Rights Under Law

**PLSC 631/ELR 631** Human Resources Management in the Public Sector

**ELR** 632 Compensation Administration

**b. Electives (6 cr.)****ELR526**Case Studies in Labor-Management Relations**ELR622**Discrimination in Employment**ELR641**Contract Administration**ELR751**Conflict Resolution**3. Planning and Regional Development****a. Field Core (6 cr.)****GEOG550**Introduction to Planning**GEOG552**Planning Methods**b. Electives (6 cr.)****GEOG531**Population Geography**GEOG554**Planning Design**GEOG558**Land Use Law**GEOG564**Land Use Policy**GEOG568**Planning Theory**GEOG614**Thought and Philosophy in Geography and Regional Planning**GEOG623**Regional Development**4. Human Services Administration****a. Field Core (9 cr.)****SOC711**Human Services Administration**SOC754**Social Inequality**SOC756**Social Change**b. Electives (6 cr.)****SOC710**Sociology of Human Services**SOC721**Sociology of Health Care**SOC732**Addiction and the Family**SOC757**Aging and Society**5. Criminal Justice Administration****a. Field Core (9 cr.)****CRIM600**Criminological Theory**CRIM610**Legal Issues in Criminology**CRIM632**Organizational Dynamics within the Criminal Justice System

b. Electives (6 cr.)

**CRIM601** Proseminar

**CRIM765** Criminal Justice Planning and Evaluation

**CRIM770** Seminar in Contemporary Corrections

6. International Development Administration

a. Field Core (6 cr.)

**PLSC522** International Law and Organizations

**PLSC589** Developing Nations

b. Electives (9 cr.)

**PLSC 578** Political Studies: Latin America

or **PLSC582** Political Studies: Africa

or **PLSC583** Political Studies: Asia

or **PLSC584** Political Studies: Middle East

**PLSC 675** International Political Economy

**ECON 545** International Trade

**ECON 546** International Payments

**GEOG 531** Population Geography

**GEOG 623** Regional Development

**ELR 621** Labor Relations in the Public Sector

**SOC 710** Sociology of Human Services

**SOC 711** Human Services Administration

4. Directed Research Requirement (3 cr.)

Students must complete one of the following:

- **PLSC 698** Political Science Internship (3 cr.)
- Or **PLSC 795** Thesis (3 cr.)
- Or **PLSC 699** Independent Study\* (3 cr.)

\*Only allowed for students who are already employed in a relevant field. Must be approved by Graduate Coordinator.

**Total Program Credit Hours: 36–39 credits**

## M.S. in Safety Sciences

The Department of Safety Sciences offers a program of studies leading to a Master of Science degree in Safety Sciences. A thesis option is available. Students are required to complete a core set of courses and select elective courses, with the approval of their advisor, in fields directly related to safety sciences.

The program is designed for individuals with relevant experience in safety sciences and those with appropriate undergraduate preparation who are interested in pursuing careers in the profession.

## Program Objectives

After completing the M.S. program in Safety Sciences, students will have:

1. Expanded their technical and managerial knowledge and skills of the safety, health, and environmental field.
2. Acquired advanced research and communication skills.
3. Enhanced their leadership skills.
4. Developed an understanding of their professional and ethical responsibilities within the safety, health, and environmental field.

## Admission Criteria

Admission to the M.S. in Safety Sciences program requires the same admission procedures established for admission to the School of Graduate Studies and Research, that is, a baccalaureate degree with a minimum 2.6 CGPA.

In addition to meeting the requirements for admission to the School of Graduate Studies and Research, a student intending to work toward a Master of Science in Safety Sciences will be required to have the following prerequisite professional preparation: entry-level competency in Safety Management, Occupational Safety, Occupational Health, and Fire Protection through relevant education, documented work experience, certifications, or other means acceptable to the Safety Sciences Graduate Review Committee.

When the Safety Sciences Graduate Review Committee determines that a deficiency in work experience or relevant education exists, a student will be required to complete additional studies to eliminate the deficiency. More information on admissions requirements is available from the Safety Sciences Department.

## Program Requirements

### Required Core Courses (24 cr.)

<b>SAFE 610</b> Safety, Health, and Environmental Administration	3 cr.
<b>SAFE 602</b> Research Methods in Safety Management	3 cr.
<b>SAFE 603</b> Human Relations in Safety Management	3 cr.
<b>SAFE 644</b> Preventing Unsafe Acts	3 cr.
<b>SAFE 660</b> Applied Industrial Hygiene	3 cr.
<b>SAFE 647</b> Applied Ergonomics	3 cr.



**SAFE 605** Application of Safety Engineering Principles 3 cr.

**SAFE 774** Fire Safety in Building Design 3 cr.

### **Controlled Electives (12 cr.)**

Choose a minimum of 12 credit hours

**SAFE 520** Law and Ethics in the Safety Profession 3 cr.

**SAFE 541** Accident Investigation 3 cr.

**SAFE 542** Current Issues in Safety 3 cr.

**SAFE 543** Construction Safety 3 cr.

**SAFE 561** Air Pollution 3 cr.

**SAFE 562** Radiological Health 3 cr.

**SAFE 565** Right-to-Know Legislation 3 cr.

**SAFE 581** Special Topics 3 cr.

**SAFE 604** Industrial Toxicology 3 cr.

**SAFE 606** Hazardous Materials Management 3 cr.

**SAFE 620** Safety Data Management 3 cr.

**SAFE 621** Programming Safe Behavior 3 cr.

**SAFE 623** Advanced Safety Administration 3 cr.

**SAFE 624** Solving Safety Problems 3 cr.

**SAFE 625** Risk Strategies for the SH&E Professional 3 cr.

**SAFE 630** Pollution Control 3 cr.

**SAFE 663** Industrial Hygiene Laboratory Methods 3 cr.

**SAFE 664** Industrial Noise Control 3 cr.

**SAFE 672** Process Safety in the Chemical Industries 3 cr.

**SAFE 701** Environmental Impact Assessment and Documentation 3 cr.

**SAFE 773** Disaster Preparedness 3 cr.

**SAFE 681** Special Topics 3 cr.

<b>SAFE 699</b> Independent Study	3 cr.
<b>SAFE 795</b> Thesis	1 - 6 cr.

Other courses outside the department may be applied as controlled electives with the approval of the advisor. Electives will be offered on a rotating basis, but all will not be available during a two-year cycle.

## **M.Ed. in School Counseling**

Professional School Counselors (PreK-12) - To qualify for PreK-12 institutional endorsement and commonwealth certification, students must complete a 60-credit-hour, competency-based program to include a series of counseling skills courses, including practicums at the elementary schools and secondary schools level, and complete a 600 hour field experience under the supervision of a certified school counselor. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Council of Accreditation of Teacher Education (NCATE).

### [Degree/Program Requirements](#)

Students completing the Masters of Education Degree and seeking Commonwealth School Counseling certification will take the following courses:

<b>GSR 615</b> Elements of Research	3 cr.
<b>COUN 613</b> Counseling Children	3 cr.
<b>COUN 615</b> Counseling Across the Life-Span	3 cr.
<b>COUN 617</b> Basic Counseling Skills	3 cr.
<b>COUN 618</b> Multicultural and Diversity Issues in Counseling	3 cr.
<b>COUN 621</b> Introduction to Professional School Counseling	3 cr.
<b>COUN 624</b> Assessment Procedures for School Counselors	3 cr.
<b>COUN 636</b> Career Counseling	3 cr.
<b>COUN 628</b> Management of Professional School Counseling Programs	3 cr.
<b>COUN 637</b> Counseling and Consultation Theory	3 cr.
<b>COUN 639</b> Group Counseling	3 cr.
<b>COUN 667</b> Elementary Practicum	3 cr.
<b>COUN 659</b> Secondary Practicum	3 cr.
<b>COUN 672</b> Counseling and Consulting within Systems	3 cr.

<b>COUN 677</b> Crisis and Addictions Counseling	3 cr.
<b>COUN 682</b> Counseling Students/Clients with Disabilities	3 cr.
<b>COUN 720</b> Professional Orientation and Ethical Practice in Counseling	3 cr.
<b>COUN 755</b> Field Experience	6 cr.
<b>ELECTIVE</b>	3 cr.
<b>TOTAL</b>	60 cr.

### **Total 60 cr.**

For current students, each year an evaluation of student academic, clinical, and professional competence will be made. Students will receive formal feedback based on the outcome of the evaluation results and a joint effort will be made to remediate any deficiencies. Serious deficiencies may result in recommendations for remedial work, delay of candidacy, or termination from the program. Students must pass all practicum experiences with a B or better in order to advance to internship/field experience.

### **Admissions Criteria**

While teaching experience is not a prerequisite for admission and school counselor certification in Pennsylvania, candidates for school certification must meet additional Pennsylvania Department of Education standards that include 3 additional credits in Special Education/Students with disabilities and 2 credits in English Language Learners. These additional requirements can be met through previous undergraduate or graduate coursework. Applications for certification **MUST** show evidence of this coursework to be eligible for certification endorsement.

Prospective students for the Master of Education and school certification programs must meet departmental admissions requirements and procedures in addition to those of the School of Graduate Studies and Research. Prospective students should contact the department to determine these requirements. Applicants are required to attend an admission workshop as the final step in the admissions process. Applicants should contact the department to obtain the dates of deadlines for completed applications to be received by the School of Graduate Studies and Research.

### **M.A. in Sociology**

Advanced training in sociology should enable students to think insightfully and critically about society and human relationships and to serve more effectively in a variety of professions. The department's M.A. in Sociology prepares students for research professions, doctoral studies, teaching in the social sciences, as well as employment in human services, government agencies, corporations, higher education, and social research positions. Recent graduates are working as directors or supervisors in human services agencies, researchers, data analysts, and educators. The M.A. in Sociology is designed to prepare students for such opportunities.

## Admission Criteria

In addition to School of Graduate Studies and Research admissions requirements, the applicants to the Sociology M.A. program should have completed at least 12 hours of undergraduate social science courses with an average of “B” or better. Students not meeting this requirement may be admitted if they agree to take additional undergraduate or graduate sociology courses designated by the department.

## Master of Arts in Sociology

Students select either a six-credit thesis option or a non-thesis option. Students selecting the thesis option must successfully complete a six-credit thesis (see requirements for the thesis listed under the catalog description for SOC 795). Including the six-credit thesis, the thesis option requires a total of 37 credit hours. The non-thesis option requires a total of 37 credit hours and successful completion of a Portfolio.

Additional courses are available from other departments on related topics such as counseling, individual assessment, women’s studies, criminology, cross-cultural studies, public policy and finance, community and urban planning, statistical analysis, and program evaluation. Up to nine credit hours may be taken outside the department. No more than one-third of a student’s total credit hours may be dual-level (500-level) courses. Students who enrolled for dual-level courses while undergraduates at IUP may not repeat the same courses for credit as graduate students.

The Sociology Program is designed especially for those students preparing for research professions, doctoral studies, or teaching in the social sciences.

### *I. Required Core (16 cr.)*

SOC 700 Proseminar	1 cr.
SOC 705 Research Seminar in Sociology	3 cr.
SOC 762 Analysis of Social Data	3 cr.
SOC 709 Contemporary Sociological Theory	3 cr.
SOC 707 Scholarly Writing in the Social Sciences	3 cr.
SOC 765 Qualitative Research Methods	3 cr.

### *II. Either*

#### A. (Thesis Option)

SOC 795 Thesis 6 cr.

Approved electives <sup>1</sup> 15 cr.

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<sup>1</sup> No more than 9 semester hours of approved electives may be from outside the department

or

B. (Non-Thesis Option)

Approved electives <sup>1</sup> 21 cr.

Portfolio 0 cr.

## **M.S. in Speech-Language Pathology**

The Speech-Language Pathology program culminates in a Master of Science degree. IUP is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

The program provides for the completion of the academic and practicum requirements for the Certificate of Clinical Competence from ASHA, for Pennsylvania Licensure in Speech-Language Pathology, and for Level I Certification in Teaching the Speech and Language Impaired from the Pennsylvania Department of Education. The tripartite role is fulfilled by completion of all the course requirements for the B.S.Ed. and the M.S. degrees. Consequently, applicants who do not meet all of the undergraduate requirements will be asked to complete the necessary deficiencies before registering for graduate courses. Workshops are not to be considered applicable for degree requirements. The thesis option is available with approval of your advisor.

### **Admission Criteria**

**Admission Policy:** The Graduate Admission Committee will review all applicants for admission in terms of courses listed on the transcript(s) as well as grade point average. Applicants will be informed of any deficiencies when they receive the acceptance letter from the School of Graduate Studies and Research. Undergraduate courses in the major with a letter grade below a “C” will not be accepted as a prerequisite to graduate study and will be treated as a course deficiency. The graduate coordinator will advise the person of the procedures to fulfill the deficiencies.

Because the program has a limit on the number of applicants that it can accept, first priority for admission will be granted to applicants with at least a grade point average of 3.50 out of 4.00 overall in Speech-Pathology and Audiology, GRE scores of at least 145 verbal, 145 quantitative, and 3-4.5 for analytical writing, and strong letters of recommendation from at least two faculty members. Second priority will be given to applicants with a grade point average between 3.0 and 3.5.

All students planning to pursue Pennsylvania Teacher Certification will be required to complete the PAPA test series prior to beginning the Master’s Program in the fall semester.

Applicants for whom English is not their native language must achieve a score at the ninetieth percentile or higher on the oral and written subtests of the TOEFL. If applicants are not graduates of an undergraduate program in Speech-Language Pathology and Audiology, the restrictions relative to completing deficiencies will also apply. Furthermore, the applicant must provide the program’s Graduate Admission Committee with an audiotape recording of twenty minutes of free conversation with a colleague and twenty minutes of reading from a professional text. The committee will judge the adequacy of the spoken language; the applicant may be

required to successfully complete speech therapy before being allowed to register for clinical practicum experiences.

Observation hours and clinical practicum completed in another country will be accepted when they have been supervised by a speech-language pathologist or an audiologist who holds the appropriate certification from ASHA.

## Program Requirements

Candidates for the Master of Science degree must meet the academic and practicum requirements for the Certificate for Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association. A minimum of 48-51 hours is required for the degree.

Required Courses:

<b>SPLP 600</b> Neurolinguistics	3 cr.
<b>SPLP 604</b> Diagnostic Methods	3 cr.
<b>SPLP 610</b> Articulation	3 cr.
<b>SPLP 616</b> Stuttering	3 cr.
<b>SPLP 618</b> Voice	3 cr.
<b>SPLP 630</b> Language Disorders of Children	3 cr.
<b>SPLP 632</b> Neurological Communication Disorders	3 cr.
<b>SPLP 635</b> Seminar in Communication (two taken)	6 cr.
<b>SPLP 640</b> Diagnostic Audiology	3 cr.
<b>SPLP 661</b> Advanced Clinical Practicum I	2 cr.
<b>SPLP 662</b> Diagnostic Clinic	1 cr.
<b>SPLP 663</b> Hearing Testing Clinic	1 cr.
<b>SPLP 671</b> Advanced Clinical Practicum II	2 cr.

Select two of the following:

<b>SPLP 696</b> Internship in Hospitals	6 cr.
<b>SPLP 697</b> Internship in Community Agencies	6 cr.
<b>SPLP 698</b> Internship in Schools	6 cr.

## Retention in the Program

No person will be granted a degree who has more than one “C” grade in graduate courses in Speech-Language Pathology. Only one of these courses may be repeated in accordance with the School of Graduate Studies and Research procedures. Clinical courses must be completed with a grade of “B” or higher to meet the requirements for graduation. Furthermore, the practicum hours in clinical courses with a grade of “C” or lower will not apply to ASHA certification or state licensure requirements.

## National Examination

Prior to receiving their degree, students must pass the National Examination in Speech-Language Pathology and Audiology and provide evidence of the attempt to the graduate coordinator. The examination should be taken during the last semester of enrollment.

## M.S. in Sport Science

The Master of Science degree in Sport Science is designed to meet the needs of students from nonteaching professions, as well as from the teaching profession. The program is discipline-specific with provision for students to choose from among different academic tracks: Sport Management, Exercise Science, and Sport Studies.

According to their selected program of study, students are prepared for a variety of competitive employment opportunities, including management and administration of sport and athletic programs, corporate and community health and fitness facilities, hospital and medical-based exercise programs, and recreational programs in school and community settings.

## Admission Criteria

To be admitted to the Kinesiology, Health, and Sport Science Department, the applicant must have completed the requirements for a bachelor’s degree from an accredited college or university and fulfill the general requirements for admission to the School of Graduate Studies and Research for a master’s degree. A minimum TOEFL score of 540 (paper-based) which converts to a computer-based score of 193 is necessary for international students.

## Program Requirements

### Sport Management Track

#### *I. Thesis Track*

##### *A. Core Courses (12 cr.)*

<b>HPED 601</b> Sport and Society	3 cr.
<b>HPED 603</b> Physiological Basis of Sport	3 cr.
<b>HPED 634</b> Current Literature in Health, Fitness, and Sport	3 cr.

**HPED 640** Research Methods for Health, Sport, and Physical Activity 3 cr.

**B. Required Courses (18 cr.)**

**HPED 635** Sport Management 3 cr.

**HPED 637** Sport Facilities Management 3 cr.

**HPED 652** Sport Business 3 cr.

**HPED 795** Thesis 3 cr.

**BTST 670** Organizational Communications 3 cr.

**ELR/HSAD 631** Human Resources Management in the Public Sector 3 cr.

**Total 30 cr.**

*II. Non-Thesis Track*

**A. Core Courses (12 cr.)**

**HPED 601** Sport and Society 3 cr.

**HPED 603** Physiological Basis of Sport 3 cr.

**HPED 634** Current Literature in Health, Fitness, and Sport 3 cr.

**HPED 640** Research Methods for Health, Sport, and Physical Activity 3 cr.

**B. Required Courses (18 cr.)**

**HPED 635** Sport Management 3 cr.

**HPED 637** Sport Facilities Management 3 cr.

**HPED 652** Sport Business 3 cr.

**HPED 698** Internship 3 cr.

**BTST 670** Organizational Communications 3 cr.

**ELR /HSAD 631** Human Resources Management in the Public Sector 3 cr.

**C. Elective Courses (6 cr.)**

**HPED 512** Physical Activity and Stress Management 3 cr.

**HPED 513** Physical Activity and Aging 3 cr.

**HPED 602** Sport Psychology 3 cr.

**HPED 610** Coaching Management 3 cr.

**HPED 680** Seminar 3 cr.



<b>ELR /HSAD 610</b>	Employee Rights under Law	3 cr.
<b>ELR 615</b>	Dispute Settlement	3 cr.
<b>ELR 625</b>	Collective Bargaining	3 cr.
<b>ELR 640</b>	Negotiations	3 cr.
<b>ELR/HSAD 751</b>	Conflict Resolution	3 cr.
<b>MGMT 613</b>	Organizational Analysis	3 cr.

Students may select another graduate-level elective with advisor permission.

**Total 36 cr.**

## Exercise Science Track

### *I. Thesis Track*

#### *A. Core Courses (12 cr.)*

<b>HPED 601</b>	Sport and Society	3 cr.
<b>HPED 603</b>	Physiological Basis of Sport	3 cr.
<b>HPED 634</b>	Current Literature in Health, Fitness, and Sport	3 cr.
<b>HPED 640</b>	Research Methods for Health, Sport, and Physical Activity	3 cr.

#### *B. Required Courses (18 cr.)*

<b>HPED 512</b>	Physical Activity and Stress Management	3 cr.
<b>HPED 620</b>	Exercise Prescription for Chronic Diseases	3 cr.
<b>HPED 625</b>	Management Concepts in Fitness	3 cr.
<b>HPED 632</b>	Assessment of Human Physiological Functions	3 cr.
<b>HPED 672</b>	Epidemiology of Physical Activity	3 cr.
<b>HPED 795</b>	Thesis	3 cr.

**Total 30 cr.**

### *II. Non-Thesis Track*

#### *A. Core Courses (12 cr.)*

<b>HPED 601</b>	Sport and Society	3 cr.
<b>HPED 603</b>	Physiological Basis of Sport	3 cr.

**HPED 634** Current Literature in Health, Fitness, and Sport 3 cr.

**HPED 640** Research Methods for Health, Sport, and Physical Activity 3 cr.

#### B. Required Courses (18 cr.)

**HPED 512** Physical Activity and Stress Management 3 cr.

**HPED 620** Exercise Prescription for Chronic Diseases 3 cr.

**HPED 625** Management Concepts in Fitness 3 cr.

**HPED 632** Assessment of Human Physiological Functions 3 cr.

**HPED 672** Epidemiology of Physical Activity 3 cr.

**HPED 698** Internship 3 cr.

#### C. Elective Courses (6 cr.)

**HPED 510** Exercise Prescription 3 cr.

**HPED 513** Physical Activity and Aging 3 cr.

**HPED 602** Sport Psychology 3 cr.

**HPED 631** Motor Learning 3 cr.

**HPED 633** Kinesiological Principles 3 cr.

**HPED 680** Seminar 3 cr.

Students may select another graduate-level elective with advisor permission.

**Total 36 cr.**

### Sport Studies Track

#### I. Thesis Degree Track

##### A. Core Courses (12 cr.)

**HPED 601** Sport and Society 3 cr.

**HPED 603** Physiological Basis of Sport 3 cr.

**HPED 634** Current Literature in Health, Fitness, and Sport 3 cr.

**HPED 640** Research Methods for Health, Sport, and Physical Activity 3 cr.

##### B. Required Course (3 cr.)

**HPED 795** Thesis 3 cr.

### C. Elective Courses (15 cr.)

Students may select graduate-level electives with advisor permission. Nine (9) credits must be HPED graduate-level courses.

**Total 30 cr.**

### II. Non-Thesis Track

#### A. Core Courses (12 cr.)

**HPED 601** Sport and Society 3 cr.

**HPED 603** Physiological Basis of Sport 3 cr.

**HPED 634** Current Literature in Sport 3 cr.

**HPED 640** Research Methods for Health, Sport, and Physical Activity 3 cr.

#### B. Elective Courses (24 cr.)

Students may select graduate-level electives with advisor permission. Twelve credits must be HPED graduate-level courses.

**Total 36 cr.**

## M.A. in Student Affairs in Higher Education

The Department of Student Affairs in Higher Education (SAHE) houses one graduate program, offering the M.A. degree in Student Affairs in Higher Education.

The SAHE program is designed to prepare graduate students for employment in higher education in entry-level or mid-management student affairs positions, dependent upon their previous experiences. Graduates will fill professional positions in two- and four-year colleges and universities in areas such as admissions, housing and residence life, student development programs, student activities, financial aid, career planning and development, and academic advising or other program areas.

Under the guidance of student affairs faculty and practitioners, requisite knowledge will be acquired through a balance of academic and practical experiences which stress critical thinking and which encourage the development of professional behavior. Students will develop a broad range of skills, in-depth knowledge, and the ability to apply concepts and skills as effective practitioners. The program is organized in cohort groupings of students enrolled in a curriculum offering foundational and theory courses in the first year and application courses in the second year.

### Admission Criteria

Admission into the program can be from any undergraduate major, provided that students have demonstrated scholarship and the potential for success in advanced studies. A minimum of 42 hours (36 required course hours and 6 hours of electives or thesis) and the successful completion of a comprehensive

exam are required to earn the degree. Students who complete a thesis are not required to take the comprehensive examination. This degree is typically earned over two years of full-time study in daytime classes.

In addition to graduate school admissions requirements, the SAHE program requires a 2.8 (3.0 is preferred) grade point average (GPA), an updated resume, a typed, 200-word writing sample addressing the candidate's reasons for entering the Student Affairs field, and a personal interview. All graduate assistant candidates must come to campus for personal interviews. Admissions interviews can run concurrently with assistantship interviews.

## Program Requirements

### I. Core Courses (36 cr.)

#### *First Year*

**SAHE 621** History of Higher Education in the United States 3 cr.

**SAHE 624** Student Affairs Functions in Higher Education 3 cr.

**SAHE 625** Theories of Personality and Human Development 3 cr.

**SAHE 631** Student Development in Higher Education 3 cr.

**SAHE 634** Assessment and Evaluation in Student Affairs 3 cr.

#### *Second Year*

**SAHE 731** Practicum in Student Affairs (to be taken twice for a total of six credits) 6 cr.

**SAHE 733** Management of Organizational Behavior in Higher Education 3 cr.

**SAHE 735** Individual and Group Interventions 3 cr.

**SAHE 737** The American College Student 3 cr.

**SAHE 740** Contemporary Issues in Higher Education 3 cr.

#### *Non-Sequential Courses*

**GSR 615** Elements of Research 3 cr.

### II. Thesis or Electives (6 cr.)

#### *A. Thesis Option*

**SAHE 795** Thesis 3 or 6 cr.

----- Electives 0 or 3 cr.

or

### B. Non-Thesis Option

----- Electives 6 cr.

**Total 42 cr.**

## D.Ed. in Administration and Leadership Studies

The doctoral program in Administration and Leadership Studies is designed to educate future school superintendents and college administrators. The 60-credit graduate program will admit approximately twenty candidates who will remain together as a cohort group for three years. Classes are scheduled Friday from 11:00 a.m. to 6:00 p.m. and Saturday from 8:00 a.m. to 3:00 p.m. approximately once a month.

The program focuses on budgeting techniques, communication skills, team building, leadership theory, conflict resolution, implementing change, research, adult development, and case studies. The monthly seminars combine theory with actual projects that candidates are expected to implement in the workplace. The curriculum is designed to accommodate the schedules of working administrators.

### Admissions Criteria

Potential candidates must take part in a one-hour interview at IUP. The interview and writing examination are designed to identify candidates who will be admitted into the three-year program. All applicants should be current administrators and have at least two years of administrative experience.

### Program Requirements

#### Core (18 cr.)

<b>ALS 810</b>	Advanced Topics in Human Development and Learning	3 cr.
<b>ALS 850</b>	School and Community	3 cr.
<b>ALS 801</b>	Leadership Theories	3 cr.
<b>ALS 802</b>	Leadership: A Case Study Approach	3 cr.
<b>ALS 803</b>	Leadership: Applied Practice	3 cr.
<b>ELR/HSAD 751</b>	Conflict Resolution	3 cr.

#### Research (18 cr.)

<b>ALS 820</b>	Doctoral Seminar in Research Methods	3 cr.
<b>ALS 882</b>	Research Instrument Design for Leadership Studies	3 cr.
<b>ALS 883</b>	Analysis of Qualitative Data in Leadership Studies	3 cr.

**ALS 995** Dissertation 9 cr.

### **Internship (6 cr.)**

**ALS 898** Internship in Administration and Leadership Studies 6 cr.

### **Educational Administration (15 cr.)**

**ALS 805** Curriculum Evaluation 3 cr.

**ALS 825** Critical Analysis of Issues in Education 3 cr.

**ALS 830** Analysis of Effective Instruction 3 cr.

**ALS 860** School Finance 3 cr.

**ALS 858** School Law and Negotiations 3 cr.

**ALS 845** Administrative Procedures 3 cr.

**ALS 852** School Evaluation 3 cr.

**ALS 856** School Administration 3 cr.

**CURR 915** Writing for Professional Publication 3 cr.

**ELR 751** Conflict Resolution 3 cr.

### **Elective (3 cr.)**

### **Ph.D. in Administration and Leadership Studies, Nonprofit and Public Sector**

The Ph.D. program in Administration and Leadership Studies (ALS), Nonprofit and Public Sectors, is designed to educate leaders in human services, health care, state and local government agencies, higher education, and other public and nonprofit organizations. This program is offered by the Sociology Department in collaboration with the Department of Economics.

The ALS program's goals are to provide leadership development and enhanced administrative capacity through application of theory and research in the public and nonprofit services context. Student learning is constituted by the following objectives:

- Thorough knowledge of the scholarship and research on leadership and the ability to utilize this knowledge in an applied, professional context
- Knowledge and skills in nonprofit and public sector program planning and administration that reflect a social science perspective

- The capacity to locate and critique research and evaluation studies and to successfully design, conduct, and defend an original research study

As the majority of students are midcareer professionals with full-time positions, required courses are offered evenings and/or Saturdays, two courses per term. Courses are offered in fall, spring, and an eleven-week summer session.

## Admission Criteria

Students are admitted in cohorts. The admissions process involves a review of an assortment of materials, including an application for admission form, transcripts, GRE test scores, three letters of recommendation from academic or professional references, a work experience statement (either a vitae or résumé), a goal statement in which the applicant explains why she/he wishes to be admitted to the program, and a major writing sample such as a master's thesis, course paper, policy document, or program report. A personal interview may be required at the option of the Admissions Committee. A master's degree is required. Prospective students should be aware that this is a social science program, with most courses taught by professors of Sociology and Economics; therefore, some background in the social sciences is helpful but not required.

## Program Requirements

Each student admitted to a doctoral program receives doctoral candidacy after completing at least 18 graduate credits beyond the master's degree, with a GPA of 3.0, and passing both core and research methods area comprehensive examination. To be eligible for graduation, students must complete the 61 credit hours specified in the curriculum, successfully pass all comprehensive examinations, and successfully defend a dissertation proposal and a completed dissertation. Program curriculum requirements are as follows:

### Core (28 cr.)

<b>LDRS 800</b> Proseminar	1 cr.
<b>LDRS 801</b> Leadership Theories	3 cr.
<b>LDRS 802</b> Leadership Applications	3 cr.
<b>LDRS 810</b> Nonprofit Management	3 cr.
<b>LDRS 811</b> Administration in the Public Sector	3 cr.
<b>SOC 802</b> Classical Social and Organizational Theories	3 cr.
<b>SOC 803</b> Contemporary Social and Organization Theories	3 cr.
<b>SOC 804</b> Social Policy	3 cr.
<b>ECON 820</b> Managerial Economics for Decision Making and Leadership	3 cr.
<b>LDRS 900</b> Dissertation Seminar	3 cr.

## Research (24 cr.)

**SOC 862** Analysis of Social Data 3 cr.

**SOC 863** Quantitative Research Methods I 3 cr.

**SOC 864** Quantitative Research Methods II 3 cr.

**SOC 865** Qualitative Research Methods 3 cr.

**LDRS 861** Program Evaluation 3 cr.

**LDRS 995** Dissertation 9 cr.

## Electives (9 cr.)

Nine credits from among any relevant graduate-level courses with permission of the doctoral coordinator.

For detailed information about the program, you may contact the program coordinator at 724-357-2956 (Indiana), or e-mail to ALS-PHD@iup.edu. The program's website may be viewed at [www.iup.edu/als](http://www.iup.edu/als).

## Psy.D. in Clinical Psychology

The Psychology Department offers a Doctor of Psychology degree in Clinical Psychology (Psy.D.) that places emphasis upon professional applications of psychology based on a solid grounding in the scientific knowledge base of psychology.

The program is fully accredited by the American Psychological Association. The program is designed to meet the academic requirements of licensure and to provide the student with background to immediately assume responsibilities in appropriate professional settings.

### Admission Criteria

The following criteria are used in the evaluation of application materials: (a) overall grade point average and grades in psychology courses (3.0 minimum in both areas); (b) scores on the Graduate Record Examination (GRE) General Test (minimum combined score of 290 for Verbal Reasoning + Quantitative Reasoning); (c) training in research methodology; (d) prior clinical experience in practicum or employment; (e) the applicant's statement of goals; (f) three letters of recommendation; and (g) results of a personal interview. Applicants who do not have undergraduate degrees in psychology or limited coursework in psychology are strongly encouraged to take the GRE subject test in psychology to demonstrate knowledge of the content areas in the field.

Breadth of undergraduate training is preferable to narrow specialization. Weaknesses in one area may be offset by strengths in another area, although the Admissions Committee gives preference to applicants with some demonstrated strengths in all areas. Students may be required to make up deficiencies.



The deadline for receipt of all application materials is December 15. The Admissions Committee will then select a pool of qualified applicants who will be invited to the campus for personal interviews. Announcements of final admissions decisions will be made around April 1.

## Philosophy

The Psy.D. program follows a practitioner or applied model of training of clinical psychologists. Emphasis is placed on professional applications of psychology to a wide variety of human problems. Students receive extensive supervision in the development of skills in interpersonal relations, psychological assessment, psychotherapy, community outreach, and program evaluation and a solid grounding in the scientific knowledge base of psychology.

## Program Requirements

The Psy.D. program is typically completed in four calendar years of full-time study plus an additional year of full-time internship. The curriculum requires a minimum of 102-104 semester hours of acceptable graduate credit. Each student must complete requirements for (a) core course work; (b) special proficiency/elective course work requirements; (c) practicum, internship, and professional issues; (d) doctoral project; (e) comprehensive academic and professional examinations; and (f) master's and doctoral candidacy. In addition, a course in Historical Trends and Systems in Psychology is required for graduation.

### A. Core Course Work (57 cr.)

The core courses are required of all students. These courses cover several areas of psychology and provide the scientific basis for professional practice.

#### 1. Methods of Behavior Change

Course Number	Course Name	Credits
<b>PSYC 830</b>	Methods of Intervention I	3 cr.
<b>PSYC 831</b>	Methods of Intervention II	3 cr.
<b>PSYC 833</b>	Clinical Group Techniques	3 cr.
<b>PSYC 834</b>	Family Therapy	3 cr.

#### 2. Methods of Assessment and Evaluation

Course Number	Course Name	Credits
<b>PSYC 841</b>	Psychological Assessment I	3 cr.
<b>PSYC 842</b>	Psychological Assessment II	3 cr.
<b>PSYC 843</b>	Psychological Assessment III	3 cr.

#### 3. Research and Methodology

Course Number	Course Name	Credits
PSYC 801	Research Methods in Psychology I	3 cr.
PSYC 803	Evaluation Research	3 cr.
PSYC 802	Clinical Research Methods	3 cr.

#### 4. Individual Differences

Course Number	Course Name	Credits
PSYC 835	Advanced Psychopathology	3 cr.
PSYC 836	Personality Theory and Systems of Psychotherapy	3 cr.
PSYC 853	Issues in Developmental Psychology	3 cr.

#### 5. Physiological Bases of Behavior:

Course Number	Course Name	Credits
PSYC 856	Drugs and Behavior	3 cr.
PSYC 857	Clinical Neuropsychology	3 cr.

#### 6. Cognitive Bases of Behavior:

Course Number	Course Name	Credits
PSYC 852	Models of Learning	3 cr.

#### 7. Social Bases of Behavior:

Course Number	Course Name	Credits
PSYC 855	Racial, Cultural, and Gender Issues in Psychology	3 cr.
PSYC 858	Advanced Social Psychology	3 cr.

#### 8. History of Psychology:

Course Number	Course Name	Credits
PSYC 810	Historical Trends in Psychology	3 cr.

### B. Elective Course Work/Special Proficiency: three courses

Students select three advanced courses in consultation with an advisor. Special elective packages include Child/Family and Behavioral Medicine.

### C. Practicum, Internship, and Professional Issues (27 cr.)

Course Number	Course Name	Credits
PSYC 920	Professional Issues	3 cr.
PSYC 993	Advanced Psychological Practicum	21 cr.
PSYC 994	Internship	3 cr.

Students will typically register for practicum experience throughout their program with sampling from diverse settings. During the final year, a full-time professional internship emphasizing depth and long-term involvement is required.

### D. Doctoral Project (9 cr.)

Course Number	Course Name	Credits
PSYC 995	Doctoral Project (Dissertation)	9 cr.

## E. Comprehensive Academic and Professional Examinations (0 cr.)

Each year, an evaluation of clinical and professional competence will be made. This evaluation data will be shared with the student as feedback, and a joint effort will be made to remediate any deficiencies.

Students must also pass a preliminary examination and a research proficiency evaluation covering basic knowledge appropriate for a professional psychologist. This examination will cover material related to all of the core course work areas.

The Clinical Proficiency Evaluation is completed during the final year on campus. Students present assessment and therapy work samples to a committee of faculty members.

Satisfactory performance on both the preliminary examination and the professional evaluations must be achieved before candidacy for the doctorate will be recommended. Serious deficiencies may result in recommendations for remedial work, reexamination, delay of candidacy, or termination from the program.

## F. Master's and Doctoral Candidacy

Students will routinely obtain the master's degree en route to the doctorate. Requirements for candidacy for the M.A. degree include the successful completion of 24 credits of approved graduate course work with a grade point average of 3.0 and the recommendation of the Clinical Training Committee based on satisfactory academic and professional evaluations. The 54 credits for the M.A. must include nine hours of practicum and 45 hours of the core course work of the Psy.D. degree.

The candidacy for the Psy.D. will be awarded following the completion of all M.A. requirements plus a minimum of an additional nine credits, successful performance on the preliminary examination and research

proficiency evaluation, and satisfactory annual academic and professional evaluations. A grade point average of 3.0 is required for candidacy.

## **G. Transfer of Graduate Credit**

Applicants who have completed course work at other institutions may request transfer of credit. A maximum of 36 semester hours of credit may be approved. A portion, but not all, of the practicum requirements may be transferred for equivalent supervised experience.

## **H. Progression through the Program**

All students complete a Plan of Study, which will include a detailed semester-by-semester outline of proposed course work and completion dates for exams, doctoral project, and internship. An average of 15 semester hours must be completed each year, and all requirements must be completed within seven years. No classes are offered online.

### **Other Policies**

The Psychology Department has established guidelines for the registration and completion of the doctoral project, academic good standing, full-time student status, an appeals process, and other academic matters. These guidelines are explained in the Psychology Graduate Student Handbook.

## **Ph.D. in Communications Media and Instructional Technology**

The Ph.D. in Communications Media and Instructional Technology (CMIT) is designed to develop scholars who are prepared to conduct advanced research and are experts in the following areas: communications theory; the impact of media on culture; and the design, development, implementation, and evaluation of training. Graduates will synthesize knowledge from domains within the communication field and related disciplines as they assume leadership roles in diverse professional, business, and military environments.

The 60-credit program, designed for individuals interested in pursuing a career in academia, business, or the military with a research focus on Communications Media and Instructional Technology, provides students with the culture and theory courses, research courses, and production of media courses with an emphasis on current and emerging technologies. Upon completion of the Ph.D. in Communications Media and Instructional Technology program, the graduate is prepared to:

- conduct research that enables organizations to effectively use communications and media in meeting goals
- apply research, an understanding of culture, and production skills to the development of new media
- interpret cultural forces upon communications and media
- provide leadership to positively impact culture with communications and media
- design, produce, and utilize media within a variety of cultural and professional contexts
- synthesize existing media and emerging technologies
- develop new media

## Student Qualifications, Support, and Advisement

Students seeking admission to the Ph.D. in **Communications Media and Instructional Technology** must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree.

International students are required to comply with the admission criteria as outlined in the graduate catalog.

All applicants must also submit the following for review by the doctoral program committee:

- Recent GRE Scores (including analytical writing) or MAT scores **that meet program minimum requirements**
- Official higher education transcripts
- Current Curriculum Vitae
- Writing sample
- Two letters of recommendation
- Personal interview

## Curriculum Overview

### I. Research Courses (12 credits)

**COMM 800** Communication Research Statistics (or equivalent) 3 cr.

**COMM 825** Quantitative Methods in Communications Research 3 cr.

**COMM 828** Qualitative Methods in Communications Research 3 cr.

**COMM 910** Advanced Doctoral Research in Communications 3 cr.

### II. Theory and Culture Core Courses (9 credits)

**COMM 801** Ideas that Shape Media 3 cr.

**COMM 812** Media Ethics 3 cr.

**COMM 857** Doctoral Seminar in Communications Culture and Technology 3 cr.

### III. Theory and Culture Elective Courses (9-12 credits)

Three to four courses from the list of theory and culture electives, with advisor approval, including new courses added to this category:

**COMM 814** Crisis Communication 3 cr.

**COMM 815** Teaching Communications Media 3 cr.

**COMM 818** Media Criticism 3 cr.

**COMM 822** Children and Media 3 cr.

<b>COMM 853</b> Corporate Communications	3 cr.
<b>COMM 881</b> Special Topics	3 cr.
<i>COMM 900</i> Culture of Cyberspace	3 cr.

#### **IV. Production Core Courses (12 cr.)**

<i>COMM 830</i> Media Preproduction	3 cr.
<b>COMM 832</b> Media Production	6 cr.
<b>COMM 846</b> Instructional Media Solutions	3 cr.

#### **V. Production Elective Courses (3-6 cr.)**

One to two courses from the list of production electives, with advisor approval, including new courses added to this category

<b>COMM 876</b> Online Media	3 cr.
<b>COMM 881</b> Special Topics	3 cr.
<b>COMM 882</b> Simulations and Games	3 cr.

#### **VI. Elective Courses (0-9 cr.)**

Taken in place of Theory and Culture or Production Electives with advisor approval.

<b>COMM 814</b> Crisis Communication	3 cr.
<b>COMM 815</b> Teaching Communications Media	3 cr.
<b>COMM 818</b> Media Criticism	3 cr.
<b>COMM 822</b> Children and Media	3 cr.
<b>COMM 853</b> Corporate Communications	3 cr.
<b>COMM 876</b> Online Media	3 cr.
<b>COMM 881</b> Special Topics	3 cr.
<b>COMM 882</b> Simulations and Games	3 cr.
<b>CURR 915</b> Writing for Professional Publication	3 cr.

**ECON 820** Managerial Economics for Decision Making and Leadership 3 cr.

**ENGL 808** Technology and Literacy 3 cr.

*ENGL 956* Literacy Theory for the Teacher and Scholarly Writer 3 cr.

*SOC 803* Social and Organizational Theory 3 cr.

*SOC 862* Analysis of Social Data 3 cr.

## VII. Dissertation (12 cr.)

**COMM 995** Dissertation 12 cr.

A dissertation is required of all doctoral candidates and must demonstrate the candidate's mastery of his/her research and produce results of an original investigation in the field of communications media and instructional technology. The goal should be to make an original scholarly contribution to the field.

Total 60 Credits beyond a master's or master's equivalency

### Degree Candidacy

Each student admitted to the doctoral program is eligible for doctoral degree candidacy after successful completion of twelve graduate credits in the doctoral program with an overall GPA of 3.0 or higher. To obtain candidacy, the student must successfully complete an oral and written candidacy examination.

### Comprehensive Examination

The comprehensive examination will be used to determine the student's progress in the field of Communications Media and Instructional Technology and the student's likelihood of success in the research-dissertation phase.

### Scholarly Participation

The program recognizes the need to foster a doctoral culture that encourages and enables students to share and discuss ideas with each other and with experts in their chosen field of study. There are four options for meeting this requirement.

1. Attend a minimum of 2 scholarly events per semester of enrollment, excluding semesters in which the student is enrolled in COMM 995, Dissertation or continuing dissertation credit.
2. Complete of a minimum of nine graduate credits at IUP in each of two consecutive semesters.
3. Present or co-present at a juried conference.
4. Author or co-author an article in a juried professional journal.

## Ph.D. in Criminology

IUP graduate programs in Criminology are designed to prepare students for careers in academia and for upper-level administrative positions in various fields of justice.

## Admission Criteria

It is expected that students entering the Ph.D. program in Criminology will have completed a master's degree in either Criminology or a closely related discipline. However, in exceptional cases, a highly qualified applicant may enter the doctoral track with a baccalaureate degree. Such students would obtain the M.A. degree en route to the Ph.D.

Applicants must meet all School of Graduate Studies and Research admission requirements. Additionally, the doctoral coordinator, after consulting with the department Ph.D. committee, will submit a recommendation regarding applicants to the School of Graduate Studies and Research. The following criteria are reviewed:

1. All official college transcripts
2. Three letters of recommendation
3. Statement of goals
4. Example of written work (thesis, articles, reports, etc.)
5. GRE scores (A combined score of at least 900 on the verbal and quantitative sections is expected. Some flexibility may be granted at the discretion of the screening committee.)
6. Skill requirement (foreign language, computer or statistical ability, or other skills approved by the Ph.D. committee or the department's graduate curriculum committee)
7. Personal interview (may be requested by department Ph.D. committee or by applicant)

## Program Requirements

The Ph.D. program in Criminology requires a minimum of 54 semester hours of acceptable graduate credit. Each student must complete requirements for (a) course work; (b) area of specialization requirements; (c) qualifying examinations; (d) skill requirement; and (e) dissertation.

### A. Required Course Work

#### *I. Core Courses (21 semester hours):*

<b>CRIM 810</b> Advanced Theoretical Criminology	3 cr.
<b>CRIM 817</b> Advanced Qualitative Methods	3 cr.
<b>CRIM 818</b> Quantitative Strategies for Analysis in Criminology	3 cr.
<b>CRIM 820</b> Advanced Quantitative Methods	3 cr.
<b>CRIM 830</b> Ethical and Philosophical Issues in Criminology	3 cr.
<b>CRIM 840</b> Advanced Criminal Justice Policy	3 cr.
<b>CRIM 851</b> Doctoral Colloquium in Criminology	3 cr.

#### *II. Advanced Applied Research (9 semester hours):*

<b>CRIM 901</b> Advanced Applied Research I	3 cr.
<b>CRIM 902</b> Advanced Applied Research II	3 cr.



**CRIM 903** Advanced Applied Research III 3 cr.

*III. Criminology Electives: 6 semester hours minimum*

*IV. Other Electives: 6 semester hours from Criminology or related disciplines*

## **B. Qualifying Examination**

Upon completion of 18 semester hours, a student must take qualifying examinations in three core subject areas. After successful completion, a student may proceed toward fulfillment of remaining degree requirements.

## **C. Comprehensive Area of Specialization Competence Review: Areas of Concentration**

Each student must decide upon one subspecialty within Criminology. Upon consultation with the student, the student's advisory committee, and the doctoral coordinator, a proficiency review will be conducted.

## **D. Skill Requirement (0-6 semester hours):**

This requirement may be fulfilled by demonstrating knowledge in one of the following areas:

- Foreign language
- Computer
- Advanced statistics
- Advanced research methods
- Other appropriate areas as approved by the doctoral coordinator

Further details regarding any of these skill requirements can be obtained from the doctoral coordinator.

## **E. Dissertation:**

In accordance with university guidelines, successful completion of a doctoral dissertation is required (12 semester hours).

## **Residency**

The following options are available to doctoral students for satisfying residency requirements:

1. Completion of a minimum of nine graduate credits at IUP in each of at least two consecutive semesters
2. Completion of a minimum of nine graduate credits at IUP for at least one semester immediately preceding or following a summer of nine semester hours of study
3. Completion at IUP of at least nine graduate credits in each of two consecutive summers plus six graduate credits during the intervening academic year

## **Part-Time Study**

This program may admit each year some students whose intention is to complete the program on a part-time basis. Course offerings can be expected to fluctuate, especially in the expansion of new course offerings. A complete and updated description of any changes can be obtained from the Department of Criminology.

## **D.Ed. in Curriculum and Instruction**

The Doctor of Education in Curriculum and Instruction is a graduate program intended for teacher/scholars who have demonstrated distinguished achievement as practitioners or administrators in the field of education. The D.Ed. is a professional degree conferred upon candidates who have demonstrated the ability to function effectively in the role of teacher-educator in college and university settings and who have a commitment to the professional development of preservice and in-service teachers.

Successful completion of the doctorate in curriculum and instruction signifies that program graduates function effectively as teacher/scholars who: 1) understand and apply educational theory, 2) demonstrate competence in curriculum evaluation, 3) fulfill the role of teacher-educator committed to working with diverse populations, and 4) conduct independent research that makes a significant contribution to the field of education.

The program leading to a Doctor of Education in Curriculum and Instruction is an applied sequence of courses, experiences, and research for individuals who are seeking to begin careers in higher education or to become curriculum experts and professional development specialists in public, private, and independent schools.

The Doctoral Program in Curriculum and Instruction is designed to prepare teacher/scholars who work with preservice and in-service educators in university and school settings. In fulfilling their role as teacher-educators, those who earn the D.Ed. in Curriculum and Instruction have mastered four areas: educational theory, teacher education, curriculum evaluation, and research methods.

The program intends to prepare doctoral graduates who will:

- Fulfill the teacher-educator's role in ways that reflect the highest standards for academic rigor, intellectual inquiry, and professional integrity
- Study curriculum as a discipline including the design, implementation, and evaluation of programs in education
- Analyze critical issues in curriculum and instruction, both historical and contemporary, as they relate to a broad range of disciplinary specialties in the field
- Use technology for developing outstanding college-level courses and professional development programs for preservice and in-service educators
- Demonstrate knowledge of adult development, characteristics of adult learners, and appropriate ways of supporting educators' professional growth
- Apply knowledge of learners and curriculum to offer exemplary college-level instruction and supervision to practitioners in the field of education
- Master the research skills of the teacher/scholar in education as demonstrated by professional presentations, scholarly writing, and the successful completion of independent dissertation research
- Contribute to the commonwealth and other educational settings by working effectively and ethically with diverse populations of educators, children, families, and communities

## **Admissions Criteria**

Students who have earned a valid instructional certificate from the Commonwealth of Pennsylvania may pursue the Supervisor of Curriculum and Instruction Certificate in conjunction with a 6-credit Supervised Doctoral Internship.

## Program Requirements

A total of 60 semester-hour credits beyond the master's degree are required in the Doctoral Program in Curriculum and Instruction. The credits are allocated as follows:

### I. Core (33 cr.)

<b>CURR 905</b> Curriculum Evaluation	3 cr.
<b>CURR 910</b> Advanced Topics in Human Development and Learning	3 cr.
<b>CURR 925</b> Critical Analysis of Issues in Education	3 cr.
<b>CURR 930</b> Analysis of Effective Instruction	3 cr.
<b>CURR 935</b> Education for Cultural Pluralism	3 cr.
<b>CURR 940</b> Technology in the Curriculum	3 cr.
<b>CURR 945</b> Literacy: Theory, Research, and Practice	3 cr.
<b>CURR 951</b> Issues and Processes in Curricular Change	3 cr.
<b>CURR 955</b> Doctoral Seminar in Curriculum and Instruction	3 cr.
----- Electives	6 cr.

### II. Professional Skills (12 cr.)

<b>CURR 915</b> Writing for Professional Publication	3 cr.
<b>CURR 920</b> Doctoral Seminar in Research Methods	3 cr.
<b>EDSP 915</b> Doctoral Seminar in Applied Educational Research	3 cr.
<b>or</b>	
<b>CURR 982</b> Research Instrument Design	3 cr.
<b>CURR 983</b> Qualitative Research Methods in Education	3 cr.

### III. Internship (6 cr.)

<b>CURR 798</b> Supervised Doctoral Internship	6 cr.
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### IV. Dissertation (9 cr.)

CURR 995 Dissertation 9 cr.

## V. Professional Portfolio

The professional portfolio will be developed during the course of the doctoral program. See the Doctoral Program in Curriculum and Instruction Handbook for detailed guidelines.

### Ph.D. in English, Composition and TESOL

The program is designed to meet the needs of English and TESOL (Teaching English to Speakers of Other Languages) instructors at two-year and four-year colleges and universities. The core courses provide a foundation for students to specialize in composition or TESOL or both. This foundation is flexible enough to meet students' individual needs and those of the academic marketplace.

The core curriculum connects theory with practice and is designed to increase the professional qualifications and teaching effectiveness of instructors in teaching positions. The Composition and TESOL Program began in 1975 and was revised in 1986 and again in 2000.

The Composition and TESOL Program recognizes the changing structure of education and the interdisciplinary nature of research into the nature and transmission of literacy. It provides central courses in research methods, technology and literacy, and language theory and offers options for a 9-credit specialization in Composition or TESOL. Doctoral students may begin the program in the summer or fall and must start with ENGT 800 and ENGL 808. Students have 15 elective hours in the program, with courses offered in rhetoric, reading theory, and literacy theory. In addition, students may take courses from other programs, or they may opt to take the second specialization in the CT Program.

The program emphasizes the flexible yet intensive preparation of instructors of literacy. To achieve this flexibility, the program permits variation in the fields of concentration. All students study a common body of knowledge in central courses and focus their research on the uses of interdisciplinary knowledge for the transmission of literacy in the teaching of English. A unique feature is that students can select an academic year or a summers-only program option.

### Program Requirements

#### Core Courses (9 cr.)

**ENGL 800** Introduction to Research 3 cr.

**ENGL 808** Technology and Literacy 3 cr.

**ENGL 803** Language and Cognition 3 cr.

or

**ENGL 805** Language and Social Context 3 cr.

**Specialization (9 cr.)***Composition Specialization***ENGL 833** Theories of Composition 3 cr.**ENGL 830** Teaching Writing 3 cr.**ENGL 831** Rhetorical Traditions 3 cr.

or

*TESOL Specialization***ENGL 823** Second Language Teaching 3 cr.**ENGL 824** Second Language Acquisition 3 cr.**ENGL 825** Second Language Literacy 3 cr.**Research (3 cr.)****ENGL 815** Qualitative Research Methods in Rhetoric and Linguistics 3 cr.

or

another approved research course, such as EDSP 817 Applied Educational Research Methods

**Electives (15 cr.)****ENGL 834** Linguistics and the English Teacher 3 cr.**ENGL 845** Theories of Literacy 3 cr.**ENGL 842** Cross-Cultural Communication 3 cr.**ENGL 844** Reading Theory and the College English Teacher 3 cr.**ENGL 846** Advanced Seminar in Literacy 3 cr.**ENGL 848** Advanced Topics in Linguistics 3 cr.**ENGL 897** Independent Seminar 3 cr.*Courses in other programs such as Literature or Education***Total Course Hrs.** 36 cr.

Dissertation 12 cr.

## Ph.D. in English, Literature and Criticism

The Literature and Criticism Program's Doctor of Philosophy in English is designed for present or future teachers at the college or university level. It features both a regular academic-year program and a very active summer program for established teachers who wish to complete their degrees in the summers only. The program develops students' abilities to examine literature critically, to teach literature effectively, and to make professional contributions in the field.

Courses emphasize the role of theory in understanding literature, and students are asked to apply theory to their teaching and research in the concluding Advanced Seminars. The Traditional Literature courses reinforce the student's understanding of historical, cultural, and intellectual contexts. The Special Literatures section mirrors the acceptance of new works in the canon. The focus on scholarly skills in the seminars and the mentoring relationships with professors assure that students will acquire a professional competence in literature and critical theory.

Early in the program, each doctoral student chooses or is assigned a faculty mentor to provide guidance and advice on becoming professionally active. The main components of the program are course work, a candidacy examination (taken approximately midway in the course work), proof of language proficiency, and the completion of a research skills requirement, comprehensive examinations, and the dissertation.

### Admission Criteria

The Literature Program has rolling admissions throughout the year. Please note that applications are not encouraged from students who are not already employed in teaching English or who do not have prior teaching experience. Because of the limited opportunity for gaining teaching experience on campus, student classroom teaching experience as part of the degree program cannot be guaranteed.

### Program Requirements

A minimum of 30 hours of course work (excluding the dissertation and, for certain students, the prerequisite ENGL 674 Bibliographical Methods in English) is required beyond the M.A.

### Two core courses (6 cr.)

**ENGL 955** The History and Theory of Criticism 3 cr.

**ENGL 956** Literary Theory for the Teacher and Scholarly Writer 3 cr.

### Six courses may be elected from all 700-level courses in literature (18 cr.)

(At least two courses must be in Traditional Literatures)

**ENGL 861** Topics in American Literature Before 1870 3 cr.

**ENGL 862** Topics in American Literature Since 1870 3 cr.

**ENGL 863** Topics in British Literature Before 1660 3 cr.

**ENGL 864** Topics in British Literature Since 1660 3 cr.

**ENGL 865** Topics in Literature as Genre 3 cr.

**ENGL 866** Topics in Comparative Literature 3 cr.

(At least one course must be in Special Literatures)

**ENGL 871** Topics in Postmodern Literature 3 cr.

**ENGL 872** Topics in Women's Literature 3 cr.

**ENGL 873** Topics in American or British Minority Literature 3 cr.

### **Two Advanced Seminars (6 cr.)**

**ENGL 983** Seminar: Literary Theory Applied to Major American Author or Theme 3 cr.

**ENGL 984** Seminar: Literary Theory Applied to British Author or Theme 3 cr.

**ENGL 985** Seminar: Comparative Literary Theory Applied to Traditional and Special Literature 3 cr.

### **Total 30 cr.**

The program director may permit students with particular programmatic needs to take up to six of the 30 hours in a closely related field such as rhetoric and linguistics, history, or philosophy.

After completing 12 to 18 hours of course work, the student must take a generalist literary essay examination for admission to candidacy and permission to take further elective courses and seminars. Candidacy depends upon satisfactory completion of this exam and the fulfillment of a 3.5 grade point average.

Following the completion of the 30 hours of course work, students take written comprehensive examinations in three areas (literary theory and practice as applied to a general list of authors and texts, a broadly defined area of literature, and a narrowly focused field of study), together with an oral defense of the written exams. In addition, the program requires reading ability in a foreign language and the completion of a research skills requirement (either proficiency in a second foreign language or an additional six hours of graduate course work in a field related to a student's research needs). The final program requirement is the successful defense of a dissertation, including registration for twelve dissertation credits. Further and more detailed information about the program is available in the Program Handbook, which may be obtained from the Office of the Director, Graduate Studies in Literature and Criticism, 111 Leonard Hall, 421 North Walk, IUP, Indiana, PA 15705-1015. Phone: 724-357-2263; fax: 724-357-3056.

## Ph.D. in Nursing

The Ph.D. in Nursing is designed to develop nurse-scholars who are experts in nursing pedagogy and are prepared to conduct advanced research. Graduates will synthesize knowledge from nursing and related disciplines as they assume leadership roles in diverse educational environments.

The 60-credit program, designed for nurses interested in pursuing a career in academia with a research focus on nursing education, provides students with nursing core courses, research courses, and supportive courses. Upon completion of the Ph.D. in Nursing program, the graduate is prepared to:

- Assume leadership in diverse educational environments.
- Synthesize knowledge from nursing and related disciplines to facilitate learning and foster development of students and educators.
- Conduct advanced nursing research that contributes to the generation of knowledge within nursing education.
- Model the role of nurse-scholars and effective nurse-educator.

## Admission Criteria

Students seeking admission to the Ph.D. program in Nursing must satisfy the minimum School of Graduate Studies and Research requirements and have a master's degree in nursing or a related field. International students are required to comply with the admission criteria as outlined in the graduate catalog.

All applicants must also submit the following for review by the doctoral program committee:

- Recent GRE Scores (including analytical writing)
- Official Higher Education Transcripts
- Nursing License
- Current Curriculum Vitae
- Writing Sample
- Two Letters of Recommendation
- Personal Interview

Refer to the nursing doctoral student application packet for additional information about the admission process. Additional information about the program can be found at [www.iup.edu/rn-alliedhealth](http://www.iup.edu/rn-alliedhealth)

## Program Requirements

The Ph.D. program in Nursing requires a minimum of 60 semester hours of graduate credits. Each student must also satisfactorily complete the candidacy examination, the comprehensive examination, and the dissertation.

Required course work:

### I. Nursing Core Courses (21 semester hours)

**NURS 820** Seminar in Nursing Theory

3 cr.



**NURS 860** Faculty Development in Nursing Education 3 cr.

**NURS 861** Pedagogical Practices in Nursing Education 3 cr.

**NURS 862** Curriculum Evaluation in Nursing 3 cr.

**NURS 863** Evaluation in Nursing Education 3 cr.

**NURS 864** Technology in Nursing Education 3 cr.

**NURS 993** Nursing Professoriate Practicum 3 cr.

## II. Research Core (15 semester hours)

**GSR 517** Statistical Methods II 3 cr.

**NURS 951** Quantitative Nursing Research 3 cr.

**NURS 952** Qualitative Nursing Research 3 cr.

**NURS 953** Research Seminar I 3 cr.

**NURS 954** Research Seminar II 3 cr.

## III. Support Courses (12 semester hours)

**NURS 865** Student Issues in Nursing Education<sup>1,3</sup> 3 cr.

**NURS 802** Leadership in Nursing: A Case Study Approach<sup>2</sup> 3 cr.

----- Electives 6 cr.

## IV. Dissertation (12 semester hours)

**NURS 994** Dissertation Seminar 3 cr.

**NURS 995** Dissertation 9 cr.

<sup>1</sup>May also take SAHE 631

<sup>2</sup>May also take ALS 802

<sup>3</sup>May also take SAHE 737

## Ph.D. in Nursing: DNP to Ph.D. Pathway

The Ph.D. in Nursing for those with a Doctorate of Nursing Practice (DNP) is designed to develop nurse scholars who are prepared to conduct advanced research in nursing education. Graduates will synthesize knowledge from nursing and related disciplines as they assume leadership roles in diverse educational environments.

The program is designed for nurses interested in pursuing a career in academia with a research focus on nursing education. This accelerated Ph.D. program pathway awards advanced standing based on prior work completed in a doctorate of nursing practice (DNP) program. Twenty-seven credits from the DNP program will fulfill the requirements of the Ph.D. program. A minimum of 33 credits of doctoral coursework taken at IUP will be required.

Upon completion of the Ph.D. in Nursing program, the graduate is prepared to:

- Assume leadership in diverse educational environments.
- Synthesize knowledge from nursing and related disciplines to facilitate learning and foster development of students and educators.
- Conduct advanced nursing research that contributes to the generation of knowledge within nursing education.
- Model the role of nursing scholar and effective nurse educator.

### Admission Requirements

Students seeking admission to the Ph.D. in nursing program for those with a DNP must satisfy the minimum School of Graduate Studies and Research requirements. Applicants must also submit the following for review by the doctoral program committee: official higher education transcripts, nursing license, current curriculum vitae, writing sample, and letters of recommendation. A DNP degree and a total of at least 60 credits in nursing beyond the bachelor's degree are required to enter the accelerated Ph.D. program option. Additionally, all applicants must possess and maintain a current nursing license. Refer to the nursing doctoral student application packet for additional information about the admission process. Additional information about the program can be found at [Nursing and Allied Health Professions](#).

### Curriculum

The accelerated Ph.D. in Nursing program pathway requires a minimum of 33 semester hours of graduate credits. Each student must also satisfactorily complete the comprehensive examination and the dissertation.

### Ph.D. in Safety Sciences

The Doctor of Philosophy in Safety Sciences prepares safety professionals with advanced skills in the anticipation, recognition, evaluation, control, and prevention of safety, health, and environmental hazards in the work environment. Graduates of this degree program will be able to conduct independent research.

### Admission Criteria

#### Required

It is expected that students entering the Ph.D. program in safety sciences will already have completed a master's degree in safety sciences, occupational safety, industrial hygiene or other closely related discipline. A

highly qualified applicant may enter the doctoral degree program with a baccalaureate degree. Such students must meet the Master of Science in Safety Sciences degree program admission requirements and complete the Master of Science in Safety Sciences degree requirements en route to the Ph.D.

Students with a master's degree in safety or a closely related field seeking admission to the Doctor of Philosophy in Safety Sciences degree program must meet the following criteria:

- Have earned a master's degree from a regionally accredited college or university

A student must have a master's degree in safety sciences or a closely related field such as industrial hygiene, environmental health, or ergonomics. Students not possessing a master's degree in safety sciences or a closely related field but having a master's degree in a technical field such as industrial engineering may be admitted to the program provided they can demonstrate they meet competency areas in math, chemistry, physics, safety management, industrial hygiene, fire safety, and ergonomics. The competency areas can be met through prior coursework, certifications, or taking additional coursework. Applicants will also be required to demonstrate an ability to conduct independent research through a thesis, published research article, etc.

- Have a minimum graduate grade-point average of 3.0 (on a 4.0 scale)

Additionally, the doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the School of Graduate Studies and Research. The following criteria are reviewed:

All official college transcripts  
 Three letters of recommendation  
 Statement of goals  
 Resume  
 Official GRE scores (general test)  
 Example of written work, e.g., thesis, articles, reports, etc.

International students must also meet Graduate Admissions requirements for international students. These requirements include:

- Submission of Test of English as a Foreign Language (TOEFL) scores for applicants from people whose native language is not English. The minimum TOEFL score for admission to the program is 540.
- Submit a Foreign Student Financial Statement. International students must document their ability to assume full responsibility for the cost of graduate education per Graduate School requirements.

Application details can be found at the [School of Graduate Studies and Research website](#)

## Required Course Work

### Core Courses (33 semester hours)

<b>SAFE 800</b> Pedagogical Practices in Safety Education	3 cr.
<b>SAFE 801</b> Environmental Impact Assessment and Documentation	3 cr.
<b>SAFE 802</b> Safety Management Systems	3 cr.
<b>SAFE 803</b> Epidemiological Analysis in Safety Sciences	3 cr.

<b>SAFE 804</b> Legal Aspects of Safety Sciences	3 cr.
<b>SAFE 805</b> Strategies in Risk Control	3 cr.
<b>SAFE 806</b> Advanced Topics in Environmental Health and Safety	3 cr.
<b>SAFE 808</b> Curriculum Evaluation in Safety Education	3 cr.
<b>SAFE 813</b> Practicum in Safety Education	3 cr.
<b>SAFE 873</b> Disaster Preparedness	3 cr.
<b>SAFE 874</b> Fire Safety in Building Design	3 cr.

### **Advanced Applied Research (9 semester hours)**

<b>SAFE 810</b> Applied Research I: Experimental Design	3 cr.
<b>SAFE 811</b> Applied Research II: Multivariate Statistics	3 cr.
<b>SAFE 807</b> Applied Research III: Doctoral Colloquium in Safety Sciences	3 cr.

### **Dissertation (12 semester hours):**

SAFE 995 Dissertation (1-12 credits)

### **Comprehensive Examination**

Upon completion of their coursework, doctoral students will be required to arrange a written comprehensive exam with their major advisor. This pass/fail examination will encompass all coursework completed to that point in the degree and focus on subject areas expected to be explored by the student during his/her dissertation research. Upon successful passing of the comprehensive examination, a student may proceed toward fulfillment of remaining degree requirements, beginning with the completion and defense of the dissertation proposal (typically the introduction and proposed methodology of the dissertation). If a student does not pass their comprehensive examination, they are allowed to retake the examination once.

### **Proposal Development and Defense**

Students will be required to successfully complete an oral defense of their dissertation proposal before their dissertation committee. Although the format and content of the dissertation proposal will be specific to each student, it is expected that each dissertation proposal will consist of at least of the following sections: an introduction, literature review, purpose and rationale, hypotheses and proposed methodology/analysis plan. Upon completion of the proposal defense, a student may proceed toward fulfillment of the dissertation requirements.

## Dissertation Defense

Upon the completion of the written dissertation, students must successfully complete an oral defense of their dissertation. The defense shall be completed before the student's dissertation committee comprised of the Committee Chairperson and committee members. The membership and procedures of the dissertation committee shall follow the requirements of the School of Graduate Studies and Research.

In accordance with university guidelines, in order to confer the doctoral degree, successful completion of a doctoral dissertation (12 semester hours) and defense is required.

## Cohort Model

Most students entering this degree program can be expected to be full time working professionals seeking to advance their education and in many cases, change their careers paths to higher education, thus the Department of Safety Sciences will admit a limited number of students in a cohort model.

## Distance Education

It is anticipated that most students seeking a doctoral degree in this program will be working, full-time, safety professionals from around the United States. To make the program available to a larger number of students, 24 hours of the 54 hours in the degree program will be offered through distance education. Two courses will be offered as one week courses during the summers on the IUP campus.

## Part-time Study

This program may admit each year a limited number of students whose intention is to complete the program on a part-time basis. Such students are alerted that course offerings can be expected to fluctuate, especially in the expansion of new course offerings. A complete and updated description of any changes can be obtained from the Safety Sciences Department.

## D.Ed. in School Psychology

The doctoral program is designed to enhance the competencies of the school psychologist and to allow the student to gain advanced skills in research and broad-based skills reflective of a generalist school psychologist.

For all doctoral students, the majority of the advanced doctoral courses are completed in two to three summers following the completing of the certification in school psychology. In addition to seminars in advanced issues in assessment and intervention, the core courses include two advanced research courses and courses emphasizing applied clinical skills.

Doctoral students take a three-credit practicum, a six-credit school-based internship (1,300 hours), and a nine-credit dissertation to complete the doctoral degree. Half of a student's total school psychology doctoral internship must be completed in a school setting.

Both the specialist-level and doctoral programs are accredited by the National Association of School Psychologists and National Council for Accreditation of Teacher Education.

## Admissions Criteria

Students who are progressing successfully through the [master's program](#) may apply for the [specialist \(certification\)](#) program or directly to the doctoral program. Students who are accepted as doctoral students may enroll in selected doctoral-required courses as they progress through the certification program. It is expected that the majority of the doctoral requirements will be completed in the two summers following the specialist-level internship to maintain program continuity. A student who has a lapse in program enrollment without faculty approval may be required to reapply to the program.

Special admission and program planning procedures have been developed so that employed school psychologists, certified through a fully accredited university training program, may be admitted to the doctoral program. In addition to the completed application forms, undergraduate and graduate transcripts, two letters of recommendation (one of which must be from a direct supervisor), and GRE scores, the student must present evidence of obtaining a passing grade on the School Psychology Praxis Exam. Upon admission, these students must undergo a transcript review and candidacy exam to evaluate their past training and current competencies. Based on the transcript review, the candidacy exam, and observation of their clinical skills in EDSP 949 (Practicum II), a plan of study is developed. Additional courses beyond those required in the doctoral course sequence may be needed to fill gaps in the student's training or competence.

Candidates for the [certification program for supervisor of pupil services](#) who are not matriculating as doctoral students in school psychology may apply directly to the School of [Graduate Studies and Research](#) for this program. Students in the doctoral program in school psychology do not need to submit a separate application for this program.

## Program Requirements

### Summer 1

<b>EDSP 964</b>	Seminar in School Psychology I	3 credits
<b>EDSP 965</b>	Seminar in School Psychology II	3 credits
<b>EDSP 977</b>	Seminar in Family-School Relations	3 credits
<b>EDSP 966</b>	Psychopharmacology of Children's Learning and Behavior	3 credits

### Summer 2

<b>EDSP 942</b>	Neuropsychology of Children's Learning Disorders	3 credits
<b>EDSP 949</b>	Practicum II	3 credits
<b>EDSP 915</b>	Doctoral Seminar in Applied Educational Research	3 credits
<b>EDSP 978</b>	Family Services for School-Related Problems of Children with Special Needs Disorders	3 credits

### Fall-Spring

<b>EDSP 996</b>	Dissertation	6 credits
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## Summer 3

<b>EDSP 916</b>	Doctoral Seminar in Advanced Educational Research	3 credits
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## Fall-Spring

<b>EDSP 952</b>	Internship	6 credits
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## Post-Comprehensive Examinations

<b>EDSP 995</b>	Dissertation	3 credits
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**Total: 42 credits**

**Note:** Students who enter the doctoral program having received their certification in school psychology from another university take an additional Practicum course (EDSP 949) and should take PSYC 836 or PSYC 858, PSYC 810, and EDSP 966 (Psych. Core) if similar courses are not part of their certification program per advisement of doctoral director. These students may also be required to take EDSP 817, depending on their performance on the candidacy examination (research section).

## Certificate Programs and Certifications

### Counseling License Only Option

The License Only Option for admission is designed for individuals who need additional credits to meet state standards for licensure. In order to be eligible for the License Only Option, individuals need to have completed a minimum of a 36-credit-hour master's degree and meet grandparenting criteria as outlined by the licensure board, or individuals need to have completed a minimum of a 48-credit master's degree.

Applicants should contact the department to have their transcript(s) evaluated in order to determine in which courses they could enroll. The final determination of course acceptability for licensure is made by the state licensing board. If a student has a question about a course being accepted for licensure or about meeting grandparenting criteria, he or she should contact the licensure board directly. Applicants for the "License Only" status must meet the same admissions requirements as degree-seeking applicants; these requirements include a minimum 3.5 graduate grade point average.

### Geography: Geographic Information Science and Geospatial Techniques (Certificate of Recognition)

The Department of Geography and Regional Planning offers a program of study leading to a Certificate of Recognition in Geographic Information Science and Geospatial Techniques. This 18-credit program provides instruction on the concepts of geographic information sciences and the technical and applied aspects of

geographic information systems and other geospatial technologies, such as remote sensing, global positioning systems, and spatial databases.

The Certificate of Recognition in Geographic Information Science and Geospatial Techniques is designed for persons who already have an undergraduate degree from an accredited university and who are interested in increasing their knowledge base and skills in GIS to take advantage of opportunities in the job market. Students enrolled in the Certificate of Recognition program who become interested in pursuing a graduate degree in the department will be permitted to apply the maximum number of certificate credits allowed by the IUP School of Graduate Studies and Research toward a Master of Science degree. Students who complete the COR will have exposure to and grasp the nature of 1) the basis and logic of map projections and geographic coordinate systems; 2) geographic information systems hardware and software; 3) the basis and logic of various spatial data models and structures; 4) techniques for the assessment, planning, and development of spatial databases; 5) appropriate and accepted methods of spatial data analysis; and 6) representation of spatial and nonspatial data through maps and other techniques.

### Program Requirements

All students will be required to complete successfully a total of 18 credits, of which nine hours (three courses) will be core courses. The student will need to choose nine hours (three courses) of electives to complete the program.

#### Core Courses (9 cr.)

<b>GEOG 515</b> Remote Sensing	3 cr.
<b>GEOG 516</b> Introduction to Geographic Information Systems†	3 cr.
<b>GEOG 517</b> Technical Issues in GIS*	3 cr.

#### Elective Courses (9 cr.)

<b>GEOG 513</b> Cartography	3 cr.
<b>GEOG 514</b> Map and Photograph Interpretation	3 cr.
<b>GEOG 521</b> Enterprise GIS Management*	3 cr.
<b>GEOG 618</b> GIS Applications Development*	3 cr.
<b>GEOG 675</b> Spatial Analysis Techniques*	3 cr.
<b>GEOG 680</b> Seminar†	3 cr.
<b>GEOG 681</b> Special Topics†	3 cr.
<b>GEOG 699</b> Independent Study†	3 cr.



\* Indicates that GEOG 516 Introduction to GIS is a prerequisite for the course.

† Indicates that permission of the instructor is needed to enroll in the course.

‡ Indicates that GEOG 518 or GEOG 519 may be substituted at discretion of the COR committee.

## Certificate of Recognition in School Psychology

The Certification in School Psychology (33 credits) is designed to provide the student with specific clinical skills necessary to function as a school psychologist.

Courses focus on the multiple roles of the school psychologist, including counseling, assessment, intervention, consultation, biological bases of behavior, exceptionalities, law/ethics, and the use of psychological skills in multicultural educational settings.

### Admissions Criteria

Students who are progressing successfully through the master's program may apply for the certificate of recognition program or directly to the doctoral program in school psychology. Applicants who have earned a master's degree in a closely related field of study may also apply and be considered for admission into the certificate of recognition in school psychology program. Students who are accepted as doctoral students may enroll in selected doctoral-required courses as they progress through the certification program. It is expected that the majority of the doctoral requirements will be completed in the two summers following the specialist-level internship to maintain program continuity. A student who has a lapse in program enrollment without faculty approval may be required to reapply to the program.

Students must maintain a grade point average of at least 3.25 while enrolled in the program. Continuous enrollment is also required for the certificate of recognition unless waived by the Coordinator of the Certification Program and the School Psychology Committee.

### Program Requirements

Course work include:

**EDSP 717** Applied Educational Research Methods

**EDSP 747** Advanced Psychology of Adolescent Education

**EDSP 812** Assessment for Intervention I

**EDSP 814** Advanced Assessment for Low Incidence Disabilities

**EDSP 818** Instructional Consultation

**EDSP 949** Practicum II (6 credit hours)

**EDSP 963** Assessment of Personality & Behavior Problems of Children

**EDSP 952** Internship \* (6 credit hours)

----- Approved Elective\*\*

\* The certification program includes an internship (EDSP 952) that encompasses a minimum of 1,200 hours, at least half of which occur in a school setting.

\*\* All electives must be approved by the student's departmental advisor and may be chosen to enhance the student's interest in school psychology, human development and learning, or educational evaluation and research.

### **School Counseling Certification Only**

Those students already possessing a master's degree and seeking School Counseling certification (elementary or secondary) may apply to the counseling program for "Certification Only" status.

### **Supervisor of Pupil Services**

Students in the [D.Ed. in School Psychology program](#) may take additional course work and field experiences toward certification by the Pennsylvania Department of Education as a supervisor of pupil services.

This optional program consists of many of the basic doctoral courses as well as additional courses in supervision of student clinicians (EDSP 949) and supervision and administration of pupil service functions. A total of 39 credits is required. Candidates for the certificate must also complete a pupil services project within a 260-hour internship in supervision of pupil services in a school district or intermediate unit.

The program is open to doctoral students in school psychology and to others who hold an educational specialist certification as a school psychologist. Postdoctoral enrollments are also accepted.

### **Certification of Recognition: Simulation and Technology**

The Simulation and Technology COR will present an avenue to prepare nurses and faculty for roles in clinical practice and education, including those teaching in licensed practical nurse (LPN), pre-licensure registered nurse (RN), graduate nursing, and staff development settings. The COR program will provide courses that focus on leadership, pedagogical teaching strategies, curriculum design or evaluation methods, designing, implementing, and evaluating simulation scenarios, informatics, teaching via distance education, and the use of technology in the classroom and clinical settings.

The 18-credit COR will include courses related to leadership, informatics, teaching strategies, and simulation for the graduate student to use technology and simulation in a clinical or lab setting under the guidance of an experienced informatics nurse or faculty. The COR will include the following courses:

- NURS/HSAD 555 Informatics in Health Care
- NURS 619 Leadership Strategies for Nursing
- NURS 722/723/725\* (students will select one course to complete)
  - - NURS 722 Measurement and Evaluation in Nursing Education\*
    - NURS 723 Program Development in Nursing Education\*
    - NURS 725 Teaching Strategies for Nursing Curricula\*
- NURS 781 Simulation in Nursing Education
- NURS 864 Technology in Nursing Education
- Elective (advisor approval required)

Admission requirements: Current R.N. license, baccalaureate degree with a minimum 2.6 GPA

### Special Education Certificate Only at Graduate Level

The Special Education Certificate of Recognition (COR) is an 18-credit program offered by the Special Education program in the Department of Special Education and Clinical Services. The program leads to PA certification in Special Education. Students choose from two options: Special Education Certification preK-8th grade or Special Education Certification 7th-12th grade. All students take courses related to characteristics of students with disabilities, effective instructional practices, and assessment. Students focusing on preK-8th grade are required to take a course on multi-disciplinary collaborations. Students focusing on 7th-12th grade are required to take a course on transition services. All students must complete a practicum experience during the summer.

The Special Education COR was designed for persons who have initial teaching certification in a content area such as Early Childhood Education, English Education, or Art Education. Eighteen credits are the minimum requirements for PA teacher certification in Special Education. Students who do not have prerequisite methods courses may be required to take additional courses; individual programs will be designed based on a review of transcripts.

#### COR Requirements \*

EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities or Brain Injury

EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical or Multiple Disabilities

EDEX 752 Assessment of Persons with Disabilities

EDEX 754 Advanced Instructional Design in Special Education

EDEX 785 Practicum and Internship (severe)

EDEX 558 Transition for Youth with Disabilities (required for 7-12 certification)

OR

EDEX 755 Professional Collaboration and Team Building for Special Educators (required for PreK-8 certification)

\* PECT exams are also required to obtain PA certification. Minimum requirements: Additional coursework may also be required for PA certification.

## Academic Policies

### Academic Credits and Student Status

Full-time graduate student status is defined as nine or more semester hours of graduate credits per semester, while part-time status is defined as eight or fewer semester hours per semester.

### Academic Good Standing

IUP master's students must maintain a minimum of 3.0 ("B") cumulative graduate quality point average to be in good standing academically.

Students who fall below good standing are placed on probation for their next active semester or summer term, during which the cumulative average must be raised to 3.0. Students who fail to raise their cumulative averages to at least 3.0 during their probation period will be dropped from their degree program as well as from the School of Graduate Studies and Research and will not be permitted to register for further courses. A student must be in good standing to be admitted to degree candidacy and to graduate. This policy remains the same for students pursuing a graduate degree at the doctoral level, except the required minimum grade point average is between 3.0 and 3.5, depending upon the program.

### Academic Integrity Policy and Procedures

Graduate Academic Integrity Policy and Procedures

IUP is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. The following policies and procedures have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies.

#### *I. Academic Integrity Policy and Procedures*

The university's academic integrity policy is part of an ongoing effort to develop a community where trust, honesty, ethical principles, and personal integrity guide interactions with others, thereby providing for orderly academic and scholarly processes.

The following policy and procedures have been established to preserve the academic integrity of the university community, while also providing a process that provides opportunities for students to respond to allegations that the policy has been violated.

#### *II. Policy*

**A. Types of Violations:** Violations of academic integrity include, but are not limited to, the following:

- 1.** Providing or receiving unauthorized assistance in coursework, with lab work, theses, dissertations, or during examinations (including qualifying and comprehensive exams) or quizzes.
- 2.** Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
- 3.** Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).
- 4.** Using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted.
- 5.** Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
- 6.** Intentionally evading IUP academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
- 7.** Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms and documents, or altering or adding answers on academic exercises or exams after work has been graded.
- 8.** Computer dishonesty as addressed by university computing policies including, but not limited to: using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading information to obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user's computing accounts; sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attempt to gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular, software license agreements and copyright laws; using information resources to monitor another user's data communications, or to read, copy, change, or delete another user's files or software without permission of the owner; using or installing or attempting to use or install software not properly licensed.
- 9.** Noncompliance by failure to comply with previously imposed sanctions for academic violations under this policy.
- 10.** Class behavior which significantly disrupts the learning process or is a threat to others.

**11.** Buying, selling, stealing, or engaging in unauthorized exchange of, or improperly using, any assignments, papers, or projects.

**12.** Making fraudulent claims to gain academic credit or to influence testing or grading.

The university reserves the right to discipline any student for the above policy violations and any other action that an ordinary, reasonable, intelligent college student knows, or should know, might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

Charges of academic integrity violations may be brought by a faculty member or administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy may elect to resolve the matter by Informal Resolution, by Documented Agreement, or by Formal Adjudication.

*Sanction(s) may not be imposed upon a student believed to have violated an academic policy without following one of these three procedures.*

If charges are brought, the accused student shall have a fair and reasonable opportunity to answer, explain, and defend against the charges. The university shall have the burden of proof in all cases.

### **III. Procedures**

**A. Options for Resolution:** A faculty member or administrator must use one of the following options to resolve alleged violations of academic integrity:

**1. Option I: Informal Resolution.** The faculty member/administrator shall notify the student of the charges and schedule a meeting within ten calendar days of the observation or discovery of the incident and agree at such meeting to resolve the issue without submitting any formal documentation. If the violation pertains to work being judged or that has been judged by a committee (examples might include dissertations, theses, and comprehensive examinations, both oral and written), the meeting must involve a majority of the committee and the resolution must be agreed to by a majority of the committee. It is in the interest of the faculty member/administrator and student to complete a statement that summarizes the incident, meeting, and agreed-upon resolution. The factual statement should be signed by both parties and copies provided to the student and the faculty member/administrator. If the agreement is for the student to withdraw from the program, it must also be stipulated that the student cannot reapply to any other program at IUP, and the agreement must be documented as in Option II below. By resolving the charges informally, the student waives his/her right to appeal sanctions which have been agreed upon in the resolution process. If agreement cannot be reached, or at the discretion of the faculty member/administrator, a more formal process as outlined in this policy must be initiated by the faculty member/administrator.

#### **2. Option II: Resolution by Documented Agreement**

**a.** If no resolution is reached under Option I, or if the faculty member/administrator deems this step to be more appropriate, the faculty member/administrator may schedule a conference with the student in an attempt to reach a mutually agreeable resolution. This conference must be scheduled/requested within ten calendar days of the observation or discovery of the alleged violation or of the failure to resolve through

Option I. If an agreement is reached, the faculty member/administrator must complete a Documented Agreement Referral Form outlining the agreement and have it signed by both parties: faculty member/administrator and student. If the violation pertains to work such as a thesis or comprehensive examination being judged or that has been judged by a committee, the conference must involve a majority of the committee and the Documented Agreement Referral Form must be agreed to and signed by a majority of the committee and the student. If the agreement is for the student to withdraw from the program, it must also be stipulated that the student cannot reapply to any other program at IUP. Copies are distributed to the student, the faculty member/administrator filing the agreement, the department chair, Graduate Admissions Office, and the Office of the Provost. The Office of the Provost will file the official documents with the Office of Student Conduct. The form must be filed within ten calendar days of the conference.

b. By signing the agreement, the student waives the right to appeal the sanctions agreed upon in the conference. If the student fails to fulfill the written agreement, the faculty member/administrator may file an academic integrity referral against the student for noncompliance.

c. If a prior academic integrity violation for the student is on record, the matter will be referred to an Academic Integrity Board (see section D, Multiple Violations).

d. If a documented agreement is not reached, the faculty member/administrator shall initiate the formal adjudication process by filing an Academic Integrity Referral Form with the department chair, within ten calendar days of the conference with the student.

### **3. Option III: Resolution by Formal Adjudication**

**A.** A faculty member/administrator should pursue formal adjudication if:

...he/she cannot reach, or chooses not to attempt, a mutually agreeable resolution with the student regarding the facts of the case or sanctions to be imposed,

...he/she believes that the violation is so severe that it warrants the following sanctions:

- awarding a failing grade on a project or exam (such as a graduate qualifying for a comprehensive exam or dissertation) when resubmitting the project or retaking the exam is not possible
- involuntary withdrawal from one or more of IUP's academic programs
- suspension
- expulsion
- rescission of a conferred degree

a. The faculty member/administrator should file an Academic Integrity Referral Form with the department chair, within ten calendar days of the observation or discovery of the violation or within ten calendar days of the failure to reach a resolution through Option I or Option II. If the violation pertains to work being judged by a committee, the form must be signed by a majority of the committee. The form will contain a description of

the alleged violation, including the time, date, and place of occurrence, and the recommended sanction if the student is found to have violated this policy.

b. The department chair will forward a copy of the Academic Integrity Referral Form to the student, within ten calendar days of receiving notification of the allegation, and contact the student to schedule a hearing to review the facts surrounding the allegation and recommended sanctions if the student is determined to have committed a violation.

c. The hearing should be scheduled so as to allow the student a reasonable time to prepare a defense (within ten calendar days of being notified of the allegation by the department chair).

d. This hearing will involve the student, the department chair, the faculty member/administrator, and the Dean of the School of Graduate Studies and Research (or Dean's designee); all parties may invite others with pertinent information. The student and the faculty member/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence, and to question witnesses.

e. The accused student may identify an advisor, who may be an attorney, to be present at the hearing. The advisor may only consult privately with the student.

f. The student may waive his/her right to a hearing in writing. If so, the sanction recommended by the person filing the referral will be imposed unless the sanction is suspension, expulsion, or rescission of a degree. Suspension, expulsion, or rescission of a degree must be implemented by the president's designee

g. If the accused student receives proper notification of the hearing and fails to appear when the hearing has been scheduled, the hearing will be held in the student's absence and the department chair will render a decision based upon information presented by the faculty member/administrator.

h. Following the hearing, the department chair will render a determination based on the information presented at the hearing. Within ten calendar days of the hearing, the department chair will forward a written report summarizing the hearing that includes the outcome, the factual basis for the determination reached, the sanction to be issued, and the appeal procedures. The original report is sent to the student with copies to the faculty member/administrator and Office of the Provost. The Office of the Provost will file the official documents with the Office of Student Conduct. If the outcome is for the student to withdraw from the program, it must also be stipulated that the student cannot reapply to any other program at IUP

i. In the event that a department chair cannot or will not fulfill the above role, or in the event that the person filing the referral is an administrator or department chair, the Provost/designee will determine the appropriate individual to fulfill the department chair's role and inform the student and the faculty member/administrator filing charges within ten calendar days of receiving notification of the allegation.

j. If a prior academic violation for the student is on record, the case must be referred to the Academic Integrity Board (see section D, Multiple Violations). Otherwise, if there is no appeal, the recommended sanction will be imposed..

**B. Academic Integrity Board (AIB):** The AIB may be asked to hear appeals of cases filed at Option III: Resolution by Formal Adjudication. In addition, the AIB will hear all cases in which appeals to the chair's



decision are accepted by the Provost/designee (see sections C.1. and C.2., Appeals). The AIB will also review sanctions in cases of multiple violations (see section D).

- 1.** For graduate-level hearings and reviews, the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) graduate students. For undergraduate hearings and reviews the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) undergraduate students. A quorum requires the presence of four persons, at least one of whom must be a graduate student (for cases at the graduate level) or an undergraduate student (for cases at the undergraduate level). All members, including the chair, are voting members.
- 2.** When an AIB hearing is called, the AIB will be convened by the Provost/designee. The accused student shall be notified of the time, date, and place of the hearing and the names of those AIB members scheduled to review his/her case. If the hearing is an appeal, this notification will also include details of the charges, including the time, date, and place of the alleged offense and the recommended sanction. If the hearing is a review of sanctions in a multiple violation case (see Section D), the notification should also indicate that more severe sanctions might be imposed. The hearing should be scheduled no sooner than ten calendar days from the date of notification to the student.
- 3.** Prior to the hearing, a student appearing before an AIB may, with good cause, challenge any member on the board sitting in judgment of his/her particular case. When such a challenge is made, an alternate member will be appointed to the AIB.
- 4.** The AIB will review all material and hear all evidence pertinent to the case from the accused and all witnesses. Members of the AIB shall be free to ask relevant questions to clarify information or resulting issues.
- 5.** The AIB will hear evidence appropriate to the nature of its review (see section C, Appeals).
- 6.** The student shall have a fair and reasonable opportunity to answer, explain, and defend against information and witnesses' statements presented at the hearing. The student shall also have the opportunity to submit written, physical, and testimonial evidence, and to call relevant witnesses on his/her behalf.
- 7.** The accused student may identify an advisor, who may be an attorney, to be present at the hearing. The advisor may only consult privately with the student.
- 8.** After hearing all evidence, the AIB will privately make its decision based upon the evidence presented and within the scope of its review. A majority vote of the AIB shall be required for any decision. If the AIB finds that the student more likely than not committed the misconduct or infraction, and the student has not prior academic violation on record, it may accept, reduce (but not increase), or modify the recommended sanction. If the student does have a prior academic violation on record, the AIB may increase the recommended sanction (see section D, Multiple Violations).
- 9.** If the student waives his/her right to a hearing in writing, or chooses not to appear at the AIB hearing, the case will be adjudicated based upon the evidence presented at the scheduled hearing.
- 10.** All hearings are closed unless the student requests an open hearing in writing. The AIB chair has the authority to make the final decision regarding access of spectators at the hearing.

**11.** The AIB must submit a written report of the decision within ten calendar days to the Provost/designee, who will forward the decision to the involved parties.

**C. Appeals:** These appeal procedures apply to cases resolved through formal adjudication. Cases of academic integrity that are resolved through Informal Resolution or Documented Agreement cannot be appealed.

**1.** If, after receiving the department chair's report on the outcome of the hearing, the faculty member/administrator or the student disagrees with the decision, the sanction, or both, he/she may appeal to the Provost/designee within ten calendar days of receiving the report. This appeal must be in writing and describe in detail the grounds for the appeal. These reasons may include the following:

**a.** Denial of a fair and reasonable hearing

**b.** New evidence (applies when there is an acceptable reason why the information was not presented at the original hearing)

**c.** Excessively harsh sanctions

**2.** The Provost/designee may deny the appeal or direct the appeal to be heard by an AIB within ten calendar days. All appeals involving sanctions of involuntary withdrawal from one or more of IUP's academic programs, suspension, expulsion, or rescission of a degree will be heard by an AIB.

**3.** Unless the recommended sanction is suspension, expulsion, or rescission of a degree, the decision of the AIB is final and will be implemented by the Provost/designee

**4.** Suspension, expulsion, or rescission of a degree may be recommended by the AIB but can only be implemented by the President's designee, who is responsible for verifying that due process was followed.

**D. Multiple Violations:**

**1.** Information about prior violations is not relevant to determining whether a student violated the policy in the current case. However, such information is pertinent in determining the appropriate sanction.

**2.** If a student is found in violation of academic integrity two or more times, all materials within the student's past and present academic integrity files shall be used in determining appropriate sanctions. Students with multiple academic integrity violations of record may be subject to additional sanctions, including possible suspension or expulsion from the university.

**3.** For cases previously resolved by documented agreement or through formal adjudication at the department chair's level, an AIB hearing will be scheduled. This hearing will review all information pertinent to the determination of an appropriate sanction but will not reconsider the issue of whether the policy violation occurred. After considering the severity of the current and prior violations, the AIB may determine that a more severe sanction is appropriate.

**4.** The AIB should request information on prior violations only after determining that a violation has occurred. Information on prior violations should be used in determining the appropriate sanction.

5. The AIB must submit a written report of the decision within ten calendar days of its decision to Provost/designee, who will forward the decision to the involved parties.

6. The student may appeal any new sanction to the Provost/designee. The Provost/designee may deny the appeal or, on the basis of denial of a fair and reasonable hearing, new evidence, or excessively harsh sanctions, direct the appeal to be heard by a second AIB.

#### **E. Sanctions:**

The following sanctions may be agreed upon by the student and faculty member/administrator through Informal Resolution or Documented Agreement. All grade reductions require the approval of the instructor of record. If the work is graded by a committee, a grade reduction requires the approval of the majority of the committee.

**a. Single Grade Reduction:** Reduction of grade or failure on project, examination, quiz, or other academic exercise on which the student is alleged to have cheated.

**b. Course Grade Reduction:** Reduction of course grade or failure in the course. If the violation involves a project spanning multiple courses (such as a dissertation or multiple semester internship), the grade reduction may apply to all courses involved.

**c. Constructive or Educational Task:** A task which requires the student to examine his/her dishonest behavior and which may benefit the student, campus, or community.

**d. Other:** Sanctions deemed appropriate and tailored to a specific violation as determined by the faculty member/administrator. Any reasonable sanction or combination of sanctions for a given violation may be agreed upon by the student and faculty member/administrator.

2. In addition to the above, the following sanctions may be imposed through formal adjudication.

**Letter of Warning:** A warning letter may be issued indicating that the student has been found in violation of an academic policy and that failure to comply with policies in the future may result in further disciplinary action to be handled as a second offense. The letter of warning will remain in effect for a period of time as specified by the individual or board hearing the case.

**Disciplinary Probation:** Disciplinary probation, which is for a period of time specified by the individual or board hearing the case, is an indication that a student's status at the university is seriously jeopardized. If the student is found in violation of another IUP policy during the probationary period, a more serious sanction will be levied, including possible involuntary withdrawal from one or more of IUP's academic programs, suspension, or expulsion from the university.

**Involuntary withdrawal from one or more of IUP's academic programs:** A student may be denied the right to participate in some segment of IUP's programs. Such involuntary withdrawal might be imposed on either a temporary or permanent basis.

**Rescission of a degree:** A student may have his/her degree rescinded if found to have plagiarized or not to have conducted his/her own research on an undergraduate thesis, graduate thesis, or graduate dissertation.

**Suspension:** A student may be suspended from the university for a specified period of time, not to be less than the remainder of the current semester. Suspension requires that a student remove himself/herself from university premises, not attend classes or social activities, and not be present on university or Student Cooperative Association property during the period of suspension.

**Expulsion:** Expulsion may be considered under any of the following circumstances: when there is a very serious violation of the academic integrity policy, when a student is proven to have violated the academic integrity policy on more than one occasion, or when a student appears before the board after already having been suspended. Expulsion from the institution is permanent. Appeals to the sanction of expulsion must be submitted to the Office of the President. If necessary, the President will consult with legal counsel in these cases. Suspension, expulsion, and rescission of a degree can be recommended by a faculty member/administrator, department chair, and AIB but can be imposed only by the President's designee for suspension, expulsion, and rescission of a degree; the designee is responsible for verifying that due process was followed.

**Other:** Further sanctions, including rescission of a graduate degree, may be recommended through written agreement approved and signed by the faculty member and the Dean of the School of Graduate Studies and Research.

#### **F. Records and Recordkeeping:**

**Records of Informal Resolution.** Although no official forms are filed at this level of resolution, it is strongly recommended that a faculty member/administrator and student who reach an informal agreement put the agreement in writing with a copy to each participant. This protects each party in the event of any future attempt at renegotiation.

**Records of Resolution by Documented Agreement.** Documented Agreement Resolutions are filed with the Office of Student Conduct. They are not considered formal disciplinary records until, and unless, the student is found in violation of this policy a second time. They are internal university records used for monitoring students for multiple violations only. If a second documented agreement form is filed or a student is found in violation of the policy through formal adjudication, the student will then have a formal disciplinary record which includes records of both violations. This formal record is maintained according to the IUP judicial system recordkeeping policies.

**Records of Formal Adjudication.** Records of academic integrity cases resolved through formal adjudication are filed with the Office of Student Conduct. They are maintained as formal disciplinary records in accordance with IUP judicial system recordkeeping policies. Records of cases involving suspension, expulsion, or rescission of a degree must be maintained for a minimum of seven years.

#### **G. Operational Notes:**

In cases where a violation is alleged at, or near, the end of the semester and resolution by informal resolution, documented agreement, or formal adjudication cannot be completed before grades are submitted, the faculty member should submit a designation of "Incomplete" (I) for the student. The "I" designation will remain on the student's record until the case has been resolved. Once the case has been resolved, the "I" designation will be replaced with the appropriate grade.

If the violation is alleged during the semester when classes are in session, the accused student should continue attending all classes and continue to complete course requirements during the resolution of the academic integrity case.

If the student has withdrawn and has been found to violate the policy, another grade, including an F, may be placed on the transcript. If the student has withdrawn and has not been found to violate the policy, the “W” will remain on the transcript.

The ten-day requirement within this policy is a period of time intended to reasonably assure swift notification of an alleged violation and a swift response while allowing the student a reasonable opportunity to prepare a response. Either a faculty member/administrator or student may request an extension of time for good cause, which may be granted by the Provost or designee.

The university may withhold transcripts, grades, diplomas, or other official records pending the disposition of cases, if such action is reasonably necessary to preserve its ability to enforce its rules.

6. The Provost/designee may modify the procedural provisions of these rules by the issuance of written orders to deal with particular unusual procedural situations, so long as no order shall contradict the rules of the Board of Governors of the State System of Higher Education governing due process for students, and no such rule shall deny fundamental fairness to students by, for example, effectively constituting a denial of notice or opportunity to be heard

7. This policy will be reviewed by the Senate Academic Committee after five years.

The various forms described in this policy are available from the Office of the Provost, the Office of the Vice President for Student Affairs, deans’ offices, or department offices. Questions concerning the Academic Integrity Policy and Procedures can be directed to the Office of the Provost.

Approved by University Senate on December 3, 2013

### **Admission Classification**

IUP’s two graduate admission classifications are “Degree-seeking Admission” and “Non-degree Seeking Admission.” Those admitted to IUP master’s and doctoral programs are considered degree-seeking.

Non-degree seeking admission subcategories include Certificate of Recognition, Certification Only, Special Status, and One Course Only. Applicants who are admitted as Non-degree Seeking Admission students can apply for Degree-seeking Admission for future terms.

### **Advisement**

Students are expected to consult their academic advisor or [program coordinator](#) after admission to the School of Graduate Studies and Research about course scheduling. Students are responsible for knowing their department’s scheduling advisement rules.

### **Candidacy Exam**

In departments which require it, the candidacy examination is administered by the department in the student’s field of specialization. The examination may be written, oral, or both, as determined by the

sponsoring department, and it may also serve as the final examination for the master's degree if a department so prescribes. The examination may not be taken until the student has completed at least one year of study beyond the bachelor's degree.

### **Comprehensive Exam**

This examination is given, usually upon the candidate's completion of course work, to determine the student's progress in the degree field and fields related to it and the student's likelihood of success in his/her research-dissertation phase. The examination may be written, oral, or both and is not necessarily limited to areas in which the candidate has taken course work.

### **Course Auditing**

Auditing is not permitted in a graduate course unless the student has been admitted to the School of Graduate Studies and Research, has received permission to audit from the course's instructor, and has been approved for course enrollment by the dean of the School of Graduate Studies and Research.

Auditors must pay normal tuition and related fees. An auditor will, with permission from the instructor, participate in class discussion, do practicum work, take examinations, and share generally in the privileges of a class member. If the student completes all course requirements, an "audit" notation is posted to the student's academic record. No student who is required to carry a certain number of credits may count among those credits the credit for an audited course.

### **Course Deactivation Policy**

Graduate courses that have not been taught within the past six (6) years will be automatically deactivated. They will still be officially approved courses, but not appear in the Graduate Catalog. The SGSR will notify programs of courses that have not been taught in five (5) years that they have one year to teach the class before automatic deactivation. This will help alleviate the "false advertising" issue and reduce the number of current students who feel misled by this.

The policy will be phased in by alerting all programs that have courses not taught in five or more years that they have one year to teach the class before automatic deactivation.

### **Course Numbering**

All dual-level courses, open to enrollment by both graduate and qualified undergraduate students, carry 500-599 course numbers; all courses open only to graduate students carry 600-series and above numbers.

### **Course Overlap in Degree Programs**

With departmental and School of Graduate Studies and Research approval, a student may use the same course to count in two different IUP graduate degree programs, if the course meets the published graduation requirements in both programs.

However, the number of overlap credits counted toward a second graduate degree will be limited to a maximum of 12 in the second graduate degree program. Should credits be requested for use in a second degree program, they will be treated as transfer credits and will therefore count toward the 12-credit maximum permitted by the Transfer Credit Policy.

In order to receive the doctorate as a second degree, doctoral students using credits earned in a previous IUP graduate degree program must meet the minimum doctoral degree credit requirement of 60 graduate credits earned beyond the bachelor's degree, exclusive of dissertation credits and course overlap credits.

### **Course Repeat Policy**

No graduate credit is given for "F" grades, and graduate grading policy does not permit "D" grades. Students may repeat "C" or "F" grades according to the following policy:

- Only one course may be repeated, for grade replacement, for each graduate degree program the student attempts or completes.
- This one course may be repeated only one time.
- The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

However, all attempts and the original grade(s) earned will continue to appear on the graduate transcript.

### **Course Withdrawal Policy**

During the Fall and Spring semesters, graduate students may withdraw from a graduate course during the first two-thirds of the semester without prejudice and with the grade of "W" by using URSA.

Students withdrawing from courses may find their financial aid for that particular semester affected. Prior to withdrawing from courses, students are encouraged to check with the Office of the Bursar and/or the Office of Financial Aid to learn if/how this action may impact them.

Following the close of the established withdrawal period, the student will need to petition the dean of the School of Graduate Studies and Research for approval of a request for an exceptional withdrawal. The request must first be endorsed by the course instructor and the student's department chair or graduate studies coordinator, in that order. Requests for course withdrawal after the published date will be considered only in cases that are unexpected and reflect exceptional circumstances. Students may be required to provide documentation of the catastrophic circumstances preventing them from completing the semester.

Note: (Unofficial Withdrawal) Federal Title IV student aid recipients who earn a 0.00 gpa at the end of a semester in which they receive federal student aid will be reviewed to determine whether or not they actually completed the semester. Students with a 0.00 that is attributed to "F", "I", or "\*" grades will be required to provide documentation to the Financial Aid Office regarding their last date of academically related activity. Based on that date, federal student aid may need to be adjusted.

### **Credit Requirement**

A minimum of 60 graduate semester credits, exclusive of dissertation credits, must be earned beyond the bachelor's degree for any of the doctorates offered at IUP.

### **Dissertation**

A dissertation is required of all doctoral candidates and must demonstrate the candidate's mastery of his/her research and reflect the results of an original investigation in the principal field of study. The goal should be to make a definite original contribution to knowledge in the field.

### **Dissertation Approval Process**

Upon acceptance of the dissertation by the candidate's advisor, the candidate must follow procedures acceptable to his/her department and dean in providing copies for review by the dissertation committee. A draft electronic copy should be submitted to the Thesis/Dissertation Office in the School of Graduate Studies and Research for format review at least two weeks prior to final submission. The candidate shall then request a formal meeting of the dissertation committee, at a time convenient to all members, to defend the dissertation and secure dissertation approval. The dissertation must be approved in writing by each member of the committee, as well as by the assistant dean for Research, School of Graduate Studies and Research.

### **Dissertation Committee**

The dissertation committee may supervise several aspects of the student's degree program from the point at which he/she is admitted to doctoral degree candidacy through defense of the dissertation. Students must consult with the sponsoring department to determine which supervisory roles apply. The committee may approve the student's plan of study; arrange for the candidacy examination; arrange for the comprehensive examination; and oversee the candidate's general supervision related to research, the dissertation, and the general meeting of degree requirements.

### **Dissertation, MFA Credit, Extended Credit Registration**

Following completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and M.F.A. students must enroll for at least one credit of dissertation or thesis each semester (Fall/Spring).

Once the student has registered for the number of dissertation credits required by their program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one extended credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or M.F.A. student. Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation.

**Note:** The Continuous Dissertation policy has been in place since 1990. Students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly. If it is the doctoral or M.F.A. student's intent to "quit" the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.

### **Dual Level Courses**

The number of 500-599 course credits applicable to a degree program is a maximum of 50 percent of the credits required for that degree. Some programs may call for less than 50 percent. Students should confirm this requirement with their advisors.

Graduate students who enroll in dual-level courses should be aware that dual-level courses commonly impose greater obligations on graduate students than on undergraduate students taking the same courses.

### **Final Credits Policy**



All degree candidates must complete their program's final six credits of graduate work in courses offered by IUP.

Under unique circumstances, appropriate substitutions may be authorized by petitioning the dean of the School of Graduate Studies and Research after obtaining departmental approval.

## **Grade Appeal Policy**

### **Grade Review Policy**

If a student disagrees with the evaluation of his/her work by the instructor but has no basis for a charge of "discrimination" or "capricious evaluation" or "error," the student should discuss the matter directly with the instructor, and if unsatisfied, with the department chairperson, and if still unsatisfied, with the dean of the college in which the course was offered. In such cases, the decision of the instructor shall be final.

If a student believes that an improper grade has been assigned, an appeal may be filed on the following grounds:

1. Discrimination: On the basis of race, religion, national origin, sex, age, ancestry, handicapped status, affectional or lifestyle preference, or political affiliation.
2. Capricious Evaluation: Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily in a written statement during the first week of the course) or grade assigned arbitrarily on the basis of whim or impulse. The student may not claim capriciousness if he or she disagrees with the subjective professional evaluation of the instructor.
3. Error: Demonstrable, objective determination that a mathematical or clerical error resulted in the entry of an incorrect grade.

## **Procedures of Appeal**

### **Level I: Informal Resolution**

Every effort should be made to resolve the disagreement at Level I. The student must first seek a resolution to the disagreement with the instructor either in person or in writing. If the student is not satisfied with the results, the student must then speak with the chairperson of the department that offers the course. If still unsatisfied, the student must discuss the matter with the dean of the college in which the course is offered. A member of the Graduate Student Assembly may accompany and advise the student during the Level I procedures. Only after all attempts for resolution at Level I have been exhausted may the student initiate Level II.

### **Level II: Appeal Screening**

1. Composition: Each year there shall be appointed a Grade Appeals Committee to determine the existence of the substantive basis for appeal. The committee will be composed of seven voting members: three faculty members appointed by APSCUF, two members elected by and from the Senate University-Wide Graduate Committee (one faculty member and one student), the dean of the School of Graduate Studies and Research or his or her designee, and one student appointed by the Graduate Student Assembly. A quorum consists of a majority of the committee. To take action, a majority of those present must be faculty members. If a quorum of the Level II committee is not available to meet within the designated time limits, the Provost's Office will seek additional members from the appointing bodies. If these bodies are unable to respond in a timely manner, the Provost's Office may select additional members from the appropriate groups.

2. Procedure to Initiate Appeal: To initiate Level II of the appeal, the student must file an appeal form with the Provost's Office. This form must be filed within sixty (60) calendar days of the beginning of the semester immediately following the semester in which the grade was received. The Provost's Office may extend the sixty-day limit only in unusual circumstances when equity demands it and when the student's own procrastination or misunderstanding did not substantially contribute to the delay. (Note: Grade appeals will not generally be processed during the summer. Therefore, the appeal of any grade received in the spring or summer sessions normally will be processed in the fall. A review will be scheduled in the summer only when the student's academic eligibility is jeopardized by the grade in question or when the student is preparing to graduate.) The Provost's Office will notify the appropriate dean, department chairperson, faculty member, and the president of the Graduate Student Assembly of the student's initiation of the Level II process.
3. Procedure to Process Appeal: The student will be expected to submit written documentation of his/her complaint, and the faculty member will be expected to submit in writing the course grading procedure and any other pertinent information. Appeals based on discrimination will be reviewed according to current standards of nondiscriminatory action. Appeals based on capriciousness will be reviewed in light of the faculty member's announced evaluation and grading system. The committee will review the materials to deny or confirm appeal continuance. Denial of appeal continuance must be by a negative vote of four members of the committee. This committee will inform the Provost's Office of its findings. Within five (5) class days of the receipt of the committee's report, the provost or designee will notify the student and the faculty member of the findings. If the basis for appeal is determined to be substantive, the provost or designee will schedule a Grade Review Panel within fifteen (15) class days to be convened prior to the conclusion of the semester.

### Level III: Appeal Review

1. Composition: The Grade Review Panel will consist of five voting members: the dean's designee (from the School of Graduate Studies and Research) and four faculty members. The Graduate Student Assembly Executive Committee designee may advise as requested by the student. The affirmative action officer will advise in appeals based on discrimination. The panel will be constituted from the Grade Review Pool by random selection. The panel chairperson will be elected by and from the panel before each review.
2. Membership: The Grade Review Pool will be established in the spring term to serve for the following academic year. Using random selection methods, the pool and rotational order within the pool will be established by the Provost's Office. A pool of three deans or associate deans and twelve full-time faculty members will be maintained. In establishing the membership for each review panel, prior to each review the names of those designated as primary members of the specific panel and available as alternates will be supplied to all parties involved. A panel member may request (to the provost or designee) disqualification due to a conflict of interest. The student and the faculty member may eliminate names in proportion to the composition of the panel. Each may eliminate only one dean/associate dean and four faculty members. The instructor and the student will be supplied a list of all primary and secondary pool members. The opportunity to disqualify panel members will take place only once. Resulting vacancies will be filled from the appropriate pool of alternates so that the panel will be composed of one dean/associate dean and four faculty members. If through self-disqualification and challenges a panel cannot be constituted from the pool, then the Office of the Provost will supplement the pool using appropriate random selection methods.
3. Procedure:
  1. Both the student and the instructor will have the right to appear before the panel, present witnesses, and offer evidence. In addition to those specified in Level III, Section A, each may also bring one observer, with whom he or she may consult but who may not participate in the review.
  2. The panel shall determine its rules of order for internal operation. After hearing the evidence brought forth, the panel will privately deliberate and render a decision. If the grade appeal is upheld, the panel will constitute a committee of three appropriate faculty members (knowledgeable in the discipline but excluding the faculty member against whom the complaint was lodged), who will review the student's work and recommend the appropriate grade or suitable remedy. The panel will incorporate this information in its determination, which it then forwards to the Provost's Office for implementation,

ordinarily within thirty days. The Provost's Office will initiate the processing of grade changes resulting from Level III decisions.

3. The written report sent to the Provost's Office will state whether the student's appeal is upheld or denied; if upheld, the committee's evaluation and remedy will be included. Both the student and the faculty member have the right to review all documents related to the appeal. All documents supporting the report will be sealed and kept only as long as necessary (normally one year) to ensure the appropriate action is taken before they are destroyed or returned to the individual presenting the evidence.

## Ancillary Provisions

1. **Continuing Rights:** This appeal does not supplant any legal rights afforded by the Commonwealth of Pennsylvania and/or the government of the United States. Nothing in this policy abrogates or modifies any provisions of or rights under the Collective Bargaining Agreement.
2. **Discrimination in this policy generally means unlawful discrimination:** To the extent that any form of discrimination identified in this definition is not unlawful discrimination, this definition shall not be taken to create a cause of appeal against the university. In such cases, the final appeal procedures stated in this policy will be final and binding on the student.
3. **Tenure and Promotion Committee Membership on Grade Appeals Committees:** Members of the universitywide tenure and promotion committees may not serve concurrently on grade appeals committees.
4. **Support Mechanism:** The Provost's Office, after consultation with the Senate University-Wide Graduate Committee and APSCUF, will be responsible for identifying a pool of at least ten faculty members well versed in the preparation of grade appeals who will be available upon request to help students or faculty prepare documentation for the grade appeals process.
5. **Training/Support:** The Provost's Office will offer yearly information sessions/workshops to assist deans, chairs, grade appeals panel/committee members, and members of the Graduate Student Assembly/University-Wide Graduate Curriculum Committee in identifying issues and to provide guidance for the resolution of grade appeals.
6. **Dissemination of Grade Appeal Information:** The Provost's Office will annually report to the university community a statistical summary of grade appeal data that does not compromise confidentiality including 1) the number of appeals filed, 2) the resolutions at levels II and III, and 3) the final implementation of Level III decisions.
7. **Appeals on Procedural Grounds:** Decisions may not be challenged merely because the Provost's Office fails to comply with Ancillary Provisions D, E, or F above.
8. **Intentional Misrepresentation:** Intentional misrepresentation in the filing of grade appeals by students will be referred to the university judicial system for students. Intentional misrepresentation by faculty in the grade appeals process will be referred to the Provost's Office.
9. **Confidentiality:** Students, faculty, administrators, and staff involved in processing and hearing grade appeals must respect the confidentiality of all aspects of these proceedings. Those breaching confidentiality subject themselves to possible disciplinary action. This shall not abridge the First Amendment rights of the student appellant nor the instructor against whom the appeal has been filed.
10. **Intended Purpose:** The grade appeal procedures are designed simply as a means to resolve differences between students and faculty related to grading. Unless there is intentional misrepresentation, the results of a grade appeal may not be used for disciplinary action of personnel.
11. **Faculty Compensation:** If a Review Panel (hearing) is scheduled at a time in the summer when any faculty member involved is not under contract, the faculty member will be compensated under terms mutually agreed upon at Meet-and-Discuss.
12. **Review of Policy:** Every five years, the Senate University-Wide Graduate Committee will review, in consultation with the campus community, the operation of the Grade Appeals Policy and recommend changes deemed appropriate.

\*Amendment: Amendments may be implemented upon concurrence by University Senate, APSCUF Representative Council, and Meet-and-Discuss.

\*Note: In the amendment process above, specification of University Senate implies the Council of Trustees' role in approving Senate actions and recognizes the Council of Trustees' final action to change policy.

### **Grading System**

The following grades are used in reporting the standing of students at the end of each semester or summer term:

- A** Excellent
- B** Good
- C** Fair
- F** Failure
- I** Incomplete
- L** Late Grade, Continuing Course
- Q** Total Semester Withdrawal
- R** Research in Progress
- W** Withdrawal

No "D" grade is recognized in IUP graduate work but may be earned by a graduate student enrolled in an undergraduate course.

Quality points are assigned as follows: A—4; B—3; C—2. No quality points are carried by the notations F, I, L, Q, R, and W.

The designation of "I" is used to record work, which so far as covered, is of passing grade but is incomplete because of personal illness or other unavoidable reason. Changes of grade to convert designations of "I" must be received in the Office of the Registrar no later than the final day of classes in the next regular (fall/spring) semester after the designation was assigned. If the faculty member does not change the "I" designation using a Change of Grade Form, it will be converted to an F.

In rare circumstances, the student and/or faculty member may ask for an extension of the deadline. In this event, the dean of the college in which the course is taught may approve the extension, providing the faculty member concurs. To monitor designations, the registrar shall submit to department chairs routine semester reports of outstanding "I" designations.

A faculty member assigning the "I" designation must complete an Incomplete Grade Form, indicating the work to be completed, deadlines for completion (it is not necessary to permit the maximum allowable time), and guidelines to establish a final grade. Copies of the completed form will be sent to the department chairperson, the dean of the college in which the course was taught, and the student receiving the "I" designation.

Upon completion of the course work, or notification by the student that the course work will not be completed, the faculty member must submit a Change of Grade Form to indicate the final course grade.

The “R” notation pertains only to thesis and dissertation research credits when such research is in progress as a semester or summer session ends. All “R” grades are replaced by the grade eventually assigned when the research is completed. The “W” notation applies to certain withdrawals from courses. Withdrawals from the university and discrete course withdrawals are discussed in other sections of this catalog. Note that an “F” is entered in the student’s permanent academic record if a withdrawal of either type has not been processed in accordance with established procedures.

The grade of “L” is appropriate for cases in which the student’s work is expected to extend beyond a given semester/session. “L” grades may be used for internships, practicums, field experience courses, workshops, and independent studies that, by design, extend beyond the normal end of the grading period. Unless an exemption is obtained from the dean of the college in which the grade was given, an “L” grade unresolved at the end of one year will be converted to an “F.” If a student withdraws from the university before the year has elapsed, outstanding “L” grades will be converted to “W” grades. If, for a graduate student, the maximum number of years allotted to complete the graduate degree runs out before the year has elapsed, outstanding “L” grades will be converted to “W” grades.

### **Graduate Course Scheduling by Undergraduates**

IUP undergraduate students with an academic grade point average of at least 2.6 who are within thirty-two semester hours of graduation are permitted, after receiving appropriate approvals, to take up to six semester hours of graduate work whether or not they have applied for acceptance into an IUP graduate program.

Graduate hours so earned have no necessary bearing upon undergraduate degree requirements, and no assurance is given toward future IUP graduate program admission. If these credits are approved toward a graduate degree program, they will be treated as [transfer credits](#). Note: Graduate credits taken by an undergraduate student may not be reviewed for transfer if they were counted toward the undergraduate degree. Students admitted through the Early Admission to Graduate Programs policy are exempted from this requirement.

### **Independent Study**

(see Special Credits)

### **Internship Policy**

To qualify for a graduate internship appointment, the graduate student must have a minimum of 12 IUP graduate credits earned and a minimum 3.0 grade point average, and must meet departmental internship criteria.

No more than six internship credits may apply to a graduate degree unless written approval of the student’s department chair or graduate coordinator and the dean of the School of Graduate Studies and Research (in that order) is obtained. Continuation in an internship experience by a given graduate student is contingent upon the student’s maintenance of satisfactory performance in all aspects of his/her degree program. Programmatic exceptions to the foregoing policy can be made only with the approval of the Graduate Committee.

### **Involuntary Withdrawal**

#### **1. Purpose**

The purpose of this policy is to provide a procedure for determining whether an identified student’s

behavior poses a Direct Threat (as defined herein) and for responding to such behavior. Rarely does student behavior pose a Direct Threat. However, involuntary withdrawal may be appropriate when:

- the student displays behavior which is not prohibited by and/or could not be adjudicated by the Student Behavior Regulations or the Academic Integrity Policy, but that nonetheless poses a Direct Threat; and
- the student demonstrates a risk of repeated display of such behavior.

## 2. Policy

In the absence of other reasonable means or university procedures available for addressing a student's behavior which poses a Direct Threat, the university will conduct an individualized assessment of the student behavior and circumstances related to the observed behavior of concern and, if appropriate, implement the involuntary, total withdrawal of the identified student from the university.

The student may appeal an involuntary withdrawal decision, or may seek reenrollment to the university at a later time, in accordance with the guidelines and procedures articulated below. The decision regarding an appeal or reenrollment request will be considered on the basis of whether the student continues to pose a Direct Threat.

The policy will be applied in a nondiscriminatory manner, and decisions will be based on consideration of the student's conduct, actions, and statements, not on knowledge or belief that the student has a disability.

## 3. Definitions

### A. Direct Threat

Behavior which poses:

- significant risk to the health or safety of others, or
- significant risk of damage to University property, or
- substantial disruption to the activities or education of other students.

### B. Significant Risk

Behavior which has a high probability (not just a slightly increased, speculative, or remote risk) of substantial harm to the university community, given information concerning the behavior that is available at the time of consideration.

### C. Substantial Disruption

Behavior which continually and considerably interferes with other students' participation in academic, work, extracurricular, housing/residence life or other university-related activities.

## 4. Procedures

### A. Review Process

1. When made aware of an identified student whose behavior could warrant involuntary withdrawal, the vice president for Student Affairs (or designee) will convene and oversee an Involuntary Withdrawal Review Team to conduct an individualized assessment of the student behavior and circumstances related to the observed behavior of concern, and advise him/her whether or not a Direct Threat exists. Members of this team will include a representative from the Health Center, the

Counseling Center, Disability Support Services, and the student's academic dean (or designee). Depending on the nature of a particular case, and in accordance with FERPA and other relevant laws, other individuals who can assist in evaluating the potential risk posed by the student's behavior may be identified to advise the vice president and Review Team, including professionals qualified to interpret the information available for consideration.

The goal of the vice president and Review Team will be to ascertain whether the student's behavior poses a Direct Threat. Factors to consider may include:

- a. the nature, duration, and severity of the risk of harm;
  - b. the likelihood that the potential harm will occur;
  - c. if the student asserts to have a legally protected disability entitled to reasonable accommodation, consideration should be given to whether reasonable modification of university policies, practices, and procedures would sufficiently mitigate the risk.
2. The vice president and Review Team may request to review educational records and/or to consult with various university community members or others who may be knowledgeable of the student and/or the behavior of concern.
  3. The vice president and Review Team may request that the student take part in a medical/psychological evaluation. In such a case, the vice president and Review Team will identify a qualified and licensed health professional who is independent from the university to conduct the evaluation. The university will be responsible for the fees associated with this evaluation.
  4. The vice president and Review Team will request a personal meeting(s) with the student. Although it is highly desirable that the student choose to attend such a meeting(s), the review process may proceed if s/he does not attend. At the meeting(s), the vice president and Review Team will present and discuss the information that is available for consideration. The student may choose to have an advocate accompany and take part with him/her in the meeting(s).
  5. Based upon the Review Team's assessment, including consultation with professionals qualified to interpret the information available for consideration, the vice president may conclude that a Direct Threat exists and, if so, will determine an appropriate next step, which may entail involuntary, total withdrawal of the student from the university, but would not preclude other actions depending on the particular situation.
  6. The review decision will be communicated by the vice president to the student and will provide the primary information that led to the decision. Any conditions for later reenrollment will also be communicated at that time. The decision and related information will be communicated in writing to the student, and may be additionally communicated in other forms if the situation permits.
  7. At any time prior to conclusion of the review process, the student may withdraw voluntarily.

## **B. Appeal Process**

1. The decision of the vice president may be appealed in writing by the student to the IUP president.
2. An appeal must be filed within 90 calendar days after the decision of the vice president is communicated in writing to the student.
3. The president's decision on the appeal will be final and conclusive.
4. During the appeal process, the student will remain totally withdrawn from the university.

## **C. Reenrollment Process**

1. An involuntarily withdrawn student may later request reenrollment to the university. A request

must be made to the vice president for Student Affairs. In his/her request, the student should provide evidence that s/he would no longer pose a Direct Threat and that any conditions for reenrollment have been met. Such student is responsible for any fees associated with treatment, activities, and/or evaluations that s/he has taken part in or obtained in an attempt to demonstrate appropriateness for reenrollment.

2. The vice president will convene and oversee the Involuntary Withdrawal Review Team regarding the reenrollment of the student.
3. The vice president and Review Team may request an updated, independent, university- obtained medical/psychological evaluation and/or request to meet with the student. The university will be responsible for the fees associated with this evaluation.
4. The decision of the vice president will be based on a determination of whether the student can return safely to the university community and no longer pose a Direct Threat.

#### **D. Emergency Situation**

At any time prior to the initiation or conclusion of the review process, the vice president may implement an interim involuntary withdrawal of the student from the university, should immediate action appear warranted. A review process, as outlined above, will occur as soon as reasonably possible to consider the interim decision.

Reasonable deviation from these procedures due to crisis and/or emergency situations will not invalidate the need for a review process and its subsequent decision.

#### **5. Recision**

This policy will not be rescinded or modified except by action of the IUP president, following consultation with the University Senate, and in accordance with University Senate By-Laws and Constitution.

#### **6. Publications Statement**

The IUP office of the Vice President for Student Affairs will publicize and transmit this policy to all members of the university community.

#### **Program Changes**

To ensure their quality and relevance, graduate programs at IUP are subject to review and change by duly appointed and responsible university groups.

Because of this, the university recognizes that provisions must be made to prevent hardship to students already enrolled in programs if changes later occur in specific or general program requirements. Students affected by changes in programs, policies, and regulations are therefore given the option of following those requirements in effect when the student was first enrolled in the program or those in effect at the time of expected graduation. The student cannot, of course, combine chosen elements of the two. Should a question of rule interpretation arise with respect to changes, the student, the student's advisor, or both should petition the dean of the School of Graduate Studies and Research for a decision about which requirements apply.



## Publication of the Dissertation

Once the dissertation has been approved by the committee and the format has been reviewed by the staff of the Thesis/Dissertation Office, the pdf file of the dissertation is then submitted electronically to ProQuest Information and Learning.

The document will then be sent to the graduate dean for final review and approval. Guidelines and forms for electronic submission of the document are available online.

## Reexamination Policy (Candidacy Examination: Comprehensive Examination)

A student who fails the candidacy examination or any part of the comprehensive examination, qualifying examination, or any of the examinations in foreign languages and/or computer language may request reexamination not earlier than one semester following the time of failure, nor later than one year after that date.

No student is permitted a third examination without a recommendation to that effect from the degree program's sponsoring department and the approval of the University-Wide Graduate Committee. Exceptions to this policy for programs can be made only with the approval of the University-Wide Graduate Committee.

## Research Misconduct Policy

**Purpose:** To establish a policy and procedure, consistent with all regulations in 42 CFR 93, June 16, 2005, to respond to any allegations or apparent instances of fraud or misconduct in the carrying out of research by IUP faculty, managers, administrators, staff, and students.

**Scope:** The policy will cover all IUP faculty, managers, administrators, staff, and students who conduct research.

**Objective:** The policy for responding to allegations of research misconduct governs research conducted by IUP faculty, managers, administrators, staff, and students, defines misconduct in research, and establishes procedures for conducting an inquiry and, if necessary, an investigation into any allegation of possible misconduct. The policy also protects the integrity of the University's research mission. The procedures here constitute the entire fact-finding phases of all situations involving alleged research misconduct as defined by 42 CFR 93, June 16, 2005.

**Policy:** It is the policy of Indiana University of Pennsylvania to foster an academic environment that encourages ethical conduct in all scholarship. Moreover, IUP will deal forthrightly with possible misconduct associated with research. The University will conduct an inquiry and, if warranted by that inquiry, an investigation of any allegations of misconduct by IUP faculty, managers, administrators, staff, and students carrying out research projects. In the event that misconduct is determined by a preponderance of evidence, the President may take appropriate disciplinary action. Any actions that are proposed to be taken shall be consistent with the relevant Collective Bargaining Agreement (faculty, administrators, or staff) and the PASSHE Board of Governors' Policy 1983-01-A Merit Principles (managers). For students, findings of misconduct will be processed according to the Academic Integrity Policies and Procedures in the Undergraduate and Graduate

Catalogs. It is also the policy of the University to maintain and widely promulgate its procedures for dealing with research misconduct.

**Definition:** "Misconduct" or "Research Misconduct" means fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results (see 42 CFR 93, June 16, 2005). Under IUP policy, Research Misconduct also includes failure to comply with Federal regulations for protection of researchers, human subjects, the public, or the welfare of laboratory animals. It does not include honest error, honest differences in interpretations or judgments about data, or disputes about authorship (see 42 CFR 93, June 16, 2005).

**Responsibilities:** It is the responsibility of the Research Integrity Officer (RIO) (Dean of the School of Graduate Studies and Research) to receive initial allegations from a complainant. A complaint must normally be filed within six years of the alleged incident to be considered under this policy. Absent unusual circumstances, within 20 days of receiving a complaint, the RIO should identify apparent instances of misconduct, determine whether an inquiry is warranted, and if so, initiate an inquiry into possible misconduct. In cases of honest error such as miscalculation or inadvertent omission of a citation, the RIO should dismiss the allegation. However, if the RIO believes that the evidence has the potential to show that (1) research misconduct, as defined in this policy, occurred; (2) the research misconduct is a significant departure from accepted practices of the relevant research community; and (3) the respondent committed the research misconduct intentionally, knowingly, or recklessly, the RIO should initiate the inquiry.

Throughout the research misconduct proceeding, the RIO will review the situation to determine if there is any threat of harm to public health, including an immediate need to protect human or animal subjects, if federal funds and/or equipment are threatened, if research activities should be suspended, if there is reasonable indication of possible violations of civil or criminal law, if federal action is required to protect the interests of those involved in the research misconduct proceeding, if the research institution believes the research misconduct proceeding may be made public prematurely so that the US Department Health and Human Services (HHS) may take appropriate steps to safeguard evidence and protect the rights of those involved, and/or if the research community or public should be informed (42 CFR § 93.318, June 16, 2005). In the event of such a threat, the RIO will, in consultation with other institutional officials and the Department of Health and Human Services Office of Research Integrity, take appropriate interim action to protect against any such threat. Action might include additional monitoring of the research process and the handling of federal funds and equipment, reassignment of personnel or of the responsibility for handling the federal funds and equipment, additional review of research data and results, and/or delaying publication. When the complaint involves a supervisory relationship (for example, a student enrolled in a faculty member's course), special protections will be considered in protecting the complainant from possible retaliation. Special protections might include: delaying the proceeding where practicable (but not longer than 30 days from the date the faculty member submits the final grade for a student complainant), notifying the complainant of his or her rights under the graduate or undergraduate grade appeal policy and this policy, reassigning the complainant to another supervisor, and/or prohibiting the supervisor from terminating the employee or student worker.

The RIO must maintain sufficiently detailed documentation to permit later assessment of the outcome of the inquiry or investigation. Such records must be maintained by the RIO in a secure place for a period of at least seven years. Access to these records shall, upon request, be provided only to the respondent or designee, or to authorized granting agency personnel. If the investigation results in a finding of research misconduct, the President or his or her designee may also access the documentation for disciplinary purposes. The RIO must oversee the selection of qualified persons to serve on the inquiry and investigatory panels, following the

guidelines in 42 CFR 93, June 16, 2005.

It is the responsibility of the President or his or her designee to take appropriate disciplinary action on any faculty member, manager, administrator, staff, or student who has been found to have engaged in research misconduct, according to the applicable contracts, side letters, or academic policies governing the respondent. If the RIO has been accused of research misconduct, then the President will appoint a substitute.

It is the responsibility of the complainant to make allegations in good faith.

It is the responsibility of all participants to maintain confidentiality and to cooperate during all phases of the misconduct proceedings. All participants acknowledge that disclosure of the identity of respondents and complainants in research misconduct proceedings is limited, to the extent possible, to those who need to know, consistent with a thorough, competent, objective and fair research misconduct proceeding, and as allowed by law. At the same time, the panel conducting the research misconduct proceedings will afford respondents and complainants a prompt and thorough inquiry into the facts, and an opportunity to comment on allegations and the findings of the proceedings.

Additionally, all participants will take all reasonable and practical steps to protect the positions and reputations of good faith complainants, witnesses, and panel members, and to protect them from retaliation. Any alleged or apparent retaliation must be reported to the RIO, who shall review the matter and, as necessary and in consultation with the President, the Associate Vice President for Human Resources, and legal counsel, make all reasonable and practical efforts to counter any potential or actual retaliation and protect and restore the position and reputation of the person against whom the retaliation is directed. Any retaliatory actions may result in a separate disciplinary action.

At any point throughout the misconduct proceedings, the respondent may admit that research misconduct occurred and that he/she committed the research misconduct. With the advice of the RIO and/or other institutional officials, the President may terminate the institution's review of an allegation that has been admitted, if the institution's acceptance of the admission and any proposed settlement is approved by the US Department of Health and Human Services Office of Research Integrity.

## **Procedures**

### *A. Inquiry*

A1. Definition: An inquiry consists of information gathering and initial fact-finding to determine whether an allegation or apparent instance of misconduct warrants an investigation. An inquiry is not a formal hearing; its purpose is to separate cases of research misconduct deserving further investigation from frivolous, unjustified, or clearly mistaken allegations or apparent instances.

A2. Time Frame: An inquiry must be completed within 60 calendar days of its initiation unless circumstances warrant a longer period.

A3. Structure: The inquiry will be conducted by a three person panel appointed by the Research Integrity Officer (RIO). If the respondent is a faculty member, all three members will be faculty, chosen by the RIO in consultation with the Provost. At least one faculty member will be from the college, not necessarily from the department, of the respondent. If the respondent is not a faculty member, the RIO will choose two faculty

members in consultation with the Provost, while the third member will have the same status (administrator, manager, staff, or student) as the respondent. If a faculty member declines to serve, another faculty member will be chosen.

In all cases, persons chosen to participate on the panel shall have no real or apparent conflict of interest bearing on the case in question. They should be unbiased and have relevant disciplinary expertise for judging the issues being raised.

If the respondent or the complainant believes that any or all of the panel members have a conflict of interest, the respondent or the complainant shall have the duty to state for the record all of the reasons on which the assertion of conflict of interest is based. The panel member who is asserted to have a conflict of interest shall be given the opportunity to respond on the record. If the RIO determines that a real or perceived conflict of interest exists that could reasonably be expected to undermine the proceeding, the RIO will remove the person(s) with a conflict and appoint replacement(s) according to the process outlined above.

A4. Process: The misconduct inquiry procedure is not a method to settle disputes that arise between individuals but a process to determine if research misconduct may have taken place and whether an investigation is warranted.

When a complaint is received the complainant should be interviewed at the inquiry stage and given the transcript or recording of the interview for correction.

If the RIO decides that an inquiry is not warranted, the complainant may appeal this decision to the Provost, who may then order the RIO to proceed with an inquiry.

Upon initiation of an inquiry, the RIO shall make a good faith effort to notify the respondent in writing, shall provide a written copy or summary of the complaint, and shall make available a copy of the Policy for Responding to Allegations of Research Misconduct. The RIO is responsible for immediately requesting controlled custody and inventory of records and evidence relevant to the allegation or case and sequestering these in a secure manner. University faculty members, managers, administrators, staff, and students including but not limited to the complainant and respondent, shall promptly provide upon request all available records and data identified as relevant, including primary research material. Copies of such records and data will be returned promptly, except for materials not amenable to copying. The respondent shall be granted supervised access to materials not amenable to copying throughout the duration of the inquiry and investigation process. All reasonable steps, consistent with time constraints and other obligations imposed by federal regulations, shall be taken to eliminate or minimize any disruption that might be created for ongoing research efforts by such requirements to produce documentation. The respondent will cooperate by providing material necessary to conduct the inquiry. If the respondent refuses to cooperate, the panel will file its report with the RIO and the Provost stating that fact, and the process will automatically proceed to the investigation stage. Failure to provide relevant records and data may subject an individual to a separate disciplinary investigation.

The RIO will prepare a charge for the first meeting of the inquiry panel that: sets forth the time for completion of the inquiry; describes the allegations and any related issues identified during the allegation assessment; states that the purpose of the inquiry is to conduct an initial review of the evidence, including the testimony of the respondent, complainant and key witnesses, to determine whether an investigation is warranted, not to determine whether research misconduct definitely occurred or who was responsible; states that an investigation is warranted if the panel determines: (1) there is a reasonable basis for concluding that the

allegation falls within the definition of research misconduct defined in this policy; and, (2) the allegation may have substance, based on the panel's review during the inquiry; and informs the inquiry panel that they are responsible for preparing or directing the preparation of a written report of the inquiry that meets the requirements of this policy and 42 CFR § 93.309(a), June 16, 2005.

During the inquiry, the panel will examine relevant evidence and will call witnesses as necessary to determine whether an investigation is warranted. To the extent possible, each person involved in the investigation will be instructed that all matters involving the investigation shall be considered confidential. Each witness will receive a recording or transcript of his or her testimony and will be given the opportunity to make corrections before the summary appears in the final report. The respondent and/or complainant may choose to have someone present to advise him or her when he or she appears before the panel.

A5. Findings: At the conclusion of the inquiry, a written report shall be prepared that states what evidence was reviewed, summarizes relevant interviews, and includes the conclusions of the inquiry. The respondent shall be given a copy of the report that refers to IUP policy and 42 CFR 93, June 16, 2005, and any relevant subsections therein. The respondent shall have the opportunity to comment on the inquiry report, and the respondent's comments will be included with the final report. The complainant shall be notified whether the inquiry found that an investigation is warranted and will receive for comment the portions of the report that are relevant to the original complaint. If the inquiry takes longer than 60 days to complete, the record of the inquiry shall include documentation of the reasons for exceeding that time limit.

If after examining the evidence, the majority of the inquiry panel believes there is a reasonable basis for concluding that misconduct took place or may have taken place, the panel will recommend that the RIO initiate an investigation. If the panel determines that research misconduct has not occurred, the respondent shall be notified of that fact in writing in a timely manner. Copies of the notification will be forwarded to the University President, the Provost, and the dean of the respondent's college or supervisor.

If the allegation of the complainant was brought in good faith, the final report should state that fact to help ensure the good name of the complainant. However, if during the course of the inquiry, the panel becomes convinced that allegations have not been brought in good faith, the panel will notify the President and Provost in writing of that fact so that appropriate action may be taken.

When, on the basis of the initial inquiry, the inquiry panel determines that an investigation is warranted, the University President, Provost, and the dean of the respondent's college or other supervisor must be notified in writing with a copy of the report so that the investigatory process can begin. The respondent will also be notified in writing of the specifics of the complaint that is the basis of the investigation and also of any new allegations not addressed in the initial inquiry. If the respondent is a member of a collective bargaining unit, his or her union chapter President shall also be notified. In addition, if the research was sponsored by any external agency, that agency must be notified that an investigation involving possible misconduct will be initiated.

### *B. Investigation*

B1. Definition: "Investigation" means the formal, confidential examination and evaluation of all relevant facts to determine if misconduct has occurred.

B2. Time Frame: An investigation must begin within 30 calendar days of the formal closing of the inquiry. An investigation must be completed within 120 calendar days of its initiation. This includes conducting the investigation, preparing the report of findings, making that report available for comment by the respondent, and submitting the report to the appropriate granting agency. If the investigation panel determines that it will not be able to complete the investigation in 120 days, it must notify all participating individuals in writing of the reasons for the delay and must include an explanation for the delay in its final report.

B3. Structure: The investigation will be conducted by a five-member panel appointed by the RIO, who will serve on the panel as a sixth non-voting, ex-officio member for the purpose of acting as secretary.

If the respondent is a faculty member the investigation panel will be made up of two senior-level managers with relevant disciplinary experience, one of whom will serve as chair, and three university faculty members from outside of the PASSHE system. The faculty must have expertise in the research area associated with the alleged misconduct.

If the respondent is a manager, administrator, staff member, or student, the investigation panel will be made up of two senior-level managers, two faculty, and one manager, administrator, staff member, or student, respective to the status of the respondent. The two senior-level managers will consist of an academic dean, who will serve as chair of the panel, and a second manager to be named by the RIO. Two tenured faculty, one of whom is from outside of IUP, will be chosen to serve on the panel by the RIO. The faculty must have expertise in the research area associated with the alleged misconduct. Finally, the RIO will appoint an appropriately-trained manager, administrator, staff member, or student, respective to the status of the respondent, in consultation with the appropriate union, the Graduate Student Assembly, or the Student Government Association.

In all cases, persons chosen to participate on the panel shall have no real or apparent conflict of interest bearing on the case in question. They should be unbiased and have relevant disciplinary expertise for judging the issues being raised. If the respondent or the complainant believes that any or all of the panel members have a conflict of interest, the respondent or the complainant shall have the duty to state all of the reasons on which the assertion of conflict of interest is based for the record. The panel member who is asserted to have a conflict of interest shall be given the opportunity to respond on the record. If the Provost determines that a real or perceived conflict of interest exists that could reasonably be expected to undermine the proceeding, the Provost will remove the person(s) with a conflict and appoint replacement(s) according to the process outlined above.

B4. Process: For the purpose of holding meetings, all voting members of the panel must participate in the meeting, either in person or via teleconference. Both the respondent and the complainant must be afforded the opportunity to present information before the panel. The respondent and/or complainant may choose to have someone present to advise him or her when he or she appears before the panel.

At the first investigation panel meeting, the RIO will present a written charge to the panel that: includes the inquiry report; identifies the respondent; informs the panel that it must conduct the investigation as prescribed in this policy; defines research misconduct; informs the panel that it must evaluate the evidence and testimony to determine whether, based on a preponderance of the evidence, research misconduct occurred and, if so, the type and extent of it and who was responsible; informs the panel that in order to determine that the respondent committed research misconduct it must find that a preponderance of the evidence establishes that: (1) research misconduct, as defined in this policy, occurred; (2) the research

misconduct is a significant departure from accepted practices of the relevant research community; and (3) the respondent committed the research misconduct intentionally, knowingly, or recklessly; and informs the panel that it must prepare or direct the preparation of a written investigation report that meets the requirements of this policy and 42 CFR § 93.313, June 16, 2005.

The RIO will convene the first meeting of the investigation panel to review the charge, the inquiry report, and the prescribed procedures and standards for the conduct of the investigation, including the necessity for confidentiality and for developing a specific investigation plan. The investigation panel will be provided with a copy of this statement of policy and procedures and 42 CFR 93, June 16, 2005. The RIO will be available throughout the investigation to advise the panel as needed.

The investigation normally will include examination of all relevant documentation, including but not necessarily limited to relevant research data proposals, publications, correspondence, memoranda of telephone calls, and other records. Interviews must be conducted of each respondent, complainant, and any other available person who has been reasonably identified as having information regarding any relevant aspects of the investigation, including witnesses identified by the respondent. Interviews must be recorded or transcribed, and relevant portions provided to the interviewed party for correction and included as part of the investigatory file.

The panel may secure necessary and appropriate discipline-related expertise to carry out a thorough evaluation of the relevant evidence during the investigation.

At all times the panel must take precautions against real or apparent conflicts of interest on the part of those giving information or on the part of anyone who is in any way involved with the investigation.

If IUP plans to terminate an inquiry or an investigation for any reason without completing all relevant requirements and if federal funds are being used to support the research, a report of such planned termination, including a description of the reasons for such termination, shall be made to the appropriate granting agency, which will then decide whether further investigation should be undertaken.

B5. Findings: IUP has the burden of proof for making a finding of research misconduct. A finding of research misconduct must be proved by a preponderance of the evidence. After all the evidence has been reviewed and the respondent and complainant have been given an opportunity to respond to the evidence, the panel will prepare a draft report including the majority opinion and, if there is one, a minority opinion. This draft report will be provided to the respondent and the complainant, who may return comments on the draft report to the RIO within 30 days of receipt of the report. Concurrently, the respondent will have a copy of, or supervised access to, the evidence on which the report is based. These comments must be included and considered in the final report, which will be sent to the University President. The report will describe the policies and procedures under which the investigation was conducted, how and from whom information was obtained relevant to the investigation, the findings, and the basis for the findings, and the recording or transcript of the statements and evidence provided by any relevant individual(s) involved in the investigation. The panel shall indicate whether or not it believes misconduct occurred, based on the three criteria described in section B4, process.

The panel shall submit its findings to the President and to the Provost. The respondent and the complainant shall also receive copies of the majority, and if there is one, the minority report. The RIO must provide the investigation report and other information as required to any external granting agencies that funded the

research. The RIO will only send reports to agencies that funded the research, as well as the Department of Health and Human Services Office of Research Integrity if required.

Based on the evidence contained in the report(s), the President may initiate a disciplinary hearing in accordance with the relevant Collective Bargaining Agreement (faculty, administrators, or staff) or the PASSHE Board of Governors' Policy 1983-01-A Merit Principles (managers). Reports involving students may result in disciplinary action according to the graduate or undergraduate Academic Integrity Policies and Procedures.

**Recision:** Not applicable

**Publications Statement:** Not Applicable

**Distribution:** All Employees Annually (by the Dean of the School of Graduate Studies and Research) via the IUP Daily, via email with a link to the policy, and via the IUP Research Policies webpage.

### **Residency Requirements**

Master's degree candidates have no formal residency requirements, but all credits applied toward the degree (except a possible transfer of credits as defined in the section titled "Transfer Credits") must be taken through IUP.

In addition, all candidates must complete their program's final six credits of graduate work in courses offered by IUP. (The equivalent of two academic years of full-time study is required to meet requirements for graduation from the Student Affairs in Higher Education [SAHE] program.)

### **Schedule Adjustment and Drop-Add Policy**

Students have the opportunity to make adjustments to their schedules any time after the original registration date. Please consult course schedules for appropriate dates and times.

At the beginning of each semester, a few days are set aside for dropping and adding courses. The Drop/Add period was established to permit enrolled students to make schedule adjustments, not to allow unregistered students to build schedules. Students using the Drop/Add period for anything other than schedule adjustments will be charged a late registration fee. Drop/Add dates are set at the beginning of each semester and can be found on the [Academic Calendar](#).

### **Special Credits Policy**

A graduate program offered by a department constitutes a rationally structured and well-defined body of information and techniques deemed appropriate to the discipline. Consequently, the number of special credits that each master's and doctoral candidate may count toward a degree is restricted.

Special credits are defined as those earned through Independent Study, Individualized Instruction, Special Topics courses, workshops, or any combination therein.

A master's degree candidate may submit for credit toward the degree no more than six (6) semester hours of special credits approved by the department offering the degree.

Doctoral candidates may submit (a further) six semester hours of special credits beyond the master's or its equivalent if approved by the department offering the degree.



Note: Should a special credit offering later become a catalog-listed course that is part of the degree program, while the student is still working towards the degree, the student may request from the department a retroactive reclassification of credits so earned. In such cases, the student may again submit up to six semester hours of special credits.

### **Students Rights and Responsibilities**

Upon admission to the School of Graduate Studies and Research, students assume responsibility for knowing program requirements and following departmental advising requirements when selecting and registering for courses. Students are also responsible for knowing the procedures for paying fees, processing class drop-adds and withdrawals, and applying for and meeting all requirements for graduation.

Students writing a thesis or dissertation are responsible for several items, including selecting a committee, research topic approval, and much more. Please view the Thesis and Dissertation manual “Responsibilities” section, starting on page 4, to view requirements for students writing a thesis or dissertation.

Conversely, students have the right to expect that program requirements will be made clear, that course requirements—including grading criteria and procedures—will be made known early in a course, and that course grades will represent the instructor’s professional and objective evaluation of performance. Students have the right to instruction that encourages the free and open discussion of ideas and that respects reasonable student needs and aspirations. Students share with instructors the responsibility for creating a classroom atmosphere that encourages maximum learning and exhibits a more intense scholarly zeal than that expected in undergraduate studies.

### **Time Limitations**

Masters students must complete degree requirements no later than five years from the date of earning or transferring credit, unless the period is extended through student petition. Petitions are approved by the student’s department and the dean of the School of Graduate Studies and Research.

Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work. No time extensions are considered for doctoral students unless all degree requirements other than the dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit.

### **Total University Withdrawal**

The Total University Withdrawal policy provides students who are unable to complete a semester with the option of withdrawing from all classes, or from the university, for that semester.

During the Fall and Spring semesters, Total University Withdrawals may be processed between the first day of classes and the end of the 11th week of the semester. During Summer parts of term, the deadline is the two-thirds point of each summer course for which the student is registered. Students taking a total university withdrawal from all of their courses at IUP may find their financial aid for that particular semester affected. Questions about the financial impact of withdrawal should be addressed to the Office of the Bursar and/or the Office of Financial Aid.

Students voluntarily withdrawing from the university must withdraw from each of their courses via [URSA](#). In addition, they must e-mail the School of Graduate Studies and Research (assistant dean for Administration). Once the Total University Withdrawal has been processed, a withdraw designation (“W”) will be assigned to all

registered courses in the semester from which the student is withdrawing and his or her student status will be changed to “inactive.”

With the exception of documented “Call to Active Duty” withdrawals, all withdrawals follow the deadline dates set for the semester.

### **Transfer Credit Policy**

Up to 6 credits of graduate work taken as a graduate student at another institution may, with written approval, be incorporated as part of the graduate student’s program at IUP. These courses must be taken from a regionally accredited institution, within the past five years, and the grade earned must be a “B” or its equivalent or better. The [time limitation rule](#) and residency requirements pertain without modification to transfer credits.

Up to twelve graduate credits originally earned in one graduate program at IUP may be applied toward a different graduate program if: 1) the receiving department and 2) the School of Graduate Studies and Research both approve the credits as meeting degree requirements. These courses must have been completed within the past five years, and the grade earned must be a “B” or its equivalent or better. The combination of transfer credits earned at another institution and those earned at IUP may not exceed 12 credits.

To request transfer credits, the student must complete the [Request for Graduate Transfer Credit Review form](#) and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the earned credits must be provided by the school at which the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student’s department and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer credits from another institution while enrolled at IUP receive advance written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student’s IUP transcript.

Credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

### **Transfer Credits for Certificates of Recognition**

All credits may be transferred between a COR and a graduate degree program at the recommendation of the program and approval of the School of Graduate Studies and Research, and these transfer credits must otherwise adhere to existing SGSR transfer credit policy. Transfer credits from other institutions are not permitted, unless the COR is part of an interinstitutional cooperative program.

### Summer Sessions 2014

<b>Early Summer Session Classes Begin</b>	Monday, May 12, 2014
<b>Memorial Day Holiday: No Classes</b>	Monday, May 26, 2014
<b>Early Summer Session Classes End</b>	Friday, May 30, 2014
<b>Summer Session 1 Classes Begin</b>	Monday, June 2, 2014
<b>Summer Session 1 Classes End</b>	Thursday, July 3, 2014
<b>Independence Day Holiday: No Classes</b>	Friday, July 4, 2014
<b>Summer Session 2 Classes Begin</b>	Monday, July 7, 2014
<b>Summer Session 2 Classes End</b>	Thursday, August 7, 2014

### Fall Semester 2014

<b>Classes Begin</b>	Monday, August 25, 2014
<b>Labor Day: No Classes</b>	Monday, September 1, 2014
<b>Thanksgiving Recess: No Classes</b>	Monday, November 24 through Sunday, November 30, 2014
<b>Classes Resume</b>	Monday, December 1, 2014
<b>Classes End (End of Day)</b>	Monday, December 8, 2014
<b>Final Exams</b>	Tuesday, December 9 through Friday, December 12, 2014
<b>Commencement</b>	Saturday, December 13, 2014

### Winter Semester 2014-2015

Dates will be available at a later time

### Spring Semester 2015

Dates will be available at a later time

# University Policies and Services

## Affirmative Action

Indiana University of Pennsylvania is committed to provide leadership in taking affirmative action to assure equal education and employment rights for all persons without regard to race, color, sex, religion, national origin, sexual orientation, age, disability, or veterans' status. We believe that respect for the individual in the academic community must not be abused.

Harassment or disregard of a person based on any of these characteristics is particularly intolerable on the university campus.

The university will take affirmative action to ensure the implementation of this policy in employment and admissions. This policy and the obligation to provide equal opportunity include the following commitment:

1. To recruit, hire, train, and promote persons for all job classifications and to admit and educate students without regard to race, color, sex, religion, national origin, sexual orientation, age, disability, or veterans' status.
2. To base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operation, and services provided in observance of the principles of equal employment opportunity and affirmative action.
3. To assure that all other personnel actions, such as compensation, benefits, transfers, furloughs, returns from furlough, agency-sponsored training, educational benefits, tuition assistance, social and recreational programs, etc., are administered in keeping with the policy, strategies, objectives, goals, and timetables of the Equal Opportunity Act and the Affirmative Action Plan of the university.
4. To create and maintain a workplace and educational climate that is free from discrimination and harassment, including sexual harassment, of any employee or student.
5. To make every effort to increase employment and educational opportunities for qualified disabled applicants and employees with disabilities.
6. To assure that, in offering employment or promotion to persons with disabilities, no reduction in compensation would result because of disability income or other benefits.
7. To assure that reasonable accommodations will be made for the physical disabilities of an applicant or student.

As an equal opportunity/affirmative action institution, the IUP Affirmative Action Plan is applicable to employees/enrollees of Indiana University of Pennsylvania under provisions of federal and state laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991, as well as all federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era.

The IUP Affirmative Action Plan supersedes the Affirmative Action Plan of 1995–96; the 1983 IUP Plan; the August 8, 1975, Affirmative Action Plan adopted by the Board of Trustees; and the March 31, 1982,

Affirmative Action Plan submitted to the U.S. Office for Civil Rights.

Responsibility for the implementation of the IUP Affirmative Action Plan has been assigned to the associate vice president for Human Resources.

Any employee having suggestions, problems, or complaints with regard to equal employment or educational opportunity or affirmative action is encouraged to contact the director of Social Equity and Civic Engagement, Susan Snell Delaney Hall, Suite B17, or by calling (724) 357-3402.

Students with suggestions, problems, or complaints should contact the Office of the Vice President for Student Affairs, 215 Sutton Hall, by calling (724) 357-4040.

Employees having inquiries regarding accommodations for persons with disabilities should contact the director of Social Equity and Civic Engagement, Susan Snell Delaney Hall, Suite B17, or by calling (724) 357-3402.

Students with inquiries regarding accommodations should contact the 504 coordinator/ADA Student Concerns, 106 Pratt Hall, or by calling (724) 357-4067.

Specific inquiries regarding Title IX should be directed to the vice president for Student Affairs, Title IX Coordinator, 213 Sutton Hall or by calling (724) 357-4040.

### E-mail Communication Policy

IUP provides e-mail services to all students and employees as an official form of university communication. Students maintain the responsibility to regularly read their IUP e-mail account and, if electronically responding to or sending e-mail regarding official IUP matters, use their IUP e-mail account to do so.

Information officially communicated to students through their IUP e-mail accounts includes billing invoices and information addressing academic, judicial, student safety, and emergency matters. Students are expected to regularly use their IUP e-mail account and should check it daily.

### Inclement Weather Policy and Procedures

Indiana University of Pennsylvania is committed to the safety and security of its students, faculty, staff, and visitors. As such, the decision whether the university should close or remain open is based on the overall concern for the university community.

In general, however, IUP's practice will be to remain open and to conduct business as usual during periods of inclement weather, except as noted in this policy statement. Therefore, unless otherwise directed, all employees are expected to report to work at their regular time and to remain

at work throughout the course of their regularly scheduled workday. If an employee believes she/he cannot commute safely between his/her home and place of work during periods of severe weather, the employee is required to notify his/her supervisor and use either annual or personal leave to cover the time off.

#### *Closure of the University*

Should adverse weather conditions arise or be anticipated that would make it inadvisable to operate the university on a given day, the president may, at his/her discretion, close the institution (i.e., cancel all classes and on-campus activities at all campuses and release all faculty members and non-essential administrative employees from their normal duties). [Note: The designation of “essential” vs. “non-essential” functions and personnel is made by each vice president for his/her respective functional area. [Employees in essential operations](#) will be advised of the critical and essential nature of their function and of how this policy applies to them.]

#### *Reopening of the University*

The university will reopen at the beginning of the first complete shift of the workday immediately following the day(s) of closure.

***Cancellation of IUP-Sponsored Activities or Events in the Absence of University Closure*** Should adverse weather conditions arise or be anticipated that would make it inadvisable to conduct an IUP-sponsored activity or event on a date when the university otherwise remains open, the sponsoring unit/department has the option to cancel or postpone the function.

**Note:** This policy is consistent with SSHE policies and procedures. (See [Management Directive 530.17 Amended](#), November 13, 2007.)

#### **Definitions**

***Essential function:*** A function that has been designated as essential to the continued and safe operation of the campus. (Essential functions may vary depending upon the circumstances of the emergency.)

***Essential employee:*** An employee who works in an essential operation and is required to work during a partial or full-day campus closing.

***Liberal leave:*** Applies to the time period employees are unable to get to work. Employees must utilize approved annual, personal, or documented compensatory time. The intent to use such leave must be reported and called in to the supervisor in accordance with department call-in procedures. Under conditions of liberal leave, all supervisors will approve submitted leaves, assuming leave is available.

#### **Responsibilities**

The president of IUP (or his/her designee) is responsible for making the decision to close the university during periods of inclement weather.

The responsibilities of the vice presidents, the director of Media Relations, and IUP employees with response to university closure are detailed in the “Procedures” section of this policy statement. The responsibilities of IUP event sponsors who may opt to cancel or postpone university- sponsored functions during periods of severe weather when the university otherwise remains open are also detailed in the “Procedures” section of this statement.

## General Process

In the event of potential inclement weather, the threat of weather or natural disasters such as earthquakes, tornados, floods, or threats to the university’s physical plant (fires, building collapse, chemical contamination), the AVP for Facilities Management will convene the Inclement Weather Advisory Team (IWAT) to discuss the potential impact to the university community and planned activities or events. The IWAT will quickly prepare a recommendation for action based on the best information available regarding the potential inclement weather or other factors as noted above. The IWAT will be charged with bringing information about the threat of inclement weather or other environmental factors as noted above, along with their recommendation, for action to the attention of the vice president for Administration and Finance, who then is responsible for calling and informing the president’s Executive Team. The president will make the final decision regarding the action to be taken. The IWAT is responsible for implementing the decision of the president.

### *Natural Disasters-Environmental Conditions*

In the event of natural disasters or environmental conditions that occur without warning, the IWAT will meet as soon as possible following the occurrence to make recommendations for action, as outlined above in the General Process section. Recommendations will be based on the overall concern for safety and security of the university’s students, faculty, staff, visitors, and its facilities.

## For Class Cancellation

The president of the university has the authority to cancel classes due to inclement weather conditions or other environmental factors that may jeopardize the safety of the students traveling to or from the university. Staff, managers, administrators, and non-instructional faculty are expected to report to, or stay at, work for the duration of their regular shift in this situation. For personal safety reasons, employees may choose not to report to work or to depart early from work but must follow departmental practices for reporting and using available leave.

## For University Closing

The president has the authority to close the university due to inclement weather conditions or other environmental factors that may jeopardize the safety of the persons traveling to or from the university. Only employees, designated by their vice president as [Essential Employees](#), will be required to report to work. Employees so designated are notified in writing from the Office of Human Resources prior to the winter season of each year. [Essential Employees](#) who do not report to

work when the university is declared closed will be charged annual or personal leave and are required to submit leave documents.

## **For Canceling or Postponing IUP-Sponsored or Hosted Activities or Events**

The president has the authority to cancel or postpone IUP-sponsored or hosted activities or events due to inclement weather conditions or other environmental factors that may jeopardize the safety of patrons traveling to or from the event. If a decision is made to cancel or postpone the activity or event, the vice president of the sponsoring division will assume responsibility for notifying activity or event participants of the cancellation or postponement in an appropriate and timely manner.

## **Process and Responsibilities (in general order of occurrence)**

Beginning with each October, and every month thereafter through March, the Office of Human Resources will issue an Inclement Weather/Environmental Factors Reminder to all employees via e-mail. The office will also post the reminder at the [Human Resources website](#). The Inclement Weather Policy and

Procedure will be provided to new employees during the new employee orientation.

The associate vice president for Facilities Management is charged with recognizing inclement weather or other environmental factors that have the potential of disrupting the normal course of business at the university. She/he will convene the IWAT.

The IWAT will meet as soon as possible to discuss the potential threat to the university community's safety. The IWAT will gather information sufficient to form a recommendation for action. The IWAT will deliver its recommendation to the vice president for Administration and Finance.

The vice president for Administration and Finance will consult with the president's Executive Team and, together, will make a recommendation to the president.

The president will decide which course of action to take with regard to canceling classes or closing the university, and/or canceling or postponing IUP-sponsored or hosted activities or events in the event of inclement weather or other environmental factors.

The vice president for Administration and Finance will advise the IWAT of the president's decision and instruct the IWAT to implement the president's order using the Inclement Weather/Environmental Factors Communication Plan (below) and other appropriate means.

The associate director of Communications will provide leadership for consistent information to media outlets and to the IUP website.

If a decision is made to cancel or postpone an activity or event, the vice president of the sponsoring division will assume responsibility for notifying activity or event participants of the cancellation or postponement in an appropriate and timely manner.



## **Inclement Weather/Environmental Factors Communication Plan**

Once the vice president for Administration and Finance advises the IWAT of the president's decision, the following communication plan will be activated:

- The Office of the Associate Vice President for Human Resources will send a message via e-mail to all employees. When classes are canceled, the message will remind employees that they are required to work during that period of cancellation. The message will encourage all employees to use their best judgment in traveling.
- The Office of the Vice President for Student Affairs will send a message to all students informing them of the status of the university, which will include information about the status at all regional campuses and off-campus sites along with the status of university-sponsored or hosted events and activities. This message will encourage all students to use their best judgment in traveling. This message may contain special messages such as temporary parking restrictions.
- The director of Communications will send a text message to all subscribers of the [IUP SMS Emergency Notification System](#) about the cancellation of classes, university closure, or cancellation or postponement of IUP-sponsored or hosted activities or events, including the status at regional campuses. This message may contain special messages, such as temporary parking restrictions. This information will also be recorded on the IUP Information Line at 724-357-7538. The Communications Office staff will be responsible for submitting and posting correct and accurate information about class and event cancellations or closures to the following sources:

### *Radio:*

- WDAD-AM 1450
- WCCS-AM 1160
- U-92 FM (92.5) (Indiana, Punxsutawney, Greensburg)
- WTAE-AM radio (1250 Pittsburgh)
- KDKA-AM radio (1020 Pittsburgh)

### *Television:*

- KDKA-TV
- WTAE-TV
- WJAC-TV
- WPXI-TV

### *Other Media:*

- [www.iup.edu](http://www.iup.edu)
- IUP Information Line (724) 357-7538
- IUP Daily
- IUP Text Subscribers

## Essential Information

In order to be as clear and consistent as possible, the following uniform statements will be used in case of inclement weather messages:

### 1. *Status declared:*

- University closed
- Classes canceled
- IUP-sponsored or hosted activities or events canceled or postponed

### 2. *When?*

- Immediately for what hour:
- Evening classes for date:
- Day classes for date:
- Single day for date:
- Multiple days for days:
- Resume date/time of cancellations (i.e., when do things open back up?)
- All Campuses
- Indiana campus only
- Punxsutawney campus
- Fairman Centre
- Academy of Culinary Arts
- Northpointe campus
- Monroeville Center
- Online courses?

### 3. *Why?*

- Snow
- Ice
- Tornado
- Hurricane
- High wind
- Flood
- Storm
- Fire
- Lightning
- Other

### 4. *Parking Restrictions?*

- Yes; details:
  - Student parking
  - Remove vehicles from campus?
  - Employee parking
  - Handicapped parking

- On-street parking, if applicable
- Shuttle service, if applicable
- Violations/towing
- Parking enforcement
- Start date/time of parking lot closures
- Resume date/time of parking lot openings
- None; no restrictions

#### 5. *Who is to Report?*

- All employees
- All non-instructional employees
- [Essential employees](#) Only
- No one
- Other
- Exercise caution/use best judgment when traveling

#### 6. *Liberal Leave Invoked?*

### **Services for Students with Disabilities**

Disability Support Services, located in 216 Pratt Hall, provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act.

IUP makes every effort to be accessible to students with physical disabilities, striving to provide programmatic access by moving classroom locations to provide first floor access and/or proximity to other classrooms used by the students. Students with disabilities are requested to meet with a member of the DSS staff upon entering IUP or upon onset of the disability. In turn, DSS makes every effort to discuss needs and concerns and to provide the office with documentation of the disability. After the initial semester of attendance, arrangements for early scheduling of classes can be made for students requiring accessible classes or services such as note takers or recorded books.

Disability Support Services also serves students with hearing loss or visual impairments. A DSS adviser assists in locating note takers and arranging testing accommodations. Interpreters and/or visual aides are provided through DSS or through OVR or BVS (Blind and Visual Services). DSS also assists in getting recorded textbooks through Recording for the Blind and Dyslexic (RFB&D) or a local volunteer service, loaning four-track recorders, and arranging for test readers. Students requiring recorded textbooks, note takers, or interpreters may also utilize the early registration system provided by the office.

### **Sexual Harassment Policy**

Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment and sexual violence. Acts of sexual harassment seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment is

legally prohibited and will not be tolerated. Sexual harassment is a form of sex discrimination that is prohibited under Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Pennsylvania Human Relations Act. It is imperative that all employees, students and vendors comply with both the spirit and intent of federal, state and local laws, government regulations and court orders which relate to sexual harassment. It is the purpose of this policy to define prohibited conduct and provide guidance on the procedures for addressing complaints.

All students, managers, administrators, faculty, staff, and vendors have a responsibility to adhere to the contents of this policy. Members of the university community are encouraged to report complaints of sexual harassment promptly in accordance with the [Sexual Harassment Complaint Procedures](#) set forth. Any persons found to be in violation of this policy will be subject to disciplinary action up to and including expulsion for students and termination for employees.

IUP prohibits retaliatory action against persons filing an informal or formal complaint of sexual harassment or any person cooperating in the investigation of such a charge, as a complainant, respondent, witness or other participant. Nor will the university tolerate knowingly false charges of sexual harassment. Acts of retaliation or knowingly false charges shall constitute misconduct subject to disciplinary action up to and including expulsion for students and termination for employees.

To the extent possible, all complaints of sexual harassment shall be considered confidential and only those persons who are necessary for the investigation and resolution of the complaints will be given information regarding the matter. As much as possible consistent with the University's legal obligations to protect the rights and security of its employees and students, the university will respect the confidentiality of both the complainant and the accused.

Questions about the Sexual Harassment Policy should be referred to the assistant to the president for Social Equity, B17 Susan Snell Delaney Hall at 724-357-3402.

### Statement of Nondiscrimination

Indiana University of Pennsylvania is committed to equal opportunity and affirmative action for its students, employees and applicants. The university is committed to providing equal educational and employment rights to all persons without regard to race, color, sex, religion, national origin, age, disability, sexual orientation, or veteran's status. Each member of the university community has a right to study and work in an environment free from any form of racial, ethnic, and sexual discrimination. In accordance with federal and state laws, the university will not tolerate racial or ethnic discrimination or discrimination on the basis of disability.

This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991 as well as all applicable federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era.

Please direct all general inquiries regarding equal opportunity and affirmative action to: Office of Social Equity and Civic Engagement  
Susan Snell Delaney Hall, Suite B17 920 Grant Street  
Indiana, PA 15705  
Telephone: (724) 357-3402

**TD, Telecommunications Device available in:**

- Advising and Testing Center, (724) 357-4067 (V/TD) (8:00–4:30, M–F)
- Campus Police, (724) 357-2141 (TD) (24 hours)

IUP ensures compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act through the provision of program access accommodations. Please direct inquiries regarding accommodations for persons with disabilities to the following.

**Student Concerns:**

Director, Advising and Testing Center/Disability Support Services 504  
Coordinator  
Pratt Hall, Room 106 201 Pratt Drive  
Indiana, PA 15705  
Telephone: (724) 357-4067

**Employee Concerns:**

Office of Social Equity and Civic Engagement Susan Snell  
Delaney Hall, Suite B17  
920 Grant Street  
Indiana, PA 15705  
Telephone: (724) 357-3402

**Specific inquiries regarding Title IX should be directed to:** Vice  
President for Student Affairs, Title IX Coordinator 213 Sutton Hall

1011 South Drive  
Indiana, PA 15705  
Telephone: (724) 357-4040  
Fax: (724) 357-4977

## Course Descriptions (Alphabetic Listing by Department)

### ACCT: Accounting

Department of Accounting

Eberly College of Business and Information Technology

#### ACCT 500 Fundamentals of Financial Accounting 1.5 cr.

This course is designed for EMBA students without prior accounting background to prepare them for the MBA course in Managerial Accounting. The objective of the course is to familiarize the student with the basic concepts, standards, and methods of financial accounting and the interpretation of accounting information for financial decision-making in organizations. EMBA students with prior academic course/s in accounting can apply for a waiver from this course.

#### ACCT 501/\* Advanced Accounting 3 cr.

Study of business combinations and consolidations as well as accounting problems of specialized nature such as goods on consignment, installment sales, receivership accounts, agency and branch accounting. Prerequisite: ACCT 305 or equivalent (9 cr. of Accounting).

#### ACCT 502 Foundations of Financial Accounting 3 cr.

A basic course for graduate students encompassing the concepts of accounting fundamentals, external reporting and the interpretation of accounting principles, and external reporting and the interpretation of accounting information for financial decision-making in domestic and international corporations.

#### ACCT 512/\* Advanced Cost Accounting 3 cr.

Theory, preparation, and use of budgets, analysis of cost variances, direct costing, and extensive analysis of various cost control and profit planning programs. Prerequisite: ACCT 311.

#### ACCT 521/\* Federal Tax I 3 cr.

Introduces the fundamental concepts of federal taxation, with special emphasis on individuals. Creates an awareness and recognition of the tax consequences involved in financial decision-making, with special emphasis on use of professional tax software and Internet resources.

#### ACCT 531/\* Auditing 3 cr.

A study of auditing theory and practical application of auditing standards and procedures to the verification of accounts and financial statements, working papers, and audit reports. Prerequisite: ACCT 305.

### ACCT 541/\* Accounting for Government and Nonprofit Organizations 3 cr.

Presents the views or authoritative professional organizations as to desirable standards of account and reporting for governmental and nonprofit entities. Topics include budgeting and budgetary accounts, accounting for various funds and account groups, the financial reporting process, and application of the principles of fund accounting in specific areas.

### ACCT 575 Accounting for the Oil and Gas Industry 3 cr.

Designed to provide an introduction into the accounting theory, practices and reporting requirements for the oil and gas industry. The significance of the industry in a global economy and the impact on International Financial Reporting Standards will be addressed. Prerequisite: None

### ACCT 581 Special Topics in Accounting 1-3 cr.

Covers advanced or exploratory topics within the discipline. Specific content developed by the instructor. Content will vary depending upon the interest of the instructor and the students' need and demand for the advanced or exploratory topic. Prerequisite: Permission of the instructor and Eberly College of Business and Information Technology graduate coordinator.

### ACCT 607 Management Accounting 3 cr.

Designed for management personnel who are not accountants but who need to understand the accounting process and the use of accounting information by management in making decisions and in performance evaluation. Prerequisite: ACCT 202. Not open for credit for students with constructive credit for ACCT 311.

### ACCT 681 Special Topics in Accounting 3 cr.

Covers advanced or exploratory topics within the discipline. Specific content developed by instructor. Content will vary depending upon the interests of instructor and students with instructor choosing specific topics. May be repeated by specific approval. Prerequisites: Permission of the instructor and the Eberly College of Business and Information Technology graduate coordinator.

### ACCT 698 MBA Internship 1.5 or 3 cr.

A planned, field-based, individually designed, and faculty-supervised work-experience to enhance the student's professional competence in Business Administration and selected functional area. Maximum of 3 credits can be applied towards MBA electives. Prerequisites: Completion of 15 graduate credits and approval of department chair and graduate coordinator.

### ACCT 699 Independent Study in Accounting 1-3 cr.

Individual research and analysis of contemporary problems and issues in a concentrated area of study under the guidance of a senior faculty member. Prerequisites: Consent of instructor, departmental chairperson, and dean, Eberly College of Business and Information Technology.

### [ACCT 795 Thesis 4-6 cr.](#)

For students writing the thesis, ACCT 850 should be scheduled for the semester in which they plan to complete their work. The thesis is a committee thesis (4-6 cr.) for which the student's advisor, two additional faculty members, the Eberly College of Business and Information Technology graduate coordinator, and/or the representative of the dean, Eberly College of Business and Information Technology, may constitute the committee.

\*Indicates dual-listed class

### **ACE: Adult and Community Education**

Department of Adult and Community Education

College of Education and Educational Technology

### [ACE 590 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

and

### [ACE 591 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

Reviews current research in instructional practices, motivational techniques, and professional issues. The course may focus on any of these aspects of teaching, learning, or professional practice. In addition, the course may be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. This course is offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### [ACE 620 Introduction to Adult and Community Education 3 cr.](#)

A survey course which examines the fields of adult and community education philosophically and historically and in terms of current programs and processes. The course includes the study of adult and community education principles and concepts as well as available literature and resources.

### [ACE 621 The Adult Learner 3 cr.](#)

This course focuses on the adult as learner, including physiological, psychological, and sociological characteristics and their effect on learning.

### [ACE 622 Program and Process Development in Adult and Community Education 3 cr.](#)

A knowledge and skill-building course designed for present and future adult and community education practitioners. This how-to course examines concepts and practices relevant to the development of educational programs in traditional and nontraditional educational settings.



### [ACE 623 Organization and Administration in Adult and Community Education 3 cr.](#)

This course introduces the student to basic theories of leadership management and organizational structure. It includes study and application of the tasks, tools, strategies, and leadership roles of adult and community education administrators. Prerequisite: Permission.

### [ACE 625 Facilitating Adult Learning 3 cr.](#)

This course examines teaching and learning theories as they relate to adults: the teaching-learning process in a variety of educational settings; instructional methods, techniques, and devices which are effective with adults; and instructional designs and evaluative methods effective in the teaching-learning process. Prerequisite: Permission.

### [ACE 650 Current Topics in Adult and Community Education 3 cr.](#)

Explores current issues, trends, and topics in depth in a workshop format. Topics will be selected by the faculty and announced in advance of the semester in which the course is to be offered. Topics may include issues in continuing higher education, volunteerism, adult career development, managing nonprofit organizations, group processes in adult education, and current issues in research. Prerequisite: Permission of the instructor.

### [ACE 681 Special Topics 3 cr.](#)

### [ACE 699 Independent Study in Adult and Community Education 1-3 cr.](#)

Independent study of a topic pertinent to an individual's program of study. Permission of advisor and department chairperson required.

### [ACE 735 Analysis of the Professional Literature in Adult and Community Education 3 cr.](#)

This course involves an intensive study of special topics in adult and community education with an emphasis on developing skills to conduct a systematic review of the literature in a specific area relevant to this field of study. Research content varies according to student interest. Prerequisite: Permission.

### [ACE 740 Internship in Adult and Community Education 6 cr.](#)

This is an individually designed field project in which students work with a site project advisor and a university advisor. The six-credit internship is a single project designed in two phases, each earning three credits. Prerequisite: Permission.

### [ACE 745 Practical Research in Adult and Community Education 3 cr.](#)

Practical research in adult and community education is designed to have students conduct and report a formal research study in their field of interest. Students formulate a research problem and design a plan of inquiry that will provide an answer(s) to their stated research problem. Students must be able to interpret their research findings and communicate them both orally and in writing at a professional level. Prerequisite: Permission.

### ACE 750 Seminar: Technology and Adult Learning 3 cr.

This course, by providing an advanced forum in which to research, discuss, and document current and emerging topics, issues, and applications in technology and adult learning (with special emphasis on distance learning), serves to synthesize these two fields of inquiry and offers students the opportunity to conceptualize and develop models and strategies for the integrated application of theory and practice learned in earlier courses. Literature reviews, topic analyses, and case studies are used to enhance awareness of critical issues and potential application in real-life settings. Prerequisites: At least twelve completed credits, six each in ACE and COMM courses, and advisor approval.

### ACE 795 Thesis 3 cr.

Students selecting the thesis option will complete a thesis project with a committee consisting of at least three faculty members.

### **ALS: Administration and Leadership**

Department of Professional Studies in Education

College of Education and Educational Technology

### ALS 590 Improving Professional Practice in Instructional Settings 1-3 cr.

and

### ALS 591 Improving Professional Practice in Instructional Settings 1-3 cr.

Reviews current research in instructional practices, motivational techniques, and professional issues. The course may focus on any of these aspects of teaching, learning, or professional practice. In addition, the course may be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. This course is offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### ALS 781 Special Topics 3 cr.

### ALS 801 Leadership Theories 3 cr.

Focuses on several leadership theories related to administering social agencies, schools, business, and industry. Prerequisite: Admission to the program.

### ALS 802 Leadership: A Case Study Approach 3 cr.

Acquaints students with the theory and application of the case study approach as related to theories of leadership. Designed to provide practice for future administrators in the following areas: group decision making, leadership, planning and organizing, sensitivity, judgment, and communication skills. Prerequisite: Admission to the program.

### ALS 803 Leadership: Applied Practice 3 cr.

Students must develop and implement a field project that incorporates leadership and policy theories learned in previous courses. Prerequisite: Admission to the program.

### ALS 805 Curriculum Evaluation 3 cr.

Provides students with a framework for the systematic analysis of curriculum from the context of social, historical, and philosophical foundations and theory and research in the field. Emphasis will be on curricular evaluation in the context of theoretical foundations of curriculum. Prerequisite: Admission to the program.

### ALS 810 Advanced Topics in Human Development and Learning 3 cr.

Students will analyze, evaluate, and synthesize theories of human development and learning. Emphasis will be on learning and development throughout the life span. Prerequisite: Admission to the program.

### ALS 820 Doctoral Seminar in Research Methods 3 cr.

Provides students with the opportunity to acquire, refine, and apply the knowledge and skills to evaluate and design educationally relevant research. Emphasis in the course will be on quantitative and qualitative research approaches within educational settings. Prerequisite: Admission to the program.

### ALS 825 Critical Analysis of Issues in Education 3 cr.

Examines current issues and innovations which are influencing reform in basic and postsecondary education. Relationships between research, policymaking, and implementation will be emphasized. Prerequisite: Admission to the program.

### ALS 830 Analysis of Effective Instruction 3 cr.

Explores reflective practice as it relates to the design, implementation, and evaluation of instruction at all educational levels, with particular emphasis on preparation for teaching and supervising in teacher education. Topics include contemporary models of supervision and research on teaching and learning. Prerequisite: Admission to the program.

### ALS 845 Administrative Procedures 3 cr.

Presents a series of administrative seminars that focus on testing, contract obligations, human relations, federal and state initiatives, and evaluation of the organization. Prerequisite: Admission to the program.

### ALS 850 School and Community 3 cr.

Development and maintenance of a purposeful program of communication between the school and the community through study of selection, organization, and functions of citizen advisory committees and cooperative use of various community services. Prerequisite: Admission to the program.

### ALS 852 School Evaluation 3 cr.

Current models for both formative and summative evaluations are presented with emphasis on their application to school programs and other educational projects. Prior knowledge of curriculum development and/or project proposals is helpful but not required. Prerequisite: Admission to the program.

### ALS 856 School Administration 3 cr.

Designed as a basic course in school administration, this course is intended to serve as an introduction to the principles and practices of school administration for students who aspire to a supervisory or administrative position in public schools. Human aspects of educational administration are emphasized. Prerequisite: Admission to the program.

### ALS 858 School Law and Negotiations 3 cr.

An understanding of legal principles as they pertain to functions of personnel in public school systems and to persons engaged in education. Study of statutory enactments, review of court actions through case studies, and analysis of collective negotiation law. Prerequisite: Admission to the program.

### ALS 860 School Finance 3 cr.

Budgeting procedures in school finances, facilities, and management are presented. School budgeting, accounting, bonding, and various monetary applications are presented as well as the various procedures for acquiring funds. Prerequisite: Admission to the program.

### ASL 881 Special Topics 3 cr.

### ALS 882 Research Instrument Design for Leadership Studies 3 cr.

Designed to prepare doctoral students in leadership studies to critique and develop research instruments for use in dissertation research. It will emphasize identifying the key issues associated with instrument design in leadership studies, critiquing the published instruments, writing instrument items, and conducting instrument reliability and validity analysis. Students will learn to evaluate and develop instruments through hands-on activities and individual projects. Prerequisite: Admission to the program.

### ALS 883 Analysis of Qualitative Data in Leadership Studies 3 cr.

Designed to prepare doctoral students in leadership studies to conduct qualitative data analysis in dissertation research. Emphasizes identification of key issues associated with qualitative research, critique of the published qualitative research, transcription of qualitative data, interpretation and presentation of patterns, and use of computers to perform data analysis. Students will learn to analyze, present, and write qualitative research reports. Prerequisite: Admission to the program.

### ALS 898 Internship and Administration and Leadership Studies 3-6 cr.

A planned, field-based work experience proposed by the advanced graduate student to enhance professional competence, subject to approval by student's advisor and program director. Prerequisite: Admission to the program.

### ALS 995 Dissertation 9 cr.

## **ANTH: Anthropology**

Department of Anthropology

College of Humanities and Social Sciences

### ANTH 514/\* Native Americans 3 cr.

Survey of culture history and culture area characteristics of the Indians of North America. Detailed study of representative groups related to historical, functional, and ecological concepts.

### ANTH 515/\* Cultural Resource Management 3 cr.

Provides an understanding of how cultural resources are being preserved and managed under current American laws and regulations with particular emphasis on historic properties, such as historic buildings and archaeological sites. Case studies and field trips are incorporated so that students gain a thorough understanding of key problems and issues in historic preservation and cultural resource management. Prerequisite: Permission of instructor.

### ANTH 520 Archaeological Field School 6 cr.

Introduction to archaeological survey, field excavation, and laboratory processing. Field school students participate in one or more of the ongoing research projects of the IUP Archaeology Program.

### ANTH 556/\* Ethnographic Research Methods 3 cr.

Examination of methods and practice of qualitative and quantitative research. Course emphasizes techniques for conducting ethnographic research, participant observation, ethical issues in social research, and the development of professionalism.

### ANTH 560/\* Ethnographic Field School 6 cr.

Ethnographic research training in the field. Emphasizes the application of qualitative research methods, the recording of data in research journals and the maintaining of field diaries, the categorizing and organizing of data, and the writing of research reports. Prerequisite: Permission of the instructor.

### ANTH 581 Special Topics 3 cr.

### ANTH 584/\* Specialized Methods in Archaeology 3 cr.

Provides an opportunity to learn specialized techniques and approaches presently in use in archaeology. In any one semester, the course will concentrate on one of a range of possible themes, including lab methods, field methods, statistical methods, computer applications, or text-based approaches. The specific topic varies but focuses on instructing in the mechanics of the selected technique, its application to real archaeological problems, and the interpretation of the results. May appeal to students from other disciplines who wish to gain applied expertise in a topic that is relevant to their own field of study. Interested students should contact the instructor to find out which topic will be taught in any one semester. May be repeated for credit under a different methods title. Prerequisites: None

### ANTH 610 Archaeological Laws and Ethics 3 cr.

Intensive examination of current legal and ethical issues involved in the practice of archaeology including an examination of laws affecting the excavation and study of archaeological sites and properties.

### ANTH 612 Seminar in Cultural Resource Management I: Method and Theory 3 cr.

Discussion of the theory and methods involved in the current practice of cultural resource management and how these relate to the development of research designs, proposal writing, field strategies for archaeological survey and testing, and development of project budgets. Prerequisite: ANTH 610 or instructor permission.

### ANTH 616 Pre-Columbian North American Archaeology 3 cr.

Covers the body of knowledge archaeologists have generated about the Pre-Columbian past of North America north of Mexico with emphasis on the Eastern Woodlands and explores significant substantive, theoretical, and methodological debates among archaeological scholars working in North America.

### ANTH 618 Historical Archaeology 3 cr.

Provides an overview of historical archaeology, a discipline that combines the study of material culture with that of written documents as a means to gain an understanding of the peoples and cultures who lived during periods of recorded history. The course focuses on the United States since the sixteenth century, paying special attention to the contributions that historical archaeology has made to the understanding of Euro-American, Native American, and African-American peoples.

### ANTH 625 Public Archaeology 3 cr.

Focuses on methods and theory of presenting archaeology to the public with special emphasis on recent scholarship and on national and regional styles of doing public archaeology. Students learn skills for designing and presenting programs about archaeology to a variety of audiences.

### ANTH 694/\* Anthropology Seminar 3 cr.

Considers conceptual problems and definitions in anthropology. Formulations of a variety of research problems central in anthropology emphasized.

### ANTH 698 Internship 3 cr.

Involves a supervised experience, either on or off campus, in organizations utilizing archaeological skills in public or private settings. These settings include cultural resource management companies, government agencies, private, nonprofit organizations, tribal governments, and museums but may not be a student's normal place of employment, as the internship is an opportunity to expand experience in the field of applied archaeology. Prerequisites: 18 hours of graduate credit and permission of the graduate coordinator.

### ANTH 699 Independent Study 3 cr.

### ANTH 714 Seminar in Cultural Resource Management II: Analysis and Interpretation 3 cr.

Discussion of the theory and methods involved in the current practice of cultural resource management and how these relate to data analysis and interpretation of survey and testing projects, assessment of site significance, development of research strategies for excavation projects, and report writing. Prerequisite: ANTH 612 or instructor permission.

### ANTH 720 Issues in Historic Preservation 3 cr.

Designed to examine the history, theory, and current issues of preservation practice in the United States. Will discuss theories of what, how, and why we preserve, within the context of the evolution of the field of historic preservation. The focus will be on exploring current issues in the field of history preservation and the role of applied archaeology. Prerequisite: ANTH 612 or instructor permission.

### ANTH 730 Archaeology of Pennsylvania 3 cr.

Detailed examination of the archaeology of Pennsylvania and surrounding states from the initial colonization by humans through the nineteenth century, with special emphasis on the culture history, cultural ecology, and ethno-history, as well as vernacular and industrial site archaeology. Prerequisites: ANTH 616 and ANTH 618 or instructor permission.

### ANTH 740 Advanced Archaeological Field Methods 3-6 cr.

Advanced instruction in survey and excavation field methods and technology, with an emphasis on the application of research designs to field settings, and the logistics of supervising field projects. Prerequisites: Undergraduate field school and ANTH 612 or instructor permission.

### ANTH 745 Seminar in Archaeological Interpretation 3 cr.

Focuses on the quantitative and qualitative interpretation of an archaeological project's often varied data for the purpose of generating higher-level interpretations of past lifeways, sociopolitical processes, and culture change. Although the course includes a consideration and critique of the methods used to generate the data

sets themselves, the emphasis is on how such data is used—and its potential for misuse—in interpretation. Prerequisites: ANTH 612, ANTH 714, or instructor permission.

### [ANTH 795 Thesis 3-6 cr.](#)

All students will be required to complete a thesis which can be either in the form of a policy paper or a comprehensive report on an archaeological project. The policy paper would be developed during an internship at a state or federal agency. The report would result from a project conducted as part of an advanced field project. Prerequisite: Permission of the department graduate committee.

\*Indicates dual-listed class

### **APMU: Applied Music**

Department of Music

College of Fine Arts

### [Applied Music \(APMU 601-772\) 1-4 cr.](#)

The following courses will be taught in the form of private lessons geared to the individual student and aiming at maximum progress of each student, depending on background of the student and time available. The student should for any series of lessons use the first number in programming for the first time, the second number for the second time, etc.

APMU 601, 651, 701, 751 Private Piano

APMU 602, 652, 702, 752 Private Organ

APMU 603, 653, 703, 753 Private Harpsichord

APMU 605, 655, 705, 755 Private Voice

APMU 606, 656, 706, 756 Private Violin

APMU 607, 657, 707, 757 Private Viola

APMU 608, 658, 708, 758 Private Cello

APMU 609, 659, 709, 759 Private Bass Viol

APMU 610, 660, 710, 760 Private Flute

APMU 611, 661, 711, 761 Private Clarinet

APMU 612, 662, 712, 762 Private Oboe



APMU 613, 663, 713, 763 Private Bassoon

APMU 614, 664, 714, 764 Private Saxophone

APMU 615, 665, 715, 765 Private Trumpet

APMU 616, 666, 716, 766 Private French Horn

APMU 617, 667, 717, 767 Private Trombone

APMU 618, 668, 718, 768 Private Euphonium

APMU 619, 669, 719, 769 Private Tuba

APMU 620, 670, 720, 770 Private Percussion

APMU 621, 671, 721, 771 Private Guitar

APMU 622, 672, 722, 772 Private Conducting

## **ARED: Art Education**

Department of Art

College of Fine Arts

### [ARED 640 Curriculum Theory and Practice 3 cr.](#)

This course consists of the study of theories about curriculum in a general sense and as it applies to art education. Students will explore curriculum building and assessment related to contemporary art education issues. MA students will consider a future art-teaching situation when designing curricula.

### [ARED 710 Teaching Art History 3 cr.](#)

This course explores current theories and issues in the teaching of art history in schools. The emphasis is on the paradigm shifts that have occurred in the last ten years in the field of art history, the contrasts of these approaches with more traditional theories, as well as the implications of these changes for art teachers. The emergence of contemporary resources, such as virtual museums and galleries, will be explored. Development of lesson plans, a curricular unit, and assessment tools, incorporating art history and museum and/or gallery experiences are central to the course.

## **ART: Art**

Department of Art

College of Fine Arts

### [ART 525 Critical Practice 3 cr.](#)

Assists advanced students to acquire art criticism concepts and skills. Through written discourse, students will engage in both the discourse of art making and contemporary theories. Prerequisites: Graduate Status. Art majors only.

### [ART 557 Graduate Studio in Print Media 3-18 cr.](#)

Exploration of print media from a conceptual and technical perspective, including traditional and nontraditional approaches. The student may concentrate on intensive exploration of one medium in depth or explore a number of media for breadth of experience. This course is designed for both beginning and advanced students. Prerequisite: Graduate art student standing.

### [ART 559 Graduate Studio in Fibers 3-18 cr.](#)

Fundamentals of fiber construction and processes. Emphasis on experimental approaches to fiber design and construction. Designed to meet the needs of beginning as well as advanced students.

### [ART 560 Graduate Studio in Jewelry and Metals 3-18 cr.](#)

Advanced study dealing with specialized problems in design and execution of metal work and jewelry. A thesis may be developed, depending on research in one of the areas relating to this field: history, materials, tools, processes, or teaching techniques of the craft.

### [ART 572 Graduate Studio in Ceramics 3-18 cr.](#)

All aspects of hand forming, decorating, glazing, and firing will be dealt with. This may include body and glaze formulation and reduction, oxidation, salt, wood, and raku firing, as well as thrown, coiled, or slab construction or combinations thereof. Includes historic and contemporary ceramics and philosophies of the craft. Prerequisite: At least one year of undergraduate ceramics.

### [ART 573 Graduate Studio in Sculpture 3-18 cr.](#)

An advanced course in which students are expected to work on challenging problems in sculpture. A student may explore one or several sculpture or modeling media.

### [ART 574 Graduate Studio in Oil Painting 3-18 cr.](#)

Traditional and contemporary methods and techniques in the area of plastic painting media. Composition in relation to modern painters' problems. Opportunity is presented for exploration and specialization in depth as well as breadth.

### ART 575 Graduate Studio in Drawing 3-18 cr.

Drawing as a language and continued development of skill in communication and expression in all kinds of materials and media. Drawing as an intimate work of the artist will be expressed.

### ART 576 Graduate Studio in Woodworking 3-18 cr.

Specialized study and experiences in the design and execution of problems relating to wood as a crafts material. Opportunity is presented to more intensively explore materials and processes of this craft employing both hand and power tools.

### ART 581 Special Topics 3 cr.

### ART 610 Creative Inquiry: Visual Concepts 3 cr.

This core studio course will explore multi-disciplinary studio strategies of contemporary themes and concepts. Topics will examine important recurring issues that motivate current artistic practice beyond traditional media and genre. Students will investigate differing concepts and approaches through the student's chosen media toward developing a personal research direction.

### ART 611 Creative Inquiry: Inter-Media Contexts 3 cr.

This core studio course will investigate contemporary practices in the use of hybrid or cross media approaches to create art. This course is intended to expand the student's notion of disciplinary ideas and strategies and reflect upon current professional practices that blends a variety of media or creates new hybrid forms of work that draw upon various disciplinary strategies.

### ART 612 Expanded Drawing 3 cr.

This graduate-level studio course uses the media of drawing to explore the student's artistic concepts and research interests across two-dimensional, three-dimensional, and time-based media. Reflecting contemporary art practices, students will investigate expanded definitions of conventional drawing techniques relative to contemporary art and culture.

### ART 615 Art Seminar 3 cr.

Opportunities for students to conduct in-depth explorations of contemporary trends/issues in Studio Art and to develop proficiency in the area of art criticism. Course content and methods will include writing, verbalization, group discussion, attendance at regional exhibitions, and development of thesis/exhibition proposals. For M.A. candidates only.

### ART 620 Art and Visual Culture 3 cr.

Students will explore the historical influences and current research in visual studies and visual culture studies. Students will develop verbal and written responses to these subjects, and look to potential art-making strategies that integrate concepts related to visual culture.

### ART 740 M.A. Exhibition 3 cr.

This course will provide a culminating experience to publicly exhibit and orally defend the student's M.A. Project. It is a practice-oriented course in professional practices, exhibition installation and curatorial practice.

### ART 680 Graduate Studio Critique 3 cr.

A multidisciplinary course for studio majors seeking the M.A. and M.F.A. degrees. Selected studio faculty and all graduate students will meet weekly to critique work and projects in progress. Enables students with techniques for leading and participating in the group critique process as a vehicle for growth and understanding. Prerequisite: Graduate student standing.

### ART 681 Special Topics 3 cr.

### ART 698 Internship 3 cr.

### ART 699 Independent Study 3 cr.

### ART 795 Thesis 3 cr.

Studio courses may be taken for a total of 18 semester hours in one studio. No more than six semester hours in one studio may be taken during one semester.

## **BIO: Biology**

Department of Biology

College of Natural Sciences and Mathematics

### BIOL 502 Advanced Human Anatomy 3 cr.

An intensive study of the gross anatomical structures and their functions within the human body. The course explores the organization and integration of the human body on a region by region basis. For each region of the body, students will observe all structures within that region simultaneously. This approach allows students to appreciate the integration of different biological systems within the body. Laboratory sessions will center on regional cadaver dissection by groups of students to appreciate 3-dimensional anatomical relationships. Prerequisite: Graduate student status or permission of instructor; not open to students who have successfully completed BIOL 150.

### BIOL 505/\* Biology of the Cell 3 cr.

Introduces students to the cellular and molecular mechanisms by which individual cells grow, receive and respond to internal and external signals, and move. The course will discuss the latest advances in the discipline, and the students will be expected to utilize the current literature on their own as a means of building critical thinking skills. The student-centered laboratory portion of the course will emphasize individual and group activities. Prerequisites: BIOL 111, CHEM 231, or permission of the instructor.

### BIOL 525/\* Herpetology 3 cr.

A comprehensive survey of the classes of Amphibia and Reptilia, including their classification, structure, origin, evolution, phylogenetic relationships, distribution, and natural history. Special emphasis is placed on the herpetofauna of Pennsylvania.

### BIOL 550/\* Pymatuning: Field Studies 3 cr.

During the summer session, various field courses are offered through the Pymatuning Laboratory of Ecology. The offerings will vary depending on the summer. Some of the possible offerings include Experimental Design, Fish Ecology, Behavioral Ecology, Aquatic Botany, and Ecological Genetics. Information regarding specific offerings is available from the Biology Department in spring.

### BIOL 553/\* Plant Physiology 3 cr.

Physiological processes occurring in plants are considered in relation to growth, development, and ecology of plants.

### BIOL 555/\* Animal Behavior 3 cr.

The biological study of animal behavior. Topics include the mechanisms, development, ecology, and evolution of behavior. Prerequisite: BIOL 220 or permission of the instructor.

### BIOL 556/\* Ecological Toxicology 3 cr.

A study of the impact of chemical pollutants and other stresses on nonhuman biological systems from the subcellular to ecosystem levels. An ecological risk assessment will be conducted in the field and laboratory settings. Prerequisites: One year Biology, one year Chemistry.

### BIOL 560/\* Fundamentals of Environmental Epidemiology 3 cr.

Study of the health consequences of involuntary exposure to harmful chemical and biological agents in the general environment. Disease etiology, occurrence, and intervention in human populations will be examined through epidemiologic study using analytical methods and applications. Prerequisites: MATH 216 or 217; BIOL 104 or 112; or permission of the instructor.

### BIOL 563/\* Limnology 3 cr.

An investigation into the physical, chemical, and biological aspects of inland waters and their interrelationships. Saturday or Sunday labs may be required. Prerequisite: Ecology.

### BIOL 564 Immunology 3 cr.

Study of anatomy and function of immune system, physical and chemical properties of antigens and antibodies, nature of antigen-antibody interactions, humoral and cell-mediated immune responses, and immunopathology. Prerequisites: Biochemistry and Microbiology.

### BIOL 566/\* Principles of Virology 3 cr.

Topics include structure, classification, assay, and transmission of animal, bacterial, and plant viruses; methods used in the study of viruses; viral replication, gene expression, and gene regulation; host-viral interactions and subviral pathogens.

### BIOL 571/\* Dendrology of the Eastern U.S. 3 cr.

A field course that examines the taxonomy, morphology, and ecology of the tree species in the eastern portion of North America. The forests of Pennsylvania will be emphasized in the course.

### BIOL 573/\* Seedless Vascular Plants: Ferns and Allied Flora 3 cr.

A comprehensive survey of morphological and habitat characteristics of seedless vascular plants (generally ferns and their allies) of Pennsylvania and the surrounding states. Prerequisite: BIOL 210.

### BIOL 590 Field Studies in Biology 3 cr.

Various specialized field courses instructed by biologists from IUP. In this course, students will explore the rich diversity and ecology of the flora and fauna that inhabit specialized regions of Pennsylvania, the United States, or other countries. Special emphasis will be placed on the ecology, behavior, and natural history of organisms in their natural surroundings. Students should be prepared to meet travel and living expenses. May be taken more than once for credit and grade if content of course is different.

### BIOL 474/574 Spring Flora of the Northeastern U.S. 3 cr.

An in-depth survey of the emerging herbaceous spring flora in the northeastern portion of North America (with emphasis on the herbaceous plants of Pennsylvania). Classes will focus on readings of current research in botanical and scientific journals conveyed through student led discussions. Field identification of representative individuals by common and generic names is also covered. Prerequisite: BIOL 210 or permission of instructor

### BIOL 575/\* Mammalogy 3 cr.

General discussion of mammals, emphasizing systematics, distribution, and structure-function modifications related to their evolution. A paper is required.

### BIOL 576/\* Parasitology 3 cr.

The parasitic protozoa, flatworms and roundworms. Major emphasis is on species infesting man and includes their structure, physiology, ecology, life cycles, and pathogenicity. Arthropods involved in parasite transmission included. Prerequisites: One year Biology, Vertebrate and Invertebrate Zoology.

### BIOL 577/\* Neurobiology 3 cr.

Presents the underlying mechanisms through which the nervous system mediates behavior, from the molecular to the organismal level. Emphasizes two major themes: 1) the roles of synapses and neuronal excitability in shaping the input/output functions of neurons and neuronal networks, and 2) the role of neuronal development and neuronal experience upon resultant neuronal organization. Prerequisite: BIOL 111 or 105 or 151; or PSYC 350; or permission of instructor.

### BIOL 581 Special Topics 3 cr.

### BIOL 602 Biometry 3 cr.

The choice and application of standard, efficient, practical, and appropriate statistical techniques for data analyses in common biological situations. Computer instruction emphasizes the practical application of statistical techniques using statistical packages on microcomputers and the IUP mainframe computer. Lecture and computer instruction will be combined in four class hours per week.

### BIOL 603 Advanced Techniques in Biology 1-3 cr.

Introduction to advanced techniques and procedures used in biological research. Topics vary. Prerequisite: Permission.

### BIOL 611 Biology Seminar I 1 cr.

Develops essential skills for the professional biologist, including public presentation of biological information and the ability to critique biological data and ideas.

### BIOL 612 Biology Seminar II 1 cr.

Develops essential skills for the professional biologist, including writing of research proposals and presentation of seminars. Prerequisite: BIOL 611.

### BIOL 621 Biology of Animal Taxonomy 3 cr.

Study of classification system and its application to identification of animals. Basic principles of taxonomy rules of nomenclature, a synoptic history of classification, and the "old" and "new" taxonomy rules will be included. A taxonomic field study is required.

### BIOL 622 Advanced Ornithology 3 cr.

A detailed study of bird populations, behavior, and movement, including the annual cycle. Prerequisite: Ability to identify local birds visually and by their songs.

### BIOL 623 Animal Morphogenesis 3 cr.

Factors that influence and control the differentiation of organs, tissues, and cells. Emphasis placed on experimental procedures and methods. Prerequisites: Embryology or Comparative Anatomy, Organic Chemistry, and Genetics.

### BIOL 624 Advanced Entomology 3 cr.

Insect morphology, including external and internal organization of different species of insects. Comparisons between species included. An independent research study and seminar presentation required.

### BIOL 631 Plant Ecology 3 cr.

Nature and distribution of vegetation in relation to environmental factors. Field investigations of local plant communities constitute bulk of lab work. Prerequisites: Field Botany, Plant Taxonomy, or general knowledge of local flora.

### BIOL 640 Animal Ecology 3 cr.

Effect of environmental factors on animals; animals as members of communities, their trophic relationships, their ecological distribution and population dynamics; and aspects of animal behavior. A field or lab problem is required.

### BIOL 641 Population and Community Ecology 3 cr.

The ecology of animal and plant populations, including the study of life tables and demography, population growth and regulation, and the evolution of life history traits. Community ecology considers the interactions among populations such as competition, predation, and mutualism and how such interactions control the composition of a community. Prerequisite: Introductory course in ecology or permission of instructor.

### BIOL 645 Behavioral Ecology 3 cr.

A consideration of the behavioral activities of animals in their natural habitats. Evolutionary and ecological implications of behavior will be stressed. Topics include natural history strategies, resource partitioning, reproduction strategies, sexual selection, cooperation, conflict, and social organization.

### BIOL 650 Plant Systematics 3 cr.

Introduces students to history, theory, literature, sources, and interpretation of plant systematic data and to methods of plant collection and identification.

### BIOL 651 Physiological Ecology of Animals 3 cr.

A consideration of physiological responses of animals to environmental variables with emphasis on the evolutionary aspects of the response. The physiology of invertebrates and vertebrates in aquatic and



terrestrial environments will be considered. Prerequisite: A course in physiology or permission of the instructor.

#### BIOL 653 Animal Physiology 4 cr.

Digestion and molecular transport of nutrients, gaseous exchanges, excretion, muscular activity and control, and endocrine and neural elements. Prerequisite: Animal Biology.

#### BIOL 662 Molecular Genetics of Eukaryotes 3 cr.

Study of organization and chemical structure of genes in relation to molecular function and evolution. Emphasis will be placed on the genetic systems of eukaryotes and their viruses. Prerequisites: Genetics, Organic Chemistry, and Biochemistry or permission of the instructor.

#### BIOL 664 Pathogenic Microbiology 3 cr.

Study of disease caused by microorganisms with emphasis on human pathogens. Both epidemiology and aspects of host-parasite relationships. Lab stresses methods of isolation and identification of pathogens. Prerequisite: Microbiology.

#### BIOL 681 Special Topics 1-3 cr.

Advanced topics in biology. Prerequisite: Permission of instructor.

#### BIOL 699 Independent Studies 1-3 cr.

Individual or small group instruction, by tutorial and intensive literature survey, in a particular area not covered by a student's course work or thesis research. By arrangement with instructor and approval of graduate director. Maximum of six hours to be used toward the degree.

#### BIOL 795 Thesis 2-6 cr.

NOTE: Summer courses offered at the Pymatuning Laboratory of Ecology may be taken for biology elective credit.

\*Indicates dual-listed class

#### **BLAW: Business Law**

Department of Finance and Legal Studies

Eberly College of Business and Information Technology

### BLAW 541 The Law of Property Oil and Gas Leasing I 3 cr.

Designed to give students an understanding of fundamental energy law including oil and gas law. Includes analysis of natural resource leases and contracts, rights and ownership of the mineral estate, Law of Capture, contracts, clauses and covenants of the oil and gas lease, oil and gas operating agreements, title and conveyance of oil and gas leases, pooling and utilization on private and federal lands, easements and right of ways in connection with natural resource exploration, environmental considerations and impacts of natural resource drilling and exploration, the legal structure of the energy industry, (Public Utility Holding Company Act, Federal Energy Regulatory Commission) land use restrictions and eminent domain. Prerequisites: BLAW 633 (Graduate)

### BLAW 542 The Law of Property Oil and Gas Leasing II 3 cr

Second legal course in the energy/oil and gas sequence and will build upon and advance concepts from the first course. Specifically geared toward the sophisticated legal understanding required to be employed as "landman" in the oil and gas fields. Covers these topics: the Habendum Clause, the drilling and rental clause, dry hole, cessation of production, and drilling operation provisions, delayed rental and bonus provisions, forfeiture and related provisions, implied covenants, Prudent operator standard, implied drilling covenants, protection covenants, development, marketing and reasonable care covenants, assignments of royalties, royalty calculation under various state laws, drilling and operating agreements, assignment of working interest, pooling and utilization issues and problems, oil and gas forms and leases, lien subrogation rights, environmental impacts from drilling standpoint and landowner standpoint. Industry guest speakers may also address these issues. Prerequisites: BLAW 633 and BLAW 541

### BLAW 581 Special Topics in Business Law 1-3 cr.

Covers advanced or exploratory topics within the discipline. Specific content developed by the instructor. Content will vary, depending upon the interests of the instructor and students' need and demand for the advanced or exploratory topic. Prerequisite: Permission of the instructor and the Eberly College of Business and Information Technology graduate coordinator.

### BLAW 633 Case Problems in Business Law 3 cr.

Deals with solution of case problems as applied to various topics in the field of business law. Prerequisite: BLAW 235 or equivalent.

### **BTED: Business Technology Education**

Department of Technology Support and Training

Eberly College of Business and Information Technology

### BTED 511 Methods in Business and Information Technology I

Change from BTED 690- Clinical Studies in Business Education to BTED 511- Methods in Business and Information Technology I (dual listed with BTED 411)

### BTED 512 Methods in Business and Information Technology II

Change from BTED 693- Seminar in Teaching Business Subject to BTED 512- Methods in Business and Information Technology II (dual listed with BTED 412)

### BTED 570/\* Technology Applications for Education 3 cr.

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today's classroom including advanced web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society's rules for records management. Also, includes instruction in the pedagogy of computer applications. The end product will be additions to students' e-portfolios. Prerequisite: None

### BTED 581 Special Topics 3 cr.

### BTED/VOED 600 Curriculum Development in Career and Technical Education 3 cr.

Emphasis is on processes for making curriculum decisions and guiding others in developing and updating curriculum for career and technical education. Current occupational standards and societal needs, as well as state and federal regulations governing career and technical education, are used as a basis for curriculum decisions.

### BTED/VOED 601 Curriculum and Instructional Leadership in Career and Technical Education 3 cr.

Curriculum management skills are developed and utilized to plan and organize career and technical educational curriculum. Focus is on practical curriculum decisions when they involve guiding other staff in curriculum development for career and technical education.

### BTED/VOED 602 Conference Leadership and Communication Methods in Career and Technical Education 3 cr.

Basic concepts in supervision of career and technical education programs are reviewed. Human relations, communications, processes, decision making, helping conferences, and leadership strategies are emphasized. Students demonstrate ability to perform supervisory skills in an individualized manner in an actual career and technical school situation supplemented by seminars.

### BTED/VOED 603 Management of Instruction for Career and Technical Education 3 cr.

Classroom instructional tasks performed by the career and technical educator are studied, including procedures, materials, and learning and instructional styles. Emphasis is on leadership strategies and processes to guide and assist other career and technical instructors. Skills are developed in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

### BTED/VOED 604 Curriculum Supervision in Career and Technical Education 3 cr.

Emphasizes skills needed to provide leadership in supervision of faculty and staff. In consultation with his or her advisor, each student identifies areas that need enhancement in career and technical education settings. Skills are developed in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

### BTED/VOED 605 Policy Administration 3 cr.

Develops skills to communicate career and technical school policies and activities effectively with staff, students, and community. Includes study of student recruitment for career and technical programs and maintenance/expansion/utilization of school facilities. In consultation with his or her advisor, each student will identify those areas that need further refinement. The student will develop and perform each requisite skill in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

### BTED/VOED 606 Leadership for Career and Technical Educators 3 cr.

Provides a broad overview of educational leadership in secondary public school settings, including leadership styles; staff selection, evaluation, and supervision; and team building. Also includes principles of curriculum development, instructional scheduling, and instructional technology, teaching skills, and learning theories.

### BTED/VOED 607 Organizations and Structure for Career and Technical Education 3 cr.

Provides a broad overview of current issues faced by school and district leaders, including the need to effectively communicate with parents, staff, students, community leaders, and community members from diverse backgrounds. Also includes principles of schools as organizations, the nature of administrative work, leadership and the change process, and current issues facing schools.

### BTED/VOED 608 Legal and Legislative Issues in Career and Technical Education 3 cr.

Provides an understanding of the current legal and legislative issues that exist in the implementation of career and technical education.

### BTED/COMM 609 Innovations in E-Learning 3 cr.

Students discover the latest developments in e-learning and reflect on how they are changing relationships between teachers and technology. The course invites questions as to what constitutes e-learning and why some technological innovations are adopted more readily than others. Hands-on experiences of new communication technologies and an understanding of their effects on teaching and learning practices are integrated throughout the course.

### BTED 690 Clinical Studies in Business Education 3 cr.

Examines the historical and philosophical perspectives of business and technology education. Includes observations of classes at the secondary, community college, and industry training levels. Interviews of staff in

educational settings will be included to provide in-depth information on trends in business and technology education.

#### [BTED 693 Seminar in Teaching Business Subjects 3 cr.](#)

Includes instruction in the methods of teaching and evaluating both the technology-oriented and cognitive-related courses in business education. Emphasis is placed on planning instruction, developing methods and strategies for making effective classroom presentations, delivering instruction, and managing the classroom. Opportunities will be provided to undertake the responsibilities assigned to the business classroom teacher, assume the teaching role competencies, and research current trends in the field.

#### [BTED 695 Professional Semester-Student Teaching 12 cr.](#)

Provides experience in teaching at the secondary level in a business education program and coordination and visitation by a university faculty member with supervision by a cooperating teacher. Efforts are made to provide opportunities to work with students who have special needs and/or who come from diverse cultural backgrounds. Students enrolling in BTED 695 must meet all requirements for admission to Teacher Certification.

#### [BTED 699 Independent Study in Business Education 1-3 cr.](#)

Individual research and analysis of contemporary problems and issues in a concentrated area of study under the guidance of a senior faculty member. Prerequisite: Consent of instructor, departmental chairperson, and Eberly College of Business and Information Technology dean.

\*Indicates dual-listed class

### **BTST: Business Technology Support and Training**

Department of Technology Support and Training

Eberly College of Business and Information Technology

#### [BTST 542/\\* Training Methods in Business and Information Technology Support 3 cr.](#)

Includes the application of theories of adult learning to planning, delivering, and evaluating training for education and information technology. Major emphasis is placed on the planning of instruction, classroom management, evaluation and follow-up methods, and evaluation of training strategies.

#### [BTST 581 Special Topics in Business Technology 1-3 cr.](#)

Covers advanced or exploratory topics within the discipline. Specific content is developed by the instructor. Content will vary, depending upon the interests of the instructor and the students' need and demand for the advanced or exploratory topic. Prerequisite: Permission of instructor and Eberly College of Business and Information Technology graduate coordinator.

### BTST 614 Instructional Computing Basics 3 cr.

Introduces students to the practical use of the computer as a tool for enhancing effectiveness and efficiency in teaching/learning and training and development. Learners explore the use of the computer in school and nonschool teaching or training and development settings, conduct critical evaluation of computer-based instructional/training materials, and develop strategies for integrating computing into the total teaching/training and development environment. Current research in the area of instructional computing and its practical implications for teaching and training and development are also discussed.

### BTST 631 Interactive Multimedia 3 cr.

Provides an introduction to designing and producing computer-generated multimedia presentations and courseware for industry and education. Prerequisite: BTST 614 or permission of the instructor.

### BTST 642 Training with Technology 3 cr.

Occupations are analyzed, needs are assessed, and strategies are developed for designing training in high-technology settings. In-depth discovery and use of training technologies will be experienced. Development of course objectives, training outlines, and use of cutting-edge technological delivery techniques will be addressed. Prerequisite: BTST 542

### BTST/IFMG 644 IT Policy and Strategy 3 cr.

Investigates strategic perspectives for aligning competitive strategy, core competencies, and information systems. Students will study the development and implementation of policies and plans to achieve organizational goals. They will also define the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Students will study and apply different approaches to managing the information systems function in organizations, including examination of the dual challenges of effectively controlling the use of well-established information technologies. Students will also study the different roles of the chief information officer.

### BTST 650 Issues and Trends in Business/Workforce Development 3 cr.

Utilizing state-of-the-art technology, explores current issues and trends in business and technology education. Topics include the integration of technology in the classroom and trends in educational initiatives. Participants have an opportunity to use the Internet as a research tool, a high-tech workstation, and the latest presentation software.

### BTST 655 Emerging Information Technologies 3 cr.

Provides participants with up-to-date experience in areas of rapidly changing technology in end-user environments. Focuses on topics of particular interest to Information Technology Support professionals and resource management techniques applied to business situations. Participants will be provided with up-to-date experience in integrating new technologies into the enterprise. Areas of concentration include software solutions and hardware environments.

### BTST 656 Applied Research in Business/Workforce Development 3 cr.

An examination of methods and techniques of research in office systems and business education. Students select a research topic and conduct an actual study on an individualized basis or as part of a small group. A formal research report is an end product of the course. Prerequisite: GSR 615.

### BTST/IFMG 663 Project Management for Information Technology Professionals 3 cr.

Investigates strategies for managing projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Students will study project integration, scope, time, cost, quality control, and risk management. Students will identify project champions and will work with user teams, training, and documentation. Students will also investigate the role of the information systems specialist.

### BTST 665 Information Security in the Enterprise 3 cr.

Provides a broad overview of the threats to the security of information systems, with emphasis on the tools for information security and areas of training and emphasis needed in organizations to reach and maintain a state of acceptable security.

### BCOM 670 Organizational Communication 3 cr.

Investigates all levels of organizational communication. Students will identify, evaluate, and develop communications appropriate for various internal and external constituents of the corporation. In this process, students learn principles of corporate imaging, identity, and reputation building. Students will study and apply advanced communication skills required for leadership, execute responsibilities, and group dynamics. Emphasis will be on active learning. Cases and exercises will help develop team-building skills and insights into the problems faced by teams. The influence of emerging team structures will be explored through simulations and various communication technologies, including the virtual environment.

### BTST 675 Web Design Theory and Application 3 cr.

Emphasis on the integration of research and the creation of websites to support users' information needs. Covers research strategies, website design, implementation, and evaluation.

### BTST 680 Technical Update 1-3 cr.

Designed to provide students with up-to-date experiences in areas of rapidly changing technology. Offerings focus on topics of particular interest to business teachers in high-technology settings.

### BTST 681 Special Topics 3 cr.

### BTST/IFMG 682 Integrating the Enterprise, IS Function, and Technologies 3 cr.

Investigates the information systems role in transforming organizations and industries. Students study an integrated view of the organization from an external and internal perspective. Students will also study IS's internal role in integrating the enterprise through a cohesive set of business processes and functional

applications to meet business needs. Students will discuss the tactical/operational responsibilities and roles of the chief information officer and governance considerations that link the IS-business organizations. Students will study the current/emerging issues in creating and coordinating the key activities necessary to manage the day-to-day operations of the IS function. Students will also study the development of an integrated technical architecture to serve organizational needs in a rapidly changing competitive and technological environment.

#### BTST 698 MBA Internship 1.5 cr. or 3 cr.

A planned, field-based, individually designed, and faculty-supervised work-experience to enhance the student's professional competence in Business Administration and selected functional area. Maximum of 3 credits can be applied towards MBA electives. Prerequisites: Completion of 15 graduate credits and approval of department chair and graduate coordinator.

#### BTST 699 Independent Study in Business 1-3 cr.

Individual research and analysis of contemporary problems and issues in a concentrated area of study under the guidance of a senior faculty member. Prerequisite: Consent of instructor, departmental chairperson, and Eberly College of Business and Information Technology dean.

#### BTST 795 Thesis 1-3 cr.

\*Indicates dual-listed class

### **CDFR: Child Development and Family Relations**

College of Health and Human Services

#### CDFR 510 Infant & Toddler Development 3 cr.

Study of characteristic developmental changes of human infants and toddlers from birth to approximately 36 months. Participation as teacher assistant in the infant/toddler childcare center provides experience in developmentally appropriate guidance and programming for very young children.

#### CDFR 525\* Adolescence: Risk and Resiliency

Focuses on growth and development of adolescents, parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risks and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand from both an individual and societal point of view.

Prerequisites: None



### CDFR 526\* Techniques of Parent Education 3 cr.

Examination of the nature, extent, and significance of parent education and parent involvement. Students will become knowledgeable of the diverse and complex characteristics and needs of families. The course will enable students to identify the interrelationships of home, school, and community agencies to enhance collaboration and cooperation. Students will identify methods, programs, and curricula to increase communication with parents and families. Prerequisites: None.

### CDFR 527\* Administration of Child Development Centers 3 cr.

Development of special knowledge and competencies needed by successful administrators of child care programs, including proposal writing, budgeting and management, staff selections and training, appropriate curriculum material and philosophy, parent involvement, child advocacy, and program evaluation. Prerequisite: None

### CDFR 581 Special Topics 3 cr.

\*Indicates dual-listed class

## **CHEM: Chemistry**

Department of Chemistry

College of Natural Sciences and Mathematics

### CHEM 500 Special Studies 1-6 cr.

Intensive survey of literature in a particular area as well as individual instruction on recent advances in chemical instrumentation, methods of research, and specialized subject areas. To be arranged with instructor.

### CHEM 521/\* Advanced Instrumental Methods of Analysis 3 cr.

Modern instrumental analysis, including electrical, spectrophotometric, x-rays, gas chromatography, and other methods. Four-hour lecture/laboratory.

### CHEM 531/\* Organic Molecular Structure Determination 3 cr.

Gives student experience in systematic identification of various classes of organic compounds by both chemical and physical methods. Four-hour lecture/laboratory.

### CHEM 535/\* Current Topics in Organic Chemistry 3 cr.

With selections to meet the needs of the students, possible topics may include reaction mechanisms, molecular spectroscopy, stereochemistry, natural products, heterocyclics, polymer chemistry, and organic synthesis.

### CHEM 540/\* Physical Chemistry (core course) 3 cr.

An introduction to spectroscopy and molecular structure. Lecture—three hours.

### CHEM 581 Special Topics 3 cr.

### CHEM 600 Seminar 1 cr.

A study of modern chemical research and research techniques. Scientific communication, including the role of the science laboratory in research. The student will present one oral report. Lecture—one hour.

### CHEM 610 Inorganic Chemistry (core course) 3 cr.

Theoretical inorganic chemistry and, in particular, structure, periodicity, coordination chemistry, bonding, and chemistry of nonaqueous solvents. Lecture—three hours.

### CHEM 620 Analytical Chemistry (core course) 3 cr.

Theoretical principles of analytical chemistry. Lecture—three hours.

### CHEM 623 Physical and Chemical Methods of Separation 3 cr.

Application of chromatographic methods to the quantitative separation and analysis of chemical systems. Topics will include gas, column, paper and ion exchange chromatographic methods, and other methods of separation as time permits. Lecture—2 hours; laboratory—4 hours.

### CHEM 630 Organic Chemistry (core course) 3 cr.

Principles of physical chemistry will be applied to the study of organic reaction mechanisms. Lecture—three hours.

### CHEM 646 Biochemistry 3 cr.

Topics covering and emphasizing most recent developments in the areas of biochemistry, such as amino acids, carbohydrates, lipids, nucleic acids, proteins, enzymes, metabolism, and metabolic control. Lecture—three hours.

### CHEM 681 Special Topics 3 cr.

### CHEM 690 Research 1-6 cr.

Laboratory and literature investigation of student's thesis problem, done under the direction of a faculty member. Within the first 15 hours of course work, the student must schedule at least one credit of research for which the student performs the literature review and writes a research proposal.

### CHEM 699 Independent Study 1-6 cr.

Available to students who seek to deepen their knowledge in some specific aspect of chemistry. The student must discuss the nature of the independent study with a faculty member having expertise in the area prior to registration. Special attention to development of new ideas and new ways of presenting scientific principles.

### CHEM 795 Thesis 4 cr.

For students writing the thesis. Should be scheduled for the semester in which the student plans to complete work. A committee thesis (four semester hours), for which the student's advisor, two additional faculty members, and the dean of the College of Natural Sciences and Mathematics constitute the committee.

### CHEM 799 Internship Experience 4 cr.

Students must complete a 3-6 month internship with a company sponsor. Students must initiate and secure an internship with the industrial sponsor with guidance from the Graduate PSM Coordinator for internship sites. The work will focus on solving a technical problem of interest to the corporate sponsor and should meet the outcomes defined by the student's advisory committee. The internship work may be completed in whole, or in part, in residence with approval of the student's committee. An internship committee will be comprised of the student's academic advisor, one additional faculty member, an industry supervisor and the dean of the College of Natural Sciences and Mathematics. Prerequisite: The student must have a minimum of 12 IUP graduate credits earned and a minimum 3.0 grade point average.

\*Indicates dual-listed class

## **COMM: Communications Media**

Department of Communications Media

College of Education and Educational Technology

### COMM 503 Scriptwriting 3 cr.

Provides an introduction to scriptwriting for films and filmstrips. Various styles and techniques of writing will be analyzed, and each student is expected to experiment with the techniques presented. Emphasis on writing and in-class criticism of student script.

### COMM 508/\* Media Field Studies 3 cr.

A hands-on course designed to help students learn about the production process involving on-location production. The course will have three distinct phases. Students begin with research and pre-production tasks on campus, travel to an off-campus site to collect additional information and images, and use those images to complete a production. Students are responsible for travel expenses. Prerequisite: Permission from the instructor.

### COMM 549 Basic Audio Recording 3 cr.

Theory and practices of recording sound and developing an understanding of language of sound recording and the ability to make sound recordings. Exposure to recording for various media, including radio, music, motion pictures, television, multi-image, and slide and tape production. Students will gain hands-on experience through labs and projects to be completed outside class.

### COMM 571 Beginning Photography 3 cr.

Emphasis on using still picture camera and the darkroom for instructional purposes, the making of black-and-white negatives, 35mm slides, copy work, developing black-and-white, contact printing, and enlarging. Each student must have manual focusing and manual exposure setting capability. No previous photographic experience is necessary.

### COMM 572 Photography II: Print 3 cr.

Helps students develop their camera and printmaking skills to the extent that they can employ those processes to communicate an intended message with their photographs. Students explore the characteristics and uses of a variety of films. They learn several skills, such as copy work, basic techniques of portrait lighting, and altering film development to suit high- or low-contrast subjects. Prerequisite: COMM 571 with a minimum grade of C.

### COMM 581 Special Topics 3 cr.

Advanced topics, offered on an experimental basis, within the discipline of communications but not dealt with in other courses. Prerequisite: Permission of the instructor.

### COMM 590 Improving Professional Practice in Instructional Settings 1-3 cr.

and

### COMM 591 Improving Professional Practice in Instructional Settings 1-3 cr.

Reviews current research in instructional practices, motivational techniques, and professional issues. The course may focus on any of these aspects of teaching, learning, or professional practice. In addition, the course may be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. This course is offered only for continuous professional development and may not be applied

toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### COMM 600 Instructional Design and Development 3 cr.

Examines the systems approach for the design, development, and evaluation of instructional material (print, video, multimedia, etc.). Students learn about the history of instructional technology and its current applications. Each student produces a self-instructional prototype which requires the student to systematically and creatively apply the concepts and rules learned in the class.

### COMM 601 Media Production 3 cr.

Students learn how to systematically plan, produce, use, and evaluate media. Each student produces different types of messages (motivational, informational, and instructional), using a variety of media.

### BTED/COMM 609 Innovations in E-Learning 3 cr.

Students discover the latest developments in e-learning and reflect on how they are changing relationships between teachers and technology. The course invites questions as to what constitutes e-learning and why some technological innovations are adopted more readily than others. Hands-on experiences of new communication technologies and an understanding of their effects on teaching and learning practices are integrated throughout the course.

### COMM 614 Instructional Computing Basics 3 cr.

Introduces students to the practical use of the computer as a tool for enhancing effectiveness and efficiency in teaching/learning and training and development. Learners explore the use of the computer in school and nonschool teaching or training and development settings, conduct critical evaluation of computer-based instructional/training materials, and develop strategies for integrating computing into the total teaching/training and development environment. Current research in the area of instructional computing and its practical implications for teaching and training and development are also discussed.

### COMM 631 Interactive Multimedia 3 cr.

Provides an introduction to designing and producing computer-generated multimedia presentations and courseware for industry and education. Prerequisite: COMM 614 or permission of the instructor.

### COMM 681 Special Topics 3 cr.

Intensive study of a specific area of communications beyond the scope of other courses. Offering depends upon instructor and student interest. Prerequisite: Permission of the instructor.

### COMM 698 Internship 2-6 cr.

Supervised professional work experience in communications media. Location, duties, length of internship, and hours are individually tailored to student career goals. Sites represent wide application of process and technology of communications in business, education, allied health, or other agencies.

### COMM 699 Independent Study 1-3 cr.

The student may elect, with approval of advisor, to do several different independent study projects. University facilities and equipment are provided, but student must supply materials and pay for processing and production costs. Prerequisites: Successful completion of the basic course in the medium selected; the professor's approval.

### COMM 714/814 Crisis Communication 3 cr.

Explores the challenges of communication during crisis situations and emphasizes the practical and theoretical applications of communication strategies used by companies, organizations, and governmental bodies during headline-grabbing crises. The course focuses on the issues relevant to planning, developing, and executing of crisis communications plans. Students will explore communication and media relations techniques for communicating with stakeholders during a crisis. Cases discussed will examine crisis situations in business, political, educational, and non-profit settings. Prerequisite or co-requisite: COMM 801

### COMM 800 Communication Research Statistics 3 cr.

Designed to prepare doctoral students to interpret and conduct quantitative data analysis in communications and instructional technologies. Students will learn to perform the statistical analysis common to the field of communications and understand the derivation, application and limitations of specific statistical tests. They will also analyze and critique the use of statistics in research published in the discipline. Topics addressed include data management, descriptive and inferential statistics, correlation and factor analysis.

### COMM 801 Ideas That Shape Media 3 cr.

Provides a detailed analysis of prevailing theories of media, cultural influences, and communication. Students read milestone research, discuss the impact that culture and media have on each other, and analyze how technology, technique, and culture collide to create various forms of communication. The course also focuses on trends in Communications Media and Instructional Technology.

### COMM 812 Media Ethics 3 cr.

Analyzes ethical problems, using established theories, research, and personal insights. Discussions focus on ethics within the communications media and instructional technology field. Students will complete research and case study activities that require them to provide possible solutions to ethical problems in the field.

### COMM 815 Teaching Communications Media 3 cr.

Focuses on helping students to understand the unique challenges of teaching communications media courses in higher education and to improve their teaching via use of appropriate communication techniques and reflection upon teaching/learning styles, motivations, and instructional techniques. Introduces doctoral students to the academic discipline of communications media in higher education. Explores the goals of communications media education and challenges for administration of communications media programs. Students will also explore the relationship between teaching, scholarship, and service in communications media. Prerequisite or co-requisite: COMM 801

### COMM 818 Media Criticism 3 cr.

This course examines the basic language and techniques of media criticism from both theoretical and application perspectives. Students will read and analyze current literature pertaining to broadcast media, film, and new media as well as develop a personal construct based on cultural patterns and media issues found in 21st century society. It will primarily focus upon media designed for post high school aged audiences. Prerequisite or co-requisite: COMM 801

### COMM 822 Children and Media 3 cr.

This course analyzes the scope of media in relationship to children. The course examines the impact that media has on children in terms of behavior and culture. It also examines the influence children have in shaping the media. Discussions focus on multiple forms of children's media including those within entertainment and education. Prerequisite or co-requisite: COMM 801

### COMM 825 Quantitative Methods in Communication Research 3 cr.

Presents students with methods to conduct quantitative research in the communications theoretical and applied domains. Provides students with the necessary skills to plan for and interpret quantitative data. Students will learn the fundamentals of quantitative modeling and statistical analysis to develop and answer communication problems. Students become familiar with principles for formulating hypotheses, selecting experimental and quasi-experimental designs, and using statistical software and other resources to conduct and interpret quantitative findings. Prerequisite: COMM 800

### COMM 828 Qualitative Methods in Communications Research 3 cr.

Students will examine the theoretical basis and history of qualitative methods within the field of communications media and instructional technology. They will become familiar with primary qualitative methods and then apply that knowledge to important studies within the field. They will also design and implement qualitative research strategies in research exercises. Prerequisite: COMM 800

### COMM 830 Media Preproduction 3 cr.

Focuses on preproduction activities such as script treatments, storyboarding, scriptwriting, editing, and production management. Students analyze case studies and real-world situations to better understand the planning of media development. Students also develop a preproduction plan for a substantial media

production in the areas of audio, video, film, photography, animation, games, simulation, and educational media.

### COMM 832 Media Production 3 cr.

Provides students with skills in media production including audio, video, photography, typographic, two-dimensional design, online media and other areas of commercial and instructional media production. May be taken more than once. Students take two tree-credit sections of COMM 832 to complete the six credit production core requirement for the program. Prerequisite: COMM 830: Media Preproduction

### COMM 846 Instructional Media Solutions 3 cr.

Analyzes the varied theoretical approaches to the design, development, implementation, and evaluation of media solutions to human competency problems. Students discuss models of performance analysis and policies, strategies, and tactics for developing competence, including instructional design. Students are required to analyze existing instructional systems and present recommendations for improving those systems, based on models and strategies discussed in class.

### COMM 853 Corporate Communications 3 cr.

This course provides students with the necessary skills to design, inform, and implement communications media strategies within the corporate environment. Students will learn the importance of communication and its impact on the affected publics. Through developing written, oral, and managerial communication, students will be able to execute multidirectional communication within a corporate setting. Students will explore corporate communication functions including internal communication, corporate promotions, and marketing communications. Prerequisite or co-requisite: COMM 801

### COMM 857 Doctoral Seminar in Communications Culture and Technology 3 cr.

Provides an advanced forum in which to research, discuss, and document current and emerging topics, issues, and applications in communication technology. Offers students the opportunity to conceptualize and develop models and strategies for group problem solving. Emphasis will be placed on students' applying this knowledge to in-class group problem solving. Students will work in a group(s) to formulate and implement a detailed plan for solving an organizational problem.

### COMM 876 Online Media 3 cr.

Introduces students to the development and distribution of media via satellite, broadband, and other digital delivery systems. Students will discuss production, fiscal, ethical, and technological issues surrounding streaming, file sharing, wireless connectivity, and podcasting. In the majority of the course, students will develop a production with audio and video components for online distribution and give justification for the selected strategies.



### COMM 881 Special Topics 3 cr.

Will allow the department to develop and formatively evaluate potential new courses, especially electives, within the program. Will also allow the department to develop and deliver courses that are reactive to events and circumstances within the field that may lead to a one- or two-time offering of a course.

### COMM 882 Simulations and Games 3 cr.

Focuses on the design, development, and distribution of electronic games and simulations. Discussions will focus on ethics, controversies, and economics of the gaming industry. The role of instructional, promotional, and entertainment-based simulations will be discussed. Students will learn to use advanced multimedia production tools to create simulations and games for varied purposes, accompanied by a written explanation of selected strategies.

### COMM 900 Culture of Cyberspace 3 cr.

In this theory-intensive course, students will be exposed to a wide variety of theoretical and empirical studies regarding the educational, corporate, social, and political aspects of social media. Privacy, copyright, blogging, network trends, video-knowledge sharing, and learning will be topics discussed in this class. Students will be required to analyze current media literature and build culture-based arguments in order to generate original research using cyberspace as a construct. Prerequisite or co-requisite: COMM 801.

### COMM 910 Advanced Doctoral Research in Communications 3 cr.

Serves as an advanced experience to assure students are prepared to do professional research in communications. Students will design a complete communications research project suitable for professional presentation and publication. Their work will encompass research design, measurement techniques, statistical procedures, and philosophies of research. Quantitative and qualitative approaches will be considered. Also covered are practical points such as data collection and generation strategies, concept definitions, database structure, and report design. Prerequisite: A minimum of 39 COMM doctoral credits

### COMM 995 Dissertation 1-12 cr.

Provides the student with an opportunity to complete and defend the dissertation. Constitutes the completion of the entire program of study. All coursework must be completed before the student can register for dissertation credits; therefore, all courses in the program are prerequisites. Additionally, the student must have successfully completed the proposal defense.

\*Indicates dual-listed class

## **COSC: Computer Science**

Department of Computer Science

College of Natural Sciences and Mathematics

### [COSC 581 Special Topics in Computer Science 3 cr.](#)

Seminar in advanced topics from computer science; content will vary, depending on the interests of the instructor and students (consult department for currently planned topics). May be repeated for additional credit. Prerequisite: Permission of instructor.

### [COSC 604 Elements of Internet Programming 3 cr.](#)

Focuses on writing platform-independent, object-oriented programs that are usable across the Internet. The language uses a write-once, run-anywhere approach, while providing adequate security. Course covers input and output, applets, graphics primitives, control structures, encapsulation, inheritance and polymorphism, event-based processing, animations, multithreading, exception handling, sandbox security, networking, and java beans. Prerequisite: COSC 110 or equivalent programming course.

## **COUN: Counselor Education**

Department of Counseling

College of Education and Educational Technology

### [COUN 590 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

and

### [COUN 591 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

Reviews current research in instructional practices, motivational techniques, and professional issues. The course may focus on any of these aspects of teaching, learning, or professional practice. In addition, the course may be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. This course is offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### [COUN 610 Introduction to Community Counseling 3 cr.](#)

Provides an introduction to the work of the community counselor in a variety of roles in many different settings.

### [COUN 613 Counseling Children 3 cr.](#)

Students are provided with an in-depth exploration of the counseling skills and techniques necessary for working with children. The topics, as they apply to children, include: developmental and cultural

considerations, professional counseling ethical and legal issues, need for age-specific services and interventions, counseling children with disabilities/ELL, and working within children's systems. Students will also learn to compare different theoretical approaches related to professional counseling work with children. Current research about best practices for counseling children will be explored including diagnosis often given in childhood and treatment planning. Prerequisites: COUN 617, 637 or equivalents.

### COUN 615 Counseling Across the Life Span 3 cr.

This course examines theories of human growth and development across the lifespan as well as counseling theories, methods and techniques that could be used to help clients/students, including persons with disabilities and English Language Learners, address developmental challenges. Prerequisite: None

### COUN 617 Basic Counseling Skills 3 cr.

Practice in developing effective basic counseling skills, including active listening, attending, building rapport, and demonstrating empathy. Observing, interviewing, and consulting procedures are developed.

### COUN 618 Multicultural and Diversity Issues in Counseling 3 cr.

This course is an overview of multicultural and diversity issues in the field of counseling. Students will increase their awareness and knowledge regarding diversity in worldviews often held by marginalized clients/students and the ways in which these variable impact the counseling process. The focus will be on counseling clients/students across the lifespan while being culturally responsive regarding race, ethnicity, sexual orientation, religion, disability status, ELL, and other characteristics. Students will develop self-awareness about their own cultural background and identify culturally appropriate counseling skills. Prerequisite: None.

### COUN 621 Introduction to Professional School Counseling 3 cr.

This course provides an overview of the history and current trends in professional school counseling, specifically focusing on the role of the professional school counselor within a comprehensive developmental school counseling program that is based on the American School Counselor Association (ASCA) National Model and applicable state models of school counseling in the Pre-Kindergarten through 12<sup>th</sup> grade experience, serving all students including student with disabilities and English Language Learners.

### COUN 624 Assessment Procedures for School Counselors 3 cr.

Basic statistical and measurement concepts utilized in testing and test interpretations in schools. Emphasis is also placed on the selection, administration, and interpretation of formal and informal assessment procedures that facilitate career, personal/social, and academic development for all students, including those with disabilities and who are English Language Learners, in school settings. Prerequisite: None, though this course is limited to students in the School Counseling Program.

### COUN 626 Career Education in the Schools 3 cr.

Study of how schools facilitate the career development of students using a comprehensive career guidance program. Considers developmentally relevant career strategies such as curriculum, group and individual

interventions, decision-making skills, and the processing and use of information. Emphasizes how students acquire self- and vocational knowledge, skills, and abilities which lead to effective career decisions.

Prerequisite: COUN 624.

### COUN 627 Child Counseling and Consulting Theories 3 cr.

Theories, objectives, principles, and practices of counseling and consulting are covered. Emphasis is placed on techniques and practices related to children. Prerequisite: COUN 617.

### COUN 628 Management of a Professional School Counseling Program 3 cr.

Helps the school counselor acquire the necessary competencies to organize and manage a professional school counseling program. Emphasis is on planning, designing, implementing, evaluation, and enhancing the school counseling program. Prerequisite: COUN 621.

### COUN 629 Group Procedures (Child) 3 cr.

Emphasis is placed upon understanding and developing group techniques related to the development and growth of children. Group counseling with children is covered. Prerequisite: None.

### COUN 634 Assessment Procedures for Clinical Mental Health Counselors 3 cr.

Provides an overview of the fundamental knowledge of assessment principles and procedures used in clinical mental health counseling. Standardized and nonstandardized testing will be covered and include statistical concepts, standard scores, reliability, validity, norm groups, and commonly used instruments. Alternatives to standardized testing will be covered as methods to appraise individuals' abilities to live, learn, and work in the community. Prerequisites: None, though this course is limited to students in the Clinical Mental Health Program.

### COUN 636 Career Counseling 3 cr.

This course overviews the individual career development process across the lifespan from various theoretical perspectives in school and clinical mental health settings. The course considers developmentally relevant career strategies such as career guidance curriculum, group and individual interventions, decision-making skills, career needs of English Language Learners (ELL) and individuals with disabilities, and the processing/use of career related information. The acquisition of knowledge of self and vocational skill/ability that leads to effective career decision making is also emphasized.

Prerequisite: None

### COUN 637 Counseling Theories 3 cr.

Specific counseling theories and corresponding interventions with children, adolescents and adults will be covered. Integrating theories to match client concerns will be emphasized. Prerequisite: COUN 617: Basic Counseling Skills

### COUN 639 Group Counseling Theory and Experience 3 cr.

This course is designed to provide students an understanding of group theory and processes. Considerable emphasis is placed upon ethical and professional issues related to groups, characteristics of group stages, techniques designed to foster healthy/therapeutic group dynamics and, how groups influence individuals as they relate to common concerns or problems. This course provides exposure to groups designed to meet the needs of clients/students across the life span. The course will enable students to evaluate the outcomes of group counseling in order to be a more effective group facilitator. This class also requires a 10 hour personal growth group experiential component, fulfilling the CACREP group experience requirement for counseling department students. Prerequisite: None

### COUN 657 Individual Practicum (Clinical Mental Health) 3 cr.

Provides a 75 hours (30 direct hours) supervised clinical mental health individual counseling practicum with children, adolescents, or adults via supervised clinical experiences to develop and utilize advanced individual counseling skills and techniques within a meaningful theoretical framework. Emphasis is on skill acquisition and the development of effective methods of facilitating the counseling process. Counseling theory and a variety of techniques will be drawn upon in the movement toward client goal attainment. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues. Students must pass this practicum experience with a B or better in order to advance to field experience. Prerequisites: COUN 617, COUN 637, & COUN 720. Students enrolled in M.Ed. program are restricted from taking this course.

### COUN 659 Secondary School Counseling Practicum 3 cr.

This course provides a 50-hour supervised clinical experience (20 direct hours) for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with adolescents ages 13-21. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic, career, and personal/social growth of all adolescents, including those with disabilities and English Language Learners (ELLs). Prerequisites: COUN 617, COUN 621, COUN 627 or COUN 637, COUN 629 or COUN 639, COUN 720 or COUN 730. In addition, grades in any previous practicum experience must be at least a B or better. Students enrolled in the M.A. program are restricted from taking this course.

### COUN 667 Elementary School Counseling Practicum 3 cr.

This course provides a 50-hour supervised clinical experience (20 direct hours) for professional school counselors in training to develop and utilize developmentally appropriate counseling skills and techniques with children ages 3-12. Emphasis is on developing a theoretical framework and applying the counseling skills necessary for facilitating individual and group counseling. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize cases, and discuss approaches to client issues in order to assist in the academic, career, and personal/social growth of children. Prerequisites: COUN 617, COUN 621, COUN 627 or 637, COUN 629 or 639, COUN 720 or 730. Students must pass this practicum

experience with a B or better in order to advance to field experience. Students enrolled in the M.A. program are restricted from taking this course.

### COUN 669 Group Counseling Practicum (Clinical Mental Health) 3 cr.

Provides a 25 hours (10 direct hours) supervised clinical mental health group counseling practicum with children, adolescents, or adults to develop and utilize basic and advanced group counseling skills and techniques. Emphasis is on skill acquisition and the development of effective methods of facilitating the group process. Through group and individual/triadic supervision experiences, students will evaluate recorded sessions, conceptualize group dynamics, and discuss approaches to group facilitation. Students must pass this practicum experience with a B or better in order to advance to field experience. Prerequisites: COUN 617, COUN 639, & COUN 720. Students enrolled in M.Ed. program are restricted from taking this course.

### COUN 670 Human Sexuality Issues for Counselors 3 cr.

Provides an overview of human sexuality issues for counselors and examines the role of sexuality in human adjustment, dynamics of individual/societal sexuality issues, and counseling approaches. Prerequisite: COUN 615.

### COUN 671 Diagnostic and Treatment Issues for Counselors 3 cr.

This course is a three-credit requirement for Clinical Mental Health Counseling students. It provides an introduction to the principles and practices of the diagnostic process with a focus on the current edition of the Diagnostic and Statistical Manual of Mental Disorders. It focuses on the history of the major classification system, descriptions of various mental disorders, and their corresponding diagnostic criteria. Treatment issues and an introduction to the use of medication related to mental disorders will also be covered. Prerequisite: None.

### COUN 672 Counseling and Consulting Within Systems 3 cr.

Students will be provided with an in-depth exploration of systems theory and its interface in school, clinical mental health, and family counseling work. Students will develop an understanding of how to engage collaboratively with larger systems that have an impact on persons, families, and communities. The aim of this course is to develop collaborative clinical and consulting knowledge that contributes to families, organizations, and communities within a social justice framework. Models and processes for consulting within systems will also be applied to the work of counselors. Prerequisites: COUN 617 and COUN 637.

### COUN 673 Wellness-Based Counseling 3 cr.

Definitions and models of wellness are presented. A theoretical model of human change processes is examined. Using a specific model of wellness in combination with the model of change, students explore human change and wellness from personal and interpersonal perspectives. Current methods and research on habit change, incorporating concepts of commitment, adherence, and maintenance of change are considered.

### [COUN 674 Addictions and Addictions Counseling 3 cr.](#)

This three-credit elective course provides an opportunity to develop an understanding of the addictive process and its relation to counseling clients with a variety of chemical and behavioral addictions. The course examines theories, techniques, and practices of addictive behavior and addictions counseling. Student competencies are enhanced by participation in activities addressing theoretical, as well as practical, knowledge of addictions counseling.

### [COUN 675 Grief Counseling 3 cr.](#)

An in-depth exploration of the grief process with a focus on grief counseling strategies. The differences between “grieving well” and complicated mourning will be explored, along with counseling strategies to facilitate a healthy grieving experience. Providing counseling to individuals (children-adult) and families experiencing the trauma caused by a loss such as suicide, death of a child/sibling, homicide, and unexpected death will be included.

### [COUN 676 Counseling Issues in Adolescence 3 cr.](#)

Examines research pertaining to challenging issues in modern adolescence. Commonly used counseling approaches are covered, and specific counseling issues pertinent to this developmental stage are explored in depth.

### [COUN 677 Crisis Addiction Counseling 3 cr.](#)

Students will develop an understanding of counseling clients/students during crisis, disaster, and other trauma causing events and counseling clients/students through addictive process relating to chemical and behavioral addictions. For crisis and addiction counseling, this course will examine theories, models, assessment techniques, and intervention strategies. The counselor’s collaborative role in crisis preparedness and response is discussed, including self-care strategies appropriate during crisis and addiction counseling. Student competencies are enhanced by participation in activities addressing theoretical as well as practical knowledge of crisis and addiction counseling. Prerequisite: COUN 617 Basic Counseling Skills.

### [COUN 678 Spiritual Issues in Counseling 3 cr.](#)

This is a special topics course that is designed to assist counseling students to become more informed about and aware of spiritual issues that affect them, their clients, their communities and society. Emphasis is placed on how spiritual practice influences one's work as a counselor and how in-session psycho-spiritual interventions and between-session spiritual practice may deepen the client's work beyond the levels typically addressed by traditional "talk therapies."

### [COUN 681 Special Topics 3 cr.](#)

### [COUN 682 Counseling Students/Clients with Disabilities](#)

This course provides students with an in-depth understanding of counseling youth and adults with disabilities in school and community settings. This includes the responsibilities and competencies of school and clinical mental health counselors according to applicable laws and standards. Course content includes understanding

developmental and psychosocial issues and implications for effective individual and systemic interventions. An overview of specific disabilities is also emphasized. Prerequisite: COUN 617 Basic Counseling Skills

### COUN 699 Independent Study 1-3 cr.

Topic pertinent to the individual's program of study. By permission of department chairperson and advisor only.

### COUN 710: Clinical Mental Health Counseling 3 cr.

Historical and philosophical trends in clinical mental health counseling will be surveyed along with strategies for designing, implementing, and evaluating clinical mental health counseling programs/services in the public and private sector. Prerequisite: COUN 720

### COUN 720 Professional Orientation and Ethical Practice in Counseling 3 cr.

This course is designed to examine the professional, ethical, and legal issues that impact the practice of the professional counselor working in a variety of counseling settings. Considerable emphasis is placed upon the understanding and application of ethical standards and legal statutes, which affect counselors when making critical decisions about clients/students. Professional identity development, including orientation to the counseling profession and professional organizations will also be the focus of this course.

### COUN 730 Ethical and Legal Issues in Community Counseling 3 cr.

Emphasis is on professional, ethical, and legal issues that impact the practice of the professional counselor working in the community setting. Examines the function and application of ethical standards and legal statutes that affect community counselors. Prerequisite: COUN 610. Students enrolled in M.Ed. program are restricted from taking this course.

### COUN 738 Advanced Counseling Theory: Specific Theoretical Approach 3 cr.

This course extends beyond Counseling Theory (COUN 637) as it provides in-depth exploration of a specific counseling theory, including its origins, development, and range of individual and group counseling applications. Emphasis is on learning and practicing therapeutic intervention strategies rooted in this theoretical approach. This course can be taken up to three times, focusing on a different counseling theory. Prerequisites: COUN 617, 637 or equivalents.

### COUN 755 Field Experience 3 cr.

Provides a supervised professional practice field placement for students in the Counseling programs. The plan and scope of the field experience will be determined by the student and supervising faculty on an individual basis and in keeping with the departmental policies and procedures as stated in the Field Experience Handbook. May be repeated for a maximum of six credits. Prerequisites: Core and practicum courses.



[COUN 795 Thesis 3 cr.](#)

[COUN 798 Internship in Counselor Education 3 cr. or 6 cr.](#)

The internship provides an opportunity to apply didactic experiences in an actual work setting. Sites must be approved by the department.

## **CRIM: Criminology**

Department of Criminology

College of Health and Human Services

[CRIM 600 Criminological Theory 3 cr.](#)

An examination of criminological theories with emphasis on origins and applications of relevant theoretical approaches to crime and criminally deviant behavior. Required of all master's students.

[CRIM 601 Proseminar 3 cr.](#)

Survey of current research, critical issues in the administration of justice, and criminological theory. Designed to acquaint the student with recent developments in the discipline of criminology. Required of all master's students.

[CRIM 605 Research Methods 3 cr.](#)

Methods and techniques of research in criminology. An in-depth examination of the role of research in the analysis, interpretation, and clarification of problems in criminology and the administration of justice. The development of a research proposal/thesis prospectus will be the end product of the course. Required of all master's students.

[CRIM 610 Legal Issues in Criminology 3 cr.](#)

An in-depth study of contemporary legal issues faced by criminal justice professionals. Emphasis is placed on criminal constitution problems as well as the judicial review of administrative decisions made by criminal justice organizations. Required of all master's students.

[CRIM 630 Seminar in Administration and Management in Criminal Justice 3 cr.](#)

The study of bureaucracy and complex organization with emphasis on the concepts and practices of the organization and management of agencies in the administration of justice. Required of all master's students.

### CRIM 631 System Dynamics in Administration of Justice 3 cr.

A study of dynamic systems and analytical techniques relevant for understanding new perspectives of the administration of justice. Required of all master's students.

### CRIM 632 Organizational Dynamics within the Criminal Justice System 3 cr.

An examination of organizational and systems theories, concepts, applications, and research within the criminal justice system. Attention is given to the role organizations play independently and collectively in the administration of justice. Required of all master's students.

### CRIM 645 The Dynamics of Cybercrimes 3 cr.

An examination of the current and future issues in cybercrimes. Emphasis will be given to criminals and victims, law enforcement, state and federal laws, criminology theories, and the development of research topics in cybercrimes.

### CRIM 681 Special Topics 3 cr.

Special Topics courses are offered at the discretion of the department in a wide area of subjects directly related to law enforcement, courts, corrections, or security.

### CRIM 699 Independent Study 3 cr.

Research of a significant issue or problem in criminology or the administration of justice. Instructor, coordinator, and chair approval required. May be taken twice for a maximum of 6 semester hours.

### CRIM 718/818 Quantitative Strategies for Analysis in Criminology 3 cr.

Computer analysis of quantitative data to the behavioral science of criminology: the logic of data analysis, fundamentals of statistical procedures commonly used in criminological analysis. Students also learn to critique published criminological research.

### CRIM 730/830 Ethical and Philosophical Issues in Criminology 3 cr.

An intensive examination of selected ethical and philosophical issues currently facing the field of criminology. Issues for analysis will be drawn from (but not limited to) such categories as the function of law; integrating theory and practice; ethical issues surrounding research strategies; punishment forms; social control strategies; and crime and justice in the future.

### CRIM 744/PLSC 744 Terrorism 3 cr.

An in-depth study of the legal and international issues that the U.S. faces in response to combating international terrorism. Emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target

hardening.

Prerequisites: Enrolled in CRIM or PLSC graduate program, or permission of instructor.

### [CRIM 765/865 Criminal Justice Planning and Evaluation 3 cr.](#)

The study of planning and evaluation in criminology and the administration of justice and of the literature and practices, including problems, issues, and tasks confronting planners and evaluators.

### [CRIM 770/870 Seminar in Contemporary Corrections 3 cr.](#)

An examination of current issues and problems in contemporary corrections.

### [CRIM 781/881 Special Topics 3 cr.](#)

### [CRIM 785/885 Seminar in Contemporary Juvenile Justice and Delinquency 3 cr.](#)

An examination of current issues and problems in contemporary juvenile justice and delinquency.

### [CRIM 790/890 Seminar in the Contemporary Judicial System 3 cr.](#)

An examination of current issues and problems in the contemporary judicial system.

### [CRIM 791 Synthesis Project 3 cr.](#)

Provides a synthesis of theory, research, and policy in criminology/criminal justice. This course will be taken during the student's final semester in the program, unless exceptional circumstances exist. The development of a substantial paper and oral presentation will be the required end products of this course. Prerequisites: CRIM 600, 601, and 605. Required of all non-thesis master's students.

### [CRIM 795 Thesis 3-6 cr.](#)

### [CRIM 798/898 Graduate Readings in Criminology 3 cr.](#)

With faculty supervision, students read at least six major criminological texts and participate in a seminar situation for the purpose of discussing the reading materials.

### [CRIM 799/899 Independent Study 3 cr.](#)

### [CRIM 810 Advanced Theoretical Criminology 3 cr.](#)

An intensive examination and critical analysis of the original works of selected theorists. Major theorists will be chosen each semester based on the interests of the professor and students.

### [CRIM 817 Advanced Qualitative Methods 3 cr.](#)

Explores the criminological research enterprise from the qualitative perspective. Focuses on the relationship among all components of research design, including problem formulation, theory, data collection, analysis,

and presentation of findings. Students individually design a project and carry out preliminary stages of data collection. Permission required.

### [CRIM 820 Advanced Quantitative Methods 3 cr.](#)

An in-depth analysis of the logic and uses of advanced criminological research models. Emphasis will be given to the use of quantitative research techniques and perspectives as they relate to formal theory construction.

### [CRIM 840 Advanced Criminal Justice Policy 3 cr.](#)

A study of the impact of government crime policies on individuals and groups. An examination of criminal justice policy formulation and analyses of specific policies relevant to crime and the administration of justice.

### [CRIM 845 Comparative Justice Systems 3 cr.](#)

An examination of criminological field research in diverse cultural settings around the world. Special focus given to problem formulation, theory construction, and general research design in comparative justice systems.

### [CRIM 847 Victimology: Theory, Research, and Policy Issues 3 cr.](#)

Examines theoretical perspectives and research methods as they have impact on the research questions and findings in the field of victimology. Class, race, age, and gender are applied to analyze issues regarding the role of the victim, kinds of victimization, fear of crime, victimization of offenders and victims by the criminal justice system, and victim's compensation and human rights.

### [CRIM 848 Criminal Violence: Theory, Research, and Issues 3 cr.](#)

An overview of general theories of violence and their applications to criminal violence. A variety of research and policy/programmatic issues will be explored, with attention given to issues relating to predicting dangerousness.

### [CRIM 851 Doctoral Colloquium in Criminology 3 cr.](#)

Provides an academic setting for graduate students to present research and theoretical papers for group discussion. Special Topics in criminology will be selected each semester.

### [CRIM 901 Advanced Applied Research I 3 cr.](#)

The application of selected principles of criminological theory and research methods toward understanding and resolving specific problems of justice processing.

### [CRIM 902 Advanced Applied Research II 3 cr.](#)

The application of selected principles of criminological theory and research methods toward understanding and resolving specific problems of justice processing.

### CRIM 903 Advanced Applied Research III 3 cr.

The application of selected principles of criminological theory and research methods toward understanding and resolving specific problems of justice processing.

### CRIM 904 Advanced Applied Teaching Techniques 3 cr.

A review of prominent models of effective teaching and the applications of selected models of teaching theory to specific criminological courses.

### CRIM 995 Dissertation 1-12 cr.

## **CURR: Curriculum and Instruction**

Department of Professional Studies in Education

College of Education and Educational Technology

### CURR 590 Improving Professional Practice in Instructional Settings 1-3 cr.

and

### CURR 591 Improving Professional Practice in Instructional Settings 1-3 cr.

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. In addition, the course may be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### CURR 781/981 Special Topics 1-3 cr.

### CURR 798 Supervised Doctoral Internship 6 cr.

Applied field experience chosen by doctoral students with the approval of the dissertation advisory committee. Prerequisite: Permission only.

### CURR 905 Implementation and Evaluation of Curriculum 3 cr.

Provides students with frameworks for the systematic implementation and evaluation of research-based curricula. Prerequisite: Admission to the Curriculum and Instruction doctoral program.

### CURR 910 Advanced Topics in Human Development and Learning 3 cr.

Students analyze, evaluate, and synthesize theories of human development and learning. Emphasis is on learning and development throughout the life span. Prerequisite: Admission to the Curriculum and Instruction doctoral program.

### CURR 915 Writing for Professional Publication 3 cr.

Designed to enhance the scholarly and publishable writing skills of doctoral students in education. Students produce and submit a proposal for a presentation at a professional conference. Students also develop a full manuscript to be submitted to a scholarly journal and a book prospectus. Skills in responding to editorial feedback, peer review, and public presentation of scholarly work are developed. Prerequisites: Admission to the Curriculum and Instruction doctoral program and permission of program coordinator.

### CURR 918 Qualitative Research Design in Education 3 cr.

Introduces doctoral students to four dimensions of qualitative research: understanding traditions and purposes, formulating research questions, collecting data, and analyzing data. Students will develop the basic skills of the qualitative researcher and be introduced to the major types of qualitative studies. Prerequisite: None

### CURR 920 Quantitative Research Methods in Education 3 cr.

Provides students with the requisite quantitative research skills to evaluate published research in education.

### CURR 925 Critical Analysis of Issues in Education 3 cr.

Examines current issues, innovations, and persistent controversies that influence reform in basic and postsecondary education. Prerequisite: Admission to the Curriculum and Instruction doctoral program.

### CURR 930 Effective Teaching and Supervision 3 cr.

Focuses on the interrelationship between instructional effectiveness and student achievement, with particular emphasis on postsecondary teaching and supervision.

### CURR 935 Democratizing Education: Diversity, Citizenship and Social Justice 3 cr.

Integrates theory and practice related to the social and philosophical ideology of equity and excellence in education. Focus is on ways in which race, gender, culture, disability, and socioeconomic status influence educational perspectives, programs, and policies.

### CURR 940 Emerging Technologies in Education 3 cr.

Focuses on educational applications of technology, from basic education through higher education, as they relate to the college faculty member's role.

### CURR 945 Literacy: Theory, Research, and Practice 3 cr.

Examines critical issues and cognitive processes in language learning. Topics include changing definitions for literacy, cultural aspects of literacy, methods of fostering literacy development, and alternative assessment practices. Research and theory on strategies used to support a developmental view of literacy are critically evaluated. Prerequisites: Admission to the Curriculum and Instruction doctoral program and permission of program coordinator.

### CURR 951 Innovations in Curriculum and Instruction 3 cr.

Designed to provide students with opportunities to critically evaluate educational innovation as it influences programs and outcomes for students. Emphasis will be on critical thinking, creativity, collaboration, and communication.

### CURR 955 Research Proposals and Peer Review Processes 3 cr.

Students will refine their written scholarly work based on instructor feedback and peer review. Dissemination of research through professional conference presentations and publications will be the focus.

### CURR 960 Comprehensive Evaluation of Educational Programs 3 cr.

Field-based course that uses the case study method to delve into the theories, models, and evidence-based methods that are used to evaluate educational programs. Doctoral candidates will identify an educational program in basic or higher education, select an appropriate evaluation model, plan a data gathering strategy that involves various stakeholders, and conduct a comprehensive program evaluation that conforms to national ethical standards for evaluators. Prerequisite: CURR 905 Curriculum Evaluation

### CURR 982 Quantitative Data Analysis in Education 3 cr.

Designed to prepare doctoral students to identify, critique, adapt, and design data collection tools that are reliable and valid.

### CURR 983 Qualitative and Mixed Methods Research in Education 3 cr.

Guides doctoral candidates in developing the conceptual frameworks that underlie qualitative and mixed methods dissertation research. Students will work with data sets to acquire the skills of transcribing, analyzing, and interpreting data.

### CURR 995 Dissertation 1-12 cr.

Students preparing a doctoral dissertation for credit must register for this course. Number of credits assigned and the extent of time for which research activity is scheduled depend on nature and scope of student's research problem and his/her general doctoral program.

## **ECED: Early Childhood Education**

Department of Professional Studies in Education

College of Education and Educational Technology

### [ECED 590 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

and

### [ECED 591 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### [ECED 760 Child Study and Assessment 3 cr.](#)

Designed to introduce students to issues and strategies affecting the evaluation of the three-to-eight-year-old child's physical, social, emotional, cognitive, and aesthetic development. Naturalistic observation, rating scales, tests, and portfolio assessment of children's work will be examined.

### [ECED 761 History and Philosophy of Early Childhood Education 3 cr.](#)

Introduces students to the historical and philosophical foundations of the field of early childhood education. Major historical events, social trends, and philosophical perspectives from around the globe that have shaped the education of the very young will be addressed. Students will examine contemporary circumstances in early childhood education in terms of time-honored traditions and important insights from leaders in the profession.

### [ECED 762 Early Childhood Field Study 3 cr.](#)

Emphasis on the role of early childhood theory and research on classroom practice. Students will observe, participate, and collect field notes in an early childhood setting. Findings will be synthesized in a written report and presented to the class. Prerequisites: ECED 760, ECED 761, and ECED 764.

### [ECED 764 Early Childhood Curriculum 3 cr.](#)

Examines the developmental continuity of educational programs for the young child, ages three through eight. Materials, strategies, concepts, and learning experiences that are suited to each child's developmental level will be selected, planned, applied, and evaluated by students.



### ECED 765 Issues and Trends in Early Childhood Education 3 cr.

Designed to provide early childhood educators with a child advocacy perspective on contemporary social forces, professional issues, and public policy trends affecting young children. Students develop skills in identifying key issues using problem-solving strategies, communicating ideas, and functioning as change agents within educational institutions. Interpersonal skills and collaborative relationships with colleagues, administrators, politicians, parents, and community agencies are emphasized.

### ECED 766 Early Childhood Program Evaluation 3 cr.

Emphasizes the study and evaluation of programs designed for preschool through the primary grades. Students assess early childhood curricula, review relevant research, and use evaluation frameworks to assess program quality. Cross-cultural comparisons of early childhood curricula in the United States and programs from other cultures and nations are studied. Prerequisites: ECED 761, ECED 764, or permission of instructor.

## **ECON: Economics**

Department of Economics

College of Humanities and Social Sciences

### ECON 501 Foundations of Modern Economics 3 cr.

Survey of micro and macroeconomics designed for the student who is not already well grounded in the field.

### ECON 562 Energy Economics 3 cr.

Focuses on a variety of energy related topics from an economics perspective. Topics include energy demand and supply, market structure and energy pricing, renewable and nonrenewable sources of energy, environmental impacts of energy use, climate change, and energy policy.

### ECON 633 Managerial Microeconomic Applications 1.5 cr.

Develops analytical tools from microeconomic theory that can be practically applied to improve managers' decision-making abilities. Special emphasis is placed on optimizing pricing, production, and performance evaluation decisions using available analytical and quantitative tools, including economic theory, regression, and visualization techniques. Prerequisites: ECON 121, ECON 122, MATH 121 or the equivalent, or permission of instructor.

### ECON 634 Managerial Economics 3 cr.

Applications of economic theory to organizational decision-making. Managerial practice is analyzed using techniques of maximization, minimization, and optimization. Organizational objectives are evaluated using

techniques of statistical estimation of revenues, costs, and outputs. Prerequisites: ECON 121, ECON 122, MATH 121 or the equivalent, or permission of instructor.

### [ECON 699 Independent Study 1-6 cr.](#)

Directed readings, written assignments, and research on a specific topic determined by the student and the instructor. Prerequisites: ECON 501, credits of "C" or better in six semester hours of Principles of Economics, or permission of instructor.

### [ECON 820 Managerial Economics for Decision Making and Leadership 3 cr.](#)

The application of microeconomics to decision-making. Exploration of analytical tools for measuring and defining optimal policy decisions. Optimal policies are managerial decisions that maximize, minimize, or satisfice specified objectives of the organization. Includes building quantitative models to apply to plausible situations, using appropriate, computer-assisted decision techniques.

## **EDAD: Education Administration**

Department of Professional Studies in Education

College of Education and Educational Technology

### [EDAD 590 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

and

### [EDAD 591 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### [EDAD 660 School Finance 3 cr.](#)

Budgeting procedures for large and small school districts are the focus of this course. School budgeting, accounting, bonding, and various monetary applications are presented as well as the various procedures for acquiring funds.

### EDAD 756 School Administration 3 cr.

Designed as a basic course in school administration, this course serves as an introduction to the principles and practices of school administration for students who aspire to a supervisory or administrative position in public schools. Human aspects of educational administration are emphasized.

### EDAD 660/860 School Finance 3 cr.

Budgeting procedures in school finances, facilities, and management are presented. School budgeting, accounting, bonding, and various monetary applications are presented, as well as the various procedures for acquiring funds. Prerequisite: For approved Administration and Leadership Studies candidates or permission of the instructor.

### EDAD 798 Principal Internship 3 or 6 cr.

## **EDEX: Education of Exceptional Persons**

Department of Communication Disorders, Special Education, and Disability Services

College of Education and Educational Technology

### EDEX 509 Instructional Strategies for Gifted Learners 3 cr.

Participants will explore issues of excellence and equity in gifted education; examine the unique characteristics of gifted learners; become oriented to the differentiation process; explore predispositions and behaviors of effective gifted teachers; and become acquainted with specific strategies for meeting the learning needs of gifted students.

### EDEX 515 Preschool Education for Children with Disabilities 3 cr.

Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. Serves as a course for departmental majors who are specifically interested in early childhood education, as an elective for other interested students in related fields, and as a priority course for Early Childhood Education majors. Prerequisite: Certification or EDEX 650 or EDEX 111 or EDEX 300.

### EDEX 520 Characteristics and Etiology: A Theoretical and Practical Introduction to Autism Spectrum Disorder 3 cr.

An overview of the characteristics and learning traits, classification systems, assessment strategies/issues, approaches, and interventions related to individuals with autism spectrum disorder (ASD). Special emphasis will be given to theoretical, actuarial and scientific hypotheses regarding the etiology of ASD and definitions, interventions, and cultural attitudes regarding ASD and their relationship to educational services.

### EDEX 558 Transition Assessment and Planning for Youth With Disabilities 3 cr.

Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Emphasis is placed on the application of skills needed for successful outcomes which include self-determination, specific techniques for task analysis of jobs, daily living skills, social adaptation and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.

### EDEX 560 Family Perspectives on Disability 3 cr.

Intended for any major who will work with families and youth with disabilities. By understanding families as competent and resourceful systems, students examine critically ways to collaborate effectively with family members. This course focuses on legal and philosophical bases for supporting families in making important decisions affecting the education and care of their children. Prerequisite: PSYC 101.

### EDEX 569/\* Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury 3 cr.

Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities, and brain injury; definition and identification of the populations; and educational approaches. The course will review research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using Internet resources and PowerPoint format. Prerequisite: Certification or EDEX 650 or EDEX 111 or EDEX 300. This course is designed to meet teacher certification requirements.

### EDEX 578/\* Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities 3 cr.

Focus on major theoretical positions regarding etiology of mental retardation, developmental disabilities, a wide and diverse range of physical/multiple disabilities, and other health impairments. Definitions, population characteristics, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services. Prerequisite: Certification or EDEX 650 or EDEX 111 or EDEX 300. This course is designed to meet teacher certification requirements.

### EDEX 581 Special Topics

### EDEX 590 Improving Professional Practice in Instructional Settings 1-3 cr.

and

### EDEX 591 Improving Professional Practice in Instructional Settings 1-3 cr.

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only

for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

#### EDEX 599 Independent Study in Special Education 1-3 cr.

Individual students develop research studies in consultation with a faculty member. Departmental consent required.

#### EDEX 621: Models of Teaching for Gifted Learners 3 cr.

Designed to provide graduate students with an understanding of the unique teaching models best suited for gifted students and to build upon their knowledge of instructional strategies. The course also explores a framework for facilitating gifted students' individualized efforts, teaching the key steps of the exploratory process, and identifying the optimal options for self-reflective and summative evaluations.

#### EDEX 650 Exceptional Children and Youth 3 cr.

Surveys characteristics, definition/identification, and service delivery models for children and youth with disabilities or who are gifted/talented. Considers state and federal policies governing special education program service delivery, as well as the legal rights of individuals with disabilities.

#### EDEX 681/781 Special Topics 3 cr.

#### EDEX 750 Assessment for Instructional Planning for Students with Autism Spectrum Disorders 3 cr.

Particular attention will be given to the identification of the range of assessment domains and the valid use of the functional behavior assessment process. Practical strategies for teaching skills in the domain areas based on assessment results will be addressed. An overview of curricula, approaches, strategies, and materials used with students with Autism Spectrum Disorder will also be provided.

#### EDEX 751 Instructional Interventions and Methods for Students with Autism Spectrum Disorder 3 cr.

Focuses on evidenced-based educational interventions for students with autism spectrum disorder. Examines practical strategies for assessing and structuring the environmental supports needed for students to participate and progress in all environments. Special attention will be given to instructional planning to accommodate and modify specific instructional programs and materials, behavioral interventions, and language, communication, and socialization interventions. Examines the necessary considerations for organizing and supervising classroom teams.

#### EDEX 752 Assessment of Persons with Disabilities 3 cr.

Provides students with an understanding of the diagnostic tools and techniques used to evaluate students with disabilities. Examines formal and informal assessment measures used in the diagnosis and remediation of

educational problems. Emphasizes those skills expected of a special education teacher as a member of a multi/interdisciplinary team.

#### [EDEX 753/853 Research Seminar in Special Education 3 cr.](#)

Provides enrollees with opportunities to focus on current research in special education. Focus of research may change each term in accordance with preferences of instructor and students. Emphasizes critical analysis of research, classroom applications of that research, and implications for future research.

#### [EDEX 754 Advanced Instructional Design in Special Education 3 cr.](#)

Emphasizes effective instructional approaches appropriate for the education of students with mild to profound disabilities. Considers educational priorities and effective teaching practices in developing and evaluating individualized, integrated interventions.

#### [EDEX 755 Professional Collaboration and Team Building for Special Educators 3 cr.](#)

This course focuses on strategies for collaborating with families, agencies and other service providers in both the school and community in order to best meet students' needs. The understanding of family systems, related legal mandates, available agency resources and effective family and school collaboration will be emphasized. Assessment of the preferred level of support for families and issues related to advocacy throughout the community will also be addressed.

#### [EDEX 781 Special Topics 3 cr.](#)

#### [EDEX 785 Practicum and Internship 3-9 cr.](#)

Offers advanced students guided practicum experiences in selected schools, residential institutions, clinics, or agencies. Internships or supervised student teaching planned individually. Students analyze, evaluate, and report on their experiences.

#### [EDEX 795 Thesis 3 cr.](#)

\*Indicates dual-listed class

### **EDHL: Education of Persons with Hearing Loss**

Department of Special Education and Clinical Services

College of Education and Educational Technology

#### [EDHL 590 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

and

### [EDHL 591 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### **EDSP: Educational and School Psychology**

Department of Educational and School Psychology

College of Education and Educational Technology

### [EDSP 523/\\* Educational Programming for Gifted Learners 3 cr.](#)

To familiarize educators with various service delivery options in K-12 gifted education programs and to assist them in determining which options are best for which types of gifted learners. Participants will explore methods for interpreting educational assessments, modifying classroom instruction, and assessing effectiveness of interventions for high-ability students.

### [EDSP 577 Assessment of Student Learning 3 cr.](#)

Acquaints students with major methods and techniques of evaluation used to assess and report growth, development, and academic achievement of learners in elementary and secondary schools, including interpretation of standardized test information.

### [EDSP 581 Special Topics 3 cr.](#)

### [EDSP 590 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

and

### [EDSP 591 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### [EDSP 624 Social, Emotional, and Cultural Factors in the Education of Gifted Learners 3 cr.](#)

Designed to familiarize educators with the social and emotional characteristics of gifted learners and their families and to increase awareness of current and past attitudes toward high-ability learners in American

cultures. The goal is to improve educational programs for gifted learners through an increased awareness of cultural, social, emotional, and familial factors related to positive learning outcomes for this population.

### [EDSP 681 Special Topics in Educational Psychology 3 cr.](#)

Designed for those students who wish to do independent research in special areas. Prerequisite: Departmental chairperson permission.

### [EDSP 699 Independent Study 3 cr.](#)

### [EDSP 704/804 Advanced Educational Psychology 3 cr.](#)

An upward extension of educational psychology with a systematic review of current research and learning theory with emphasis on classroom applications, including studies of the organization, administration, and operation of schools.

### [EDSP 717/817 Applied Educational Research Methods 3 cr.](#)

Develops skills needed to engage in applied educational research using standard experimental research and evaluation designs, typical measurement approaches, and parametric statistical procedures. A practical problem presentation mode enhances an integrated holistic approach to design, sampling, measurement, statistics, hypothesis testing, and interpretation of results. A microcomputer statistical package is used to assist in the analysis of data.

### [EDSP 745/845 Crisis Intervention and Psychological Counseling of Exceptional Children 3 cr.](#)

Provides educational psychology students with theoretical background and entry-level skills for counseling children (K-12) who have special needs and assists their families with adjustment and coping skills. In addition to basic counseling techniques, students are exposed to best practices in counseling multicultural populations and those with disabilities and in crisis intervention. Emphasis is on short-term, goal-oriented interventions. The role of the psychologist in the development and practice of the school crisis intervention team is also addressed, as well as cooperative functioning with other service professionals in the schools.

### [EDSP 746/846 Learning and Instruction 3 cr.](#)

Provides an in-depth examination of developmental, cognitive, and interactionist learning theories as they apply to classroom instruction. Emphasis is on direct application of theory to the improvement of classroom instruction and the relationship of learning and motivation.

### [EDSP 747 Child and Adolescent Development 3 cr.](#)

Students will explore child development from conception through adolescence and include a survey of growth, adaptation, and developmental patterns with implications for academic, emotional, and social learning. Cognitive, emotional, social, and physical development are explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state. The course will be organized in a topical manner and include basic concepts and theories of child development, applied directions of child



development, biological foundations of development, prenatal development, physical growth, as well as cognitive and language development. Prerequisite: Permission of the Instructor

#### [EDSP 748/848 Advanced Studies in Behavioral Problems 3 cr.](#)

Explores behavior problems encountered in classroom situations and gives cause, characteristics, and some preventative and remedial techniques, including those appropriate for managing students with learning and behavioral exceptionalities.

#### [EDSP 755/855 Practicum I 3 cr.](#)

Provides school psychology students with an opportunity to learn contemporary theories of cognitive and academic development and how these constructs are measured in educational settings. Students are directly supervised in onsite practicum experiences as they apply these skills in a highly structured university clinic setting. Prerequisite: For approved school psychology candidates or permission of instructor.

#### [EDSP 781/981 Special Topics 3 cr.](#)

#### [EDSP 795 Thesis 3 cr.](#)

#### [EDSP 804 Advanced Educational Psychology 3 cr.](#)

An upward extension of educational psychology with a systematic review of current research and learning theory with emphasis on classroom applications, including studies of the organization, administration, and operation of schools.

#### [EDSP 811 Introduction to School Psychology 3 cr.](#)

The professional responsibilities of the school psychologist are explored in relation to ethical and legal aspects, state and federal litigation and legislation, dynamics and organization of regular and special education, issues in multicultural and exceptional child education, and provision of assessment, placement, and intervention services in the public schools. Prerequisite: Permission of the instructor.

#### [EDSP 812 Assessment for Intervention I 3 cr.](#)

Provides school psychology students with the knowledge and skills needed to administer, score, and interpret selected individually administered tests of intelligence and achievement. Trains students to conduct curriculum-based measurement procedures, to communicate assessment results, and to use assessment results for intervention planning. Prerequisite: For approved school psychology candidates or permission of instructor.

#### [EDSP 813 Assessment for Intervention II 3 cr.](#)

Provides the student with skills necessary to administer and interpret informal, developmental, perceptual-motor, adaptive, achievement, and other allied measures used in a psychoeducational assessment. Moreover, students should become aware of issues associated with individualizing assessment based upon variables such as ethnicity, SES, gender, medical conditions, and linguistic and cultural differences. Prerequisite: For approved school psychology candidates or permission of instructor.

### EDSP 814 Advanced Assessment of Low Incidence Disabilities 3 cr.

Advanced Assessment of Low Incidence Disabilities provides the school psychology student with the knowledge and skills needed to administer, score, and interpret selected individually-administered tests of cognitive, academic, adaptive, and developmental functioning in populations with low incidence disabilities (e.g., Developmental Delays, Autism Spectrum Disorders, Speech or Language Impairment, Intellectual Disabilities, Visual Impairment, Physical Impairment, Traumatic Brain Injury.). Students will become familiar with multi-cultural issues related to the assessment and diagnosis of low incidence populations. Prerequisite: EDSP 812 and EDSP 813

### EDSP 817 Applied Educational Research Methods 3 cr.

Develops skills needed to engage in applied educational research using standard experimental research and evaluation designs, typical measurement approaches, and parametric statistical procedures. A practical problem presentation mode enhances an integrated holistic approach to design, sampling, measurement, statistics, hypothesis testing, and interpretation of results. A microcomputer statistical package is used to assist in the analysis of data.

### EDSP 818 Instructional Consultation 3 cr.

Reviews the basic principles of the consultative process as applied to working with teachers and school-based problem-solving teams to help students with academic problems. Students will be expected to demonstrate skill in consultative interviewing regarding academic problems, problem identification, data gathering relevant to both curriculum and the classroom environment, and intervention design, execution, and evaluation in pre-kindergarten through high school settings. Prerequisites: For approved school psychology candidates; must have taken or take concurrently with EDSP 812 and EDSP 813; permission of instructor.

### EDSP 852/952: School Psychology Internship 3 cr.

EDSP 852 involves a supervised field experience in a public school setting for a minimum of two consecutive semesters, three credits each semester (3c-01-3sh), which are typically taken immediately after the student's last term of coursework. Students must accumulate a minimum of 1200 clock hours during their internship experience. Throughout this experience, students will have the opportunity to apply their understanding and skills in the general practices of school psychology, which has been developed throughout their courses in the program. Approved school psychologist certification candidates must pass all core coursework prior to enrolling in the internship course. Therefore, they must earn a "B" or higher in all core courses and all "incomplete" grades must be resolved prior to starting internship. Students must also successfully complete the comprehensive exams before starting their internship experience.

EDSP 852 involves a supervised field experience in a public school setting for a minimum of two consecutive semesters, three credits each semester (3c-01-3sh), which are typically taken immediately after the student's last term of coursework. Students must accumulate a minimum of 1200 clock hours during their internship experience. Throughout this experience, students will have the opportunity to apply their understanding and skills in the general practices of school psychology, which has been developed throughout their courses in the program. Approved school psychologist certification candidates must pass all core coursework prior to enrolling in the internship course. Therefore, they must earn a "B" or higher in all core courses and all

“incomplete” grades must be resolved prior to starting internship. Students must also successfully complete the comprehensive exams before starting their internship experience.

Prerequisite:

EDSP 852: Approved school psychologist certification candidates must pass all core coursework prior to enrolling in the internship course. Therefore, they must earn a “B” or higher in all core courses and all “incomplete” grades must be resolved prior to starting the internship. Students must also successfully complete the comprehensive exams before starting their internship experience.

EDSP 952: Approved school psychology doctoral candidates must pass all core coursework prior to enrolling in the internship course.

### [EDSP 915 Doctoral Seminar in Applied Educational Research 3 cr.](#)

Develops skills needed to engage in applied educational research using clinical and practical research/evaluation designs, measurement approaches, and nonparametric statistical procedures. A practical problem presentation mode enhances a consolidation of design, sampling, measurement, nonparametric statistics, hypothesis testing, and interpretation of results. Microcomputer statistical package use assists in the analysis of data. Prerequisite: EDSP 717/817.

### [EDSP 916 Doctoral Seminar in Advanced Educational Research 3 cr.](#)

Provides an overview of complex educational research and evaluation designs, measurement approaches, statistical procedures, hypothesis testing, and interpretation of results. Topics include the philosophy and ethics of research, mixed hierarchical design, profile analysis, factorial validity estimation, factor analysis, multivariate analysis of variance, discriminant function analysis, path analysis, meta-analysis, power, robustness, and randomization tests. Statistical packages will be used to assist data manipulation and analysis. Prerequisite: EDSP 915.

### [EDSP 942 Neuropsychology of Children’s Learning Disorders 3 cr.](#)

This course will examine the neuropsychological underpinnings associated with children’s learning and behavior. The efficacy of various assessment approaches will be explored in diagnosing areas of strengths and weaknesses and the development of appropriate remedial interventions.

Prerequisite: EDSP 952 (specialist Internship) or permission of Program Director.

### [EDSP 949 Practicum II 3 cr.](#)

Involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. Based on their level of training and experience, students are required to demonstrate distinct skills related to (1) organization and dynamics of the educational process; (2) assessment for intervention; (3) direct and indirect intervention methods; and (4) supervision of the clinical practice of other school psychologists. Certification and Track A doctoral students will enroll twice for 6 semester hours, while

experienced Track B doctoral students have a 3-semester-hour requirement. Prerequisite: For approved school psychologist certification and doctoral degree candidates only.

### EDSP 953 Child Neuropsychology 3 cr.

Examines brain-behavior relationships and neurodevelopmental functioning in children. Discusses the neuropsychological principles necessary to assess the educational, cognitive, and behavioral functioning of children in relation to the development of remedial programs. Prerequisite: EDSP 812 or permission of the instructor.

### EDSP 963 Assessment of Personality and Behavior Problems of Children 3 cr.

An introduction to various personality and behavior assessment techniques currently used. Prerequisite: For approved school psychologist candidates or permission of the instructor.

### EDSP 964 Seminar in School Psychology I 3 cr.

An examination of practices, trends, and issues in a specialized area of diagnosis. Areas to be examined are based on the predetermined interests of the students and the expertise of the available faculty. Prerequisite: Permission of instructor.

### EDSP 965 Seminar in School Psychology II 3 cr.

An examination of practices, trends, and issues in a specialized area of treatment or remediation. The areas to be examined correspond to those covered in EDSP 764. The focus of the seminar is to develop the student's understanding and skills in implementing appropriate treatment and remedial strategies in home, school, and clinic settings. Prerequisite: Permission of the instructor.

### EDSP 966 Psychopharmacology of Children's Learning and Behavior Disorders 3 cr.

This course will explore the effects that medications have on children's learning and behavior. The principles involved in psychopharmacology will be explored in order to understand the mechanisms of drug action. Issues associated with drug efficacy, compliance, side effects, and drug abuse will also be discussed. Prerequisite: EDSP 952 (specialist internship) or permission of Program Director.

### EDSP 975 Supervision of Pupil Services 3 cr.

Provides participants with knowledge and skills related to the supervision and evaluation of pupil services workers in the public schools (i.e., school psychologists, counselors, nurses, home-school visitors). Topics include supervisory skills, evaluation formats, and functions of the pupil services director, including needs assessment, program evaluation, data management, and hiring of new staff. Legal and ethical issues related to pupil service functions are addressed.

### EDSP 977 Seminar in Family-School Relations 3 cr.

Focuses on selected aspects of a wide range of issues related to the contemporary American family as they affect the behavior of children and their functioning within the public schools. Parent consultation and training strategies are emphasized. Prerequisite: Permission of the instructor.

### EDSP 978 Family Services for School-Related Problems of Children with Special Needs 3 cr.

A supervised experience in brief family interventions for school-related problems. Students provide direct services in a clinic setting to families of children in special education and those in general education with specific problems related to learning. Prerequisites: EDSP 977 and PSYC 834.

### EDSP 995 Dissertation 9 cr.

\*Indicates dual-listed class

## **EDUC: Education**

Department of Professional Studies in Education

College of Education and Educational Technology

### EDUC 581 Special Topics 1-3 cr.

### EDUC 590 Improving Professional Practice in Instructional Settings 1-3 cr.

and

### EDUC 591 Improving Professional Practice in Instructional Settings 1-3 cr.

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### EDUC 858 School Law and Negotiations 3 cr.

An understanding of legal principles as they pertain to functions of personnel in public school systems and to persons engaged in education. Study of statutory enactments, review of court actions through case studies, and analysis of collective negotiation law.

EDUC 702 Reading Practicum: Diagnostic Case 3 cr.

EDUC 703 Reading Practicum: Remedial Case 3 cr.

EDUC 731 Curriculum Development 3 cr.

Students learn curriculum development by differentiating among educational goals, objectives, and learning activities. Sources of curriculum goals and objectives, such as needs assessment, philosophical models, and psychological models are studied. The design and selection of learning activities, as well as designs for evaluating the effectiveness of curriculum, are considered.

EDUC 751 Recent Issues and Innovations in Education 3 cr.

Newer trends in classroom procedure, equipment, and materials, as well as problems involved in improvement of instruction. Whenever possible, sessions are held to demonstrate and use recently developed materials. Individual research and field trips involve many of the new programs in elementary education.

EDUC 752 School Evaluation 3 cr.

Current models for both formative and summative evaluations are presented with emphasis on their application to school programs and other educational projects. Prior knowledge of curriculum development and/or project proposals is helpful but not required.

EDUC 781 Special Topics 1-3 cr.

### **ELED: Elementary Education**

Department of Professional Studies in Education

College of Education and Educational Technology

ELED 581 Special Topics 3 cr.

ELED 590 Improving Professional Practice in Instructional Settings 1-3 cr.

and

ELED 591 Improving Professional Practice in Instructional Settings 1-3 cr.

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### ELED 642 Mathematics in Elementary School 3 cr.

Experiences with manipulative materials, games and puzzles, activity centers, and lab approach to mathematics. Inexpensive mathematics lab equipment will be constructed. Sources of literature and materials are presented and used. Opportunities are given to write activity and problem cards and to plan mathematics activity centers. Psychological foundations and mathematics structure are used as reference for suggested activities and curriculum studies.

### ELED 681 Special Topics in Education 3 cr.

Designed for the students who wish to do independent research in special areas.

### ELED 698 Supervised Internship 6 cr.

A carefully planned, field-based, internal work experience proposed by the advanced graduate student to extend professional competence, subject to approval by advisory committee. Registration by permission only.

### ELED 699 Independent Study in Elementary Education 1-3 cr.

Students select one or more topics which are of critical importance in elementary education and meet staff members for independent reading, study, analysis, and evaluation. Registration only by permission of Graduate Committee.

### ELED 743 Resource Materials in Elementary Science 3 cr.

Introduces underlying philosophy and use of materials of several of the current national curriculum programs in elementary science. Emphasizes the following programs: (1) Science: A Process Approach (SAPA); (2) Elementary Science Study (ESS); (3) Science Curriculum Improvement Study (SCIS); and (4) Conceptually Oriented Program in Elementary Science (COPES), including microteaching techniques and development and preparation of individualized self-instruction modules. Students are required to work with various program materials.

### ELED 755 Developmental Influences on Children's Learning 3 cr.

Examines the physical, cognitive, social, and emotional development of children and the impact of development on learning processes. Students will discuss, analyze, and apply developmental theory and research to address issues confronting contemporary early childhood and elementary practitioners. Final projects will emphasize collaboration with professionals in other fields who work with children, families, and educators. Prerequisite: Permission of advisor.

### ELED 781 Special Topics 3 cr.

### ELED 795 Thesis 3 cr.

For the student writing the thesis. Should be scheduled for the semester in which the student plans to complete his/her work. All thesis writing involves a committee composed of the student's advisor and two additional faculty members.

### ELED 798 Supervised Doctoral Internship 3 cr.

Applied field experience chosen by doctoral students with the approval of the dissertation advisory committee. Prerequisite: Permission only.

### ELED 995 Dissertation 1-12 cr.

Students preparing a doctoral dissertation for credit must register for this course. Number of credits assigned and the extent of time for which research activity is scheduled depend on nature and scope of student's research problem and his/her general doctoral program.

NOTE: Credits for both thesis and dissertation, if not completed during the semester scheduled, are recorded as a grade of "R," research in progress. They remain so until the project is approved. They do not automatically revert to the grade "F" in a specific length of time. Also, thesis and dissertation credits can be programmed above the regular load.

## **ELMA: Elementary and Middle School Mathematics**

Department of Mathematics

College of Natural Sciences and Mathematics

### ELMA 517 Introduction to Probability and Statistics 3 cr.

Introduces students to elementary concepts of probability which will enable them to analyze data, make predictions, and determine what concepts may be used with children. Prerequisite: MATH 152 or equivalent.

### ELMA 520 Pre-Calculus Mathematics I 3 cr.

Examines the function concept as applied to elementary real-number functions and graphing techniques for these functions. Topics include real-number functions, such as absolute value, step, linear, quadratic and other polynomial functions, trigonometric and other periodic functions, exponential, logarithmic functions, and all other inverse functions. Students will examine curricular materials that develop function concepts in grades K-8. Prerequisite: MATH 152 or equivalent.

### ELMA 556 Geometry for Elementary/Middle Level Teachers 3 cr.

Students become acquainted with an informal, intuitive approach to geometry. Activities and materials for teaching geometrical concepts to children are an integral part of the course.

Prerequisite: Enrolled in Master of Education in Elementary and Middle School Mathematics Education or permission of instructor.



### [ELMA 557 Introduction to Number Theory 3 cr.](#)

Introduction to topics in elementary number theory, including basic operations and properties of integers; divisibility properties of integers; modular arithmetic and congruences; diophantine equations; interesting relationships among numbers; applications of number theory in elementary school mathematics. Prerequisite: MATH 152 or equivalent.

### [ELMA 558 Introduction to Logic and Logical Games 3 cr.](#)

Introduction to some basic ideas, terminology, and notation of logic. Topics considered: symbolic logic, with special emphasis on algebra of propositions; applications of Boolean algebra, such as algebra of sets and switching circuits; introduction to quantification theory and its value in determining validity of mathematical arguments, inference schemes, and logical puzzles; and consideration of other topics in logic suitable for a K-8 mathematics curriculum. Prerequisite: MATH 152 or equivalent.

### [ELMA 559 Computer-Related Topics in the Elementary and Middle School 3 cr.](#)

Provides teachers with the concepts and techniques necessary to teach computer-related topics to children in the elementary and middle schools. Prerequisite: MATH 152 or equivalent.

### [ELMA 561 Discrete Mathematics for Elementary/Middle Level Teachers 3 cr.](#)

Topics in discrete mathematics, including systematic counting, graph coloring, networks, and their applications, as well as the historical background and the role of discrete mathematics in today's world. Uses a problem-solving, hands-on approach to content. Explores curricular materials, resources, and activities relevant to teaching discrete mathematics at the Elementary/Middle Level. This is a dual level course. Prerequisite: Enrolled in Master of Education in Elementary and Middle School Mathematics Education, or permission of instructor.

### [ELMA 571 Algebra for Elementary/Middle Level Teachers 3 cr.](#)

Topics include multiple representations of sequences, integers, expressions, equations, systems of equations, inequalities, and matrices. Representations of expressions and equations will be employed through the use of hand-on and visual aides and with appropriate technology. Connections will be made with the teaching and learning of algebraic concepts at the Elementary and Middle Level. Prerequisite: Enrolled in Master of Education in Elementary and Middle School Mathematics Education or permission of instructor.

### [ELMA 581 Special Topics 3 cr.](#)

Special Topics which go beyond the scope of regular offered courses. Offered on basis of student interest and available staff. The student may take more than one Special Topics offering with the written approval of the advisor. Prerequisite: MATH 152 or equivalent.

### MAED 650/ELMA 650 Curriculum and Instruction in Mathematics Education 3 cr.

The purpose of this course is to familiarize the K-12 teacher with the philosophical and psychological issues that guide the development of mathematics curricula. Topics include a history of the development of mathematics curriculum; innovative curricula that have had impact on teaching and learning; state and national standards and their impact on mathematics curricula; methods of implementing a contemporary program; and analysis of current curricula. Prerequisite: Appropriate major or permission of the instructor.

### ELMA 652 Diagnosis and Remedial Teaching of Mathematics 3 cr.

Examines why some children have difficulty in learning mathematical concepts and presents tools and techniques for diagnosing and remediating common difficulties in elementary and middle school mathematics. Valuable for those teaching in elementary, middle school, or remedial programs. Prerequisite: Methods course in teaching mathematics or consent of instructor.

### ELMA 653 Mathematics for the Gifted Student 3 cr.

Examines different approaches for mathematically gifted students. Students become familiar with resources and elementary programs designed for use in either regular classrooms or special classes for the gifted. Prerequisite: Methods course in teaching mathematics or consent of instructor.

### MAED 654 Teaching of Problem Solving in Mathematics Education 3 cr.

This course is intended to teach teachers how to become better problem solvers and teaches problem-solving pedagogy appropriate for the K-12 mathematics classroom. Prerequisites: Appropriate major or permission of the instructor.

### ELMA 655 Mathematics for Early Childhood 3 cr.

Studies child-centered, activity-oriented mathematics programs for early childhood education. Focuses on implementing research to help children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials. Topics include prenumber activities, number activities, numeration, operations on whole numbers, estimation, rational numbers, geometry, measurement, probability, statistics, and problem solving. Prerequisite: MATH 152 or equivalent.

### ELMA 681 Special Topics 3 cr.

Special Topics which go beyond the scope of regularly offered courses. Offered on basis of student interest and available staff. The student may take more than one Special Topics offering with the written approval of the advisor. Prerequisite: Methods course in teaching mathematics or consent of instructor.

### ELMA 698 Supervised Internship 3 cr.

A professional work experience in a cooperating school district under the supervision of designated public school personnel, subject to review and evaluation by a university faculty member. Registration by permission only.

### ELMA 699 Elementary Math—Independent Study 1-6 cr.

Under the guidance of a faculty member, a student may study some area of mathematics or mathematics education not covered in the regular courses.

### ELMA 795 Thesis 3 cr.

## **ELR: Employment and Labor Relations**

Department of Employment and Labor Relations

College of Health and Human Services

### ELR 526/\* Case Studies in Labor-Management Relations 3 cr.

Study of labor-management relationships in a variety of organizational settings through utilization of the case study technique.

### ELR 581 Special Topics in Employment and Labor Relations 3 cr.

According to student demand, special graduate course on selected topics.

### ELR/HSAD 610 Employee Rights under Law 3 cr.

Provides a review of the major legislative rights and benefits available to employees under law in terms of their impact on labor and management in the employment relationship. The main focus will be the analysis and application of state and federal employment laws.

### ELR 612 Labor Relations Practice and Administration 3 cr.

Practice and administration of labor relations, focusing on the operation and internal relationships of the individuals involved and upon the application of labor relations skills.

### ELR 613 Fundamentals of the American Labor Movement: Theory and Practice 3 cr.

Introduction to terms, theories, and practice of employment and labor relations in the United States.

### ELR 615 Dispute Settlement 3 cr.

Review of the theories underlying and legislation supporting labor arbitration, emphasizing development of advocacy skills through simulations of actual disputes.

### ELR/HSAD 616 Health Law 3 cr.

Focuses on legal language, tort law, legal issues, and legal sanctions of state and national health care laws as applied to individuals and organizations. Through lectures, discussions, readings, and presentations, students will learn to solve problems of health care administration within the current health care legal system and develop an understanding of the legal issues present within the current health care field.

### ELR 618 Seminar: Current Issues in Employment and Labor Relations 3 cr.

Detailed examination of current professional issues in the field.

### ELR/HSAD 619 Advanced Research in Employment Relations and Health Services Administration 3 cr.

Provides students with the advanced knowledge needed to understand the process of research development, effectively evaluate research studies, interpret common statistical information, use the statistical package for social sciences, and develop and execute a research project.

### ELR 621 Labor Relations in the Public Sector 3 cr.

Developments in federal, state, and local labor relations, including Presidential orders and federal agencies; survey of the states; Pennsylvania Acts 111 and 195; effects of public sector fact-finding; and arbitration.

### ELR 622 Discrimination in Employment 3 cr.

Investigation of employment discrimination in the United States with special attention to the roles of government, industry, and labor and the impact of federal intervention since 1960.

### ELR 624 Comparative Labor Relations 3 cr.

International dimensions of labor relations are explored by examining the labor-management relations in a foreign country or region.

### ELR 625 Processes of Collective Bargaining 3 cr.

Survey of current laws, principles, and procedures in use in modern collective bargaining and evolving trends.

### ELR/HSAD 631 Human Resources Management in the Public Sector 3 cr.

Provides students with an in-depth analysis of human resource management with a special examination of public sector organizations. Emphasizes the job functions and issues facing the human resource professional and organizations. Course topics include the current environment in human resources, the acquisition and preparation of human resources, the assessment and development of Human Resource Management (HRM), the strategies involved in compensation administration, and collective bargaining and labor relations issues in the public sector.

### ELR 632 Compensation Administration 3 cr.

Study of the field of compensation management and benefits administration in the public and private sectors. Special emphasis on the input of collective bargaining in the development and administration of compensation and benefit systems and the necessary skills to function as a professional in the field.

### ELR 640 Negotiations 3 cr.

A course on negotiations theory and practice which applies negotiations strategies from a variety of fields in hands-on simulations of collective bargaining in labor relations.

### ELR 641 Contract Administration 3 cr.

Analysis of the practices and responsibilities of labor and management in the mutual performance of a collective bargaining agreement with primary attention given to the process of grievance resolution.

### ELR 642 Concerted Activity 3 cr.

Examines the various strategies and tactics available to the parties in confrontational situations. Emphasizes the statutory limitations set forth in the Labor Management Relations Act relating to topics such as picketing, consumer appeals, and boycotts.

### ELR 650 Alternative Work Styles 3 cr.

Review of efforts to increase worker participation in certain levels of managerial decision making in private and public production or service enterprise, through shares in ownership, seats on boards, quality circles, and other participative structures. Results are considered from the point of view of productivity, worker satisfaction, and social utility.

### ELR 681 Special Topics in Employment and Labor Relations 3 cr.

According to student demand, special graduate courses on selected topics.

### ELR 698 Internship 3 or 6 cr.

Field experience in employment and labor relations. An internship log and term paper are required.

### ELR 699 Independent Study 3 cr.

Students select one or more topics of critical importance in employment and labor relations and meet with faculty member for independent reading, analysis, and evaluation. Prerequisite: Approval of department chairperson, college dean, and provost.

### [ELR/HSAD 751 Conflict Resolution 3 cr.](#)

Provides students with an in-depth analysis of conflict resolution in many settings, primarily in the employment relationships. The student will be exposed to the current environment surrounding conflict resolution; the legal, ethical, and emotional issues that are common in disputes; and the format by which employment disputes are resolved.

### [ELR 795 Thesis 1 to 6 cr.](#)

For students writing the thesis, ELR 850 should be scheduled for the semester in which they plan to complete their work. The thesis is a committee thesis (1 to 6 semester hours).

\*Indicates dual-listed class

## **ELTC: Elementary Teacher Certification**

Department of Professional Studies in Education

College of Education and Educational Technology

### [ELTC 660 History, Philosophy, and Ethics in Elementary Education 3 cr.](#)

Traces the purposes and impact of major educational philosophies on elementary education throughout history. Candidates for elementary teacher certification will examine personal assumptions about the process of education, develop understanding of the contributions and limitations of various educational philosophies, analyze values and practices in the field, and apply these insights as they fulfill the role of elementary school teacher. Prerequisite: None.

### [ELTC 661 Integrated Curriculum in the Elementary School 3 cr.](#)

Study of educational programming and curricular initiatives designed to meet the learning needs of elementary school children, kindergarten through sixth grade. Candidates for elementary certification at the graduate level will examine principles of curriculum design and effective ways of integrating subject matter in the elementary school as well as compare/contrast elementary curriculum from various districts, states, and countries. Students are required to design a unit that emphasizes literacy and integrates the fine arts with the traditional content areas of the curriculum. Prerequisite: None.

### [ELTC 664 Assessment of Student Learning and Elementary Curriculum 3 cr.](#)

Examines issues and strategies affecting the assessment of the five-to-ten-year-old child's physical, social, emotional, cognitive, and aesthetic development and the evaluation of elementary curriculum. Naturalistic observation, rating scales, standardized tests, state academic standards, teacher-constructed tests, portfolio assessment of children's work, and program evaluation will be emphasized. Prerequisite: None.

### ELTC 665 Issues in Elementary Education and Pedagogy 3 cr.

Designed to orient graduate students seeking elementary teacher certification to general teaching methods, pedagogical perspectives, and instructional practices suitable for children in the elementary grades. Candidates will acquire skills in identifying significant issues in elementary education by using problem-solving strategies, communicating ideas, and functioning as change agents in educational institutions. Interpersonal skills and collaborative relationships with colleagues, families, communities, and agencies will be emphasized. Prerequisite: None.

### ELTC 670 Practicum I (Social Studies, Citizenship, Multicultural Education, and Diversity) 3 cr.

A field-based course that examines the teaching of social studies from a multicultural education and diversity perspective. Students will demonstrate their understanding of these principles through the design and implementation of lessons that meet the standards of national professional organizations in social studies, citizenship, and multicultural education for elementary students. Prerequisite: None.

### ELTC 675 Practicum II (School Law and Professional Practice) 3 cr.

A field-based course that focuses on legal issues in the elementary school context and supports the professional development of novice teachers. Students will demonstrate knowledge of school law precepts that govern professional practice and document their professional growth throughout the program in a teacher portfolio. Prerequisite: Permission.

## ENGL: English

Department of English

College of Humanities and Social Sciences

### ENGL 515 English Language Studies for Teachers 3 cr.

Focuses on the fundamentals of language study with equal emphasis on the sound, the word, the sentence, the meaning, and the discourse patterns of English as they manifest in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, and linguistic descriptions of styles and registers are an integral part of the course.

### ENGL 518 Literature for Adolescents 3 cr.

Offers prospective secondary English teachers a survey of the literature adolescents choose to read, enjoy, and find relevant to their lives. Includes literature that offers psychological and sociological perspectives on adolescents.

### ENGL 526/\* ESL Methods and Materials 3 cr.

An introduction to English as a Second Language theory and practice. Aims: (1) general understanding of current theory and methods of teaching ESL; (2) ability to select appropriate, and adapt existing, materials for elementary and high school ESL students. Recommended for all English teachers who expect to have ESL students in their classes.

### ENGL 463/563 Topics in Global Literature and Film 3cr.

Examines major works in English of a particular topic in global literature and/or film by focusing on the transnational contexts of history and culture surrounding the production and/or reception of literature and film. Topic of global literature and/or film to be announced in advance. Prerequisite: ENGL 202

### ENGL 581 Special Topics in Language and Literature 1-3 cr.

Allows students to pursue subjects such as textual criticism, prosody, and computers and literature not covered in existing courses.

### ENGL 614 Critical Pedagogy in English Education 3 cr.

Offers students a broad range of theories that help to shape and inform pedagogy—and ultimately their classroom practice in the secondary English language arts. Topics can include an overview and introduction to critical theory, critical race theory, sociocultural theory, transactional theory, cultural theory, transformative learning theory, queer theory, social justice theory (including students with special needs), spatiality/hybridity theory, identity theory, constructivism, second language theory, feminism, and new literacy studies; and as new, cutting edge theories evolve, they may also be included. Students will explore myriad ways of turning theory into practice through course readings, activities, student teaching, discussions, and small- and large-group cooperative learning. This course is required for M.A./TE students and could be a master's elective with advisor consent for students seeking coursework in critical pedagogy.

### ENGL 625 Introduction to TESOL 3 cr.

Introduces key concepts in teaching English as a second or foreign language. Offers a broad introduction to the knowledge and skills needed to become a professional teacher of ESL or EFL and prepares students for the remainder of the M.A./TESOL program. Students are expected to improve their language ability as well as their research and presentation skills in this course. Required for M.A./TESOL students in their first semester.

### ENGL 630 Research on the Teaching of Literacy and Literature 3 cr.

Examines theory and research in literacy, reading and responding to literature and other forms of writing, and the teaching of young adult and other relevant works of literature. Includes application of theory and research to classroom practices.



### ENGL 632 Composition Theory and Practice 3 cr.

A study of current theories of composition and ways those theories might be enacted in the composition classroom for students who will teach on the postsecondary level. Time in the course will be spent on both discussion of readings of theoretical texts and development of teaching activities based upon those theories. The course will include an historical overview of the discipline, focusing on process and post process theories for teaching composition that have emerged since the publication of Peter Elbow's seminal *Writing without Teachers* (1973). Prerequisite: None

### ENGL 641 Topics in ESL Pedagogy 3 cr.

Explores a single topic in depth. Topics, announced in advance, include such areas as ESL Testing, Teaching Listening Comprehension for ESL Students, Teaching English for Specific Purposes, and Teaching Writing for ESL Students.

### ENGL 643 ESL/TEFL Methodology 3 cr.

Surveys current theory and practice in teaching English to non-native speakers and includes traditional and innovative approaches, design, and procedures for teaching all language skills at various educational levels.

### ENGL 644 ESOL Teaching Methodology, Materials, and Instructional Technology 3 cr.

This course surveys current theory and practice in teaching English to non-native speakers. It includes traditional and innovative approaches for integrating instructional technology and multimedia, designing of classroom materials for specific purposes, and preparing procedures for teaching all language skills at various educational levels. This is meant to heighten awareness of unequal social hierarchies that may be embedded in approaches, materials and media used in the classroom. Prerequisite: None

### ENGL 649 Introduction to Research in Applied Linguistics and TESOL 3 cr.

Explores the basic concepts and methods of conducting and reading research. This course will use a textbook to introduce these basic concepts and will practice their usage within the framework of the class. This course is designed to prepare students for the process of writing an MA Thesis and read and conduct research. Within the framework of this course, each student will define a research question of personal interest, collect suitable research articles, write and present a literature review and finally write and present a provisional MA Thesis proposal to the MATESOL faculty. Prerequisite: None

### ENGL 674 Research Trends in English 3 cr.

Practical training in special methods and materials of research in English.

### ENGL 675 Literature and the International Student 3 cr.

Develops the reading, writing, listening, and speaking skills needed for success by the international student in the graduate study of literature in the American university. Examines the principles of literary analysis,

research, and documentation in the United States and orients the student to the American library system and the American college classroom.

### [ENGL 676 Critical Approaches to Literature 3 cr.](#)

Focuses on theoretical and applied approaches to literary criticism. Introduces such approaches as they have been historically developed and are currently practiced and considers how familiarity with a variety of critical methods enhances the appreciation and teaching of literature.

### [ENGL 681/781/881 Special Topics 3 cr.](#)

Courses relating to specialized interests in literature, rhetoric, or linguistics which fulfill special needs or interests. May become permanent course offerings.

### [ENGL 688 Practicum in TESOL 3 cr.](#)

Intended to provide a balance between observation and practical teaching experience. Students plan, teach, and reflect on lessons. Emphasis is placed on application of theory and pedagogical knowledge gained from course work, as well as on developing skills to reflect on teaching and its consequences for learners. Class size is limited to fifteen students. Although not a prerequisite, this course can be used as a way to prepare for a teaching internship.

### [ENGL 690 Writing as a Way of Learning 3 cr.](#)

Examines the theoretical relationship between thought and writing, with specific attention to ways this relationship underlies learning in all disciplines. The course, which functions as part of the Southcentral Pennsylvania Writing Project, involves reading, writing, and demonstration of pedagogical methods.

### [ENGL 692 American English Grammar 3 cr.](#)

The study of phonology, morphology, syntax, and semantics of present-day American English, using various approaches to the analysis of grammar and usage.

### [ENGL 693 Seminar in Teaching English in the Secondary School 3 cr.](#)

Explores recent developments in teaching of language, composition, and literature.

### [ENGL 694 Observation in Teaching English 3 cr.](#)

Surveys instruments to observe classroom teaching behavior and provides practice in the use of observation instruments. Surveys research on classroom teaching and design. Emphasizes awareness of teaching behaviors and their consequences in English classrooms for native and non-native speakers of English.

### ENGL 696 Internship in ESL/EFL 3 cr.

Consists of one semester of supervised teaching, tutorial activities, and materials preparation for non-native English-speaking students. The purpose of the practicum is to demonstrate the candidate's preparation for teaching English as a second or foreign language.

### ENGL 698 Internship 3 cr.

Practical experience in the student's area of interest, working under professional supervision on the job. Special permission only, dependent upon needs of student's program as well as personal and academic qualifications.

### ENGL 699 Independent Study 1-3 cr.

Study in depth of topics not available through regular course work. Student works with supervising professor on carefully planned, student-initiated project. Prior approval necessary.

### ENGL 703/803 Language and Cognition 3 cr.

Examines areas where language, thought, and cognitive process interact. Studies the essential nature of meaning and mental concepts, the core characteristics of language, and the complex relations between the two domains.

### ENGL 705/805 Language and Social Context 3 cr.

Introduces the study of language as a social phenomenon, including such topics as language varieties, stereotypes, and social identity; language planning and language policy; standard and nonstandard usage; censorship; discourse analysis; language attitudes; language, culture, and thought; communicative competence; small group communication; and classroom interactions.

### ENGL 723/823 Second Language Teaching 3 cr.

Considers trends, issues, and research in second language teaching and assessment; also considers ways teachers can explore teaching beliefs and practices.

### ENGL 724/824 Second Language Acquisition 3 cr.

Introduces current research in second language acquisition, especially of English. Focuses on prominent research trends in the study of the language learner, the process of acquisition, and the interaction of learner, language, and context.

### ENGL 725/825 Second Language Literacy 3 cr.

Studies theory, research, and pedagogy associated with the development of literacy in two languages, either simultaneously or successively. Focuses on how individuals and groups become literate in English as an additional or second language. Includes explorations of political, cultural, social, and contextual, as well as

cognitive, textual, and educational, issues that arise in acquiring and using a second literacy. Open to M.A./TESOL and Ph.D. students in Composition and TESOL.

### [ENGL 730/830 Teaching Writing 3 cr.](#)

Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing.

### [ENGL 734/834 Linguistics and the English Teacher 3 cr.](#)

Examines four key topics: foundations of linguistic thought, applications of linguistics to the teaching of English, classroom discourse patterns, and language pedagogy.

### [ENGL 742/842 Cross-Cultural Communication 3 cr.](#)

Investigates cultural behaviors, assumptions, values, and conflicts surrounding communication across cultures in the context of teaching English as a second or foreign language at all levels.

### [ENGL 744/844 Reading Theory and the College English Teacher 3 cr.](#)

Examines the psycholinguistic and ethnographic research on the fluent reading process of native and non-native college readers, as it pertains to the teaching of reading and writing for academic purposes.

### [ENGL 747/847 Identity, Power, and the Multilingual Writer 3 cr.](#)

This course addresses understandings of current theories on identity as they relate to multilingual writers and develops the ways these theories can be used to analyze processes of identity construction in relation to writers and writing. It explores theories and definitions of identity as fluid, dynamic, and co-constructed in interactions, including writing. It addresses how issues related to notions of power and ownership of language are part of the larger social constructions of multilingual writers identities and considers how these identities are often indexed in both research about multilingual writing and in multilingual writing itself. Since identity will be addressed as a socially mediated construction, theories to examine these constructions are also addressed. Prerequisites: None

### [ENGL 749 Advanced Research Seminar 3 cr.](#)

Prepares advanced MA TESOL students (Thesis) with the knowledge required to conceptualize, conduct and analyze a research project in the field of applied linguistics. The aim of this course is to learn about advanced concepts in research methodology and provide the thesis students with the research background that will allow them to successfully complete an extended research project. Prerequisites: ENGL 649: Introduction to Research in Applied Linguistics and TESOL, ENGL 625: Introduction to TESOL, and ENGL 644: ESOL Teaching Methodology, Materials, and Instructional Technology

### ENGL 753/853 Studies in Literature as a Profession 3 cr.

There are many ways in which students can prepare themselves to be competitive and successful when they enter the English literature professions. Focusing on the practical aspects of literature as a profession, this course will cover a variety of topics including the job market, publishing, defining a field of study, writing in relevant genres, and teaching. Although appropriate for any student in the master's or doctoral program, this course is aimed at those students seeking employment at the university level and/or those who are looking to develop their academic research and writing skills. The purpose of this course is to provide a space in which students can engage in intensive work on the project or projects of their choice while situating that work within broader scholarly and professional communities. Students will become fully immersed in the profession by studying the resources relevant to their chosen fields and careers. This course is offered as an elective for M.A. and Ph.D. students, and it will also fill the Research Skills requirement.

### ENGL 754/854 World Englishes in Composition and Applied Linguistics 3 cr.

An interdisciplinary approach to understanding issues around World Englishes (WE) scholarship where teachers, researchers, teacher educators, and administrators from composition, developmental writing, writing centers, ESL/EFL K-16 and teacher education contexts come together to explore and critique how English(es) is/are positioned around the globe, and how that impacts learning and teaching.

### ENGL 757/857 Digital Composition, Literature, and Pedagogy 3 cr.

This course introduces students to the pedagogical issues at the intersections of literary studies, composition, and emerging digital technologies. Addressing history, theory, and teaching practice. Digital Composition, Literature, and Pedagogy: 1. explores the emerging conventions of writing for digital environments, giving students practice in conceiving, composing, and producing networked texts; 2. extends traditional skills of literary interpretation to emergent, digital genres, including both remediated/archival, print texts and contemporary, "born digital" e-literature; 3. familiarizes students with changes in the field, exploring exemplary projects of digital scholarship and how they can be integrated into teaching. Prerequisites: None

### ENGL 760/860 Teaching College Literature 3 cr.

Examines current research on teaching college literature and involves ongoing observation and practice of teaching strategies. Special attention is given to the impact of critical theory and such issues as canon, race, class, and gender in specific classroom settings.

### ENGL 761/861 Topics in American Literature Before 1870 3 cr.

Studies major figures, movements, or topics in American literature from the Colonial Period through 1870. The content of the course will be determined by the individual instructor and announced in advance.

### ENGL 762/862 Topics in American Literature Since 1870 3 cr.

Studies major topics, authors, and movements in American literature from 1870 to the present. Specific course content is chosen by the instructor and announced in advance.

### ENGL 763/863 Topics in British Literature Before 1660 3 cr.

Studies major figures, movements, or topics within the period. The specific content of the course is determined by the instructor and announced in advance.

### ENGL 764/864 Topics in British Literature Since 1660 3 cr.

Studies major figures, movements, and topics in British literature within the period 1660 to the present. Content of the course will be determined by the instructor and announced in advance.

### ENGL 765/865 Topics in Literature as Genre 3 cr.

Examines one literary genre (such as novel, drama, or film), its development, and its current practice and theories. The course also surveys the major recent critical approaches to the genre.

### ENGL 766/866 Topics in Comparative Literature 3 cr.

Introduces the theory and methods of comparative literary analysis. Topics include the relationships between literatures of different countries, between literary genres, and between literature and other related fields. The specific course content is chosen by the instructor and announced in advance.

### ENGL 767/867 Research on Writing Centers and Writing Program Administration 3 cr.

This course examines the history, theory, and every day practices that surround writing centers and writing programs, including advances in writing across the curriculum and writing in the disciplines. Students will read key books and articles and develop a research project suitable for publication and presentation. Prerequisite: No prerequisites

### ENGL 771/871 Topics in Postmodern Literature 3 cr.

Investigates the postmodern reaction to the modern literary tradition and the experimentation it engendered. Focuses on how postmodern critics and writers have responded to modernist manifestations of character, narrative, and theme and explores the critical, pedagogical, and philosophical implications and assumptions of postmodern literature, assessing its role in contemporary culture and thought.

### ENGL 772/872 Topics in Women's Literature 3 cr.

Reexamines nineteenth-century works by women in light of feminist perspectives. Studies twentieth-century works within and outside feminine and feminist traditions. Also considers works by black, Chicano, Native American, and Asian-American women.

### ENGL 773/873 Topics in American or British Minority Literature 3 cr.

Examines the literature of one or more American or British minorities (for example, Native Americans, immigrants, blacks, Chicanos). The focus and subject matter of the course will be chosen by the faculty member and announced in advance.

### ENGL 781/881 Special Topics

ENGL 795 Thesis 6 cr.

ENGL 797/897 Independent Seminar 3 cr.

Selected readings and/or research in a specialized area of composition, criticism, and/or critical theory, literature, TESOL, linguistics, creative writing, cultural studies, literary translation, or literacy not normally covered by the curriculum in either track of the Ph.D. in English. In consultation with a designated faculty member in the semester prior to registration, a student submits a complete syllabus for study and assessment in one of the areas listed above. The syllabus must be approved first by the faculty member and then by the director of the appropriate graduate program. Course is delivered to individuals or small groups, either in residence or electronically, as determined by the instructor/program. May be repeated once with new content. Prerequisite: Permission of relevant program director(s) and instructor.

### ENGL 799/899 Independent Study 1-3 cr.

An in-depth investigation of topic or area related to the student's doctoral program but not available through regular course work. Independent study is initiated by the student and supervised by a faculty member in the area of study. Prior approval by the director of the student's doctoral program is required.

### ENGL 800 Research Methods in Composition and TESOL 3 cr.

Examines various types of research methods used in the fields of Composition and TESOL and their implications for studying the transmission of literacy.

### ENGL 808 Technology and Literacy 3 cr.

Presents an overview of the interrelationship between literacy and technology. Demonstrates approaches to teaching English using computer technology.

### ENGL 815 Qualitative Research Methods in Composition and TESOL 3 cr.

Involves both reading about and training in qualitative research methods such as participant observation, interviewing, coding, and analysis. Also covers dissemination of research findings. Prerequisite: ENGL 800.

### ENGL 831 Rhetorical Traditions 3 cr.

Studies how rhetorical traditions influence the teaching of composition. Examines how cultural factors such as history, politics, ideology, gender, race, and ethnicity affect the composing process. Encourages students to think of composition as an open, multicultural event of imagination and social innovation.

### ENGL 833 Theories of Composition 3 cr.

Reviews the major theories of composition, especially those of the modern and postmodern eras. Examines how cultural factors such as education, history, politics, ideology, gender, race, and ethnicity affect the

theorizing about composition. Encourages students to construct their own theories of composition by entering into a collaborative cultural and intellectual process.

### ENGL 845 Theories of Literacy 3 cr.

Examines the status of current and past theories of literacy, including the nature of literacy itself; the ways literacy is shared and used by individuals, families, and cultures; and the political, social, and personal ramifications of literacy.

### ENGL 846 Advanced Seminar in Literacy 3 cr.

Explores a single topic in depth in the fields of Composition and TESOL. Topics are announced in advance and have recently included narrative inquiry, writing centers, computers in composition, alternative research methods, discourse analysis, and assessment. May be taken more than once.

### ENGL 848 Advanced Topics in Linguistics 3 cr.

Explores a single topic in depth. Topics are announced in advance and have include language history and change, pragmatics, oral and written discourse, stylistics, discourse analysis, and cross-linguistic patterns in language structure and use.

### ENGL 955 The History and Theory of Criticism 3 cr.

Studies the founding texts of the Western tradition in ancient Greece beginning with Plato, Aristotle, and the sophists and places them in the historical context of significant cultural turns in literary, rhetorical, and cultural theory leading up to the present. As preparation for ENGL 956, this course examines key moments in the history of Western metaphysics in relation to contemporary concerns for theory, pedagogy, multiculturalism, and the changes in higher education, especially as they affect English studies.

### ENGL 956 Literary Theory for the Teacher and Scholarly Writer 3 cr.

Focuses on contemporary literary and cultural theory, especially as it affects the teaching, scholarship, and curricular design of English studies, which has undergone significant changes in recent decades. Examines contemporary theoretical approaches such as New Criticism, poststructuralism, deconstruction, reader response, Marxism, New Historicism, cultural studies, feminism, postcolonialism, gay and lesbian theory, and others, with a special emphasis on practice: how theory affects the classroom, the curriculum, and the writing of professional presentations and publications.

### ENGL 983 Seminar: Literary Theory Applied to Major American Author or Theme 3 cr.

Advanced, independent work in a seminar format. Emphasizes the production of a research paper of publishable quality. Specific content for the course—a major author or specific theme in American literature—will be chosen by the instructor.



### ENGL 984 Seminar: Literary Theory Applied to Major British Author or Theme 3 cr.

Draws on knowledge and critical skills from core courses and traditional and special literature courses for advanced, independent work. Focus is on a single major author or well-defined theme in British literature chosen by the instructor. Each student conducts practice teaching and produces a research essay suitable for submission for publication or presentation at a conference.

### ENGL 985 Seminar: Comparative Literary Theory Applied to Traditional and Special Literatures 3 cr.

Explores and applies literary theory, criticism, and the theories and methods of comparative literature to traditional and special literatures. Students may expect to investigate from various critical perspectives to conflicting social and literary values. The specific course content is chosen by the instructor and announced in advance.

### ENGL 995 Dissertation 12 cr.

NOTE: Special Topics in Language and Literature and courses with titles beginning "Topics in" (761-766 and 771-773), as well as seminars, may be scheduled more than once, because subject matter will change with each offering of the course. More complete course descriptions are available from the department.

\*Indicates dual-listed class

## **FDED: Foundations of Education**

Department of Professional Studies in Education

College of Education and Educational Technology

### FDED 514 Comparative Foundations of Education 3 cr.

Educational theories and practices in different nations will be studied. Educational purposes, curriculum, methods, administration, school systems, teacher education, and other educational features in America will be analyzed, evaluated, and compared.

### FDED 581 Special Topics 3 cr.

### FDED 590 Improving Professional Practice in Instructional Settings 1-3 cr.

and

### FDED 591 Improving Professional Practice in Instructional Settings 1-3 cr.

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only

for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

#### [FDED 595 International Education Studies Program 3 cr.](#)

A travel-seminar conducted in a foreign country and designed to afford educators and students of education the opportunity to investigate teaching-learning process in cultural settings other than their own. Particular attention to such current educational issues as theories of curriculum development, methodology, teacher education, and changing value systems.

#### [FDED 611 Historical Foundations of Education 3 cr.](#)

Study of historical development of American education. European influences on philosophies and practices of American schools will serve as a background. Emphasis on development of education in America as influenced by various individuals and schools of thought. Historical trends will be related to current problems and practices in education.

#### [FDED 612 Philosophical Foundations of Education 3 cr.](#)

Analysis and evaluation of basic philosophies and their impact upon education. Nature, value, means, and ends of education and some other fundamental phases of schooling will be thoroughly examined. Stress on essentials enhancing an individual working philosophy of education and on basic ideas heightening a sound philosophy for American schools.

#### [FDED 613 Social Foundations of Education 3 cr.](#)

Social and cultural forces which influence education. Particular stress on current problems as they relate to entire educational systems and to curricular problems and practices in today's schools.

#### [FDED 699 Independent Study 1-6 cr.](#)

### **FDNT: Food and Nutrition**

Department of Food and Nutrition

College of Health and Human Services

#### [FDNT 544/\\* Food Composition and Biochemistry 3 cr.](#)

Covers basic chemistry and biochemistry of essential components of food originating from plant and animal sources. Prerequisite: CHEM 355.

### FDNT 547/\* Nutritional Aspects of Food Technology 3 cr.

Studies current known effects of food processing techniques on the nutritional value and safety of food. Prerequisites: FDNT 212 and BIOL 241.

### FDNT 558/\* Advanced Human Nutrition 3 cr.

In-depth study of the nutrients and their functions within the cell. Incorporation of the principles of physiology and biochemistry in the study of nutrition. Emphasis on current research. Prerequisites: FDNT 212, CHEM 255, and BIOL 151.

### FDNT 564/\* Food and Nutrition Research Methods 3 cr.

Introduction to research methodology in food and nutrition. Includes theory and techniques of physical, chemical, and instrumental analysis. Applications of these methods to food and animal models with statistical analysis of data. Prerequisites: FDNT 362, FDNT 458, CHEM 351, and MATH 217.

### FDNT 581 Special Topics 3 or 4 cr.

### FDNT 601 Food Service Management Theory and Practicum 3 cr.

Management of the production and delivery of high-quality nutritious meals. Menus will reflect the current food and nutrition interest of healthy individuals as well as special diets prescribed in health care. Prerequisite: Graduate of Didactic Program in Dietetics or undergraduate course work in food service management.

### FDNT 602 Information Technology 1 cr.

Reviews, updates, and integrates knowledge and skills for the delivery of information and data for the dietetic professional. The content of this course is designed to introduce specialized technology, resources, instructional techniques, and SPSS that are applicable to the dietetic profession. Prerequisite: Graduate of Didactic Program in Dietetics or undergraduate course work in computer applications.

### FDNT 603 Food and Nutrition Education 1 cr.

Focus on the development of effective educational plans to teach consumer audiences of all ages about food and nutrition through an examination of current pedagogy (theory and application) with emphasis on the learning paradigm. Prerequisite: Graduate of Didactic Program in Dietetics or completion of undergraduate course work in educational psychology and/or methods of teaching.

### FDNT 604 Medical Nutrition Therapy 2 cr.

Examines nutritional management of the acute-care patient with emphasis on the role of the dietitian. Students will complete an in-depth clinical case study. Prerequisite: Graduate of Didactic Program in Dietetics or undergraduate course work in clinical nutrition.

### FDNT 605 Nutrition Intervention Strategies 1 cr.

Theory and practice of nutrition intervention strategies in modifying the complexity of dietary behaviors. Application of intervention strategies with nutrition-specific examples. Prerequisite: Graduate of Didactic Program in Dietetics or undergraduate course work in counseling skills.

### FDNT 612 Administration of Food Service Systems 3 cr.

Addresses food service as a system of interrelated parts and of controlling management resources. Analyzes different types of food service delivery systems and covers legal responsibilities of a food service administrator. Prerequisites: FDNT 358, FDNT 259, FDNT 313, FDNT 356, or three years' work experience in a food service management position.

### FDNT 641 Eating Behaviors and Food Habits 3 cr.

Investigation and analysis of historical, political, religious, ethnic, environmental, and social influences which affect food consumption patterns. Prerequisites: PSYC 101 and SOC 151.

### FDNT 642 Contemporary Issues in Food and Nutrition 3 cr.

Current information in foods and nutrition is investigated, analyzed, and evaluated for practical implementation.

### FDNT 645 Proteins, Carbohydrates, and Fats 3 cr.

Nutritional considerations of protein, carbohydrate, and fat metabolism. Physiological and biochemical functions of these nutrients will be discussed.

### FDNT 646 Vitamins and Minerals 3 cr.

Biochemical role of vitamins and minerals in macronutrient metabolism. Focus on biochemical and physiologic functions and current research implications.

### FDNT 650 Designing Effective Research Projects in Food and Nutrition 1.5 cr.

Addresses the depth and breadth of nutrition as a field of inquiry with understanding of the elements of the research process. Emphasis will be given to various designs (both quantitative and qualitative) and methodologies (e.g., principles, techniques, materials, and procedures) that are used for research in nutrition and dietetics and to promote evidence-based practice. The student will examine, appraise, and communicate nutrition research literature by giving a professional oral seminar utilizing effective oral presentation techniques. Prerequisite: Permission.

### FDNT 651 Professional Dietetic Practice 3 cr.

Examines professional topics relevant to the dietetic professional. Provides a forum for clinical case study presentations and education about professional development opportunities and challenges. Prerequisite: FDNT 604 or experience as a clinical dietitian.

### FDNT 652 Seminar in Institutional Food Service Management 1 cr.

Reviews and evaluates management aspects in institutional food service. Discusses field experiences and observations with experienced health care professionals to gain further insight with respect to management (labor, materials, finances, marketing, time and team management) and administrative issues. Evaluates student's personal performance related to management skills and prepares for future skill enhancement. Prerequisite: FDNT 601 or food service management employment experience.

### FDNT 660 Applying Research Methods in Food and Nutrition 1.5 cr.

Addresses the depth and breadth of nutrition/dietetics as a field of inquiry and provides an understanding of the elements of the research process. The student will identify a research problem/question, design and conduct either a comprehensive literature review or small-scale research project, and analyze/interpret the information/data collected. A formal presentation of research will be professionally presented (e.g., poster presentation, article formatted for publication, grant proposal, oral presentation). Prerequisite: FDNT 650 or by permission.

### FDNT 681 Special Topics 1-3 cr.

### FDNT 696 Internship 1-6 cr.

Supervised practice experience for students who have completed FDNT 601, 602, 603, 604, and 605 (eight credits) and are concurrently completing IUP's dietetic internship.

### FDNT 698 Internship 1-6 cr.

Supervised work experience for Food and Nutrition majors. Permission: Department chairperson.

### FDNT 711 Nutrition in the Life Cycle 3 cr.

Studies bodily functions at different stages of development under differing environmental conditions and at various levels of biological organization.

### FDNT 743 Clinical Dietetics 3 cr.

Examines nutritional management of the hospitalized patient with emphasis on the role of the dietitian. Research for a paper and oral critiques of current literature.

FDNT 795 Thesis 1-4 cr.

FDNT 799 Independent Study in Food and Nutrition 1-3 cr.

Prerequisite: Completion of two courses in the department requirement. Advanced study and/or selected research problems from the field of food and nutrition. May be taken for a maximum of three credits.

\*Indicates dual-listed class

## **FIN: Finance**

Department of Finance and Legal Studies

Eberly College of Business and Information Technology

**FIN 500 Foundations of Finance 1.5 cr.**

Designed for EMBA students without prior Finance background to prepare them for MBA Financial Management course. Provides students with the concepts that constitute the base for finance theory and the foundations for the techniques used in making financial decisions.

**FIN 501 Energy Finance 3 cr.**

Presents a strategic framework for examining energy finance strategies used primarily in the oil and gas industry. It discusses the wide range of tools available for financing energy projects such as equity, debt, tax credits and other methods used by corporations. It extends the financing framework by describing current theories and applications in developing the energy product and how it is priced and delivered to the end user. Prerequisite: None

**FIN 510/\* Financial Institutions and Markets 3 cr.**

A review of the structure of financial institutions and money and capital markets. Provides the knowledge of the theory and practices of managing financial institutions, with particular emphasis on the management of financial risks. This course covers the different types of depository and non-depository financial institutions, the different types of risks to which these institutions are exposed, and the different techniques used in covering these exposures. In addition, it will cover the different types of specialized financial markets and their instruments. Prerequisites: FIN 630 or by permission of the Eberly College of Business and Information Technology Graduate Coordinator.

**FIN 520/\* Investment Analysis 3 cr.**

Integrates the work of various courses in the finance areas and familiarizes the student with the tools and techniques of research in the different areas of investments. Prerequisites: ACCT 301, FIN 310, FIN 324, or permission of Eberly College of Business and Information Technology graduate coordinator.

### FIN 524/\* International Financial Management 3 cr.

Provides an insight into the unique issues and problems that the manager of the multinational enterprise will face, such as working capital management; capital budgeting process; financing and investing abroad; capital and money markets; foreign exchange markets; and risk management. Prerequisite: FIN 310 or equivalent.

### FIN 525 Financial Derivatives 3 cr.

Provides an understanding of how the derivatives markets work, how they are used, and how prices are determined. Includes the common types of derivatives, their characteristics and properties, and trading methods and strategies. Also, covers fundamental pricing models based on arbitrage pricing theory, binomial, and Black-Scholes models. Prerequisite: FIN 324 for FIN 425 And FIN 630 or equivalent/permission for FIN 525

### FIN 581 Special Topics in Finance 3 cr.

Covers advanced or exploratory topics within the discipline. Specific content developed by the instructor. Content will vary, depending upon the interests of the instructor and students' need and demand for the advanced or exploratory topic. Prerequisite: Permission of instructor and Eberly College of Business and Information Technology graduate coordinator.

### FIN 630 Financial Management 3 cr.

An extension of basic managerial finance, dealing with theory and practice of analyzing companies, financial planning, capital budgeting, management of working capital, and obtaining funds for the corporation. Prerequisite: FIN 310.

### FIN 632 Seminar in Finance 3 cr.

Covers topics in all areas of finance by using recent articles, cases, discussions, speakers, and a finance simulation game. Designed to bring together all aspects of finance. Prerequisite: FIN 630.

### FIN 635 Principles of Investments in Securities 3 cr.

Introduces many forms of existing investment policies. Attention is given to operation of stock markets, concepts and terminology of investing, mutual funds and their function, investment clubs, and problems involved in making investments through brokers, bankers, and stock promoters. Prerequisite: FIN 630.

### FIN 681 Special Topics in Finance 3 cr.

Covers advanced or exploratory topics within the discipline. Specific content developed by instructor. Content will vary, depending upon the interests of instructor and students, with instructor choosing specific topics. May be repeated by specific approval. Prerequisite: Permission of the instructor and the Eberly College of Business and Information Technology graduate coordinator.

**FIN 698 MBA Internship 1.5 or 3 cr.**

A planned, field-based, individually designed, and faculty-supervised work-experience to enhance the student's professional competence in Business Administration and selected functional area. Maximum of 3 credits can be applied towards MBA electives. Prerequisites: Completed 15 graduate credits. Approval by department chair and graduate coordinator.

**FIN 699 Independent Study in Finance 1-3 cr.**

Individual research and analysis of contemporary problems and issues in a concentrated area of study under the guidance of a senior faculty member. Prerequisite: Consent of instructor, departmental chairperson, and Eberly College of Business and Information Technology dean.

**FIN 795 Thesis 4-6 cr.**

For students writing a thesis, FIN 795 should be scheduled for the semester in which the student plans to complete his/her work. The thesis is a committee thesis (4-6 cr.), for which the student's advisor, two additional faculty members, the Eberly College of Business and Information Technology graduate coordinator, and/or the representative of the dean of the Eberly College of Business and Information Technology may constitute the committee.

\*Indicates dual-listed class

**GEOG: Geography**

Department of Geography and Regional Planning

College of Humanities and Social Sciences

**GEOG 511/\* History of Geography 3 cr.**

History of the discipline, great ideas, leading professionals, and unresolved issues are studied.

**GEOG 513 Cartography 3 cr.**

Develops ability to map and diagram human and environmental phenomena. Special maps, charts, and diagrams will be considered as required by students. Recommended for all master's candidates.

**GEOG 514 Map and Photograph Interpretation 3 cr.**

Develops skill in extracting information and synthesizing data from maps and aerial photographs as applied to geologic, land use, planning, and terrain analysis problems.



### [GEOG 515/\\* Remote Sensing 3 cr.](#)

Methods of remote sensing such as thermal sensing, multi-spectral scanning, satellite imagery, side-looking airborne radar imagery, and additive color analysis and their applications, particularly as applied to geographic and planning problems, are studied.

### [GEOG 516 Introduction to Geographic Information Systems 3 cr.](#)

Automated methods for creating, maintaining, and analyzing spatial data are presented. Topics include 1) specialized GIS hardware and software, 2) vector vs. raster vs. object-oriented spatial data structures, 3) creation and manipulation of geographic data files, 4) database design and management concepts, 5) spatial analysis, and 6) cartographic design. Prerequisite: GEOG 513 or equivalent or permission of instructor.

### [GEOG 517/\\* Technical Issues in GIS 3 cr.](#)

A project-based class where students learn the skills to develop and maintain a Geographic Information System. Students will construct functional systems. Designing GIS systems to use specification data collection, data input, project management, and system documentation covered. Prerequisite: GEOG 516.

### [GEOG 518 Geographic Information Systems \(GIS\) for Crime Mapping and Social Scientific Analysis 3 cr.](#)

Provides students with knowledge of the theoretical basis of Geographic Information Systems (GIS) and their applications for criminologists and other social scientists. In the process of demonstrating some of the capabilities of GIS, the specifics of selected GIS and database software packages will also be covered. During the course of the semester, students will develop the skills to use GIS packages, manipulate and query geographic data to solve problems, perform simple spatial analysis, and understand how to utilize GIS in law enforcement/social science problem-solving and decision-making processes. Prerequisite: None.

### [GEOG 519 Geographic Information Systems \(GIS\) for Environmental Applications 3 cr.](#)

Provides students with knowledge of the theoretical basis of Geographic Information Systems (GIS) and their applications for environmental scientific analysis. In the process of demonstrating some of the capabilities of GIS, the specifics of selected GIS and database software packages will also be covered. During the course of the semester, students will develop the skills to use GIS packages, manipulate and query geographic data to solve problems, perform simple spatial analysis, and understand how to utilize GIS for environmental analysis and resource management. Prerequisite: None.

### [GEOG 521 Enterprise GIS Management 3 cr.](#)

Principles and methods for creating, operating, maintaining, and managing data for multi-user geospatial information systems are studied. Each student will customize, document, and operate a multi-department, multi-user geographic information system of his/her design. Prerequisite: GEOG 517 or consent of instructor.

### [GEOG 525/\\* Global Positioning Systems \(GPS\) Concepts and Techniques 3 cr.](#)

Provides students with knowledge of the theoretical basis and practical applications of Geographic Positioning Systems (GPS). Students will gain hands-on experience using GPS receivers and GPS observables, as well as the ability to determine point and relative position fixes from pseudorange and carrier phase measurements. Students will be exposed to industry standard GPS hardware and software, as well as appropriate techniques for processing GPS data to achieve necessary levels of horizontal and vertical positional accuracy. Integration of GPS and geographic information systems (GIS) will also be discussed.

### [GEOG 531 Population Geography 3 cr.](#)

Spatial variations in numbers, characteristics and dynamics of human population, models, and theoretical constructs relevant to demographic structures and processes are studied.

### [GEOG 532 Urban Geography 3 cr.](#)

Analysis of city types, patterns, and functions as influenced by geographic conditions and other factors. City planning techniques and field study are utilized.

### [GEOG 533 Geography of Transportation and Trade 3 cr.](#)

Transportation systems and their use: accessibility, circulation, time and distance concepts, and trade patterns. Empirical and theoretical approaches are examined.

### [GEOG 534 Political Geography 3 cr.](#)

Geographic factors and conditions are analyzed as they relate to character and function of states. Political institutions in light of geographic conditions.

### [GEOG 535 Geography of Energy 3 cr.](#)

Covers patterns and problems of energy production and consumption in human societies. Descriptions of what, where, and how much are combined with issues such as technological change, conservation, allocations, environmental impacts, and economic development. Specific topics global history and trends of energy development, pricing systems, types of energy, locations of production areas, and the energy status of the United States. Prerequisite: None

### [GEOG 536 Social Geography 3 cr.](#)

Spatial dimensions of the American society are the focus of this course. The distribution of various social groups and their impact on the landscape are considered.

### [GEOG 540 Conservation: Environmental Analysis 3 cr.](#)

Problems of exploitation and utilization of regional resources (e.g., soils, minerals, forests, and wildlife), in relation to population growth and regional planning and development.

### GEOG 541 Climatology 3 cr.

Examines the elements of weather and climate on Earth. The location and causes of global climatic regions are examined in relation to moving pressure and wind systems. The course also considers the climatic history of the planet and recent human modifications of the atmospheric environment.

### GEOG 542 Physiography 3 cr.

Focuses on landform types and their spatial distribution. Emphasis is placed on the tectonic forces that build landforms and the weathering and erosional processes that erode and shape surface features. The relationship between human activities and landforms is also considered.

### GEOG 543 Geography of Fresh Water Resources 3 cr.

Focuses on surface and groundwater as a resource with unique properties. Fresh water is defined physically by storage in the hydrologic cycle and the values assigned by different cultures. Problems featured relate to consumptive and withdrawal water uses, the problems of water supply and scarcity, water law and its inconsistencies, flooding and floodplains management, sources of contamination and pollution, and wetlands, including case studies of selected river basins.

### GEOG 544 Energy Development and Compliance I 3 cr.

Reviews and characterizes energy resources found in northern Appalachia, and the logic and techniques used to identify, quantify and regulate their development and extraction. Focuses in particular on the spatial dimensions of shale gas, coal, and wind as major energy sources in northern Appalachia, and deals with topics such as exploration, environmental and cultural compliance, logistics, production analysis, and infrastructure maintenance. Prerequisites: None

### GEOG 545 Energy Development and Compliance II 3 cr.

Reviews and characterizes the spatial representation and analysis techniques used by public, private and non-profit entities engaged in the energy industries. Focuses in particular on the implementation of energy resource applications such as exploration and development, environmental and cultural compliance, logistics, production analysis, and infrastructure maintenance. Prerequisites: None

### GEOG 550 Introduction to Planning 3 cr.

Introduction to the profession and activity of contemporary American urban and regional planning. Course emphasis is placed on land use control, design, growth management, and development regulation. Legal and institutional bases of planning practice are covered as well.

### GEOG 552 Planning Methods 3 cr.

Research, analytical design, and plan-making techniques in urban and regional planning. Examines basic items necessary to prepare urban and regional comprehensive plans.

### GEOG 554 Planning Design 3 cr.

Presents concepts of city, subdivision, and transportation design in relation to topography, natural resources, and other physical elements. Prerequisite: GEOG 550.

### GEOG 558 Land Use Law 3 cr.

Introduces students to principles of land use law. The course focus is on federal constitutional principles and key Supreme Court cases, especially as they relate to actions of local units of government and municipal planning practice. Deals with the present state of land use law and with current trends and issues. Prerequisite: GEOG 550 or GEOG 564.

### GEOG 562 Planning Policy, Implementation, and Administration 3 cr.

Focuses on the planning and implementation of policies to manage the location, timing, type, and intensity of land development. Explores the multi-step process from community plan to project completion. Exposes students to the public environment in which community plans are developed and implemented and walks them through the real world problems of identifying projects, building agency and interagency consensus, finding funding, putting together a project plan, project management, personnel and budget to project completion.

Prerequisites: RGPL 458/GEOG 558

### GEOG 564/\* Land Use Policy 3 cr.

Introduces students to and provides an overview of land use issues at the regional, state, and federal levels. Emphasizes evolution of contemporary policy strategies, constitutional issues, and regional controversies involved in the regulation of metropolitan growth, central city decline, and management of public lands.

### GEOG 568 Planning Theory 3 cr.

Examines process of city planning during ancient, medieval, Renaissance, and modern periods. A review of early planning in America, as well as present city planning, is included. Prerequisite: GEOG 550

### GEOG 581 Special Topics 3 cr.

Topical courses offered on an experimental basis. Check department schedule for these offerings.

### GEOG 584 Field Studies in Geography and Social Studies 3 cr.

Immerses the student in a regional environment. Helps the student to critically see and to interpret a cultural landscape. The experience is predominantly off campus. Using a combination of structured field exercises, culturally specific readings, primary and secondary data, and standard geographic field techniques, the course strives to develop for the student a deeper affective and cognitive understanding of a cultural region. May be repeated under a different study area title. Prerequisite: Permission of instructor.

### [GEOG 610 Research in Geography and Regional Planning 3 cr.](#)

Elements and techniques of scientific research, as applied to geographic and planning problems, are studied. A research proposal is developed.

### [GEOG 612 Quantitative Techniques in Geography and Regional Planning 3 cr.](#)

Descriptive and inferential statistical techniques applied to spatial distribution and spatial association of physical and cultural phenomena and testing of spatial theoretical constructs.

### [GEOG 614 Thought and Philosophy in Geography and Regional Planning 3 cr.](#)

Examines the status of current and past thought and philosophy in geography and regional planning, using the literature in planning, geography, and the philosophy of science. Topics examined are regional development, local planning, environmentalism and physical geography, and cultural geography. Prerequisite: GEOG 610.

### [GEOG 617 Field Techniques in Geography and Planning 3 cr.](#)

Field tools and techniques are evaluated and used in the study of a specific area. Interpretation of spatial patterns of phenomena is emphasized.

### [GEOG 618 GIS Applications Development 3 cr.](#)

Takes students with GIS analysis skills to the next level: developing of software to automate methods and processes learned in prerequisite courses. Students will learn to write object-oriented software tools for spatial data transaction processing and analysis. Prerequisite: GEOG 516.

### [GEOG 620 Spatial Structure of the Economy 3 cr.](#)

The spatial organization of economic systems is studied. Processes that give rise to these systems and their spatial interdependencies are explored. Topical and regional examples of spatial structure are used as case studies.

### [GEOG 623 Regional Development 3 cr.](#)

Theory and policy implications of the spatial aspects of development in various regions of underdevelopment.

### [GEOG 625 Environmental Planning 3 cr.](#)

Provides students with information about natural resources, their characteristics, and various techniques that can be implemented for their preservation, conservation, and management. In particular, emphasis will be placed on human-environment interaction and how aspects of the environment can and should be accounted for in planning processes at various spatial scales and levels of analysis. Course material will be presented through lectures, as well as guest speakers, field trips, and student presentations.

### GEOG 630 Cultural Geography 3 cr.

Literature and methods of cultural geography. Topics include population, settlements, human ecology, culture areas, and related features.

### GEOG 633 Settlement Geography 3 cr.

Settlement patterns and processes; origins, diffusion, classification, pioneer, settlement planning, and agricultural colonization.

### GEOG 650 Regional Geography 3 cr.

Various regions of the world may be dealt with, such as Latin America, Africa, or South Asia, when there is sufficient student demand. Physical, environmental, cultural, and population patterns are considered.

### GEOG 665 Plan Implementation 3 cr.

Considers zoning, improvement programs, housing codes, building codes, methodology and application of administrative procedures, federal and local urban renewal programs, site selection, and program administration. Prerequisite: GEOG 550.

### GEOG 670 Professional Problems in Geographic Education 3 cr.

Classroom problems and discussion centered about new viewpoints in geography. Individual reports, group discussion, and research included.

### GEOG 675 Spatial Analysis Techniques 3 cr.

A techniques- and project-based course where students learn advanced spatial analysis skills utilizing Geographic Information Systems. Students will learn the concepts underlying spatial analysis techniques and obtain hands-on experience operationalizing methods through use of GIS hardware and software. Prerequisites: GEOG/RGPL 316/516.

### GEOG 680 Seminar 3-6 cr.

Seminars on various topics will be offered occasionally. Topics such as new trends in planning, cartographic theory, or spatial aspects of service industries are the focus of research projects.

### GEOG 681 Special Topics 3 cr.

Topical courses offered on an experimental basis. Check department schedule for these offerings.

### GEOG 698 Internship 3-12 cr.

Professional learning experience with emphasis on practical applications of academic background. Prerequisites: Twelve academic credits and a 3.00 cumulative GPA.

### [GEOG 699 Independent Study 1-6 cr.](#)

Independent research and study under faculty direction. Interested students should apply to director of graduate studies.

### [GEOG 795 Thesis 3-6 cr.](#)

Registration for thesis must be approved by the department's graduate coordinator and chairperson ahead of time.

\*Indicates dual-listed class

## **GEOS: Geoscience**

Department of Geoscience

College of Natural Sciences and Mathematics

### [GEOS 581/681 Special Topics 1-3 cr.](#)

As student demand and circumstances may dictate, special graduate courses may be offered by any member of the Geoscience graduate faculty.

### [GEOS 699 Independent Study 1-3 cr.](#)

Independent research under faculty direction.

## **Graduate Programs in Educations and School Psychology**

The School Psychology Program at Indiana University of Pennsylvania is a multiple-entry-level graduate program culminating with a specialist certificate as a school psychologist in the Commonwealth of Pennsylvania and/or a Doctorate of Education in School Psychology.

An individual with a bachelor's degree may enter the program as a [master's degree](#) candidate and, during the completion of the master's-level course work, may apply for acceptance into the [post-master's School Psychology Certification Program](#). Students showing exceptional potential may apply directly to the [doctoral program](#), receiving certification as school psychologists as they progress towards the doctorate. Individuals who already possess a master's degree from an accredited institution may apply directly into the post-master's portion of the program, but may be required to make up certain master's degree courses. Students take 66-69 credits for the specialist certificate, while completion of the entire doctoral program involves 102-111 credits beyond the bachelor's degree, depending on the student's level at entry.

A student who is already certified as a school psychologist through another fully accredited institution may apply directly to the [doctoral program](#). The sequence of courses required of these students is determined by a review of their past training and their performance on both a content and practicum competency evaluation. The core program for the doctoral sequence for students entering at this level is a minimum of 42 credits beyond the specialist certification.

Admission into the program at all levels is based upon evidence of previous scholarship and/or potential for academic success, personal and professional qualities deemed necessary to function as a school psychologist, and motivation for professional excellence and leadership in the field. Continuous enrollment of a minimum of nine credit hours per semester or six credit hours per summer session is required unless waived by the student's advisor and the School Psychology Committee.

Both the specialist-level and doctoral programs are accredited by the National Association of School Psychologists and National Council for Accreditation of Teacher Education.

Learn more about:

[M.Ed. in Educational Psychology](#)

[Post-Master's Certification in School Psychology](#)

[D.Ed. in School Psychology](#)

[Supervisor of Pupil Services Certification](#)

## **GSR: Graduate General Service**

The School of Graduate Studies and Research

### [GSR 516 Statistical Methods I 3 cr.](#)

Measurement and statistical techniques as used in administration and educational research. Basic descriptive statistics, including measures of central tendency, variability, and correlation are developed. Reliability and validity of test scores with emphasis on use of statistical techniques are studied, along with their interpretation.

### [GSR 517 Statistical Methods II 3 cr.](#)

Using computer programs, a wide array of statistical procedures for research workers are explored. Basic concepts of statistical inference and prediction are reviewed, including regression analysis and prediction, hypothesis testing, analysis of variance and covariance, and partial and multiple correlation. Emphasis is placed on use of computers and interpretation of computer printouts along with understanding techniques employed. No computer knowledge is necessary. Prerequisite: GSR 516 or equivalent.



### GSR 615 Elements of Research 3 cr.

Selection of a research problem, data collection, types of research, research reports, and use of the library and computer in connection with research problems are studied. Elements of statistics are introduced. This course provides background for preparation of the thesis and enables the student to become an intelligent consumer of products of academic research.

### GSR 581/681/781/881/981 Special Topics I-3 cr.

Group study of course material not offered in other graduate courses. Prerequisite: May not be scheduled without prior written approval of the Dean of the School of Graduate Studies and Research.

### GSR 699 Independent Study I-3 cr.

Individualized, in-depth study of an approved topic directed by a participating faculty member and approved administratively. Prerequisite: May not be scheduled without prior written approval of the Dean of the School of Graduate Studies and Research.

### GSR 795 Thesis 3-4 cr.

### GSR 951 Extended Dissertation 3 cr.

## **HIST: History**

Department of History

College of Humanities and Social Sciences

### HIST 501 History of Ancient Greece 3 cr.

Analyzes major political, social, economic, and cultural developments in ancient Greek civilization from the Bronze Age to the death of Alexander.

### HIST 502 History of Ancient Rome 3 cr.

Traces Roman history from early Republic to fall of Empire. A study of a civilization from its inception to its collapse.

### HIST 503 Medieval Europe I, 400-1000 3 cr.

History of early Medieval Europe, from decline of Rome to beginnings of High Middle Ages; emphasis on political, social, economic, religious, and intellectual developments.

### HIST 504 Medieval Europe II, 1000-1350 3 cr.

History of late Medieval Europe, from High Middle Ages to Renaissance period; emphasis on political, social, economic, religious, and intellectual developments.

### HIST 505 Renaissance and Reformation 3 cr.

History of Europe from ca. 1250; rise of commercial city, kings, and pressures on the Christian Church to 1600. Some consideration of technology and voyages.

### HIST 506 Early Modern Europe 3 cr.

Greatness of France under Louis XIV; Sweden; Thirty Years' War; emergence of modern society; French Revolution.

### HIST 507 History of Europe, 1815-1914 3 cr.

Study of Europe in nineteenth century, with emphasis on the emergence of major thought patterns, Romanticism, Socialism, and Positivism.

### HIST 508 Twentieth-Century Europe 3 cr.

Political, economic, and diplomatic trends of Europe since 1900, with major emphasis on causes and results of war and search for security.

### HIST 511 Rise and Fall of Hitler's Empire 3 cr.

In-depth study of Hitler and the Nazi Order: offers an analysis of nineteenth-century origins of Nazi ideology and intensively analyzes domestic and foreign policy (1920-1945), including Holocaust, Resistance, and the postwar Nuremberg Trials.

### HIST 520 History of England to 1688 3 cr.

Survey of growth of English nation, with emphasis on political, social, and economic developments leading to seventeenth-century conflict between Crown and Parliament.

### HIST 521 History of England, 1688-Present 3 cr.

Survey of growth of England as a democratic constitutional monarchy. Attention directed to colonial America and English-U.S. relations, as well as to imperial expansion and England's role in the twentieth-century world. Cultural history is included.

### HIST 522 French Revolution and Napoleon 3 cr.

Development of the Grand Monarchy, brief sketch of Old Regime, concentration on the Revolution and Empire, with emphasis on politics, diplomacy, and economics. Readings and brief papers.

### HIST 526 History of Russia 3 cr.

General survey of Russian history, culture, and institutions. Special consideration given to study of historical forces formative of revolution in 1917.

### HIST 527 History of Soviet Russia 3 cr.

General survey of contemporary Soviet history, culture, and institutions. Special emphasis given to study of communist theory and its place in current Russian historiography.

### HIST 530 History of Islamic Civilization 3 cr.

An approach to learning about non-Western culture; Mohammed, Arabs, Muslims as creators of a great civilization from the rise of Islam to 1800; emphasis on cultural institutions and their interrelationships within the Middle East.

### HIST 531 Modern Middle East 3 cr.

Survey of changes that have taken place in the Middle East and in Islam since eighteenth century and of contemporary problems in that region.

### HIST 540 Colonial America 3 cr.

Survey of original thirteen states from their inception within the British Empire to 1763, the eve of independence. Attention given to their political development, economic position within the empire, relations with Indians, and evolution of their social, educational, and religious lives.

### HIST 541 The American Revolution 3 cr.

Study of United States history from beginnings of revolutionary crisis in 1763 through adoption of the Constitution and the administration of John Adams. Special emphasis is given to the causes and civil war aspects of the revolution and the constitutional-political development of the new nation.

### HIST 542 The Early Republic 3 cr.

Survey of United States history from 1783 to 1850, with special attention to constitutional, political, and social trends.

### HIST 543 Civil War and Reconstruction 3 cr.

Study of failure of American democracy to cope with issues of mid-nineteenth century, followed by political, economic, military, and social developments during war and reconciliation of North and South.

### [HIST 550 History of Latin America: Colonial Period, 1450-1820 3 cr.](#)

Study of life of people, Indian cultures, conquest by Spaniards and Portuguese, government during Colonial Period, and Wars of Independence.

### [HIST 551 History of Latin America: National Period, 1820-Present 3 cr.](#)

Study of history of nations which have emerged since independence; emphasis on economic, political, cultural, and social developments of these nations, as well as relations of these nations to others in the hemisphere.

### [HIST 560 History of Pennsylvania 3 cr.](#)

Emphasizes the cultural, economic, political, and social development of our state in various periods from colonial to today. Special attention given to diversity of Pennsylvania's people and their institutions and problems.

### [HIST 561 American Diplomacy, 1775-1900 3 cr.](#)

Traces foreign relations of the United States from Independence to emergence as a world power. Topics concentrate on themes of commercial relations, political isolation, expansion, and debate over imperialism.

### [HIST 562 History of American Diplomacy 1900+ 3 cr.](#)

Treats primarily our twentieth-century involvement in world affairs and domestic debate over that involvement. Special emphasis will be placed on the role of interest groups and increasing power of Executive Department over foreign affairs.

### [HIST 563 Thought and Culture in Early America 3 cr.](#)

Selected topics in early American intellectual and cultural growth, with emphasis on Puritanism, Enlightenment, Cultural Nationalism, and Romantic Movement.

### [HIST 564 Thought and Culture in Modern America 3 cr.](#)

Selected treatment of historical development of modern American movements in social and political thought, religion, philosophy, fine arts, and literature.

### [HIST 565 History of Black America Since Emancipation 3 cr.](#)

Description and analysis of role of blacks in history of the United States since the Civil War; emphasis on key leaders, major organizations, leading movements, and crucial ideologies of blacks in modern America.

### HIST 567 Native American History 3 cr.

An unfamiliar perspective on a familiar tale. Presents the “new Indian History”—North America from Native American materials and points of view. Identification, analysis, and synthesis of Indian realities and options over time are at the heart of this course.

### HIST 569 Women in America 3 cr.

Surveys of religious, legal, political, social, and popular culture perspectives of womanhood in America from colonial times to present.

### HIST 572 History of the Early American Working Class 3 cr.

Description and analysis of nature and significance of the U.S. working class in eighteenth and nineteenth centuries. Work settings and communities of workers are examined as well as unions such as the National Labor Union and Knights of Labor.

### HIST 573 History of the Modern American Working Class 3 cr.

Description and analysis of the nature and significance of the U.S. working class in the twentieth century. Work settings and strikes are examined and analyzed, as well as unions such as the United Mine Workers and United Auto Workers and leaders including Samuel Gompers, John L. Lewis, and George Meany.

### HIST 581 Special Topics in History 3 cr.

Each semester, courses are offered in interest areas which are not part of the regular course offerings.

### HIST 591 Film as History 3 cr.

Deals with the cinema as social, cultural, and intellectual history from its origins to the present day.

### HIST 600 Readings in History 3-6 cr.

Directed readings of historical materials, focused on a general topic.

### HIST 601 History Seminar 3-6 cr.

Area research, culminating in a formal paper.

### HIST 605 Introduction to Public History 3 cr.

Introduces wide range of activities in which public historians engage. Explores theoretical and practical issues associated with historic preservation, historical editing, oral history, the management of archival and manuscript collections, and a variety of other public history activities. Also considers broader conceptual issues associated with the concept of public history.

### HIST 606 Topics in Public History 3 cr.

Focuses on one specific field of public history activity (field varies from semester to semester). Extensive reading in the literature of that field and completion of an appropriate project or paper. Prerequisite: HIST 605.

### HIST 614 Research Methods 3 cr.

Investigation of library systems, reference works, bibliographies, how to compile a bibliography, organizing research, use of statistics, style systems in printing.

### HIST 681 Special Topics 3 cr.

### HIST 698 History Internship 1-6 cr.

With departmental approval, students are attached to local or national government or private agencies doing directive, bibliography, archival, or museum work. Advising professor meets with intern regularly and determines what papers or reports will be required.

### HIST 699 Independent Study 3 cr.

Student selects topic for individual study with an instructor.

### HIST 770 Archival Principles and Practice 3 cr.

Designed to provide students with an introduction to the archival profession and the practices of the professional. Students will come to understand professional standards and ethical responsibilities in the field. They will also learn of the historical importance of recordkeeping in society and the significance of the archivist's role in collecting, preserving, and maintaining these records. Finally, students will combine classroom instruction in archival method with practical experience in an archival setting. Prerequisite: HIST 605.

### HIST 771 Museum Studies 3 cr

This course is designed to provide students with an introduction to the history of museums and the field of museum studies. The course will explore the practices of the professional. Students will come to understand professional standards and ethical responsibilities in the field. The course explores the importance of museums and museum professionals in collecting, preserving and presenting history and the human experience for a public audience. Finally, students will combine classroom instruction in museum method with practical experience. Prerequisite: HIST 605 or instructor's permission.

### HIST 772 Oral History Theory and Method 3cr

This course is designed to provide students with an introduction to the practice of the craft of oral history. Students will learn professional standards and ethical responsibilities in the practice. They will also learn of the historical importance of the preservation of the oral record and the oral historian's role in collecting, preserving, and presenting these records. Students will also explore the role of oral history in

creating collective/community memory. Finally, students will combine classroom instruction in oral history methods with practical experience. Prerequisite: HIST 605 or instructor's permission.

### [HIST 790 Seminar in Public History 3 cr.](#)

This course is designed as the capstone for students in the public history track. Students will be required to draw on program experience to conduct a major project, write a research paper, and assemble a professional portfolio. Prerequisites: HIST 605; two courses from the following: HIST 606, 770, 771, 772; and, 6 credits of internship (can be concurrent with HIST 790).

### [HIST 795 Thesis 3-6 cr.](#)

## **HPED: Health and Physical Education**

Department of Kinesiology, Health, and Sport Science

College of Health and Human Services

### [HPED 510/\\* Exercise Prescription 3 cr.](#)

Teaches individuals to write exercise prescriptions based upon a subject's tolerance for physical activity. Special emphasis will be given to risk factors, techniques of evaluation, drugs, injuries, environmental factors, and motivation with respect to their role in physical activity assessment. In-depth experiences working with qualified medical personnel will be provided. Prerequisite: HPED 343.

### [HPED 512/\\* Physical Activity and Stress Management 3 cr.](#)

Acquisition of necessary understandings of anxiety and stress with respect to the nature, the place they hold in our society, and the intervention strategies related to physical activity. A paper relating the utilization of these techniques is required.

### [HPED 513/\\* Physical Activity and Aging 3 cr.](#)

Presents the major aspects of physical activity, its importance to the older adult, and the organization of an activity program. Specific attention will be given to the physiology of activity, effects of activity on growth and aging, exercise prescription, flexibility, overweight and obesity, and motivational strategies. A paper is required that deals with analysis of problems of the aged as observed from visitations to nursing homes, senior citizens' organizations, and social service agencies.

### [HPED 514 Exercise Electrocardiography 2 cr.](#)

Provides an introduction to the basic concepts of electrocardiography, including an understanding of electrophysiology, electrode lead placement, both rhythm strips and 12lead interpretation. Utilizing electrocardiograms students will also be able to recognize normal and abnormal rhythms including those ECG abnormalities brought about by exercise. ECG changes resulting from Graded Exercise Testing will also be evaluated. Prerequisite: Graduate Standing

### HPED 515 Lifestyle Behavior Management for Physical Activity 3 cr.

Examines a variety of strategies necessary to modify health behavior with an emphasis on physical activity. Focus is placed on development of skills necessary to work with clients/patients in group leadership and group-process activities in order to assess and assist with behavior change for both the apparently healthy and those with multi-faceted chronic disease as it relates to physical activity. Prerequisite: Graduate standing

### HPED 516 Functional Training for Strength and Conditioning 3 cr.

Focuses on comparing and contrasting the scientific principles associated with traditional strength training and functional strength training techniques. Examines a variety of new techniques found in the fitness and sport performance industry and provides practical experience for the students in both traditional and functional strength training techniques.

### HPED 526/\* Health Science Instruction 3 cr.

An overview of health curriculum with a focus on middle school and high school health education teaching methods and media of instruction. Includes unit development, opportunities for classroom instruction, and guidelines for maintaining professional growth. Explores current research in classroom techniques, motivational strategies, and assessment of student learning within a diverse population. Prerequisites: Enrollment in Master of Education in Health and Physical Education Program.

### HPED 550/\* Curriculum and Programming in Sexuality Education 3 cr.

Designed to provide and share information that will be helpful to current and future school personnel in developing sexuality education programs in their schools and local communities.

### HPED 581 Special Topics 3 cr.

### HPED 601 Sport and Society 3 cr.

Designed to acquaint the student with the reciprocal relationships between sport and physical activity as they affect human development in the societies and cultures out of which sport emerges.

### HPED 602 Sport Psychology 3 cr.

Study of the psychological effects and implications of participation in sport and physical activity. Emphasis on personality and motivational dynamics as they relate to sport involvement in human behavior.

### HPED 603 Physiological Basis of Sport 3 cr.

An examination of the physiological factors that influence performance in sport with emphasis on the analysis of various training techniques.



### HPED 610 Coaching Management 3 cr.

Focuses on the understanding and application of techniques for coaching an athletic team. Current research on coaching strategies, psychology of sport, sociology of sport, liability management, and the physiological conditioning of athletes are emphasized. Prerequisite: None.

### HPED 620 Exercise Prescription for Chronic Diseases 3 cr.

Examines the medical and therapeutic considerations for exercise prescriptions, as defined by the American College of Sports Medicine, for individuals with chronic medical disorders. Competencies needed to function as clinical exercise specialist will be emphasized. Prerequisite: Permission.

### HPED 625 Management Concepts in Fitness 3 cr.

Overview of issues, challenges, and professional responsibilities involved in the management of health and fitness programs and facilities. Focuses on the management of clinical, community, commercial, and corporate fitness programs. Topics include fitness program development, organizational structure and planning, personnel issues, financial management, marketing, and risk and liability issues related directly to operating a clinical and commercial fitness program. Prerequisite: None.

### HPED 631 Motor Learning 3 cr.

Examines theories and concepts of motor control. Provides necessary skills and tools to evaluate performance, provide effective instruction, and create practice sessions that optimize acquisition and retention of movement skills. Requires a strong background in the areas of anatomical and mechanical kinesiology and basic understanding of the central nervous system operations.

### HPED 632 Assessment of Human Physiological Functions 3 cr.

Study of various physical fitness components and their contribution to a person's well-being and how to measure and evaluate physical fitness.

### HPED 634 Current Literature in Health, Fitness, and Sport 3 cr.

Focus on knowledge and demonstration of skills required for development of a master's thesis proposal. Emphasis is on research design and the statistics appropriate to analyze various types of research. Students will be involved in the identification, interpretation, and analysis of peer-reviewed research specific to the discipline of health, physical activity, and sport. Prerequisite: None.

### HPED 635 Sport Management 3 cr.

Theory and practice of human management with applications to sport; formal structure of organizations, goal setting, organizational personality, group processes, and leadership styles.

### HPED 637 Sport Facilities Management 3 cr.

An administrative and management course designed to prepare sport managers to develop and operate competitive, recreational, instructional, therapeutic, and multifaceted sport complexes. Course work includes planning, design, construction, budgeting, programming, staffing, equipping, administration, maintenance, safety, and rehabilitation. Three lecture hours.

### HPED 640 Research Methods for Health, Sport, and Physical Activity 3 cr.

Provides a foundation for the research process in fields related to health and human performance. Types of research, writing a research report, and evaluation of commonly used techniques for data analysis are explored. Computer statistical programs and library resources are used to facilitate the student's development of reading and conducting research. Prerequisite: HPED 634.

### HPED 641 Administration of Aquatic Programs 3 cr.

Examines the organizational procedures, administrative techniques, and practices employed in aquatics with special emphasis on adapted, competitive, instructional, recreational, social, and water safety programs.

### HPED 642 Design and Operation of Aquatic Facilities 3 cr.

Elements and principles of planning, design, and operation of swimming pools, waterfront facilities, and related equipment necessary for the aquatic administrator.

### HPED 645 Advanced Teaching Techniques in Physical Education 3 cr.

Provides the tools necessary to effectively design and implement unit plans of instruction in physical education. Assists in developing teaching qualities that enhance participation and encourage lifetime activity. Provides an overview of the physical education curriculum, K-12, with an emphasis on middle and high school levels. Explores recent developments in the field of physical education with emphasis on instructional strategies, assessment procedures, and use of technology.

### HPED 652 Sport Business 3 cr.

Focuses on the application of knowledge in marketing, finance, sales, sponsorships, promotions, media, and public relations to the sports industry. Strategies specific to sports will be emphasized. Prerequisite: None.

### HPED 655 Health and Fitness for Elementary School Children 3 cr.

Prepares students to teach health and fitness to grades K-6. Includes developmentally appropriate content and teaching strategies based on national and state standards with opportunities for teaching in peer laboratory and school settings. Reviews current issues and research on childhood health behaviors. Analyzes behavioral strategies for promoting lifetime physical activity.

### HPED 658 Emergency Management for Schools 3 cr.

Provides knowledge, tools, and skills necessary to prepare for and respond to emergency situations that could occur during the school day, at school-sponsored events and functions, or while transporting school students. Requires demonstration of appropriate response to a school emergency and skills necessary to maintain the health, safety, and welfare of students.

### HPED 670 Advanced Seminar in Adapted Physical Education 3 cr.

Provides K-12 physical education teachers with the knowledge necessary to include students with disabilities in general physical education classes. An overview of current laws, assessment, the IEP process, and information on specific disabilities as relates to physical education will be addressed. Practical experience will be provided by participation of students in the Special Needs Activity Program.

### HPED 672 Epidemiology of Physical Activity 3 cr.

Introduces the student to the principles of epidemiology and the specific relationship between physical activity and chronic disease. Exercise-based public health initiatives and health promotion programming are emphasized.

### HPED 675 Fitness Technology for Health and Physical Educators 3 cr.

Through guided classroom experiences and activities, students will develop the skills necessary for incorporating physical education specific technologies into appropriate instruction in a K-12 setting. Students will use technology to collect and interpret data, design appropriate assessments, and enhance teaching strategies resulting in improved teacher effectiveness and efficiency. Students will also have an opportunity to obtain the National Association of Sports and Physical Education (NASPE) Physical Best Certification.

### HPED 680 Seminar 3 cr.

Specific subjects will be considered through readings, reports, discussions, and guest presenters. A paper will be required. A specific title will be listed in the schedule of classes. May be repeated.

### HPED 681 Special Topics 3 cr.

### HPED 698 Internship 3-6 cr.

Prospectus must be presented by student. Objective is to provide an in-depth experience in an area of interest to the student under the guidance of a faculty member and a cooperating supervisor. Prerequisite: Faculty approval.

### HPED 699 Independent Study 1-3 cr.

Students may study intensively a subject of their interest under the guidance of a faculty member with the appropriate expertise. Prospectus must be presented by the student. Prerequisite: Approval of faculty member, department chairperson, college dean, and associate provost.

## HPED 795 Thesis 3-6 cr.

\*Indicates dual-listed class

### **HSAD: Health Services Administration**

Department of Employment and Labor Relations

College of Health and Human Services

## NURS/HSAD 555 Health Care Informatics 3 cr.

An introductory and overview course in the application of the disciplines of health sciences, computer science, and information science in collecting, processing, and managing information to promote decision making in health care.

## HSAD 605 Epidemiology in Health Services Administration 3 cr.

Addresses the concepts and methods of epidemiology as they apply to a variety of health events. Examines concepts of epidemiology, identifies data sources, and interprets epidemiological research findings. Issues in the application of epidemiology to health services administration are addressed.

## HSAD 609 Ethics and Social Issues in Healthcare 3 cr.

Explores ethical imperatives as they apply to the provision of health services in the twenty-first century. Selected ethical frameworks provide the structure to analyze emerging cultural and societal issues impacting the delivery of health care services. The provision of health services to vulnerable populations, as well as rural health issues, will be of particular interest.

## ELR/HSAD 610 Employee Rights under Law 3 cr.

Provides a review of the major legislative rights and benefits available to employees under law in terms of their impact on labor and management in the employment relationship. The main focus will be the analysis and application of state and federal employment laws.

## NURS/HSAD 614 Health Policy 3 cr.

Focuses on the legislative, regulatory, and political processes that impact health services in the United States. Students will examine their role in health policy development at the federal, state, and local levels. Selected policies will be analyzed for their effect on health care delivery. The influence of U.S. policy on the health of those in other countries will be explored.

### ELR/HSAD 616 Health Law 3 cr.

Focuses on legal language, tort law, legal issues, and legal sanctions of state and national health care laws as applied to individuals and organizations. Through lectures, discussions, readings, and presentations, students will learn to solve problems of health care administration within the current health care legal system and develop an understanding of the legal issues present within the current health care field.

### ELR/HSAD 619 Advanced Research in Employment Relations and Health Services Administration 3 cr.

Provides students with the advanced knowledge needed to understand the process of research development, effectively evaluate research studies, interpret common statistical information, use the statistical package for social sciences, and develop and execute a research project.

### ELR/HSAD 631 Human Resources Management in the Public Sector 3 cr.

Provides students with an in-depth analysis of human resource management with a special examination of public sector organizations. Emphasizes the job functions and issues facing the human resource professional and organizations. Course topics include the current environment in human resources, the acquisition and preparation of human resources, the assessment and development of Human Resource Management (HRM), the strategies involved in compensation administration, and collective bargaining and labor relations issues in the public sector.

### NURS/HSAD 730 Financial Management in Health Care 3 cr.

Provides an opportunity for students to examine the financial decision-making processes used by health care administrators. Emphasis will be on understanding health care payment systems, assessing and developing financial plans, and making financial decisions in a variety of health care settings.

### ELR/HSAD 751 Conflict Resolution 3 cr.

Provides students with in-depth analysis of conflict resolution in many settings, primarily in the employment relationship. The student will be exposed to the current environment surrounding conflict resolution; the legal, ethical, and emotional issues that are common in disputes; and the format by which employment disputes are resolved.

### HSAD 761 Health Administration Capstone 3 cr.

This capstone course provides a culminating educational experience. The student will work with a mentor in health service organization. The student will be required to design, implement, and evaluate a project utilizing skills and knowledge acquired through the program, and incorporate professional values and critical thinking developed during the course of study.

### HSAD 795 Thesis 3-6 cr.

## **IFMG: Information Management**

Department of Management Information Systems and Decision Sciences

Eberly College of Business and Information Technology

### **IFMG 556 Business, Intelligence, Informatics, and Big Data Analysis 3 cr.**

This course is concerned primarily with business analysis dealing with quantitative approaches, including those involving big data, for decision making for Business Intelligence and Informatics (BII). Big Data (BD) is the term for a collection of data sets that are so large and complex that it becomes difficult to process this data by using on-hand database management tools or traditional data processing applications alone.

### **IFMG 560 Analysis and Logical Design 3 cr.**

Involves teaching the tools and techniques required for the analysis and design of a business system. Along with in-class discussions of the principles and techniques for analyzing, designing, and constructing the system, the students will also formulate system teams in order to analyze the problems of an existing business information system, to design an improved system, and to control the implementation of the new system.

Prerequisites: Permission of the instructor

### **IFMG 580/\* Distributed Business Information Systems 3 cr.**

Study of the techniques involved in planning, design, and implementation of distributed processing systems. Distributed marketing, financial, and corporate accounting systems are included. Prerequisite: IFMG 451/551 or by instructor's permission.

### **IFMG 581 Special Topics in Information Systems 1-3 cr.**

Covers advanced or exploratory topics within the discipline. Specific content developed by the instructor. Content will vary, depending upon the interests of the instructor and students' need and demand for the advanced or exploratory topic. Prerequisite: Permission of instructor and Eberly College of Business and Information Technology graduate coordinator.

### **IFMG 639 Information Systems Practicum 3 cr.**

Provides at least 120 hours of supervised (supervised by a faculty advisor and an onsite supervisor) onsite practical experience during an academic semester, in student's desired subfield within the area of Information Systems (IS). Involves application of a combination of business and IS skills learned as part of the MBA curriculum to solve organizational problems, and enhance organizational efficiency and effectiveness. Also involves on the job training in various enterprise applications, methodologies, frameworks and technologies, for further skill enhancement. Prerequisites: Students who are enrolled in the IUP MBA program and permission of the instructor

### IFMG 640 Management Information Systems 3 cr.

Introduces MIS concepts and theories to the graduate student. Deals with information processing and communication as they relate to the development and design of effective business applications. Computer system hardware, software, and database management concepts are discussed in terms of the integration of specific business subsystems into a comprehensible organizational management information system. Managerial involvement in the planning, utilization, and control of information systems is emphasized. Prerequisite: IFMG 300.

### BTST/IFMG 644 IT Policy and Strategy 3 cr.

Investigates strategic perspectives for aligning competitive strategy, core competencies, and information systems. Students will study the development and implementation of policies and plan to achieve organizational goals. They will also define the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Students will study and apply different approaches to managing the information systems function in organizations, including examination of the dual challenges of effectively controlling the use of well-established information technologies. Students will also study the different roles of the chief information officer.

### IFMG 645 IS Concepts and Architecture 3 cr.

Presents traditional and emerging IS theory at the graduate level. Organizational foundations, the decision process, investment in enterprisewide systems, legal and ethical implications of the digital business, and behavioral dimensions of systems implementation are the focus. Systems theory, quality, decision process, and ethical and behavioral implications are included. Network and enterprisewide architectures applicable to hardware and software implementation trade-offs are included.

### IFMG 650 Analysis Modeling and Design 3 cr.

The traditional systems development life cycle is covered in detail and integrated with other contemporary methodologies. Structured techniques are emphasized as a forerunner to object-oriented design issues. Project feasibility, data and decision modeling, interface, I/O design, implementation, and team development are included. Student will use CASE, prototyping, and usual development tools.

### IFMG 655 Data Communications and Network Technology 3 cr.

Principles and application of networking are presented with an emphasis on communications and Internet technologies. Telephone systems, hardware, software, client and server applications and techniques, managerial concerns, and web-enabled databases are covered.

### IFMG 660 Data Management 3 cr.

Data management designs and development issues are discussed in detail at the graduate level with respect to large data architectures and systems. Design and development issues include logical modeling, concurrent processing, data administration, and managerial distribution concerns of security, concurrency, integrity, and recovery.

### IFMG 662 Data Warehousing and Mining 3 cr.

Data warehousing and mining involve the design, implementation, and evaluation of the data warehouse. Information architectures, web-enabled warehouse design, on-line analytical processing, metadata, implementation, and evaluation are stressed. Data mining and modeling are combined with statistics and patterning to garner business intelligence in the marketplace.

### BTST/IFMG 663 Project Management for Information Technology Professionals 3 cr.

Investigates strategies for managing projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Students will study project integration, scope, time, cost, quality control, and risk management. They will identify project champions and work with user teams, training, and documentation. Students will also investigate the role of the information systems specialist.

### IFMG 681 Special Topics in Management Information Systems 3 cr.

Covers advanced or exploratory topics within the discipline. Specific content developed by instructor. Content will vary, depending upon the interests of instructor and students, with instructor choosing specific topics. May be repeated by specific approval. Prerequisite: Permission of the instructor and the Eberly College of Business and Information Technology graduate coordinator.

### BTST/IFMG 682 Integrating the Enterprise, IS Function, and Technologies 3 cr.

Investigates the information systems role in transforming organizations and industries. Students will study an integrated view of the organization from an external and internal perspective. Students will also study IS's internal role in integrating the enterprise through a cohesive set of business processes and functional applications to meet business needs. Students will discuss the tactical/operational responsibilities and roles of the CIO and governance considerations that link the IS-business organizations. They will study current/emerging issues in creating and coordinating the key activities necessary to manage the day-to-day operations of the IS function. Students will also study the development of an integrated technical architecture to serve organizational needs in a rapidly changing competitive and technological environment.

### IFMG 698 MBA Internship 1.5 or 3 cr.

A planned, field-based, individually designed, and faculty-supervised work-experience to enhance the student's professional competence in Business Administration and selected functional area. Maximum of 3 credits can be applied towards MBA electives. Prerequisites: Completed 15 graduate credits. Approval by department chair and graduate coordinator.

### IFMG 699 Independent Study in Management Information Systems 1-3 cr.

Individual research and analysis of contemporary problems and issues in a concentrated area of study under the guidance of a senior faculty member. Prerequisite: Consent of instructor, departmental chairperson, and Eberly College of Business and Information Technology dean.



\*Indicates dual-listed class

## **LDRS: Administration and Leadership**

Department of Sociology

College of Humanities and Social Sciences

[LDRS 781/881 Special Topics 3 cr.](#)

[LDRS 800 Proseminar 3 cr.](#)

Proseminar (professional seminar) helps students to develop doctoral-level academic skills. It includes skill-building in scholarly writing, orientation to academic technologies, professional development in the academic culture, and planning strategically for dissertation research from the outset of students' program of study.

[LDRS 801 Leadership Theories 3 cr.](#)

Focuses on several leadership theories related to administering social agencies, schools, business, and industry.

[LDRS 802 Leadership Applications 3 cr.](#)

Builds on LDRS 801 and other ALS courses, synthesizing major ideas about leadership, organizations, resource constraints, organizational goals, and other germane topics. In addition, the course will emphasize the development of critical thinking skills and the ability to synthesize materials from various sources into coherent arguments. It also stresses the importance of applying concepts from political science, sociology, and economics to better understand how organizations function and how individuals within organizations function.

[LDRS 810 Nonprofit Management 3 cr.](#)

Examines the administration and management of nonprofit organizations, including concrete aspects of program creation and operations such as boards, bylaws, 501 (c) (3) tax-exempt status, mission statements, program development, personnel policies, budgeting, marketing, strategic planning, volunteers, fundraising, public relations, lobbying, and program monitoring and evaluation.

[LDRS 811 Administration in the Public Sector 3 cr.](#)

Designed to introduce students to the study of public administration, the course focuses primarily on the administrative structures and practices of American national government and is structured around four broad topics: First, to provide students with a necessary theoretical perspective on public bureaucracy, several major schools of thought regarding organizational structure and behavior are examined. Second, the role of bureaucracy in a constitutional democracy is explored. Third, the institutional environment in which bureaucracy must function is specified, and relationships between bureaucracy and other government

institutions are analyzed. Finally, the internal operation of a bureaucracy is discussed and specific functions and methods examined.

### LDRS 861 Program Evaluation 3 cr.

Designed to cover major theoretical, methodological, and practical issues in program evaluation. Emphasis is given to key elements for the study of evaluation, including the history and modern concepts of evaluation; theoretical notions aligned with evaluation; design elements in evaluation studies; the setting and implementation of intervention programs; and the development, presentation, and use of evaluation results. This course will draw on previous course work in social theory, leadership, and methods. Students will use their collective knowledge to develop a synthesis of applied research geared toward assessing program processes, outcomes, and impacts and formulating actions for intervention improvements.

### LDRS 898 Field Experience in Administration and Leadership Studies 3 cr.

Designed to provide the student with an opportunity to solve a practical problem associated with the leadership and administration of an organization. The student may elect to undertake a policy/problem analysis process that integrates prior substantive and analytically oriented course work. Students with full-time employment responsibilities will be permitted to focus on a problem related to their own organization, if it is compatible with the student's area of concentration or interest. Alternatively, if the student wants to explore another area or organization, he/she may do so. This course may be taken only after the student receives candidacy.

### LDRS 900 Dissertation Seminar 3 cr.

Students critically examine research and theory relevant to their prospective dissertation research. Students search for and review literature related to their area of scholarship, identify and make contact with key scholars in their fields of interest, complete a synthesis of the literature, engage in peer review, and develop a major paper that may serve as a basis for the dissertation proposal. Students will advance their skills in the processes required for effective development of a significant research project and the presentation of a literature review centered on a specific research issue, problem, or question. Prerequisite: Limited to ALS Ph.D. students who have completed core and research comprehensive examinations.

### LDRS 995 Dissertation 9 cr.

#### **LIBR: Library**

The University Libraries

Academic Affairs Division

### LIBR 600 Bibliography of Music 3 cr.

Introduces graduate students to various types of music, music literature, and bibliographical tools which exist and which may be used in research in music. As a project, students prepare an extensive annotated bibliography of a music subject within their special interest.

**LTCY: Literacy**

Department of Professional Studies in Education

College of Education and Educational Technology

[LTCY 590 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

and

[LTCY 591 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

[LTCY 600 Foundations of Literacy Instruction 3 cr.](#)

Introduces literacy instruction which recognizes social, cultural, historical, and political perspectives. Emphasis is placed on the nature of reading and writing processes, the characteristics and developmental processes of the learner, and instructional strategies that enhance literacy in the classroom.

[LTCY 607 Instruction and Learning with Literature 3 cr.](#)

Acquaints students with examining literature, developing instructional materials using the literature, and analyzing literature in its many forms, including electronic technology. Diversity in literature and diversity in student needs will be emphasized. Students will utilize electronic technology to access children's literature from national and international libraries.

[LTCY 635 Literacy in Inclusive Classrooms 3 cr.](#)

This course examines curricular materials, teaching approaches, and strategies used in inclusive classrooms to develop the literacy skills of students who speak English as a second language, students with learning exceptionalities, and students from diverse backgrounds/cultures. The course is taught by instructors with expertise in special education, multiculturalism, and/or teaching English language learners.

Prerequisite: LTCY 600

[LTCY 644 Issues and Trends in the Language Arts 3 cr.](#)

Emphasizes effective communications through the study of current trends, resources, and the contributions of research in the various areas of language arts. Special emphasis will be placed on an integrated model for organizing the language arts. Prerequisite or Corequisite: LTCY 600.

### LTCY 648 Creativity and the Elementary School Child 3 cr.

Includes a study of creative thinking and ways to develop creativity in children, including strategies and techniques to use in the classroom. Ways of measuring creativity and analyzing the role of the teacher are included. Students are encouraged to develop their own creativity.

### LTCY 681 Special Topics 1 cr. to 3 cr.

#### LTCY 697 Seminar in Special Problems in Reading 3 cr.

Special Topics on literacy as examined through a systematic analysis of theory as it relates to practice. Students are required to study a topic of choice in depth.

### LTCY 698 Analysis of Research in Literacy 3 cr.

Examines quantitative and qualitative research in reading, writing, and other literacy and language issues. Designed to ensure that students will be able to read, interpret, and evaluate statistical and ethnographic research in literacy. The use of the Internet for access to research is required. Prerequisite: LTCY 600 or permission of coordinator.

### LTCY 699 Independent Study in Reading Education 1-3 cr.

The student, with the cooperation of the reading faculty member with whom he/she expects to work and his/her reading faculty advisor, engages in a study individually or with a small group on some program or field not clearly defined in existing courses. Prerequisite: Permission of the coordinator.

### LTCY 701 Assessment and Acceleration 3 cr.

Examines traditional and current teaching strategies, formal and informal assessment, and theory and research of literacy difficulties. Emphasis is placed on intervention. A knowledge of basic computer technology is required. Electronic technology, including databases, spreadsheets, and the Internet, will be incorporated. Prerequisite: LTCY 600.

### LTCY 702 Reading and Writing in the Content Areas 3 cr.

Emphasizes strategies, techniques, and materials related to literacy and study skills in the content areas at elementary and secondary levels. A variety of materials, including electronic technology, will be incorporated. Prerequisite: LTCY 600 or permission of coordinator.

### LTCY 705 Organization and Administration of Reading/Writing Programs 3 cr.

Acquaints students with issues in analyzing and improving curriculum, evaluating approaches to instruction, providing guidelines for selection of textbooks, materials, and technology, exploring challenges of family and community involvement, implementing changes, and conducting staff development. Emphasizes the role of reading specialist, resource specialist, supervisors and classroom teachers. Prerequisites or Corequisites: LTCY 607, 644, 698, 701, and 702.

### LTCY 770 Practicum and Seminar for Reading Specialists I 3 cr.

Supervised experience working with K-12 students who experience difficulty with reading/writing. Assessment techniques such as observation, surveys, interviews, conferences with families, and formal and informal testing are used to determine student's instructional needs. An intervention plan for improving student's reading/writing is developed and implemented. Meeting the needs of students in inclusive classrooms is stressed. Candidates maintain records of student's progress and develop a case report for professionals. A teacher work sample is developed. Candidates display leadership skills, engage in reflective practice, and demonstrate dispositions characteristic of professional literacy educators. Supervision is provided by faculty with Reading Specialist certification.

Prerequisite: LTCY 702 and LTCY 705.

### LTCY 771 Practicum and Seminar for Reading Specialists II 3 cr.

Supervised experience working with K-12 students who experience difficulty with reading/writing. Assessment techniques such as observation, surveys, interviews, conferences with families, and formal and informal testing are used to determine student's instructional needs. An intervention plan for improving student's reading/writing is developed and implemented. Meeting the needs of students in inclusive classrooms is stressed. Candidates maintain records of student's progress and develop a case report for professionals. A teacher work sample is developed. Candidates meet with peers in seminars, review research-based interventions, display leadership skills, engage in reflective practice, and demonstrate dispositions characteristic of professional literacy educators. Supervision is provided by faculty with Reading Specialist certification.

Prerequisite: LTCY 702 and LTCY 705

### LTCY 795 Thesis 1-6 cr.

Prerequisite: Permission of the coordinator.

## **MATH: Mathematics**

Department of Mathematics

College of Natural Sciences and Mathematics

### MAED 611 Algebra for Secondary Teachers 3 cr.

In this advanced course, practicing teachers will explore essential components in algebra, attain a deep understanding of the content that they will teach, develop the habits of the mind of a mathematical thinker, identify effective ways to help secondary students to build mathematical understanding, and demonstrate flexible, interactive styles of teaching. Topics will include equations and systems of equations, inequalities, polynomials, structures, fitting lines to data, and matrices. Furthermore, students will examine real-world applications, standards and curricula, and when appropriate, incorporate technology to enhance learning.

Prerequisite: Appropriate major or permission of the instructor.

### MAED 612 Geometry for Secondary Teachers 3 cr.

Explores essential components of geometric reasoning; extends understanding of the underlying concepts of geometry taught at the secondary level; examines appropriate use of technology, innovative curricula and materials, and methods, research and standards related to teaching geometry concepts at the secondary level. Prerequisite: Appropriate major or permission of the instructor.

### MAED 613 Probability and Statistics for Secondary Teachers 3 cr.

Explores essential components of statistical and probabilistic reasoning; extends understanding of underlying concepts of probability and statistics taught at the secondary level; examines appropriate use of technology, innovative curricula and materials, and methods, research and standards related to teaching probability and statistics concepts at the secondary level. Prerequisites: Appropriate major or permission of the instructor

### MAED 614 Pre-calculus and Discrete Math for Secondary Teachers 3 cr.

Explores essential components of pre-calculus and discrete mathematics; extends understanding of underlying concepts of pre-calculus and discrete mathematics taught at the secondary level; examines appropriate use of technology and methods, research, curricula and standards related to teaching pre-calculus and discrete mathematics at the secondary level. Prerequisite: Appropriate major or permission of the instructor.

### MAED 616 Writing in Mathematics Education 3 cr.

Topics include using writing as a teaching tool, how to introduce writing into K-12 mathematics classes, and the types of writing that can be done. Both formal and informal mathematics writing will be explored. Rubrics and other forms of writing assessment will also be examined. Prerequisite: Appropriate major or permission of the instructor.

### MAED 652 Differentiation Instruction in Secondary Mathematics 3 cr.

Participants will deepen their knowledge about topics relating to essential components of differentiated instruction in a secondary math classroom through the exploration of tools, simulations, discussions, and research. They will apply this knowledge through the creation of original differentiated products and will reflect on how differentiated instruction connects to their work in the classroom. Throughout the course, differentiated strategies will be embedded and modeled. Prerequisite: Appropriate major or permission of the instructor.

### MAED 660 Survey of Research in Mathematics Education 3 cr.

Provides students with an introduction to research issues and trends in mathematics education. Students will read, interpret, and synthesize research articles in mathematics education related to past and current issues and trends. Focus is on how research informs and has informed the practice of teaching mathematics.

### MATH 518/\* Sampling Survey Theory and Its Applications 3 cr.

Directed to the student who is or will be doing quantitative research, commissioning large-scale surveys, and evaluating the results. Sampling techniques and statistical principles underlying their use will be introduced. Consideration will be given to the practical problems associated with implementation. Prerequisites: (for non-Math majors) MATH 214, MATH 216, MATH 217, or GSR 516.

### MATH 521-522 Advanced Calculus I, II 3 cr.

A rigorous investigation of continuity, differentiation, and integration on real  $p$ -dimensional space. The Riemann-Stieltjes integral, infinite series, and infinite series of functions are also studied. Prerequisite: Permission of the advisor.

### MATH 523/\* Complex Variables I 3 cr.

Introduces fundamental concepts of complex analysis and includes the following topics: complex numbers, functions, sequences, analytic functions, elementary functions, complex integration, power series, Laurent series, singular points, calculus of residues, infinite product and partial fraction expansion, conformal mapping, and analytic continuation. Prerequisite: Permission of the advisor.

### MATH 525/\* Applied Mathematical Analysis I 3 cr.

Provides the necessary background for an understanding of mathematical programming, proofs of convergence of algorithms, convexity, and factorable functions. Develops necessary concepts in matrix theory which are required to develop efficient algorithms to solve linear and nonlinear programming models. Prerequisite: Calculus sequence, introductory linear algebra, or permission of the instructor.

### MATH 527/\* Topology 3 cr.

Basic topological concepts, including some topological invariant relationships between topology and other disciplines of mathematics, are discussed. Prerequisites: Differential and Integral Calculus.

### MATH 545/\* Deterministic Models in Operations Research 3 cr.

An introductory course on using the basic tools of solving deterministic models in operations research. Topics include optimization techniques and applications such as linear programming, nonlinear and dynamic programming, transportation models, and network models. In addition, sensitivity analysis, duality, simplex methods, and integer programming are discussed. Students will use technology to solve problems and interpret the results. Prerequisites: Two semesters of calculus and one semester of linear algebra.

### MATH 546/\* Probabilistic Models in Operations Research 3 cr.

A survey of probabilistic methods for solving decision problems under uncertainty. Probability review, decision theory, queuing theory, inventory models, and Markov chains are covered. Students will use technology to solve problems and interpret the results. Prerequisites: Two semesters of calculus, one semester of introductory linear algebra, and introductory probability and statistics.

### MATH 547/\* Modeling and Simulation 3 cr.

Construction and solution of mathematical models. Emphasis is on applications in areas such as logistics, natural and social sciences, and manufacturing. Discrete and continuous system models are analyzed using mathematical and computer-based methods. Introduction to computer simulation. Introductory course in differential equations is recommended but not required. Prerequisites: Two semesters of calculus, one semester of introductory linear algebra, and introductory probability and statistics.

### MATH 550 Topics in Applied Computational Mathematics 3 cr.

Focuses on using computational methods to solve applied mathematics problems. Content will vary from year to year. Students will gain experience in solving practical problems, using various mathematical software packages, giving oral presentations, preparing technical reports, reading field-related journals and integrating scientific visualization. Prerequisite: permission of instructor.

### MATH 551/\* Numerical Methods for Supercomputers 3 cr.

Supercomputers make use of special computer architectures—vector and parallel processors—in order to achieve the fastest processing speed currently available. Students will be introduced to these features and will learn how numerical algorithms can be constructed to exploit supercomputers' capabilities. Students will gain practical experience in programming for the Cray YMP, in incorporating existing scientific software packages into user-written programs, in submitting remote jobs to the Pittsburgh Supercomputer Center, and in producing animated graphical output to summarize the typically large volume of output data generated by large scientific programs. Prerequisite: Permission of the instructor.

### MATH 553/\* Theory of Numbers 3 cr.

Elementary properties of divisibility, congruences, Chinese remainder theories, primitive roots and indices, quadratic reciprocity, diophantine equations, and number theoretic functions. Prerequisites: Differential and Integral Calculus.

### MATH 563/\* Mathematical Statistics I 3 cr.

Probability theory necessary for an understanding of mathematical statistics is developed; applications of the theory are given, with emphasis on binomial, Poisson, and normal distributions. Sampling distributions and the central limit theorem are developed. Prerequisites: Differential and Integral Calculus.

### MATH 564/\* Mathematical Statistics II 3 cr.

Multivariate distributions, properties of the moment generating function, change of variable technique. Chi-square distribution, estimation, confidence intervals, testing hypotheses, contingency tables, goodness of fit. Many practical applications. Use of calculating machines and computers where appropriate. Prerequisite: MATH 563.



### MATH 571/\* Linear Algebra 3 cr.

Theory of vector spaces and linear transformations, applications to linear equations, determinants, and characteristic roots are studied.

### MATH 576-577 Abstract Algebra I, II 3 cr.

Basic algebraic structures such as groups, rings, integral domains, and fields. Designed to develop ability to construct formal proofs and work within an abstract axiomatic system. Polynomial rings, factorization, and field extension leading up to Galois theory.

### MATH 581-583 Topics Seminars in Mathematics 3 cr.

Special Topics going beyond the scope of regularly offered courses. Offered per student interest/available staff. Students may take more than one topic seminar with approval of advisor. Prerequisite: Consent of instructor.

### MATH 610 Real-Data Approach to Teaching Mathematics 3 cr.

Presents the content knowledge as well as effective teaching strategies to incorporate real data in the teaching of grades K-12 mathematics curriculum. Students will learn to integrate real data into the teaching of numerical concepts, pre-algebra, algebra, probability, statistics, geometry, and advanced mathematics. The intended audience is K-12 teachers who wish to learn content and teaching methods to integrate real data into the teaching of mathematics. Prerequisite: Permission of the instructor.

### MATH 625 Analysis for Applied Mathematics 3 cr.

A graduate-level introduction to classical applied mathematics. Topics include vector spaces and orthogonality, eigenvalue problems, quadratic forms, vector calculus in  $n$ -space, infinite series and applications, Fourier series, least squares approximation, and systems of differential equations. Prerequisites: Calculus sequence and introductory linear algebra or permission of the instructor.

### MATH 631 Foundations of Mathematics 3 cr.

Designed to acquaint students with logical techniques used in proof and set theory. Topics include symbolic logic, rules of inference, validity of arguments, algebra of sets, cardinal numbers, the well-ordering property, and the Axiom of Choice.

### MATH 640 Numerical Mathematics 3 cr.

Intended for graduate students in mathematics and the sciences, this course will cover solving mathematical problems using computer algorithms, in particular root-finding methods, direct and iterative methods for linear systems, nonlinear systems, eigenvalue problems, and differential equations. Prerequisites: Calculus sequence, introductory linear algebra, and programming literacy, or permission of the instructor.

### MATH 641 Ordinary and Partial Differential Equations 3 cr.

Solution techniques for linear and solvable nonlinear ordinary and partial differential equations are covered. A variety of methods including series solutions, operator methods, Laplace transforms, characteristics, and separation of variables are demonstrated for numerous applications to physical problems. Systems of differential equations, associated phase plane, and stability theory are addressed. Solutions and applications for the equations of mathematical physics are discussed, including the heat equations, Laplace's equations, and the wave equation. Prerequisite: MATH 625 or permission of the instructor.

### MATH 643 Graphs, Networks, and Combinatorics 3 cr.

Introduces elementary concepts of graph theory and its applications and the fundamentals of combinatorics. Systematic methods for counting are given via the study of arrangements and generating functions through the use of classical and analytical techniques. Prerequisite: Calculus sequence.

### MATH 645 Nonlinear Programming Models 3 cr.

Examines algorithms for solving nonlinear programming (optimization) models. Also concerned with the theory of nonlinear optimization and with characteristics of optimal points. Optimization models of real-world problems which can be solved by nonlinear programming methodology are also presented. Prerequisites: MATH 525 and MATH 545 or equivalent courses.

### MATH 647 Advanced Simulation 3 cr.

An in-depth study of computer simulation techniques using simulation software. Emphasis is on discrete-event systems, although continuous-event systems will also be modeled. Model validation and verification including statistical analysis. Prerequisites: MATH 545 and MATH 563.

### MATH 650 Themes in the History of Mathematics 3 cr.

Traces the historical development of major themes in mathematics from their origins to their modern forms. Themes include mathematics of the heavens and earth (trigonometry), solving algebraic equations, areas and volumes (calculus), and optimization. Prerequisite: A calculus sequence

### MATH 651 Seminar in Teaching Junior High School Mathematics 3 cr.

Explores problems of teaching mathematics at junior high level. Emphasis on a discovery, lab-oriented approach to teaching. Prerequisite: Permission of instructor.

### MAED 652 Differentiated Instruction in the Secondary School Mathematics 3 cr.

Participants will deepen their knowledge about topics relating to essential components of differentiated instruction in a secondary math classroom through the exploration of tools, simulations, discussions, and research. They will apply this knowledge through the creation of original differentiated products and will reflect on how differentiated instruction connects to their work in the classroom. Throughout the course,

differentiated strategies will be embedded and modeled. Prerequisite: Appropriate major or permission of the instructor

### [MATH 652 Seminar in Teaching Senior High School Mathematics 3 cr.](#)

National and international forces shaping today's mathematics programs, curriculum development and research, art of generating interest, formation of concepts, proof, problem solving, generalization, and evaluation. Special attention to teaching topics from algebra and calculus and modern approaches to teaching geometry and trigonometry. Prerequisite: Permission of instructor.

### [MATH 654 Curriculum and Supervision in Mathematics 3 cr.](#)

Basic principles underlying effective mathematics curriculum from both a theoretical and an experimental viewpoint. Investigates supervisor's role as source of stimulation, leadership, and expertise in teaching mathematics.

### [MATH 655 Projective Geometry 3 cr.](#)

Introduces Klein's formulation of geometry of the invariant theory of a given set under a given group of transformations and develops projective spaces of one and two dimensions and conics and quadratic forms. Prerequisite: Undergraduate courses in linear algebra and geometry.

### [MATH 665 Applied Regression Analysis and Design of Experiments 3 cr.](#)

Designed as an applied course in regression analysis, analysis of variance, and experimental design. The student is introduced to least squares, the matrix approach to linear regression, the examination of residuals, dummy variables, the polynomial model, best regression equations, multiple regression, and mathematical model building. Statistical software is used for the data analysis. Analysis of variance (ANOVA) and design of experiments including one- and two-factor analysis, randomized block designs, and Latin squares are covered. Both the ANOVA and regression approaches to these concepts are introduced, as well as the appropriate nonparametric alternatives. Prerequisite: MATH 564 or permission of the instructor.

### [MATH 667 Applied Statistical Methods 3 cr.](#)

Focus will be on the understanding and the application of statistical techniques in sampling, categorical data analysis, and time series. Statistical software is used for data analysis. Prerequisite: MATH 564 or permission of the instructor.

### [MATH 681-683 Special Topics in Mathematics 3 cr.](#)

Special Topics in graduate mathematics beyond the scope of regularly offered graduate classes. Offered as student interest and available staff permit. With approval of the advisor, more than one Special Topics class may be taken. Prerequisite: Consent of the instructor.

### MATH 684 Topics in Operations Research 3 cr.

Special Topics in operations research beyond the scope of regularly offered graduate courses. Offered as student interest and available staff permit. Prerequisite: Permission of the instructor.

### MATH 685 Topics in Probability and Statistics 3 cr.

Special Topics in probability and statistics beyond the scope of regularly offered graduate classes. Offered as student interest and available staff permit. Prerequisite: Permission of the instructor.

### MATH 688 Topics in Applied Mathematics 3 cr.

Special Topics in applied mathematics beyond the scope of regularly offered graduate classes. Offered as student interest and available staff permit. Prerequisite: Permission of the instructor.

### MATH 698 Internship 1-6 cr.

Positions with participating companies or agencies provide students with experience in mathematics-related work under the supervision of agencies and faculty.

### MATH 699 Independent Study in Mathematics 3 cr.

Under the guidance of faculty member, a student may study some area of mathematics not included in the regular courses.

### MATH 795 Thesis 3 cr.

\*Indicates dual-listed class

## **MEDU: Master's in Education**

Department of Professional Studies in Education

College of Education and Educational Technology

### MEDU 590 Improving Professional Practice in Instructional Settings 1-3 cr.

and

### MEDU 591 Improving Professional Practice in Instructional Settings 1-3 cr.

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only

for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### MEDU 761 Community and Culture 6 cr.

This team-taught Thematic Unit provides graduate students with a strong theoretical and practical knowledge base of community and the culture in which the school resides. The Thematic Unit also emphasizes indirect educational variables such as community, culture, and language diversity that directly affect all public school learners. Upon the completion of this Thematic Unit, students will possess higher levels of self-efficacy and will be empowered to engage with the school, the community, and the culture in an educational and social context. Prerequisite: Formal program acceptance.

### MEDU 762 Instruction in the Inclusive Classroom 6 cr.

This team-taught thematic unit is designed to prepare graduate students with a strong theoretical and practical knowledge base which supports instruction of all diverse learners included in a general education classroom. Research-proven strategies, especially those that relate to cognitive, humanist, and behavioral views of instruction, classroom management, and motivation of diverse learners included in elementary, middle, and secondary classroom, will be explored. Students will learn how to use a model of reflective thinking to assess the effectiveness of instruction and improve the outcomes for all students.

Prerequisite: MEDU 761.

### MEDU 763 Teacher as Researcher 6 cr.

This Thematic Unit provides teachers with the ability to use various research methods that will help them obtain practical knowledge that can be incorporated into their daily classroom practices. These research skills are intended to: a) improve teachers' awareness of and relationships to their students' lives; and b) stimulate the formation of relevant and sound teaching strategies that incorporate their findings into the classroom in ways that recognize, validate, and build upon their students' prior socialization, knowledge, and "meaning-making" strategies. This Thematic Unit will familiarize students with the conceptual frameworks, methods, and research traditions from both quantitative and qualitative perspectives. Prerequisites: MEDU 761, MEDU 762.

### MEDU 764 Educational Change and Technology 6 cr.

This team-taught Thematic Unit prepares graduate students with a strong theoretical and practical knowledge base focusing on a number of educational changes occurring in schools today. Topics include (but are not limited to) the possibilities and challenges of technology and the Information Superhighway, school organization, program design, instructional strategies, assessment practices, and the roles and relationships of educators, families, and community. Prerequisites: MEDU 761, MEDU 762, MEDU 763.

### MEDU 765 Curriculum and Instruction 6 cr.

This team-taught Thematic Unit prepares graduate students with a strong theoretical and practical knowledge of a variety of instructional design and delivery strategies. Through critical inquiry, students explore the organizational, academic, political, and social issues of curriculum and instruction. This Thematic Unit fosters and supports the concept of the teacher-reflective practitioner. Students are encouraged to link theory and

practice through the relationship of projects and actual day-to-day classroom practice. The many facets of instructional design and delivery also invite and support development of students' research assignments. Prerequisites: MEDU 761, MEDU 762, MEDU 763, MEDU 764.

### [MEDU 766 Teacher as Leader 6 cr.](#)

What are the attributes of a teacher leader? What impact does adult development have on classroom teaching strategies? These two questions provide the overall focus for the Teacher as Leader Thematic Unit, which presents a variety of teacher leadership models as well as the theories related specifically to teachers and adult development. Students plan and implement specific projects in their own schools that relate to these two variables. In addition, students are required to research and write papers and to develop simulations to enhance their understanding of these theories and models. Prerequisites: MEDU 761, MEDU 762, MEDU 763, MEDU 764, MEDU 765.

## **MGMT: Management**

Department of Management

Eberly College of Business and Information Technology

### [MGMT 500 Compensation Management 3 cr.](#)

Studies the policies and programs that help managers design and administer compensation systems for private- and public-sector enterprises. Includes motivation theories and practice in designing of compensation systems. Prerequisite: MGMT 300 or equivalent.

### [MGMT 501 Management Development and Training 3 cr.](#)

Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in business enterprise. Methods of improving and development of managerial skills are emphasized. Prerequisites: MGMT 300, 310, or equivalent of both.

### [MGMT 503 Small Business Planning 3 cr.](#)

Integrates the content of much of the business core and relates it to the business planning for small businesses and entrepreneurial efforts. The student will be introduced to the concepts which will support the development of an effective business and marketing plan.

### [MGMT 505 Organizational Staffing 3 cr.](#)

Focuses on the "staffing" or "employment" subsystem of the human resource management function and deals with the theoretical, technical, administrative, and legal issues involved in the recruitment, selection, placement, transfer, and promotion of individuals by organizations. Topics covered include human resource planning, job analysis, job descriptions and job specifications, recruitment and selection processes, equal

employment opportunity and affirmative action, reliability and validity of selection instruments and techniques, and contemporary issues in selection. Prerequisites: MGMT 300 and MATH 214 or equivalent of both.

### [MGMT 534 Quality Management 3 cr.](#)

Emphasizes the philosophy that quality is an organization-wide phenomenon that influences every aspect of operations. An overview of current quality management philosophies and tools and techniques for managing quality in any organization. Prerequisite: MATH 214 or equivalent.

### [MGMT 537 Supply Chain Management 3 cr.](#)

Deals with the design and evaluation of supply chain systems with a focus on strategic and technological issues. These concepts will be developed through exploration of contemporary practices, case studies, and research as analytical frameworks of Supply Chain Management. Theoretical and practical understanding of manufacturing and service planning and control, including systems modeling, purchasing and sourcing, logistics, strategic alliances, inventory management, scheduling, etc. Manufacturing and service technologies and trends are also emphasized. Computer applications are used for understanding the interrelationships between various components of Operations System. Prerequisite: MGMT 330 or equivalent.

### [MGMT 551 International Management 3 cr.](#)

Provides a general foundation on managing multinational corporations (MNCs). Examines the macro- and structural-level issues of MNCs. Focuses on planning, organization structure, managerial decision making, and human resource management in global structures and differences between MNCs and domestic organizations. Prerequisite: MGMT 310 or equivalent.

### [MGMT 554 International Competitiveness 3 cr.](#)

The study of the most important challenges that face nations and firms alike in gaining or restoring competitiveness. Focuses on factors that determine the success of nations and their firms in highly dynamic world markets. Various theories, models, and cases dealing with competitive advantage are examined. Prerequisite: MGMT 350 or equivalent.

### [MGMT 461/561 Business Leadership Theory 3 cr.](#)

This course introduces the student to various leadership styles such as autocratic, laissez-faire, transformational, transactional, visionary, and others as they relate to today's global business/corporate environment. These styles and their effectiveness as well as examples of application will be discussed. Prerequisite: None

### [MGMT 462/562 Applied Business Leadership Skills 3 cr.](#)

The focus will be on current leadership styles and applications in business. The effectiveness of these styles will be critically examined and evaluated with a cross-culture emphasis. Advanced, innovative, and exploratory

business leadership topics and their effect on the behavior of employees, cooperation, and productivity will be discussed. Prerequisite: MGMT 561

### MGMT 571 Organizational Launch and New Venture Development 3 cr.

Student teams write and present business plans for new ventures. The emphasis of this intensively interactive and uniquely structured course is on applying concepts and techniques studied in various functional areas to the new venture development environment. In preparing the business plan, students learn to screen for effective venture ideas, identify and define the fundamental issues relevant to the new venture, identify the venture's market niche and define its business strategy, and determine what type of financing should be raised—how, when, by whom, and how much. A solid understanding of business basics is required. Actual business plans are used to address these issues. Prerequisite: MGMT 310.

### MGMT 572 Organizational Entrepreneurship 3 cr.

One of the most consistent patterns in business is the failure of leading companies to stay atop their industries when technologies or markets change. There are a variety of reasons for this, including bureaucracy, poor planning, not-invented-here syndrome, etc., but there are no guarantees in today's high-tech industries of continued success for the leaders. This class will explore the "hows" and "whys" some companies are able to retain their competitive edge and others are not. Prerequisite: MGMT 310 or equivalent.

### MGMT 581 Special Topics in Management 1-3 cr.

Covers advanced or exploratory topics within the discipline. Specific content is developed by the instructor. Content will vary, depending upon the interests of the instructor and the students' need and demand for the advanced or exploratory topic. Prerequisite: Permission of instructor and Eberly College of Business and Information Technology graduate coordinator.

### MGMT 613 Organizational Analysis 3 cr.

An integrative course oriented toward an empirical analysis of the phenomena and theories of large, complex, formal organizations. Intergroup phenomena are also treated as they pertain to the larger organization. Special study is made of the organization as an economic, decision-making, bureaucratic, and political system. The analysis and design of organizations are viewed from a number of perspectives, including classical theory and case analysis, to illustrate and extend the major topics of the course. Prerequisite: MGMT 310.

### MGMT 623 Seminar in Personnel 3 cr.

Designed to offer the MBA student the opportunity to research, study, and discuss various theories, principles, concepts, and issues of current interest to business and personnel managers. The case method will be emphasized, and the focus or theme of the seminar may be different each time it is offered. Prerequisite: MGMT 613.



### MGMT 635 Seminar in Management and Organizational Leadership 3 cr.

Studies of theory and research in the leadership of groups and organizations with application to the management fields of business, industry, and labor. The debate, research, and study of controversial leadership issues of current interest to management and preparation of a research paper by the student in his/her occupational interest area are required. Prerequisite: MGMT 613.

### MGMT 637 Operations Management 3 cr.

Acquaints the student with a broad range of strategic, tactical, design, and operating (day-to-day) decisions within the operations function in both service-providing and goods-producing businesses. Emphasis will be on the new paradigm of operations management with focus on current technologies, concepts, philosophies, and managerial practices. Students will obtain a comprehensive insight on a wide variety of topics, including management of quality, productivity, technology, and inventory, product and process design, facility location and layout, project management, service, and manufacturing management.

### MGMT 650 International Business 3 cr.

Provides the student with the knowledge needed for operating effectively in a global economy. Examines the operations of firms functioning in the global market place. Focuses on how these companies function in a globally integrated economy through sophisticated networks of alliances, mergers and acquisitions, and integrated systems of knowledge and product flows. The course highlights the necessity for companies to balance the need for global integration while responding to national/cultural variations.

### MGMT 651 International Management 3 cr.

Study of theories and problems of management in multinational corporations (MNCs). Examines the macro- and structural-level issues of MNCs. Focuses on planning, organization structure, managerial decision making, human resource management in global structures, and differences between MNCs and domestic organizations.

### MGMT 681 Special Topics in Management 3 cr.

Covers advanced or exploratory topics within the discipline. Specific content developed by instructor. Content will vary, depending upon the interests of instructor and students, with instructor choosing specific topics. May be repeated by specific approval. Prerequisite: Permission of the instructor and of the Eberly College of Business and Information Technology graduate coordinator.

### MGMT 695 Business Policy 3 cr.

Provides the graduate student an opportunity to utilize, integrate, and apply the theories, concepts, principles, and tools acquired during his/her business education (accounting, finance, marketing, management, management information systems, statistics, etc.) to real-world business problems and situations. Utilizes lectures, case studies, library research, field research, simulations, role playing, group decision making, and other strategic planning exercises. Prerequisite: 15 hours of graduate business courses.

### MGMT 698 MBA Internship 1.5 or 3 cr.

A planned, field-based, individually designed, and faculty-supervised work experience to enhance the student's professional competence in Business Administration and selected functional area. Maximum of 3 credits can be applied towards MBA electives. Prerequisites: Completion of 15 graduate credits and approval of department chair and graduate coordinator.

### MGMT 699 Independent Study in Management 1-3 cr.

With the approval of the department, students will select one or more topics of critical importance in the field and will meet with faculty for independent reading, analysis, and evaluation. Prerequisite: Approval of department chairperson and Eberly College of Business and Information Technology graduate coordinator.

### MGMT 795 Thesis 4-6 cr.

For students writing the thesis, MGMT 795 should be scheduled for the semester in which they plan to complete their work. The thesis is a committee thesis (4-6 cr.), for which the student's advisor, two additional faculty members, the Eberly College of Business and Information Technology graduate coordinator, and/or the representative of the dean of the Eberly College of Business and Information Technology may constitute the committee.

## **MKTG: Marketing**

### Department of Marketing

Eberly College of Business and Information Technology

### MKTG 521/\* Marketing Research 3 cr.

Research procedures and techniques applicable to problem solving in the marketing field. Critical analysis of research techniques with considerable emphasis placed on the use of information gathered. Prerequisite: MKTG 320.

### MKTG 530/\* International Marketing 3 cr.

International marketing is analyzed with consideration given to the significance of government regulation, organization structures of export and import enterprises, and credit policies. Prerequisite: MKTG 320.

### MKTG 533 Advertising 3 cr.

An introduction to the principles, practices, and creations of advertising. Use of various media and legal, economics, social, and ethical aspects of advertising are also considered.

Prerequisite: MKTG 603 Marketing Management

### MKTG 534 Marketing Logistics 3 cr.

This upper-division course focuses on planning, organizing, and controlling the marketing logistics function. In addition to the acquisition and application of management science methods, students will integrate and apply previously gained knowledge to analyze and solve complex marketing logistics problems. Areas of major concentration include facility location, transportation, inventory management, and customer service.

Prerequisites: MKTG 320 and MGMT 330 or equivalent of each.

### MKTG 539/\* Internet Marketing 3 cr.

Presents a strategic framework for developing marketing strategies on the Internet. Extends the marketing mix framework to e-commerce using current theories and applications in on-line product, on-line pricing, web-based marketing communication, and distribution strategies. Other topics include marketing research on the Internet, electronic retailing, Internet-based customer relationship management, and legal-ethical dimensions of e-marketing. Students will use Internet-based on-line marketing cases. Prerequisite: MKTG 320 or equivalent.

### MKTG 540 Direct Marketing 3 cr.

Introduces students to the role and nature of Direct Marketing including its current theory and practice. Topics include designing and implementing (1) Direct mail marketing (2)

Telemarketing (3) Catalog Marketing (4) E-mail Marketing (4) Web/Internet based direct marketing for consumer and industrial markets. Case studies and applications will be utilized. Social, public policy and legal issues in direct marketing will also be explored. Pre-requisites: MKTG 603

### MKTG 543/\* New Product Design and Branding 3 cr.

Discusses the new product design, development, branding and launch process companies use to bring a new concept to market by satisfying customer's unmet needs. It blends the perspectives of marketing, design, and the process of product creation. A step-by-step process from product planning and concept generation to commercialization and product launch planning will be covered.

Prerequisite: MKTG 603 Marketing Management.

### MKTG 544/\* Green Marketing 3 cr.

Entails a diverse perspective to understanding the impact of human consumption on the environment and development of marketing strategies to improve the human-environment interaction through creation, communication, and delivery of superior value and customer relationship management.

Prerequisite: MKTG 603 Marketing Management

### MKTG 545/\* Social Media Marketing 3 cr.

Explores the online marketing activities, practices, and interactions of individuals and organizations using conversational electronic media. Assorted social media interactive networking tools and applications will be examined. Students will study and develop social media marketing programs.

Prerequisite: MKTG 603 Marketing Management.

### MKTG 546 Marketing Ethcis/\* 3 cr.

Applies major ethical theories to marketing problems, focuses on resolving dilemmas and vested interests of primary and secondary stakeholders, and addresses ethical issues of importance to marketing managers. Various topics cover ethical issues in relation to strategic planning, marketing research, product, pricing, distribution, and promotion decisions. The course also discusses issues concerning digital ethical marketing, marketing ethics in global context, and managing and leading ethical marketing systems.

Prerequisite: MKG 603 Marketing Management

### MKGT 550 Marketing Strategy 3 cr.

Designed to develop marketing and business decision-making skills to evaluate real-world business situations, analyze marketing problems and scenarios, and produce solutions in the form of marketing and business strategies. Involves analysis based on quantification of marketing decisions and problem-solving scenarios using exercises and in-depth case studies which develop analytical reasoning. Integrates knowledge of marketing and other business management functions into marketing strategy development, implementation, and control using either a marketing plan or marketing simulation exercises. Readings on classic and emerging issues will provide applied perspectives of marketing in the business environment.

Prerequisite:MKGT 603 Marketing Management

### MKTG 581 Special Topics in Marketing 1-3 cr.

Covers advanced or exploratory topics within the discipline. Specific content is developed by the instructor. Content will vary, depending upon the interests of the instructor and the students' need and demand for the advanced or exploratory topic. Prerequisite: Permission of instructor and Eberly College of Business and Information Technology graduate coordinator.

### MKTG 603 Marketing Management 3 cr.

An analytical and quantitative approach to decision making and the planning, development, implementation, and control of a marketing program. Prerequisite: MKTG 320.

### MKTG 606 Advances in Global Marketing 3 cr.

Deals with current and classical global marketing issues including the globalization phenomenon, firms' marketing strategies directed at dealing with it, and other emerging issues in the global marketplace. The discussion will specifically target managerial and strategic aspects pertaining to the firm's foreign market entry, product, pricing, promotion, and distribution decisions in the global context.

### MKTG 650 International Business 3 cr.

Provides the student with the knowledge needed for operating effectively in a global economy. Examines the operations of firms functioning in the global market place. Focuses on how these companies function in a globally integrated economy through sophisticated networks of alliances, mergers and acquisitions, and integrated systems of knowledge and product flows. The course highlights the necessity for companies to balance the need for global integration while responding to national/cultural variations.

### MKTG 681 Special Topics in Marketing 3 cr.

Covers advanced or exploratory topics within the discipline. Specific content developed by instructor. Content will vary, depending upon the interests of instructor and students, with the instructor choosing specific topics. May be repeated by specific approval. Prerequisite: Permission of the instructor and of the Eberly College of Business and Information Technology graduate coordinator.

### MKTG 698 MBA Internship 1.5 or 3 cr.

A planned, field-based, individually designed, and faculty-supervised work-experience to enhance the student's professional competence in Business Administration and selected functional area. Maximum of 3 credits can be applied towards MBA electives. Prerequisites: Completion of 15 graduate credits and approval of department chair and graduate coordinator.

### MKTG 699 Independent Study in Marketing 1-3 cr.

With the approval of the department, students will select one or more topics of critical importance in the field and will meet with faculty for independent reading, analysis, and evaluation. Prerequisite: Approval of department chairperson and Eberly College of Business and Information Technology graduate coordinator.

### MKTG 795 Thesis 4-6 cr.

For students writing the thesis, MKTG 795 should be scheduled for the semester in which they plan to complete their work. The thesis is a committee thesis (4-6 cr.) for which the student's advisor, two additional faculty members, the Eberly College of Business and Information Technology graduate coordinator, and/or the representative of the dean of the Eberly College of Business and Information Technology may constitute the committee.

\*Indicates dual-listed class

## **MRSC: Marine Science**

Department of Biology

College of Natural Sciences and Mathematics

### MRSC 500 Problems in Marine Science 3 cr.

Independent study for the advanced student in marine sciences. Topics are selected from areas offered by the Marine Consortium, and studies are directed by the instructor in that area. Prerequisite: Consent of instructor.

### MRSC 581 Special Topics 1-3 cr.

## **MUHI: Music History**

Department of Music

College of Fine Arts

[MUHI 503 Music of the Baroque Era 3 cr.](#)

A survey of music from about 1600 to 1750.

[MUHI 504 Music of the Classical Era 3 cr.](#)

A survey of music from about 1725 to about 1827.

[MUHI 505 Music of the Romantic Era 3 cr.](#)

A survey of music from about 1800 to 1910.

[MUHI 507 Music of the Twentieth Century 3 cr.](#)

A survey of the principal stylistic trends in music from 1900 to the present.

[MUHI 508 Music of the Sixteenth Century 3 cr.](#)

A survey of music from about 1500 to 1600.

[MUHI 521 Topics in American Music 3 cr.](#)

A course emphasizing reading, discussion, and writing on specialized topics in the history of American music. The topic varies from semester to semester, and will be announced prior to registration. The course may address such topics as Art Music in American Culture, Music and the Moving Image, Popular Music, Music and Drama, or Virtuoso Performers in America. Prerequisite: Graduate standing in music

[MUHI 581/681 Special Topics 3 cr.](#)

**MUSC: Music**

Department of Music

College of Fine Arts

[MUSC 501 Advanced Choral Conducting 2 cr.](#)

Material will include large choral works with and without accompaniment. Student will be expected to develop skills in reading score.

### MUSC 502 Advanced Instrumental Conducting 2 cr.

An intensive study of large instrumental works. Skill development of each individual will be stressed.

### MUSC 503 Practicum in String Pedagogy 1 cr.

Practical applications of string methods and string pedagogy techniques for instruction in hands-on teaching experiences in individual and ensemble settings. Emphasis will be on sequential instruction and reflective assessment of teaching techniques and goals. Prerequisites: FBI, Act 34, and Act 151 clearances, approval of instructor

### MUSC 510 Seminar in Music 3 cr.

Subject matter will change each semester. Students will make presentations and write an extensive research paper. Seminar may be repeated (with departmental approval), provided subject matter is not. An in-depth study can be made of narrowly defined areas, such as life and/or works of a specific composer or group of composers.

### MUSC 511 Composition 3 cr.

Composition of music in various song forms through the rondos and the larger sonata allegro form. Careful analysis of similar forms of major composers. Instruction will be highly individualized and will depend considerably on personal interest of the student.

### MUSC 512 Advanced Orchestration 3 cr.

Consideration to problems of scoring for full symphony orchestra, string orchestra, and chamber orchestra. Students will produce a full score and orchestra parts so that orchestra may be tested by actual playing by the University Symphony.

### MUSC 515 Advanced Counterpoint 3 cr.

A study of the contrapuntal style of J. S. Bach and his contemporaries in the late Baroque era, which includes learning the essence of the "species" counterpoint of J. J. Fux and applying it to written exercises based on a given cantus firmus, as well as original compositions in the style of Bach. In addition to close study of Bach's Two-part Inventions and of the fugues from the Well-Tempered Clavier, students will hear and discuss their exercises and compositions in class so that they may learn from each other.

### MUSC 516 Analytical Techniques 3 cr.

Extends and refines the student's analysis skills in the area of music theory and their relation to pedagogy. Considerations include: functional harmony, post-tonal set theory and serial technique. Issues regarding musical architecture (form) will also be explored. Focus on analysis will also be linked to rehearsal instruction and pedagogy. Prerequisite: Graduate status in music

### MUSC 537 Techniques of the Marching Band 2 cr.

Theory and practical application of fundamentals of precision drill. This course also deals with building “half-time shows” and with materials and instrumentation of the marching band.

### MUSC 540-550 Summer Music Workshop 1-3 cr.

Concentration in special interest areas. Content varies.

### MUSC 551 Italian and English Diction 2 cr.

### MUSC 553 French Diction 2 cr.

### MUSC 554 German Diction 2 cr.

### MUSC 575 Music Ensemble 1-3 cr.

Provides graduate students with the opportunity to participate in up to three ensembles. Each student must audition for ensemble placement at the beginning of each semester.

### MUSC 581 Special Topics 1-3 cr.

### MUSC 600 Bibliography of Music 3 cr.

Introduces graduate students to various types of music, music literature, and bibliographical tools which exist and which may be used in research in music. As a project, students will prepare an extensive annotated bibliography of a music subject within their special interest.

### MUSC 618 Comprehensive Musicianship 3 cr.

Combines undergraduate concepts and skills in music theory, literature, and performance at an advanced level using an integrated approach. Prepares student to function in a variety of musical roles.

### MUSC 619 Methods for Comprehensive Musicianship 3 cr.

Includes learning strategies, experiences, and activities appropriate for introducing comprehensive musicianship at elementary and secondary school levels.

### MUSC 620 Foundations of Music Education 3 cr.

Study of historical, philosophical, and social foundation of music education, including educational thought and implications for school music programs.



MUSC 622 Composition II 3 cr.

MUSC 623 Composition III 3 cr.

MUSC 631 Administration and Advocacy in Music Education 2 cr.

Reviews current conventional and historical administrative organization of music education in public schools. Considerations include problems of scheduling, program funding, and program evaluation. Examines current issues in music education and public education in general, including standards-based curriculum development.

MUSC 632 Research Techniques in Music 3 cr.

Study of techniques appropriate for music and music education, including selection of research problem, collection of data, types of research, survey of current research studies in music, and use of library in connection with research problems. Elements of statistics are introduced as needed to interpret research reports. As part of requirements, student will prepare a written plan for research project or thesis.

MUSC 635 Psychology of Music Education 2 cr.

Explores psychology and learning theory for music teachers. The inductive strategies that comprise the constructivist model and experiential learning will be emphasized in the teaching of this course Prerequisites: Graduate status in music.

MUSC 636 Advanced Technology in Music Education 2 cr.

Examination and application of current communications media and their role in music education. Advances proficiency in the use of software applications useful in music education for both teaching and learning and develops the ability to choose and/or adapt applications for use in the K-12 music classroom.

MUSC 640 Formative Assessment and Action Research in Music Education 2 cr.

Provides a practicum for formative assessments in music teacher practice in K-12 settings that are based in action research. Action plans to address particular pedagogical issues will be identified by individual students from their school settings. Formative assessments for improvement will be developed by faculty instructors and course-based learning community through analysis of observational data, such as on-site visits to school sites and/or video observation of teaching, lesson plans, or other observable teaching materials and praxis. Students must have an in-service practice (school, private studio, church setting, community ensemble, or the like) for action research projects. Prerequisites: Graduate status in music education, In-service practice in music education.

MUSC 681 Special Topics 1-4 cr.

MUSC 698 Internship 3 cr.

MUSC 699 Independent Study in Music 1-6 cr.

APMU 740 Graduate Music Recital 4 cr.

This is the culminating activity for students in the MA Music Performance Track. Students prepare a 60 minute solo recital of selected works to be determined by close work and study with their major professor.

Prerequisite: APMU 561 or higher

MUSC 795 Thesis 4 cr.

## **NURS: Nursing**

Department of Nursing and Allied Health Professions

College of Health and Human Services

NURS/HSAD 555 Health Care Informatics 3 cr.

An introductory and overview course in the application of the disciplines of health sciences, computer science, and information science in collecting, processing, and managing information to promote decision making in health care.

NURS 581 Special Topics 3 cr.

Topical courses offered on an experimental basis.

NURS 610 Health Promotion and Social Issues 3 cr.

Enhances the ability of the student to develop an understanding and appreciation of human diversity and social issues in health and illness. Focuses on the analysis of the cultural and social issues affecting health, including ethnicity, race, gender, age, and geographic locations. Students compare health care norms and practices and develop solutions to health care problems.

NURS/HSAD 614 Health Policy 3 cr.

Focuses on the legislative, regulatory, and political processes that impact health services in the United States. Students will examine their role in health policy development at the federal, state, and local levels. Selected policies will be analyzed for their effect on health care delivery. The influence of U.S. policy on the health of those in other countries will be explored.

### NURS 619 Leadership Strategies in Nursing 3 cr.

Provides an overview of the characteristics and quality of leadership in professional nurses. Focuses on analyzing and synthesizing leadership and management concepts, modules, and theories. Effective leadership strategies for the nurse administrator and practitioners will be explored.

### NURS 620 Theoretical Foundation for Nursing 3 cr.

Focuses on the critique, evaluation, and utilization of nursing and related theories for nursing practice. Students will be expected to analyze the appropriateness of theories for utilization in practice and research.

### NURS 622 The Practice of Nursing Research I 3 cr.

Examines the conceptual, theoretical, and ethical contexts of nursing research. Concepts of statistical theory, measurement strategies, and data collection issues are presented, as they are applicable to nursing research.

### NURS 623 The Practice of Nursing Research II 3 cr.

Use of evidence-based practice in the advanced practice role. The student will become proficient in the application of research to nursing practice, including evaluation of research studies, problem identification within practice settings, and development of practice protocols, relevant to area of expertise.

### NURS 628 Advanced Professional Role Development 3 cr.

Analysis of the current and changing roles of advanced nursing in the current sociopolitical environment. Provides opportunities for reflection upon personal career development. Emphasis is placed on the development of a variety of professional communication and presentation skills needed for the advanced nursing role. Students prepare an article appropriate for a professional journal and deliver a professional presentation. Skills in resume/vitae writing and grant writing are also included. Opportunities are provided for development of skills that enhance the advanced nurse's ability to work collaboratively with others.

### NURS 681 Special Topics 3 cr.

Topical courses offered on an experimental basis.

### NURS 699 Independent Study 3 cr.

Under the guidance of a faculty member with necessary expertise, the student may study in depth some aspect of nursing or health care not included in required courses.

### NURS 711: Simulation in Nursing Education 3 cr.

This course provides a foundation for the nurse educator to use simulation in nursing education. Students will explore the use of a theoretical framework for developing simulations and focus on designing, implementing, and evaluating simulation scenarios. Students will incorporate reflection/debriefing in simulation teaching learning experiences. Prerequisite: none

### NURS 722 Measurement and Evaluation in Nursing Education 3 cr.

Presents various methods of evaluating program, classroom, and clinical performance in nursing. Students are assisted in developing classroom and clinical examinations for nursing. Principles of test construction and methods for developing various test items as a means of measuring critical thinking in nursing students are also addressed. Social, ethical, and legal issues of evaluation are included.

### NURS 723 Program Development in Nursing Education 3 cr.

Focuses on the process of program development for nursing education in a variety of levels and settings based upon program assessment strategies. The major issues of program development, revision, and evaluation that challenge nurse educators are also addressed. The role of accreditation agencies in program development and evaluation is also studied. Students are given opportunities to plan a curricular program that addresses future education needs of the nursing profession.

### NURS 725 Teaching Strategies for Nursing Curricula 3 cr.

Explores the various teaching strategies used in nursing classroom and clinical settings for students with diverse needs. Learning theory will be integrated into the role of the nursing educator. Social, ethical, and legal issues related to teaching in the classroom and clinical setting will be analyzed.

### NURS 729 Nursing Administration 3 cr.

Concepts and theories related to the management process are used to examine the roles and responsibilities of the nurse manager in health care organizations. The influences of environment and technology as well as issues and trends that impact on nursing management are explored.

### NURS/HSAD 730 Financial Management in Health Care 3 cr.

Provides an opportunity for students to examine the financial decision-making process used by health care administrators. Emphasis will be on understanding health care payment systems, assessing and developing financial plans, and making financial decisions in a variety of health care settings.

### NURS 731 Nursing Administration Capstone I 3 cr.

The nurse administrator's role and responsibility in health care organization are examined in the class and the clinical setting. Current issues and problems dealing with marketing, recruitment, retention, and quality of care are addressed. Influence of professional and technological factors on the functions of health care and the role of the nurse administrator are explored. This course provides the student with the opportunity to synthesize advanced practical knowledge in nursing administration and develop an administrative project under the guidance of an administrator mentor at an appropriate clinical site.

### NURS 732 Nursing Administration Capstone II 3 cr.

This course provides the student with an opportunity to work with a nursing administrator in an appropriate health care agency to apply theoretical concepts to the practice of nursing administration. Students will

explore the roles and responsibilities of the nurse administrator. Topics will include human resource management, staff development, strategic planning, quality improvement and outcomes measurement and evaluators. Students will implement and evaluate the outcomes of an administration project. This course consists of a bi-weekly two-hour seminar and a weekly practicum of six hours in a clinical setting.

### [NURS 734 Concepts of Community Health Nursing 3 cr.](#)

Provides an in-depth study of the requisite concepts and skills for community health nursing. Building on the understanding of individuals as clients, the students will now gain perspective on aggregates and communities as recipients of nursing care and the delivery sites of community health care. Included in the content will be epidemiological principles that are the foundation of clinical decision making in community health nursing practice. The relevance of nursing research to community health nursing practice will also be discussed. The course will also provide an opportunity to advance health and social policies as they relate to community health care. Prerequisites: NURS 511, NURS 612, and NURS 620. Corequisites: NURS 610, NURS 613.

### [NURS 735 Aggregates in the Community 3 cr.](#)

Provides the family and community theory to support nursing care for families, aggregates, and select communities through primary, secondary, and tertiary health prevention. Clinical/laboratory component provides opportunity to utilize advanced nursing skills when providing care for families, groups, and communities. Prerequisite: NURS 734. Corequisite: NURS 622.

### [NURS 736 Leadership in Community Health Nursing 3 cr.](#)

Provides an opportunity for students to assume leadership roles in the assessment, planning, development, coordination, and evaluation of health care programs for individuals, families, groups, and communities. Clinical/laboratory component provides students with the opportunity to plan and coordinate community health programs. Students will formulate research questions regarding the care of families, groups, and the community. Prerequisite: NURS 735. Corequisite: NURS 614.

### [NURS 743 Nursing Education Capstone 3 cr.](#)

Provides opportunities for students to synthesize and integrate educational theories, research, and curriculum planning and evaluation into the role of nurse educator. Students work with a nurse educator in an area of interest (hospital, staff development, schools of nursing). As the capstone course of the nursing education track, students are expected to develop an appropriate project in a chosen setting. Responsibilities of the nurse educator as a teacher, mentor, role-model, advisor, and scholar will be addressed. This course consists of a weekly one-hour seminar and a weekly practicum of six hours.

### [NURS 795 Thesis 3-6 cr.](#)

Thesis should be scheduled for the semester in which the student plans to complete degree requirements. A committee of faculty members will provide thesis supervision.

### NURS 801 Doctoral Colloquium in Nursing 1-3 cr.

Provides an academic setting for graduate students to present research and theoretical papers for group discussion. Special Topics in nursing will be selected each semester. Prerequisite: Permission.

### NURS 802 Leadership in Nursing: A Case Study Approach 3 cr.

Focus on analysis of leadership theory. Examines cases of exemplary leaders and organizations in nursing to gain insight into both the psychological and sociological aspects of successful leadership in a changing field. The student will apply case study methodology to the analysis of leaders and leadership styles.

### NURS 820 Seminar in Nursing Theory 3 cr.

Provides an overview of major nurse scholars' contributions to theoretical development in nursing. The student will examine scholarly works regarding the history of nursing theory, philosophical underpinnings of nursing theory, and the relationship of nursing theory, practice, and research. The student will explore concept and statement development and its relationship to overall theory development in nursing and the linkage with nursing research.

### NURS 860 Faculty Development in Nursing Education 3 cr.

Provides students with an opportunity to explore the complexity of the role and issues facing nursing faculty in higher education outside the classroom setting. The student will appraise the skills necessary to succeed in the nursing education environment and develop a plan for professional growth and scholarly achievement. Research related to nursing faculty development and success in academia will be analyzed.

### NURS 861 Pedagogical Practices in Nursing Education 3 cr.

Application of educational theories to the nurse-educator role in higher education will be explored. A critical review of the role of the teacher in the clinical and classroom setting, teaching strategies, and student-centered learning outcomes will be conducted. The student will apply the art of reflection to the practice of teaching.

### NURS 862 Curriculum Evaluation in Nursing 3 cr.

Examines various curriculum designs in nursing. The student will critique the qualities of effective nursing curricula at the undergraduate and graduate levels. The student will analyze current accreditation standards in nursing education and their relationship to curriculum evaluation. Methods for conducting ongoing curriculum revision based on a quality outcomes assessment plan will be explored.

### NURS 863 Evaluation in Nursing Education 3 cr.

Application of measurement theory to nursing education. Presents various strategies to assess and evaluate classroom and clinical performance in nursing education. Evidence-based assessment and evaluation practices, including test construction, are proposed and critiqued. Social, ethical, and legal issues related to evaluation are analyzed.

### NURS 864 Technology in Nursing Education 3 cr.

Provides a foundation for educators to incorporate technology into nursing programs. Strategies for the use of technology in nursing education will be explored. The student will apply knowledge of distance education technology to the practice of teaching in nursing and evaluate the effectiveness of distance education teaching strategies.

### NURS 865 Student Issues in Nursing Education 3 cr.

Provides students with an opportunity to critically review and analyze the social, economic, cultural, political, and educational issues impacting nursing students. After a comprehensive analysis of issues, policies, and practices, the student will develop a best practice model for nursing student success.

Prerequisites: None

### NURS 951 Quantitative Nursing Research 3 cr.

Provides students with advanced knowledge and skill in quantitative research methodology and design related to nursing education. The student will analyze, evaluate, and critique relevant study designs and methods used in experimental, quasi-experimental, and nonexperimental research. Evaluative issues regarding power analysis, sampling, and data collection techniques will be addressed. Strategies for enhancing the scientific and methodological rigor will be explored. Prerequisite: GSR 517.

### NURS 952 Qualitative Nursing Research 3 cr.

Qualitative research methods used in nursing will be critiqued. The use of case study, phenomenology, grounded theory, hermeneutics, historical research, and ethnography will be appraised for their use in nursing education research. Techniques for conducting qualitative research and data analysis will be practiced. Issues related to rigor and confirmability of the data will be evaluated.

### NURS 953 Research Seminar I 3 cr.

Provides students with the opportunity to participate in nursing education research tool development for quantitative or qualitative research. The student will participate in tool development, testing, and evaluation. The course will also explore sampling issues and development of a recruitment plan for use in nursing education research. Opportunities for peer critique will be an integral component of this course. Prerequisites: NURS 951 and 952.

### NURS 954 Research Seminar II 3 cr.

Builds upon prior knowledge of qualitative and quantitative research methods and provides opportunities to participate in research activities in collaboration with mentors. The course focuses on various approaches to data analysis, development of Institutional Review Board (IRB) proposals, and grant writing. Opportunities for peer critique will be an integral component of this course. Prerequisite: NURS 953.

### NURS 993 Nursing Professoriate Practicum 3 cr.

Designed to provide the student with an opportunity to select and operationalize aspects of the nurse-educator role. The student will apply an understanding of the nursing faculty role to teaching and learning and develop one or more aspects of a plan for professional development. Prerequisites: NURS 860, 861, 862, 863, and 864.

### NURS 994 Dissertation Seminar 3 cr.

Provides the student with an opportunity to develop a dissertation proposal focusing on nursing education. Students will have opportunities for peer review and critique of their work. The course will culminate in an oral presentation of the proposal that will prepare students for dissertation defense.

Prerequisites: NURS 820 or by permission for DNP students

Pre or Co-requisite: NURS 954

### NURS 995 Dissertation 1-9 cr.

A culminating research project requiring mastery of an area of interest relevant to nursing education. Requires a comprehensive literature review and the collection and analysis of data. A successful oral defense of the finished project is required. The student must complete a minimum of nine credits of dissertation to satisfy graduation requirements. Prerequisite: By permission

## **PHIL: Philosophy**

Department of Philosophy

College of Humanities and Social Sciences

### PHIL 560 Philosophy of Language 3 cr.

An investigation of issues in the philosophy of language and related issues in linguistics (including anthropological linguistics, sociolinguistics, and psycholinguistics). Sample topics include the influence of language on perception, rationalistic/empiricist perspectives on language acquisition, language and political control, reference, meaning, and truth.

### PHIL 581 Special Topics 3 cr.

### PHIL 599 Independent Study 1-6 cr.

## **PHYS: Physics**

Department of Physics

College of Natural Sciences and Mathematics



### PHYS 501 Theoretical Physics 3 cr.

Explores the applied mathematics necessary to solve ordinary and partial differential equations in closed and series forms for boundary value problems in intermediate and advanced physics. Coordinate transformations, tensor analysis, special functions and series involving complex variables and integral transforms are also considered. Prerequisites: None

### PHYS 511 Secondary School Physics Laboratory Practice 1-3 cr.

Designed not only to give the student training in use of PSSC and Harvard Project Physics laboratory materials but also to increase his/her ability to make the lab a more effective teaching tool.

### PHYS 520 Advanced Laboratory Practice 3 cr.

Experimental physics. Experiments are made available to supplement student's previous training. Data interpretation and experimental techniques are emphasized. Topics can include but are not limited to various methods of measurement and analysis of radioactivity, interferometry, spectrometry, microwave optics, NMR, mechanical vibrating systems, and thermal properties.

### PHYS 531 Modern Physics 3 cr.

An introduction to particle and wave properties of matter, atomic structure, quantum mechanics, and the quantum mechanical model of the atom.

### PHYS 533 Thermal and Statistical Physics 3 cr.

A unified approach to the study of thermodynamics through use of statistical methods. Temperature, entropy, chemical potential, and free energy are introduced and applied to a monatomic ideal gas and systems of fermions and bosons in quantum and classical regions.

### PHYS 535 Electronics 4 cr.

DC and AC circuits, diode circuits, and transistor circuits, such as the common emitter and emitter follower amplifiers, are extensively covered. Negative feedback, operational amplifiers, oscillators, and digital logic are introduced. These topics are discussed in lecture and investigated by the student in the lab.

### PHYS 536 Advanced Electronics 3 cr.

Field effect transistors, noise problems, grounding and shielding, applications of digital logic, digital-to-analog-to-digital conversion techniques, transmission lines, and microprocessor applications. Two one-hour lectures and one three-hour lab. Prerequisite: PHYS 535.

### PHYS 541 Analytical Mechanics I 2 cr.

Kinematics, particle dynamics, gravitation, free and forced harmonic motion. Treatment of these topics utilizes vector calculus and differential and integral calculus.

### PHYS 545 Optics 3 cr.

Main concepts of modern optics utilized in areas of geometrical, wave, and quantum optics. Includes presentation of illustrative examples in areas of laser technology, complex optical systems, interferometry, and spectroscopy.

### PHYS 551 Electricity and Magnetism I 2 cr.

Coulomb's law, electrostatic potential, Gauss's law, and dielectrics will be presented using vector calculus in a modern field formalism. Prerequisite: PHYS 510.

### PHYS 555 Computer Interfacing 3 cr.

Designed to teach the fundamentals of interfacing the personal computer with its physical surroundings. Students will learn to collect data and to control experiments. In addition, they will learn to use digital-to-analog and analog-to-digital conversion techniques, as well as how to use virtual instruments. Students will also learn to use LabVIEW (or a similar software package) to design icon-based interfacing tools and to investigate the conditioning of analog and digital information. The students will complete a special project determined by the instructor and the student. Prerequisite: Experience in writing computer programs in the C language.

### PHYS 561 Quantum Mechanics I 3 cr.

Introduction to theory of linear vector spaces, linear operators, eigenvalues, eigenvectors, and eigenfunction and their application to the harmonic oscillator, hydrogen atom, electron in a magnetic field, scattering, and perturbations. Prerequisites: PHYS 541 and PHYS 531 or equivalent.

### PHYS 565 Introduction to Nuclear Physics 3 cr.

Survey of introductory nuclear physics including nuclear size, mass, types of decay, models, forces, elementary particles, reaction theory.

### PHYS 575/\* Physics of Semiconductor Devices I 3 cr.

Develops the basic foundation for a student of the theory of semiconductors. Elementary quantum concepts, the band theory of solids, electrical properties of solids, effective mass theory, and principles of semiconductor devices are discussed. Prerequisites: PHYS 533, PHYS 535, PHYS 545, or permission of instructor.

### PHYS 590/\* Solid State Physics 3 cr.

Reciprocal lattice, crystal structure, the quantization of fields to produce quasiparticles such as phonons, magnons, and excitons. Fermi gas of electrons, energy bands, semiconductor crystals, and photoconductivity. Prerequisites: PHYS 531 and 542.

### PHYS 599 Special Studies 1-6 cr.

Special Topics course(s) may be offered at the discretion of the department to fulfill a special necessity.

### PHYS 600 Methods of Research in Physics 2 cr.

Offers the student practical training in special methods and materials of research in physics. Emphasis on types of research and use of physics and physics-related journals and library facilities. Prerequisite: Permission of department.

### PHYS 601 Theoretical Physics I 3 cr.

Serves as a preparation in mathematical physics for graduate student. Included will be vector analysis, curvilinear coordinate systems, infinite series, complex variables and the calculus of residues, and ordinary and partial differential equations. Prerequisite: Permission of department.

### PHYS 602 Theoretical Physics II 3 cr.

A continuation of PHYS 601, covering Tensor analysis, matrices, group theory, Sturm-Liouville theory, special functions, Fourier series, integral transforms, Green's functions, and integral equations. Prerequisite: PHYS 601.

### PHYS 611 Computational Physics 3 cr.

Introduction to developments in computational physics, emphasizing physical concepts and applications rather than mathematical proofs, derivations, and code developments. In particular, shows how computers can be used to learn about physics concepts and how they can be used as tools in solving physics problems. A familiarity with the concept of programming is assumed. Prerequisite: PHYS 473/561, or equivalent, or permission of the instructor.

### PHYS 634 Statistical Mechanics 3 cr.

A quantum approach to statistical mechanics. Fermi, Bose, ideal gas, and imperfect gas systems are investigated. Special Topics in kinetic theory of gases, transport phenomena, magnetic systems, and liquid helium. Corequisite: PHYS 561 or its equivalent.

### PHYS 641 Advanced Mechanics I 3 cr.

Includes the following topics: Lagrange's equations, Hamilton's Principle. Two-body central force, Euler's Theorem, small oscillations, Hamilton's equations, canonical transformations. Prerequisite: PHYS 542 or its equivalent.

### PHYS 651 Advanced Electromagnetic Theory I 3 cr.

Solution of boundary value problems using Green's functions and separation of variables techniques. Cartesian and spherical coordinate systems, multipole expansions, macroscopic electrostatics and

magnetostatics, Maxwell's equations, and plane electromagnetic waves. Prerequisite: PHYS 552 or equivalent.

### PHYS 652 Advanced Electromagnetic Theory II 3 cr.

Solution of electrostatic problems using cylindrical coordinates. Green's function for time-dependent wave equation, conservation laws, wave guides and resonant cavities, Special Theory of Relativity, simple radiating systems, and diffraction. Prerequisite: PHYS 651.

### PHYS 657 Solid State Theory 3 cr.

Quantum approach to solid state. Topics include second quantization of fermion and boson systems, electron theory of metals, electron-phonon interactions, and superconductivity. Selected subjects in thermal transport, magnetic phenomena. Corequisite: PHYS 561 or its equivalent.

### PHYS 658 Physics and Applications of Industrial Materials 3 cr.

Introduces the essential physics and current industrial applications of technologically important materials by way of both lecture and lab components. Materials of interest will span semiconductors, ceramics, polymers, and composites that find application in microelectronics, magnetic recording, flat panel displays, medical application, and micro machines.

### PHYS 661 Quantum Mechanics II 3 cr.

Fundamental concepts of quantum mechanics, theory of representations, and linear vector spaces. Approximation methods for stationary problems with applications to central potentials and for time-dependent problems with application to scattering and transition theory.

### PHYS 662 Quantum Mechanics III 3 cr.

Classical and quantum fields; interactions between Fermi and Bose fields; relativistic quantum mechanics; and Dirac theory. Introduction to propagators and Feynman diagrams with application to quantum electrodynamics and many-particle systems.

### PHYS 690 Research Problems in Physics 1-6 cr.

Introduction to advanced research problems through individual assignment. Prerequisite: Permission of department.

### PHYS 699 Independent Study 1-6 cr.

Individualized, in-depth study of an area of physics in the student's interest. Work is supervised by a physics faculty member but does not necessarily involve regular lecture or laboratory hours. The topic must be approved by the supervising faculty member and by the administration prior to the semester in which the course is to be taken.

[PHYS 795 Thesis 1-6 cr.](#)[PHYS 799 Internship Experience](#)

Practical learning experience for students of applying science and business skills in an industrial workplace. Students must initiate and secure internship to participate in a 3-6 month supervised professional work-experience with identified industrial sponsors to advance their individual career objectives. The PSM program coordinator provides guidance to students during their exploration of industrial sites and project options. The internship is a rigorous but flexible training experience with respect to its focus and timeline – it can be paid or unpaid and generally conducted in a non-academic setting. Prerequisites: Completion of 12 IUP graduate credits with a minimum of a 3.0 grade point average

\*Indicates dual-listed class

**PLSC: Political Science**

Department of Political Science

College of Humanities and Social Sciences

[PLSC 500 Research Methods in Political Science 3 cr.](#)

Provides students with a working knowledge of the statistical techniques commonly applied to the study of political phenomena and an understanding of the basic assumptions, limitations, and theoretical foundations of these various techniques. Focuses on measurement principles, research design and data collection, univariate distributions, sampling, and bivariate analysis.

[PLSC 504 Women and Politics 3 cr.](#)

Focuses on the role of women in political life, and policies that especially affect women in both developing and developed countries.

Prerequisites: None

[PLSC 522 International Law and Organizations 3 cr.](#)

A survey of the main concepts and history of international law and an analysis of the major international organizations such as United Nations, the European Union, and the Organization of American States. Knowledge of how such organizations operate is essential to understanding international relations.

Prerequisites: None

[PLSC 550 The Presidency 3 cr.](#)

Examines the office of President with attention to Constitutional foundations, evolution, structure, powers, and functions. Comparisons are made between Presidential and parliamentary systems and between offices of President and governor.

### PLSC 551 The Legislative Process 3 cr.

Legislative process in the U.S. with emphasis on Congress. Focus on organization and function of legislative bodies, with American legislative institutions compared with those of other nations.

### PLSC 554 Metropolitan Problems 3 cr.

Analyzes multiplicity of problems facing our metropolitan areas, such as urban renewal, shrinking tax base, federal aid to cities, subsidized mass transit, municipal authorities, and political consolidation.

### PLSC 555 Intergovernmental Relations 3 cr.

Explores the characteristics of federal system of government with emphasis on theories, origins, institutions, and problems in intergovernmental relations in the U.S.; federal systems in other nations; and trends.

### PLSC 558 Judicial Process 3 cr.

Explores nature and limits of judicial power, courts as policymaking bodies, selection of judges, decision process, external forces impinging on the courts, and role of Supreme Court in its relationship with Congress, the Presidency, and federalism.

### PLSC 559 Constitutional Law and Civil Liberties 3 cr.

Study of civil liberties and civil rights issues through leading Supreme Court decisions. Topics include First Amendment rights, procedural due process, and the Bill of Rights and equal protection problems.

### PLSC 560 Classical Political Thought 3 cr.

Evolution of Western political tradition of Constitutionalism from Plato and Aristotle to Locke and Montesquieu; religious and rational foundations; medieval theories of authority and representation; early modern theories of state and sovereignty. Concepts of law, natural rights, liberty, equality, and justice are treated in detail.

### PLSC 561 Modern Political Thought 3 cr.

Development of Western political thought since the mid-sixteenth century; classic liberalism; conservative thought; modern irrational ideologies such as fascism and national socialism; socialist thought; contemporary collectivist liberalism.

### PLSC 562 American Political Thought 3 cr.

Develops an understanding of American political thinkers from the Puritans through the current Afro-American writers. Political phenomena are examined relating to past writings, and inferences are made for future political behavior.

### PLSC 565 Intelligence Process and Policy 3 cr.

Demystifies intelligence and focuses on the critical thinking and intellectual skills the process of intelligence requires to provide government, private, and non-profit decision makers with useful information upon which to base sound decisions: collecting, analyzing, and providing data to those decision makers. Students will also examine the impact of the structure and role of the intelligence community in formulating U.S. national security policy.

Prerequisites: None

### PLSC 570 The Practice of Public Administration 3 cr.

Examines the environment and structure of public sector organizations, organizational theory, organizational culture, intergovernmental and intra-organizational relations, leadership and ethics, the planning, management and evaluation of programs and services, the administration of human resources, budgeting and finance, and management information. Emphasizes the integration of theory and practice through case studies and projects.

### PLSC 571 Issues in Public Administration 3 cr.

An intensive study of the role of federal agencies and their administrators in determining and developing public policies. Public administration in practice is emphasized by using case studies, third-person teaching, problem-based exercises, and debates.

### PLSC 581 Special Topics 1-3 cr.

In-depth study of a specific problem or topic not regularly treated in courses. May be repeated.

### PLSC 583 Political Studies: Asia 3 cr.

Comparative study of government and politics of Asia.

### PLSC 584 Political Studies: Middle East 3 cr.

Comparative study of government and politics of the Middle East.

### PLSC 587 Political Studies: Latin America 3 cr.

Comparative study of government and politics of Latin America.

### PLSC 588 Dimensions of National Security 3 cr.

Deals with national security problems including decision-making and budgeting levels of strategy, the utility of force, and the impact of the military on American society.

### PLSC 589 International Development Strategies 3 cr.

Deals with the political characteristics of emerging nations; the impact of economic and social change upon political structure; evolving patterns of political development; and techniques of nation-building.

### PLSC 631 Human Resource Management in Public Sector 3 cr.

In-depth study of human resources management systems with special focus on public sector organizations. Emphasizes the development of an understanding of traditional functional systems as well as skills necessary to manage such systems successfully.

### PLSC 666 Public Policy Analysis 3 cr.

Examines public policy using analytical tools and policy models. Considered within this framework are values and resources, the cultural-political environment, the policymaking process, and evaluation methods and their application to major policy areas.

### PLSC 668 Public Sector Financial Administration 3 cr.

Concerned with the administration of fiscal and monetary processes of government on all three levels. Included are topics related to revenue and expenditure, how the former are calculated and provided for, and how the latter are prioritized and allocated via the budgetary process; control systems which are concerned with recordkeeping; and the monitoring of the flow of revenues.

### PLSC 670 Foreign Policy Studies 3 cr.

Considers selected problems in international affairs. Emphasis on those problems and conflicts which have evolved in the postwar era, particularly as they relate to position of the United States in world affairs. Specific problems are approached both in terms of countries involved and the existing balance in world economic, ideological, and power structure.

### PLSC 671 Seminar in Public Administration 3 cr.

Intensive study of role of agencies and their administrators in determining and developing public policy. Public administration in practice is emphasized by utilizing case studies.

### PLSC 674 Analytical Techniques 3 cr.

Exposes the student to approaches, methods, tools, focus, and boundary lines of political science study. As a research methods course in graduate political science, it should be scheduled early in the program.

### PLSC 675 International Political Economy 3 cr.

Examines the interaction between governments and markets on economic issues. This examination will occur comparatively both within countries and between nations. Acquaints students with the theoretical issues, trends, and findings of some of the major studies on and subfields within international political economy.



Assumes a basic familiarity with foreign policy, comparative politics, and economics. Focus is on both international political economy as a subject and a field of study.

### PLSC 678 The Ethical Dimensions of Leadership 3 cr.

Focuses on the ethical dimensions of leadership and strategies to integrate ethical considerations into organizational, administrative, decision-making, and policy processes. To facilitate discussion and the application of ethics to professional practice, a series of speakers examines the relationship between ethics and leadership within varying contexts. Case studies, videos, and exercises link theory and practice. Students are expected to complete all assigned readings prior to each class to facilitate their active participation in all discussions. A literature review project provides students with the opportunity to pursue individualized interests related to leadership and ethics. Prerequisite: None

### PLSC 698 Political Science Internship 3-6 cr.

Practical experience in government and politics. Students are individually assigned to a cooperating local or state government agency, political party, or interest group or to a federal or international agency when arrangements can be made. Students report periodically to professor in charge and undertake reading assignments and write such reports and papers as the professor may require. Prerequisite: Must have approval of instructor and department chairperson.

### PLSC 699 Independent Study 1-3 cr.

Readings and written assignments on a specific topic determined by student and instructor in charge. May be repeated.

### PLSC 744/CRIM 744

An in-depth study of the legal and international issues that the U.S. faces in response to combating international terrorism. Emphasis is placed on identifying causes of terrorism and the most plausible threats; terrorist networks, their commonalities and differences, and the difficulty in countering; and determining appropriate responses, to include political and legal implications, threat analysis, physical security, and target hardening.

Prerequisites: Enrolled in CRIM or PLSC graduate program, or permission of instructor.

### PLSC 795 Thesis 3 cr.

## **PSYC: Psychology**

Department of Psychology

College of Natural Sciences and Mathematics

### PSYC 554 Developmental Psychology 3 cr.

A comprehensive study of human growth and development from conception to death. Major research findings and developmental theories will be considered.

### PSYC 578 Psychology of Death and Dying 3 cr.

Emphasizes the theories and research which delineate the psychological factors affecting the dying person as well as those people close to someone who is dying. Psychological, social, and cognitive factors affecting one's attitude toward death and approaches to coping with dying and death are studied. Prerequisite: Permission.

### PSYC 581 Special Topics 3 cr.

Designed to examine Special Topics in depth. Students prepare presentations representing selected research areas. Prerequisite: Permission.

### PSYC 795 Thesis 1-6 cr.

A supervised research project approved by a committee of faculty members. A thesis proposal must be approved by the end of the third full semester of graduate work, and the finished thesis must be defended within the following year. Students enroll for three semester hours for two semesters.

### PSYC 801 Research Methods in Psychology I 3 cr.

The design, statistical analysis, and report of laboratory experiments will be studied. Prerequisite: Permission.

### PSYC 802 Clinical Research Methods 3 cr.

Introduction to data analysis techniques and methodological problems commonly encountered in clinical research. Methods appropriate for single subjects as well as groups are explored. Prerequisite: PSYC 801 and PSYC 841.

### PSYC 803 Evaluation Research 3 cr.

Introduction to the methodological issues involved in validly assessing the effectiveness of intervention programs relevant to psychology (e.g., human service programs), including a consideration of how the results of evaluation research can be used to improve such programs. Students will participate in either actual or simulated evaluation research projects. Prerequisite: Permission, PSYC 801 or equivalent.

### PSYC 810 Historical Trends in Psychology 3 cr.

Comprehensive overview of historical antecedents of contemporary psychology. Prerequisite: Permission.

### PSYC 811 Teaching of Psychology 1 cr.

Basic dimensions of the teaching process are discussed, including course planning and structure, developing and presenting lectures, using alternative pedagogical techniques, evaluating student performance, addressing issues of diversity in the classroom, etc. Skill-practice in these areas is emphasized. Prerequisite: Instructor permission.

### PSYC 830 Methods of Intervention I 3 cr.

Methods of studying and improving competency in interpersonal skills as a necessary ingredient of most models of therapy, such as psychoanalysis, client-centered, and behavior modification. Emphasis is placed on theory, research, and personal competence in communication. Prerequisite: Permission.

### PSYC 831 Methods of Intervention II 3 cr.

Emphasis is placed upon the systematic study and application of social influence techniques to the modification of clinical problems. A broad spectrum of cognitive, physiological, and behavior change procedures are studied and evaluated with regard to their cost and effectiveness. A general problem-solving model for decision making, case evaluation, and accountability is advanced. Prerequisites: PSYC 830 and permission.

### PSYC 832 Therapeutic Techniques Lab 2 cr.

Presents didactic and experiential training in tactics of achieving insight, emotional awareness, emotional escalation or reduction, cognitive-perceptual change, and behavior change for use in individual psychotherapy. Prerequisite: PSYC 830 or equivalent, simultaneous enrollment in PSYC 831, and instructor permission.

### PSYC 833 Clinical Group Techniques 3 cr.

Provides instruction and experience in a variety of group techniques. Includes lectures, demonstrations, and participation in group exercises useful in the clinical psychology profession. Prerequisite: Permission.

### PSYC 834 Family Therapy 3 cr.

Introduction to family and marital therapy. Both systems theory approaches and behavioral approaches will be considered. Process and outcome research will be reviewed. Prerequisite: Permission.

### PSYC 835 Advanced Psychopathology 3 cr.

An in-depth study of the description, causes, and treatment of behaviors considered abnormal by our society. Integrates and extends previous materials in abnormal behavior, assessment, therapy, research methodology, and professional practice. Prerequisites: Previous undergraduate course in Abnormal Psychology and permission.

### PSYC 836 Personality Theory and Systems of Psychotherapy 3 cr.

Several major personality theories are reviewed in a comparative manner with emphasis placed upon issues such as the assumptions about the basic nature of man, personality development, normal and pathological development, and philosophy of treatment for each theory. Prerequisite: Permission.

### PSYC 841 Psychological Assessment I 3 cr.

Beginning course in theoretical issues and development of skills in assessing psychological functioning and in report writing. Beginning emphasis on intellectual assessment, followed by the development of an increasing variety of assessment tools. Prerequisite: Permission.

### PSYC 842 Psychological Assessment II 3 cr.

Continuation of PSYC 841 with increased emphasis on development of skills in areas of objective and projective tests, behavioral observations, self-report measures, and other assessment techniques. Prerequisites: PSYC 841 and permission.

### PSYC 852 Models of Learning 3 cr.

Several learning paradigms are described. Emphasis is on the theoretical assumptions underlying the models and their strengths and weaknesses. Applications of the models to changing maladaptive behavior are discussed. Prerequisite: Permission.

### PSYC 853 Issues in Developmental Psychology 3 cr.

The processes and structures of life span development are studied. Cognitive, emotional, social, and physical development will be explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state. Prerequisite: Permission.

### PSYC 855 Racial, Cultural, and Gender Issues in Psychology 3 cr.

The operation of cultural, racial, and gender issues in the theory, research, and practice of psychology is examined. The ways in which a psychologist's own culture, race, and gender may influence professional practice are explored.

### PSYC 856 Drugs and Behavior 3 cr.

Introduction to various aspects of drugs and behavior. Includes exploration of factors influencing drug effects, problems in drug research, therapeutic use of drugs, legal use and abuse of drugs, and social aspects of drug experience. Prerequisite: Permission.

### PSYC 857 Clinical Neuropsychology 3 cr.

The study of the relationship between human brain dysfunction and abnormal behavior. Includes assessment techniques used to diagnose brain damage. Prerequisite: Permission.

### PSYC 858 Advanced Social Psychology 3 cr.

Advanced survey of the relationship between the social environment and human behavior. Topics include social influence, attitude formation and change, attribution and social cognition, interpersonal attraction, aggression, altruism, small group interaction, and environmental psychology. Prerequisite: Permission.

### PSYC 860 Child Clinical Psychology 3 cr.

Approaches unique to child psychopathology, assessment, and intervention are explored. Ages from birth to adolescence are covered. Prerequisite: Permission.

### PSYC 861 Psychology and Medicine I 3 cr.

The area of health psychology and its role in behavioral medicine are introduced. Psychophysiology, which provides much of the foundation for health psychology, is studied through readings, lectures, and hands-on experiences with psychophysiological recording equipment. Prerequisite: Permission.

### PSYC 881 Special Topics 1-6 cr.

Designed to examine a Special Topics in depth. Students prepare presentations representing selected research areas. Prerequisite: Permission.

### PSYC 920 Professional Issues 3 cr.

An examination of professional problems in the field of clinical psychology. Includes topics such as training philosophies, licensure, legal issues such as involuntary commitment and expert witness, ethical standards, and professional organizations. Prerequisite: Permission.

### PSYC 943 Psychological Assessment III 3 cr.

Continuation of PSYC 842 with emphasis on nontraditional assessment methods such as family observations, mental status ratings, and social skills assessment. Topics in clinical judgment and inference and a combination of assessment data and report writing are covered. Prerequisite: PSYC 842 or permission.

### PSYC 960 Advanced Psychotherapy with Children 3 cr.

Theories and treatment interventions used in therapy with children are explored. Opportunities to practice basic psychotherapeutic skills in interviewing, treatment planning, and intervention provided under intensive supervision. Prerequisite: PSYC 860 or permission.

### PSYC 961 Psychology and Medicine II 3 cr.

The roles of psychological and environmental variables in the development, maintenance, and recovery from disease are studied. Approaches to studying relationships between stress, coping, and disease are emphasized. Prerequisite: PSYC 861.

### PSYC 962 Hypnotic Methods in Psychotherapy 2 cr.

In-depth study of theory, research, and the clinical practice of hypnosis. Prerequisites: PSYC 830, PSYC 835, or their equivalents, and instructor permission.

### PSYC 971 Family and Couples Clinic 1-6 cr.

Students will be assigned clients in the Family Clinic. A team training model is used with close supervision by the instructor. Available for variable credit and repeated enrollment. Prerequisites: PSYC 834 or its equivalent, successful supervised clinical experience, and instructor permission.

### PSYC 972 Stress and Habit Disorders Clinic 1-6 cr.

A seminar/clinic in the assessment and treatment of stress and habit disorders. Clients are assigned to students from the Stress and Habit Disorders Clinic. Available for variable credit and for repeated enrollment. Prerequisites: PSYC 831, PSYC 835 or their equivalents, and instructor permission.

### PSYC 973 Assessment Clinic 1-6 cr.

Students will be assigned clients from the Assessment Clinic. Emphasis is placed on skill development in interviewing, administration and scoring of psychological assessment instruments, writing of reports, consultation with referral sources, and supervision. A team training model is used with close supervision by the instructor. Available for variable credit and for repeated enrollment. Prerequisites: PSYC 841, PSYC 842 or their equivalents, and instructor permission.

### PSYC 974 Special Projects/Intake Clinic 1-6 cr.

Students participate in specialized clinical activities. Specific methods of assessment, intervention, and consultation vary according to the special clinical project. Available for variable credit and repeated enrollment. Prerequisites: PSYC 831, PSYC 842, PSYC 832, or their equivalents and instructor permission.

### PSYC 976 Introduction to Supervision & Consultation 3 cr.

This course surveys professional issues, theories, existing research and implementation methods in supervision and consultation. Using lectures, discussions, and simulations, students will learn how to promote the development of individuals and organizations that are involved in the resolution of human problems in adaptation and facilitation of human development.

### PSYC 981 Special Topics 1-6 cr.

Examines Special Topics in depth. Students prepare presentations representing selected research areas. Prerequisite: Permission.

### PSYC 982 Independent Study in Psychology 1-6 cr.

Individual students develop and conduct research studies in consultation with a faculty member. Prerequisite: Permission.

### PSYC 993 Advanced Psychological Practicum 1-21 cr.

Provides supervised experience in applied settings. Variable credit, depending on setting. Prerequisite: Permission.

### PSYC 994 Internship 3 cr.

An in-depth supervised experience designed to assure a professional level of competence in several skill areas and to assist in developing an identity as a health care professional. May be taken full-time for twelve months or half-time for twenty-four months. Prerequisite: Permission.

### PSYC 995 Doctoral Project (Dissertation) 3-9 cr.

A culminating scholarly activity requiring the mastery of an area of professional interest. Requires a review of relevant literature and the collection and analysis of data. An oral presentation of the proposal and an oral defense of the finished product are required.

## **QBUS: Quantitative Business**

Department of Management Information Systems and Decision Sciences

Eberly College of Business and Information Technology

### QBUS 500 Foundations of Business Statistics 3 cr.

A conceptual course designed to familiarize students with the basic techniques for obtaining, organizing, summarizing, analyzing, presenting, interpreting, and acting upon numerical activities. Topics include descriptive statistics, random variables, probability distributions, statistical sampling and survey methods, testing of hypotheses, analysis of variance, regression analysis, and time series. Major attention is given to identifying and describing the process involved in carrying out a statistical analysis and how statistical methods may be used within the managerial and business decision process.

### QBUS 581 Special Topics 3 cr.

### QBUS 601 Data Analysis and Decision Making 3 cr.

Familiarizes students with statistical techniques for making comparisons and predictions about a population based on sample data. Major attention is given to identifying and describing the process involved in carrying out a statistical analysis and how a variety of desktop tools and statistical packages may be used within the

managerial and business decision process. Topics include analysis of variance, regression (linear and multiple), time series, statistical process control, decision analysis, linear programming, and simulation.

### [QBUS 604 Seminar in Methodology of Business Research 3 cr.](#)

Helps students acquire a basic understanding of the research process and a knowledge of the research methods needed in the design and execution of a competent applied behavioral research. Emphasizes measurement and scaling, survey research, and data analysis. Prerequisite: QBUS 601

### **RHAB: Rehabilitation**

Department of Special Education and Clinical Services

College of Education and Educational Technology

### [RHAB 590 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

and

### [RHAB 591 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### **SAFE: Safety Sciences**

Department of Safety Sciences

College of Health and Human Services

### [SAFE 520/\\* Law and Ethics in the Safety Profession 3 cr.](#)

Examines ethical and legal issues faced by practicing safety professionals. Students identify and evaluate these issues in terms of their own value system, as well as legal and prudent practice within the safety, health, and environmental profession. Case studies and anecdotal presentations are used to examine common issues and to prepare the students for their potential roles as expert witnesses in various forms of litigation. Specific reference is made to participation of the safety professional in workers' compensation cases, Occupational Safety and Health Review Commission hearings, class action suits, and trials by jury. Prerequisite: Permission of the instructor.



### SAFE 541/\* Accident Investigation 3 cr.

Focuses on the various aspects of accident investigation such as recent theories associated with accident causes, investigative techniques, data acquisition, structure of investigative reports, management responsibilities, and remedial actions. Emphasizes determining sequence of events to develop management actions which will prevent recurrence of accidents. Prerequisite: Permission of instructor.

### SAFE 542/\* Current Issues in Safety 3 cr.

Examines the emerging issues currently faced by the safety, health, and environmental (SH&E) practitioner that extend beyond the conventional areas of academic preparation. In addition to exploring certification, ethics, compliance issues, quality management, worldwide concerns, and other common issues, each student will research and present information on a specific item of current relevance in the safety profession. Prerequisites: SAFE 211 and SAFE 301 or permission of the instructor.

### SAFE 543/\* Construction Safety 3 cr.

In-depth coverage of hazard recognition, evaluation, and control principles used for the variety of phases of construction. Information regarding the development of a construction safety program along with extensive coverage of federal standards related to the construction industry is also provided. Prerequisite: Must be enrolled as a Graduate Level Safety Sciences major.

### SAFE 561/\* Air Pollution 3 cr.

Focuses on the various major aspects of the air pollution problem. These include sources of pollution, evaluation and engineering control of pollutants, government regulations, atmospheric chemistry and dispersion, and human and nonhuman effects. Emphasizes information that is practical for the safety sciences and industrial health professionals. Prerequisites: CHEM 101 and 102 or equivalent and SAFE 301 or equivalent courses or permission of the instructor.

### SAFE 562/\* Radiological Health 3 cr.

Studies of problems associated with ionizing radiation in the human environment. Emphasizes biological effects, radiation measurement, dose computational techniques, exposure control, and local and federal regulations. The study and use of various radiological instruments are included. Prerequisite: SAFE major or permission of instructor.

### SAFE 565/\* Right-to-Know Legislation 3 cr.

Covers both the federal and selected state right-to-know laws and related legislation. The scope, application, and enforcement of the various laws, including specific legal and moral obligations, are discussed. Strategies are explored and developed to identify the means by which employers can gain compliance with regulatory requirements. Prerequisites: SAFE 301 and SAFE 311 or permission of the instructor.

### SAFE 581 Special Topics 3 cr.

A dual-level elective offering in which the specific topic may vary from one term to the next. Prerequisite: Permission of the instructor.

### SAFE 602 Research Methods in Safety Management 3 cr.

Prepares individuals for the conduct of research in safety and its numerous subspecialties. Research paradigms, experimental design, data sources and collection, and statistical methods are covered in detail. The emphasis throughout is on quantitative approaches likely to produce valid new knowledge in the discipline of safety management. Prerequisite: SAFE major or permission of instructor.

### SAFE 603 Human Relations in Safety Management 3 cr.

Integrates various behavioral science theories into the practice of safety management. Areas covered are motivation, communications, managerial interactions, and controlling worker behavior as it relates to accident causation. Prerequisite: SAFE major or permission of instructor.

### SAFE 604 Industrial Toxicology 3 cr.

Principles and techniques for evaluating toxicological properties of chemical substances are studied with particular emphasis on extrapolation of information to determine permissible exposure limits in the workplace. Acquaints students with requirements for operating an animal toxicology facility as well as means of obtaining relevant human experience data. Prerequisites: CHEM 101, CHEM 102, MATH 217, or permission of instructor.

### SAFE 605 Application of Safety Engineering Principles 3 cr.

Prepares the student with a fundamental understanding of those hazards which can contribute to accidental injury and damage. These hazards are studied in an engineering context; their physical and chemical characteristics are studied in depth in order to make the appropriate hazard control measures better understood. Prerequisite: SAFE major or permission of instructor.

### SAFE 606 Hazardous Materials Management 3 cr.

Examines the technical and management aspects of handling hazardous materials, including hazardous waste. Definitions and the procedures for determining hazard properties are reviewed. The student is introduced to the various regulations that pertain to hazardous materials. Responsibilities for creating/receiving, storing, handling/using, shipping, and ultimately disposing of hazardous materials are discussed in detail. Examination of current trends and future directions is included. Prerequisites: SAFE 311, CHEM 101, and CHEM 102 or permission of the instructor.

### SAFE 610 Safety, Health, and Environmental Administration 3 cr.

Examines administrative concepts and principles regarding organizing and managing the functional areas of safety, health, and the environment within an organization. Students are introduced to management practices

unique to SH&E programs as well as concepts related to organizational culture, labor relations, professional ethics, workers' compensation, and medical management.

### SAFE 620 Safety Data Management 3 cr.

Covered are design of loss incident source documents and code dictionaries; procedures to collect accident cost and cause data; accident cause analysis; and data for management accountability and decision making. Prerequisite: SAFE 412 or permission of instructor.

### SAFE 621 Programming Safe Behavior 3 cr.

Students learn to apply behavior principles to motivate safe behavior (SB) in the workplace. Included are Programming Safe Behavior, SB program funding proposals, employee performance analysis, safe behavior definitions, workplace motivations and incentives, and SB program design, implementation, and evaluation. Prerequisite: Permission of the instructor.

### SAFE 623 Advanced Safety Administration 3 cr.

Analyzes the management structure for its procedures, organizations, policies, and departmental competencies as they relate to safety. Ways to audit and improve management's safety effectiveness are covered. Prerequisite: SAFE major or permission of instructor.

### SAFE 624 Solving Safety Problems 3 cr.

Students are presented with common scenarios that safety professionals face while trying to advise management on ways to prevent accidents. Students use problem-solving skills and safety knowledge to deal effectively with and resolve safety management problems such as being assigned a safety responsibility that is clearly another manager's responsibility and having objections raised about one's proposed project plans. Prerequisite: SAFE 603 or permission of the instructor.

### SAFE 625 Risk Strategies for the SH&E Professional 3 cr.

Provides the student with a thorough understanding of the fundamentals of risk management, including leading-edge risk identification, control, finance, and transfer recommendations. Addresses workers' compensation, product risk management, construction risk management and wrap-up programs, catastrophic risk management, quantitative methods, risk finance, and risk management technology.

### SAFE 630 Pollution Control 3 cr.

Introduces students to both management and engineering strategies in the prevention and control of pollution to the environment from industrial activities. Includes a brief history of pollution, legal aspects of prevention and control, the management of major types of industrial wastes, and the control of releases into both water and air.

### SAFE 644 Preventing Unsafe Acts 3 cr.

Accident cause analysis narrowed to behavior analysis to determine motivation problems and behavior skill deficiencies with appropriate intervention techniques are covered. Cost/benefit analysis of accident costs versus training program benefits and OSHA training requirements are presented. Proposals for funding of training programs as well as writing behavioral objectives are covered. Course descriptions and course, unit, and lesson outlines as well as lesson plan development are presented. Lesson plan presentations and evaluation techniques are included.

### SAFE 645 Principles of Occupational Safety 3 cr.

Provides the student with fundamental knowledge of the technical and managerial aspects of the safety and health function within an organization. The effects of loss incidents, accident causation, safety and health legislation, and safety program development are among the managerial aspects covered. The technical aspects of the course focus on the recognition, evaluation, and control of common safety, fire, and repetitive motion hazards in the workplace. Does not count toward degree requirements for the M.S. Degree in Safety Sciences.

### SAFE 647 Applied Ergonomics 3 cr.

Ergonomic principles used in the identification, analysis, and implementation of intervention strategies to address hazards in the workplace are presented. Focus is on the application of strategies to identify and correct ergonomic problems in the workplace using evaluation equipment and video case studies of actual workplace situations. Prerequisite: SAFE major or permission of the instructor.

### SAFE 660 Applied Industrial Hygiene 3 cr.

Examines the current expectations and responsibilities of professionals engaged in the practice of industrial hygiene. Students become familiar with 1) the current approaches to anticipating and identifying potential health hazards in the workplace and/or environment; 2) methods and techniques for determining quantitatively the amount of environmental stresses present; and 3) proper strategies and methods for implementing effective controls. Prerequisite: SAFE major or permission of the instructor.

### SAFE 663 Industrial Hygiene Laboratory Methods 3 cr.

Laboratory methods germane to industrial hygiene sampling and analytical methods are studied in depth. Introduces a variety of laboratory procedures as well as biological monitoring. Sampling and analytical statistics are also emphasized. Prerequisites: SAFE 302 and SAFE 303 or permission of instructor.

### SAFE 664 Industrial Noise Control 3 cr.

Provides an understanding of the physics of sound, functioning of the human hearing mechanism, instrumentation for measuring sound levels, and application of control strategies. Emphasis is placed on engineering controls, although administrative controls and use of personal protective equipment are discussed as well. Components of an overall continuing, effective hearing conservation program are reviewed in detail.

### SAFE 667 Principles of Occupational Health 3 cr.

Provides comprehensive coverage of the industrial hygienist's responsibility for recognition, evaluation, and control of environmental stressors arising in or from the workplace. Students learn how to recognize and evaluate exposures to chemical, physical, and biological hazards. Emphasis is also placed on the identification of appropriate control strategies, including program development and evaluation. This course will not count toward meeting the degree requirements for the M.S. Degree in Safety Sciences.

### SAFE 672 Process Safety in the Chemical Industries 3 cr.

Designed to cover all important aspects of loss prevention as it is practiced in the chemical process industries. Seeks to prepare the safety professional so that he/she may be able to work more effectively with chemists and chemical engineers in joint hazard identification, evaluation, and control projects. Prerequisite: SAFE 311 or equivalent or permission of instructor.

### SAFE 681 Special Topics 3 cr.

A graduate-student-only elective offering in which the specific topics may vary from one term to the next. Prerequisite: Permission of instructor.

### SAFE 699 Independent Study 3 cr.

Study in depth of a topic not available through other course work. Student works with supervising faculty member on carefully planned, student-initiated project. Prior approval is necessary. Prerequisite: Permission of instructor.

### SAFE 773/873 Disaster Preparedness 3 cr.

Principles and techniques for preparing for various types of disasters. Students are acquainted with requirements necessary to develop workable plans for natural and industrial types of disasters. Loss prevention measures are discussed, directed toward preservation of organization resources.

### SAFE 774/874 Fire Safety in Building Design 3 cr.

Examines the fundamental principles for the safe design of buildings from a fire hazard standpoint. Emphasis is given to an understanding of the building codes, fire properties of building materials, building design criteria to limit the spread of fire and smoke, control of ignition sources, storage of combustibles and flammables, life safety, and active fire protection systems. Prerequisites: Must be enrolled as a Graduate Level Safety Sciences major.

### SAFE 795 Thesis 3 cr.

The thesis will require a committee review with one faculty member serving as the student's advisor. The committee will also include two additional faculty members and a representative of the dean of the College of Health and Human Services. Prerequisite: Permission of instructor.

### SAFE 800: Pedagogical Practices in Safety Education 3cr.

Application of educational theories to the safety educator role in higher education will be explored. The course will review of the role of the teacher in both the classroom and internship settings, teaching strategies, and student centered learning outcomes as they pertain to safety sciences. Prerequisites: None

### SAFE 701/801 Environmental Impact Analysis and Documentation 3cr.

Using an environmental impact statement as a model, this course is designed to provide the student with various regulatory, scientific, mathematical, and risk-based approaches and tools to conduct environmental impact assessments for industrial technologies by analyzing affected environments and by determining the significant environmental consequences of industrial technologies on various resources (e.g., air, water, land, human health, etc.). The student is also provided with information on how to generate reports/forms base on implementing regulatory and other requirements to document information from environmental/risk assessments and analyses. Prerequisites: None

### SAFE 802 Safety Management Systems 3cr.

This seminar examines administrative concepts and principles regarding organizing and managing safety performance within an organization. The course is designed to explore the current research topics in managing safety including: dimensions of safety performance, management systems, culture & climate, decision-making & risk, leader-member relations, attitudes and values, & international and cultural issues. The course focuses on identifying underlying theoretical and conceptual frameworks characterizing organizational safety research and helping students develop a sense of the issues and questions that the field addresses. Prerequisites: None

### SAFE 803 Epidemiological Analysis in Safety Sciences 3cr.

Course will focus on epidemiological based test procedures commonly used in published safety research. Students will be required to formulate research hypotheses, test them using the appropriate quantitative research methodologies, and interpret results. Prerequisites: None

### SAFE 804 Legal Aspects of Safety Sciences 3cr.

This course examines the legal framework within which the safety, health and environmental professional must perform. Consideration is given to the historical development of legal aspects of the profession, including current guidelines that impact on regulatory compliance and professional practice. Personal liabilities associated with professional practice, including the possibility of criminal sanctions for workplace injuries, are presented. Prerequisites: None

### SAFE 805 Strategies in Risk Control 3cr.

Tools and strategies for the qualitative and quantitative assessment and management of environmental and occupational risks will be presented. Prerequisites: None

### [SAFE 806 Advanced Topics in Environmental Health and Safety 3cr.](#)

This course will present progressive topics in the environmental, health, and safety field. Leading edge applications in the areas of industrial hygiene, ergonomics, environmental safety, fire protection and safety management will be covered. Prerequisites: None

### [SAFE 807 Applied Research III: Doctoral Colloquium in Safety Sciences 3cr.](#)

This graduate colloquium is designed to have the students work closely with their classmates and the instructor to explore and present various components of safety research. Colloquium students will explore and present details of various research methods in order to gain valuable practice with research and technical presentations. Prerequisites: None

### [SAFE 808 Curriculum Evaluation in Safety Education 3cr.](#)

This course examines the various curriculum designs in safety at the undergraduate and graduate level. The student will analyze current accreditation standards in safety education with an emphasis on curriculum evaluation. The students will learn methods for conducting ongoing curriculum revision based on a quality outcomes assessment plan. Prerequisites: None

### [SAFE 810 Applied Research I: Experimental Design 3cr.](#)

This course will cover experimental and multivariate statistical procedures. Topics include advanced coverage of Analysis of Variance (ANOVA), multivariate analysis of variance (MANOVA), Analysis of Covariance (ANCOVA), post-hoc tests, planned comparisons, and randomized block designs. Prerequisites: SAFE 803

### [SAFE 811 Applied Research II: Multivariate Analysis 3cr.](#)

This course will explore multivariate analysis techniques commonly used in safety sciences research. Topics include multiple regression, exploratory and confirmatory factor analysis, and linear discriminate analysis. Prerequisites: None

### [SAFE 813 Practicum in Safety Education 3cr.](#)

This course is designed to give students a context for applying the concepts of teaching and learning in safety education. Students are provided opportunities to participate in numerous phases of the teaching role and to experiment with different teaching methods. The focus of the practicum is in the areas of course development, delivery methods, the teaching process, and evaluation as they relate to safety sciences. Students will be required to deliver course modules in classroom settings. Prerequisites: SAFE 800, SAFE 808

### [SAFE 995 Dissertation 12 cr.](#)

\*Indicates dual-listed class

## **SAHE: Student Affairs in Higher Education**

Department of Student Affairs in Higher Education

College of Education and Educational Technology

### [SAHE 590 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

and

### [SAHE 591 Improving Professional Practice in Instructional Settings 1-3 cr.](#)

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### [SAHE 621 History of Higher Education in the United States 3 cr.](#)

Growth and trends in higher education with emphasis on the twentieth century. In addition to the traditional modes of postsecondary education, continuing education programs, community colleges, and adult education will also be examined. A secondary focus will be the evolving role of student affairs.

### [SAHE 624 Student Affairs Functions in Higher Education 3 cr.](#)

Overview of student affairs work in higher education, highlighting functional areas of student affairs, organization, philosophy, and the role of the services applied to the institution and the profession.

### [SAHE 625 Theories of Personality and Human Development 3 cr.](#)

Designed to expose students to a variety of theoretical models underlying human behavior and development. Through presentations, demonstrations, small group discussions, experiential activities, readings, and position papers, students evaluate the practical applications of contemporary personality and human development theories.

### [SAHE 631 Student Development in Higher Education 3 cr.](#)

Provides an overview of student development theories and the student development model. Includes the application of assessment, goal setting, intervention strategies, environmental management, and evaluation in higher education settings. Explores issues such as changing sex roles, sexual identity, life planning, and needs of special student groups.



### SAHE 634 Assessment and Evaluation in Student Affairs 3 cr.

An overview of the fundamental principles of tests, assessment, and evaluation as they pertain to student affairs. Statistical measurement concepts, methodological principles in survey research, instrumentation for developmental and environmental assessment in student affairs, outcomes assessment, and program evaluation issues will be explored. Prerequisites: SAHE 621, SAHE 624, and SAHE 625.

### SAHE 638 Topical Areas in Student Affairs 3 cr.

Provides the graduate student an opportunity to examine areas of content related to the study of student affairs (technology, academic governance, small colleges, and the community college) in higher education that have an impact on the student affairs profession and the work of practitioners.

### SAHE 640 Cultural Pluralism in Higher Education 3 cr.

An overview of the issue of cultural pluralism in higher education. Encourages the development of culturally effective student affairs practitioners who will promote cross-cultural understanding among college students. Examines the projected demographic realities for the groups traditionally termed “minority” and explores notions of culture, oppression, marginalization, racial identity, and multicultural organizations. Exposure to these issues will occur in both the theoretical and personal realms with student introspection and participation intended as key features of the course.

### SAHE 646 Interpersonal Sensitivity 3 cr.

Participants explore their interpersonal interaction style in groups and individually. Human potential of the students is developed as they enter into authentic, honest, and trusting relationships within the context of a small-group experience, encouraging an examination and understanding of oneself and one’s impact on others.

### SAHE 681/781 Special Topics 3 cr.

### SAHE 698 Internship 3 cr.

A supervised study and/or work experience of at least 150 hours with an institution of higher education or an appropriate professional association determined individually between the student and the supervising faculty member. Sites must be approved by the department. Prerequisite: Permission only.

### SAHE 713 Legal Issues in Student Affairs 3 cr.

Emphasizes the legal environments of postsecondary institutions, legal processes and analyses, and problems incurred in the administration of colleges and universities. Addresses legal issues confronted by student affairs practitioners, how to recognize these issues, and how to act within the parameters of the law.

Prerequisite: None

### SAHE 727 Spirituality in Higher Education 3 cr.

Explores the intersection of spirituality with the learning, growth, and development that takes place as a function of participating in higher education. Addresses questions about the historical and current role of faith and spiritual development in higher education, various dimensions of religious and spiritual expressions and traditions in higher education, and how colleges and universities incorporate spirituality as a function of higher education.

Prerequisites: Admission to the SAHE program or permission of instructor.

### SAHE 731 Practicum in Student Affairs 3 cr.

Affords the student an opportunity to gain practical experience in dealing with theories of his/her specialties. Includes one or two semesters in one of the student affairs offices at IUP or another institution under the leadership of a departmental director or coordinator.

### SAHE 733 Management of Organizational Behavior in Higher Education 3 cr.

Teaches managerial concepts and skills for managing student personnel programs or services. Concepts covered include the Process School of Management, Situational Leadership, Ethics, and Management Theory models.

### SAHE 735 Individual and Group Interventions 3 cr.

Practical experience in skilled helping techniques, including practice in one-on-one interaction, skill in designing and implementing developmental group intervention (workshops), and skill in developing mentoring relationships. Students apply theoretical learning into practical application. Prerequisites: SAHE 621, SAHE 624, SAHE 625, and SAHE 631.

### SAHE 737 The American College Student 3 cr.

Examines the culture of undergraduate students in American higher education to prepare professionals for the clients they will serve. Focuses on the changing student clientele and its subgroups and cultures. Undergraduate characteristics, attitudes and values, and broad issues regarding their participation in the educational experience are explored.

### SAHE 740 Contemporary Issues in Higher Education 3 cr.

Introduces students to a variety of current issues in higher education that have a dramatic impact for students, the student affairs profession, and the work of student affairs administrators. Strategies to address major issues are discussed.

### SAHE 795 Thesis 3 or 6 cr.

## SDR: Interdisciplinary Program

## College of Natural Sciences and Mathematics

### SDR 586 Selected Topics in SDR 1-6 cr.

Lecture-laboratory course designed for first responders in the Weapons of Mass Destruction community and related emergency planners. Topics will be related to the most recent advances in chemical, biological, radiological, and nuclear (CBRN) detection, identification, analysis, and mitigation. Topics and instructors may be the same or may vary. Prerequisites: Permission of instructor and local, state, or federal agency/organization authorization.

### SDR 600 Effects of Biological Materials Use 5 cr.

This is the biology course associated with Level 4: Advanced Characterization of Unknown Substances, a module of chemistry, biology, and radiology/nuclear physics courses developed for first responders in the Weapons of Mass Destruction community. Investigation and analysis of current status of bioterrorism as it relates to different microbes and potential bioterrorism agents. Integrates advanced safety techniques in handling microbes with basic principles and facts of microbiology, microscopy, and microbe identification using molecular, biological, and immunological techniques. Features in-depth discussion of principles and applications of polymerase chain reactions. Hands-on training is complemented by formal lectures. Prerequisites: BIOL 111, 112 and 250, CHEM 232, and BIOC 301/311 (biochemistry lecture and lab) or equivalent or instructor permission and local, state, or federal agency/organization authorization.

### SDR 601 Advanced Characterization Theory and Practical Applications Using GC/MS, FT-IR, and Organic Chemistry 5 cr.

This is the chemistry course associated with Level 4: Advanced Characterization of Unknown Substances, a module of chemistry, biology, and radiology/nuclear physics courses developed for first responders in the Weapons of Mass Destruction community. Designed for experienced members of the first responder community, this intensive, advanced-level chemistry course focuses on the hazards, reactions, detection, and identification of Chemical Warfare Agents, selected Toxic Industrial Chemicals, selected Toxic Industrial Materials, and important precursors. The principles and applications of Infrared Spectroscopy and Gas Chromatography/Mass Spectrometry are emphasized. Additionally, the course focuses on actions required in the event of an attack, accident, or incident involving chemical WMD. Prerequisite: CHEM 111, 112, 231, 232, or equivalent or permission of instructor and local, state, or federal agency/organization authorization.

### SDR 602 Short- and Long-Term Effects of Radiological Materials Use 2 cr.

This is the radiology/nuclear physics course associated with Level 4: Advanced Characterization of Unknown Substances, a module of chemistry, biology, and radiology/nuclear physics courses developed for first responders in the Weapons of Mass Destruction community. Designed for experienced first responders with significant prior knowledge in general physics concepts, this is an advanced-level course in radiation detection and radiology. It provides effective training on radioactive materials, radiation detection, identification of isotopes, quantifying materials (activities of the sources) dispersed in an area, and radiation dosimetry to estimate exposure and radiological consequences. This advanced-level course requires the understanding and application of the theoretical concepts using the scientific methods, analysis, synthesis, and complex problem-

solving skills in radiation and radiological physics. Prerequisites: PHYS 111, 112, 121, and 122 or equivalent or permission of instructor and local, state, or federal agency/organization authorization.

### [SDR 603 Advanced Field Experience in Disaster Response 6 cr.](#)

Designed to provide students with an opportunity to apply classroom learning to response to real and mock incidents that involve chemical, biological, radiological, and nuclear (CBRN) weapons. The students are required to analyze, interpret, and draw conclusions based on the data collected and to make the appropriate response call. Prerequisites: SDR 600, 601, and 602 and local, state, or federal agency/organization authorization.

### [SDR 610 Advanced Techniques in Biotechnology for Disaster Response 5 cr.](#)

Introduction to advanced techniques and procedures used in biological research as they relate to assessing detrimental bioagents and infectious diseases. Examines advances in existing sensing technologies while introducing the latest innovations in bio-detection technologies. Prerequisites: SDR 600, 601, and 602 and local, state, or federal agency/organization authorization.

## **SOC: Sociology**

Department of Sociology

College of Humanities and Social Sciences

### [SOC 517/\\* Global Service Learning 3 cr.](#)

Provides a forum for critical reflection on community-driven service, cross-cultural experiences, and global citizenship. Progresses through a framework, which explicitly links personal experience and readings with regular writing assignments in a journal and class discussion. Reflects on both the purposes of their service work as well as on its limits as a response to specific needs within the community, and more general problems of social justice. Through the experience of interaction and reflection, students learn to apply knowledge and skills in the real world, exercise critical thinking, develop self-learning and helping skills, develop societal knowledge and sensitivity, and enhance personal development. Explores issues of social responsibility and citizenship in relation to the social problems with which they become acquainted through their community work. Prerequisite: Permission of the instructor

### [SOC 527/\\* Social Perspectives on Intimate Partner Violence 3 cr.](#)

Considers the range of theoretical explanations for the pervasive violence between intimate partners. Particularly examines the research on intimate partner violence and the implications of this research for programs and policies assisting both the victim and the abuser. Prerequisite: None

### SOC 528/\* Child Abuse 3 cr.

Examines the prevalence, causes, and social implications of physical, sexual, emotional, and neglect forms of child abuse in society. Child abuse is studied from the individual, family, and societal level perspectives. Potential intervention strategies will also be considered. Prerequisite: None

### SOC 542/\* Medical Sociology 3 cr.

A review of medical sociology. Focuses upon the sociological examination of health, illness, and healing, health inequalities, medicalization, medicine as a profession, healing occupations, interactions within medical settings, the social organization of health services, and bioethics. Current, major issues in public policy and healing.

### SOC 552/\* Disability and Society 3 cr.

Analyzes disability from a sociological perspective. Includes a consideration of historical and current views of disability and a review of related concepts from the fields of medical sociology and the sociology of deviance. Also includes an analysis of the effects of disabilities on individuals and families through the life course and a consideration of related ethical, economic, political, and social policy issues. The emphasis is on disability as a social construction.

### SOC 581/681/781/881 Special Topics in Sociology 3-6 cr.

Seminar focuses on specialized areas in the discipline not covered by regular courses. Students will do extensive reading in the area. Courses may be repeated under different subtitles.

### SOC 698/798 Internship 3-6 cr.

Supervised experience in public or private organizations that extends and complements classroom instruction. Students gain practical experience and apply their skills to human service agencies, policy organizations, or research settings. Prerequisite: Permission.

### SOC 699/799/899 Independent Study in Sociology 1-3 cr.

Students wishing to specialize beyond course work are encouraged to work on a one-to-one basis with faculty members in independent study. Students may elect up to a total of six semester hours of independent study.

### SOC 700 Proseminar 1 cr.

Proseminar (professional seminar) helps students to develop master's-level academic skills in Sociology. It introduces students to the skills needed to become a professional sociologist with attention focused on first-year initiation, preparation, and socialization into the discipline and local departmental culture. Prerequisites: Graduate standing in the Sociology Master's Program

### SOC 704/804 Social Policy 3 cr.

Focuses on the development of social policy, first and foremost; on the history and development of the social welfare system in the United States with particular attention to the concepts used to discuss and explain social welfare institutions' policies and programs; on the mechanisms and structures to deliver services; and on the factors that have tended to constrain or facilitate the attainment of social justice. Development of social welfare policy is traced within the context of the social and political economy of the period to gain an understanding of how political, economic, and social ideologies have shaped attitudes about social policy.

### SOC 705 Research Seminar in Sociology 3 cr.

Examination of diverse research designs in the social sciences. Focuses on understanding and critique of designs in the social sciences and on integration of theory and research. Special attention given to development of thesis proposal. Required for M.A. in Sociology.

### SOC 707/807 Scholarly Writing in the Social Sciences 3 cr.

This seminar focuses on scholarly writing and communication for sociologists. Students will review the mechanics of writing social scientific papers, reports and presentations and will learn how to synthesize research literature, develop conceptual frameworks, and persuasively argue based on evidence. Students will learn and practice skills for writing, editing and revision. Coverage includes writing for thesis/dissertation, applied research projects, and practical applications within the discipline. Prerequisites: Graduate standing

### SOC 709 Contemporary Sociological Theory 3 cr.

Examination of major systems of sociological theory and major theoretical controversies vying for attention in contemporary sociology. Emphasis given to theories in macrosociology, especially functionalism, neo-Marxian conflict theory, and societal evolutionism. Required for M.A. in Sociology.

### SOC 710/810 Sociology of Human Services 3 cr.

Introduction to the theoretical and applied roles of human services in our society. Organizational theories, delivery systems models, and implementation issues are discussed.

### SOC 711 Human Services Administration 3 cr.

Examines the management of human service agencies, including personnel supervision, financial planning, public relations, and social policy issues. Evaluation design, program monitoring, and social impact measurement are also discussed.

### SOC 721/821 Sociology of Health Care 3 cr.

Examines the contrasting perspectives in the field of medical sociology, the structure of health care institutions, and the operation of health care providers. The social, environmental, and occupational factors in health and disease are considered as well.

### SOC 730/830 Seminar in Alcohol and Drug Abuse 3 cr.

The social and personal problems associated with alcohol and drug abuse are considered. Attention is given to the etiology, social factors, and economics of abuse, as well as to prevention and intervention issues.

### SOC 732/832 Addiction and the Family 3 cr.

Assesses the impact of alcohol or drug addiction on individuals and their families. Research on addiction patterns, codependency, and family treatment is discussed. Special attention is given to gender and racial differences in addiction and their impact on the family.

### SOC 736/836 Sociology of the Family 3 cr.

Involves the sociological analysis of the family from a variety of theoretical viewpoints such as functionalism, conflict theory, exchange theory, symbolic interactionism, systems theory, and developmental theory. Special emphasis is placed on the contemporary American family. However, cross-cultural and historical comparisons are made, with the focal theme being the “decline of the family.” Specific topics covered include gender, the family in historical context, power relationships and family roles, parent-child interaction, marital satisfaction, marital disruption, and the interrelationships between race/ethnicity, social class, work roles, the family, and family policy. Prerequisite: Graduate only.

### SOC 744/844 The Sociology of Deviance 3 cr.

Relationship between individual deviance and social and cultural factors is examined. How different groups set limits for acceptable behavior is analyzed in comparative and historical context.

### SOC 746/846 Theories of Sociological Social Psychology 3 cr.

Surveys a broad range of theories and substantive topics within field of sociological social psychology. Includes examination of influential theoretical and empirical work, both classic and contemporary that comprise the field’s various perspectives. Emphasis on themes, perspectives, methods, and substantive topics specific to the sociological perspective on social psychology. Prerequisite: Graduate standing

### SOC 748/848 Gender and Society 3 cr.

Considers the position of women and men in society. Examines current perspectives and research on the nature of gender differences and causes of gender inequality. Explores how gender is structured and maintained in both public and personal lives, in such arenas as family, education, and work, and in gendered interactions of friendship and love, sexuality, and violence.

### SOC 754/854 Social Inequality 3 cr.

Examines central theoretical perspectives on social inequality. Considers such topics as the nature of social classes and inequality; characteristics of working class, poor, and super-rich; gender and racial inequality; and how social policies affect inequality in the United States.

### SOC 756/856 Social Change 3 cr.

Explores nature and consequences of social change, alternative theoretical perspectives on social change, and how social change might be implemented. Also discusses lessons to be learned from various planned change efforts.

### SOC 757/857 Aging and Society 3 cr.

Focuses on the social problems encountered by aging individuals in various societies. The impact of sociological factors, such as social class, ethnicity, and technological change, on the lives of the elderly is studied. The institutional structures and services designed to cope with changing demographics are also discussed.

### SOC 762/862 Analysis of Social Data 3 cr.

Introduces students to statistics and their use in analyzing and understanding social phenomena and social data. In particular, helps students develop the skills and knowledge needed to conduct their own quantitative research, both as graduate students and as professionals, and to better understand and critique research which students come across in their work. By the end of the course, students will have an understanding of the concepts underlying the use of statistics, the ability to critique and question statistics they encounter in daily life, the ability to use professional statistical software (such as SPSS) comfortably, and the ability to use many different statistical techniques in their own research. Course will also provide a foundation for learning more advanced statistics.

### SOC 763/863 Quantitative Research Methods I 3 cr.

Examination of diverse research designs in the social sciences, with a particular emphasis on quantitative research designs. The course will focus on understanding and critiquing quantitative research designs. Special attention will be given to the integration of theory and research. Specific content includes concepts such as causality, internal validity, external validity, reliability of measurement, operational validity, sampling, and specific research designs.

### SOC 764/864 Quantitative Research Methods II 3 cr.

Emphasis on advanced social science quantitative methods relevant to students in sociology, human services, and administration and leadership studies. Specific topics include multiple regression, reliability analysis, factor analysis, and logistic regression.

### SOC 765/865 Qualitative Research Methods 3 cr.

Qualitative research represents one main branch of social inquiry into the human experience. This course will provide students with a solid understanding of the key principles associated with qualitative research, as well as a framework for understanding how this approach compares with quantitative research. Particular emphasis will be placed on the philosophical, social, and ethical dimensions of assuring quality and credibility in social inquiry and the resulting methodological implications. The course also offers an overview of the various types of qualitative research, such as case study, ethnography, phenomenological study, and grounded



theory. Against this background, students will develop skills in the specific methods associated with qualitative research design, including sampling, data-gathering, data analysis, representation, and assurance of quality. Students will experience the range of skills involved through actually designing, conducting, and reporting on a small qualitative study.

### SOC 777 Teaching Sociology 3 cr.

Examines various aspects of the teaching process: effectively developing course goals and objectives, lecturing and leading discussion, using alternative pedagogical approaches, designing instruments to evaluate student performance, developing course syllabi, addressing diversity issues in the classroom, etc. Students will develop skills and practice in these aspects of teaching sociology. Prerequisite: Graduate standing in Sociology or permission of the instructor.

### SOC 781/881 Special Topics 3 cr.

#### SOC 795 Thesis 3-6 cr.

For the student writing the master's thesis. A thesis proposal must be submitted to the department's graduate coordinator and approved by the Sociology Master's Committee prior to registering for thesis credits. A completed thesis involves a supervised research project approved by a committee composed of the student's thesis advisor and two additional faculty members.

### SOC 798 Internship 3-6 cr.

Supervised experience in public or private organizations that extends and complements classroom instruction. Students gain practical experience and apply their skills to human service agencies, policy organizations, or research settings. Prerequisite: Permission.

### SOC 802 Classical Social and Organizational Theories 3 cr.

Examines the use of classical social and organizational theories for understanding social relations and phenomena, the role of theory in the social sciences, and the historical roots and the development of both classical social theories and foundational applied organizational theories. The emphasis is on understanding the contributions and limitations of these theories, how they inform current understanding of societal relations, and critically analyzing these theoretical perspectives.

### SOC 803 Contemporary Social and Organization Theories 3 cr.

Examines the use of contemporary and developing social and organizational theories for understanding social phenomena, the role of contemporary theories in the social sciences, and their relationship with classical social and organizational theories. The emphasis is on understanding the contributions and limitations of these theories, how they inform current understanding of societal relationships, their use in research, and critically analyzing these theoretical perspectives. Prerequisite: SOC 802 Classical Social and Organizational Theories.

\*Indicates dual-listed class

**SPAN: Spanish**

Department of Spanish

College of Humanities and Social Sciences

**SPAN 510 Medieval Literature 3 cr.**

Reading and discussion of various medieval genres: brief prose narrative, epic, lyric, and didactic poetry, prose, and medieval drama. Taught in Spanish. Prerequisite for SPAN 410: SPAN 260 or permission. Prerequisite for SPAN 510: Acceptance to Spanish graduate program or permission.

**SPAN 511 Golden Age Spanish 3 cr.**

An analysis of themes, motifs, and stylistic devices of Spanish poetry, novel, and theater of the Renaissance and Baroque. Taught in Spanish. Prerequisite for SPAN 411: SPAN 260 or permission. Prerequisite for SPAN 511: Acceptance to Spanish graduate program or permission.

**SPAN 512: Spanish Novel of the 19th and 20th Centuries 3 cr.**

An analysis of selected novels from three major periods: the nineteenth century, the Generation of 1898, and the post Civil War. Taught in Spanish. Prerequisite for SPAN 412: SPAN 260 or permission. Prerequisite for SPAN 512: Acceptance to Spanish graduate program or permission.

**SPAN 513: Spanish Poetry, 19th Century to the Present 3 cr.**

The study and analysis of lyric poetry in Spain from nineteenth century poetry through modernism and its evolution to the present. Prerequisite for SPAN 413: SPAN 260 or permission. Prerequisite for SPAN 513: Acceptance to Spanish graduate program or permission.

**SPAN 520 Modern Hispanic Theater 3 cr.**

The study and analysis of modern dramatic works from Spain and Spanish America. Particular emphasis is given to the representational aspect of the works. Taught in Spanish. Prerequisite for SPAN 420: SPAN 260 or permission. Prerequisite for SPAN 520: Acceptance to Spanish graduate program or permission.

**SPAN 531 Spanish-American Poetry 3 cr.**

A study of Spanish American poetry from its early manifestations through modernism, post-modernism, and avant-garde. Taught in Spanish. Prerequisite for SPAN 431: SPAN 260 or permission. Prerequisite for SPAN 531: Acceptance to Spanish graduate program or permission.

### SPAN 553 Spanish Phonetics and Phonemics 3 cr.

An introduction to the study of the phonological system of Spanish and emphasis on improving pronunciation. Includes a theoretical basis for understanding the Spanish sound system, pronunciation practice and recordings, study of Spanish dialects, and linguistic analyses. Taught in Spanish. Required for Spanish Education majors; highly suggested for Spanish majors. Prerequisite for SPAN 453: SPAN 230; Prerequisite for SPAN 553: SPAN 603. Prerequisite for SPAN 553: Acceptance to Spanish graduate program or permission.

### SPAN 611 Teaching Spanish: Theories, Approaches, and Issues 3 cr.

An analysis of current theory in second-language acquisition and foreign language standards and use of this evolving research base to develop approaches to teaching Spanish. Theoretical framework taught in English, application to teaching Spanish taught in Spanish.

### SPAN 612 Introduction to Scholarship in Spanish Applied Linguistics and Hispanic Literatures 3 cr.

An introduction to scholarship in 1) Spanish applied linguistics, 2) close reading and textual analysis, and 3) critical and theoretical approaches to Hispanic literatures. Additional treatment of current issues in these fields, including those that particularly relate to the study and instruction of the Spanish language and Hispanic literatures at the secondary and postsecondary levels. Primary language of instruction is Spanish.

### SPAN 613: Introduction to Spanish Linguistics 3 cr.

Introduction to fundamental terminology and concepts in the study of the linguistics of Spanish. Overview of the Spanish sound system (phonetics, phonology), principles of word formation such as derivation and inflection (morphology), structure and grammatical relations of phrases and sentences (syntax), as well as the relationship between linguistic areas, to include semantics, language variation, sociolinguistics, and Spanish in the United States. Offered in both Spanish and English, as warranted.

### SPAN 614: History of the Spanish Language 3 cr.

Reading and discussion of the development of the Spanish language, including dialectology, paleography, and language change. Taught in Spanish.

### SPAN 615 The Study of Hispanic Culture 3 cr.

An analysis of the cultures of the Spanish-speaking world, presented within the framework of a variety of theories of culture, including those that particularly relate to the study and instruction of foreign languages. Primary language of instruction is Spanish.

### SPAN 625 Integrating Instruction and Assessment in the Spanish Curriculum 3 cr.

Exploration of strategies for integrating assessment into instruction in the Spanish classroom and curriculum. Discussion of cutting-edge assessment models such as Integrated Performance Assessment (IPA), authentic assessment, and dynamic assessment. Design of Spanish assessments that integrate language and culture/content and serve to inform and improve student performance. Class discussions in Spanish.

### SPAN 630 The Discourses of the Spanish Classroom 3 cr.

An exploration and discussion of research specifically related to the different kinds of discourse that constitute the Spanish language classroom. The discursive nature of these classrooms develops over time and fundamentally shapes not only what learners understand but also how learners are able to use the language. Class discussions will be both in Spanish and English.

### SPAN 720 Seminar: Current Topics in the Teaching of Spanish 3 cr.

This capstone course features exploration and discussion of current issues and topics relevant to the teaching of Spanish. Specific topics chosen will reflect those being discussed currently in the field that have most applicability to the teaching of Spanish. Class discussions in Spanish.

### SPAN 725 Action Research in the Teaching of Spanish 3 cr.

An introduction to methods of systematic enquiry into the teaching and learning of Spanish at all levels, designed to yield practical results capable of improving a specific aspect of practice and to make them public to enable scrutiny, replication and testing.

### SPAN 750 Seminar: Current Topics in the Teaching of Hispanic Literatures and Cultures 3 cr.

This capstone course features exploration and discussion of current issues and topics relevant to the teaching of Hispanic literatures and cultures. Specific topics chosen will reflect those being discussed currently in the field that have most applicability to the teaching of Hispanic literatures and cultures. Class discussions in Spanish.

\*Indicates dual-listed class

### **SPLP: Speech-Language Pathology**

Department of Special Education and Clinical Services

College of Education and Educational Technology

### SPLP 590 Improving Professional Practice in Instructional Settings 1-3 cr.

and

### SPLP 591 Improving Professional Practice in Instructional Settings 1-3 cr.

Reviews current research in instructional practices, motivational techniques, and professional issues. May focus on any of these aspects of teaching, learning, or professional practice. May be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. Offered only

for continuous professional development and may not be applied toward a graduate degree. Prerequisite: Appropriate teaching certificate or other professional credential or preparation.

### SPLP 600 Neurolinguistics 3 cr.

An overview of basic anatomy of those portions of the central nervous system that control linguistic functions, hypotheses accounting for evolution of the linguistic system, and the neurological control of human communication. Prepares the student for advanced study of speech and language development and neurogenic communication disorders of children and adults. Prerequisite: Graduate status in Speech-Language Pathology or permission of the instructor.

### SPLP 604 Diagnostic Methods 3 cr.

Evaluation of tests and techniques of diagnosis of speech and language disorders; interpretation of results and planning appropriate, subsequent case management. Interviewing techniques appropriate to case history taking. Writing of diagnostic and case-history reports.

### SPLP 610 Articulation 3 cr.

Linguistic approach to articulatory process and analysis of misarticulation as symptoms of language dysfunction; variables related to articulatory mastery; programmed, traditional, and sensory-motor methods of modifying articulatory behavior.

### SPLP 616 Stuttering 3 cr.

Nature and causes of stuttering. Emphasis on diagnosis and management. Counseling and learning theory application as two main approaches to treatment. Consideration of the person as a stutterer. Review of pertinent and recent research topics.

### SPLP 618 Voice 3 cr.

Scientific principles of voice production and modification with emphasis on physiology, pathologies, or malfunctioning which produce voice defects; relationship between disorders of voice and personality; diagnostic and therapeutic considerations for both organic and psychogenic disorders, including the laryngectomized.

### SPLP 630 Language Disorders of Children 3 cr.

Anatomical, physiological, psychological, neurological, and environmental factors related to language delay or disordered language acquisition. An inventory of language skills and means of fostering their development or compensating for inadequacies; a holistic versus specific approach to programs of remediation. Prerequisite: SPLP 600.

### SPLP 632 Neurological Communication Disorders 3 cr.

Consideration of language, speech, and related problems resulting from neurological insult. Neurological dysfunctioning will be highlighted. Diagnosis and management of persons with aphasia, agnosias, apraxias, and dysarthrias will be emphasized, as well as the role of the family in rehabilitation and family counseling.

### SPLP 635 Seminar in Communication 1-3 cr.

Intensive study of one or more areas of speech science, speech and language pathology, or audiology. Topics vary to meet the student's needs and interests. Course may be repeated for credit with a change in area considered. Prerequisites: Speech-Language Pathology major, admission to degree candidacy, and advisor approval.

### SPLP 640 Diagnostic Audiology 3 cr.

Identification and description of types of hearing impairment by standard audiometric procedures including pure tone, speech, and site of lesion batteries. Testing of special populations as well as evaluation for fitting of amplification.

### SPLP 661 Advanced Clinical Practicum I 2-6 cr.

Supervised practicum experience in the University Speech and Hearing Clinic with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and administration of programs of therapy plus interviewing, diagnosing, counseling, and report writing.

### SPLP 662 Diagnostic Clinic 1 cr.

Supervised practicum experience in performing in-depth diagnostic evaluations with individuals exhibiting any type of speech, hearing, or language dysfunction. Experience in taking case histories, conferring with patients, and report writing.

### SPLP 663 Hearing Testing Clinic 1 cr.

Supervised practicum experience in performing diagnostic audiological tests.

### SPLP 671 Advanced Clinical Practicum II 1-6 cr.

Similar to SPLP 661; students assume more responsibility, and experience may take place at approved off-campus sites. Prerequisite: SPLP 661.

### SPLP 681 Special Topics

SPLP 795 Thesis 3 cr.

SPLP 796 Internship in Hospitals 6 cr.

Supervised clinical experience in off-campus hospital settings with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and implementing programs of therapy plus interviewing, diagnosing, counseling, and report writing. Prerequisites: Methodology and on-campus practicum courses, permission of graduate coordinator.

SPLP 797 Internship in Community Agencies 6 cr.

Supervised clinical experience in off-campus community agency settings with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and implementing programs of therapy plus interviewing, diagnosing, counseling, and report writing. Prerequisites: Methodology and on-campus practicum courses, permission of graduate coordinator.

SPLP 798 Internship in Schools 6 cr.

Supervised clinical experience in school settings with individuals exhibiting speech, language, and/or hearing dysfunction. Planning and implementing programs of therapy plus interviewing, diagnosing, counseling, and report writing. Prerequisites: Graduate methodology, on-campus practicum courses, permission of graduate coordinator, and undergraduate Professional Education Sequence.

SPLP 799 Independent Study 3 cr.

## **SWMD: Strategic Studies in Weapons of Mass Destruction**

College of Health and Human Services

SWMD 600 Theoretical Perspectives and Threat Assessment in Strategic Studies in WMD 3 cr.

This course examines the nature, trends, context, causes, and responses to terrorism and other related threats to critical assets and infrastructures. This examination incorporates a variety of perspectives including criminological, political, psychological, and sociological. Theoretical causes of critical asset destruction are linked to proposed policy recommendations.

SWMD 605 Research Methodology in Strategic Studies in WMD 3cr.

This course examines the methods and techniques of research in Strategic Studies in WMD. The course will offer an in-depth examination of the role of research in the analysis, interpretation, and clarification of problems in Strategic Studies in WMD. The focus is on understanding and critiquing research methodologies and applying this knowledge to existing problems in security and Strategic Studies in WMD.

### SWMD 610 Legal Issues in Strategic Studies in WMD & Terrorism 3cr.

This course examines the legal basis for measures taken in the interest of national security and the protection of critical assets and infrastructures. A balanced approach will be taken to analyze legal and ethical issues associated with preventing, investigating, prosecuting, and otherwise responding to threats to our nation's critical assets. These issues are wide in breadth and depth and will focus on a number of specific topics. Contemporary statutes and cases will be included throughout the course.

### SWMD 612 Advanced Bioterrorism for Law Enforcement 3cr.

This course will address the microbial agents thought to comprise significant potential as weapons. Topics are organized according to biological classification (bacteria, viruses, biotoxins) as well as pathogens in special settings such as the food supply. Content will include biological properties, transmission and epidemiology, pathogenic mechanisms, diagnosis, control and management. Antimicrobial therapy and vaccines will also be covered.

### SWMD 614 Advanced Chemical Terrorism for Law Enforcement 3cr.

This course will address a variety of toxic syndromes likely to be encountered following exposures to Toxic Industrial Chemicals (TICs) and Toxic Industrial Material (TIMs) and other chemical agents of opportunity. In recent years, there has been growing concern that many of the most likely threats of chemical terrorism involve so-called "agents of opportunity." Both common and unusual industrial agents may pose a considerable threat as potential terrorist weapons. While an understanding of the traditional military chemical weapons (e.g. nerve agents) remains essential, an appreciation of the myriad of other potential toxic chemicals readily available in our society is crucial if we are to optimally prepare, identify and defend against chemical threats. This course will utilize a symptom-based clinical approach to describe the medical impact of various chemical poisons. The course will provide a framework to enhance recognition of the common health effects of apparently disparate chemical toxins, describe the risk, and introduce clinical and public health management strategies.

### SWMD 618 Design and Evaluation of Critical Asset Protection Systems 3cr.

This course provides an in-depth examination of Critical Asset Vulnerability and Risk Assessment – Performance-Based Evaluation Methodologies (CAVRA-PBEM) and how they are applied to protection systems. It is designed to educate students about the process of identifying potential vulnerabilities in protection systems, quantitatively assessing their risk of failure and then minimizing this risk, and quantitatively re-assessing the remaining risk. This process is widely applicable to any number of potential threats. The focus of this course is on the protection system itself, and the design of a number of different types of protection systems will be discussed (e.g., alarms, interior intrusion sensors, access control, etc.).

### SWMD 698 Directed Readings in Strategic Studies in WMD 3cr.

This is a seminar-based course conducted with faculty supervision and participation. Students will read at least six major works on the topic of the course and discuss them in class.



### SWMD 791 Synthesis Project in Strategic Studies in WMD 3cr.

This course will provide each student with an opportunity to write a substantial research paper that is a synthesis of theory, research, and policy in Strategic Studies in WMD. This course will be taken during the student's final semester in the program, unless exceptional circumstances exist. The development of a substantial paper and oral presentation will be the required end products of this course.

#### **THTR: Theater**

Department of Theater and Dance

College of Fine Arts

### THTR 586 Practicum in Production 1-6 cr.

An opportunity with academic credit for students to make significant contributions to campus productions augmenting theater course work in the areas of assistant directing or directing, stage management, technical direction, sound design, lighting, costuming, scene design, properties and set decoration, scene building, and painting and make-up design. May be repeated for a maximum of six credits. Prerequisite: Permission.

### THTR 693 Internship 1-12 cr.

Supervised working experience in the context of a professional theater environment in a company employing professional actors, directors, and/or designers. Prerequisite: Permission.

#### **VOED: Vocational Education**

Center for Career and Technical Personnel Preparation

College of Education and Educational Technology

### BTED/VOED 600 Curriculum Development in Career and Technical Education 3 cr.

Emphasis is on processes for making curriculum decisions and guiding others in developing and updating curriculum for career and technical education. Current occupational standards and societal needs, as well as state and federal regulations governing career and technical education, are used as a basis for curriculum decisions.

### BTED/VOED 601 Curriculum and Instructional Leadership in Career and Technical Education 3 cr.

Curriculum management skills are developed and utilized to plan and organize career and technical educational curriculum. Focus is on practical curriculum decisions when they involve guiding other staff in curriculum development for career and technical education.

### BTED/VOED 602 Conference Leadership and Communication Methods in Career and Technical Education 3 cr.

Basic concepts in supervision of career and technical education programs are reviewed. Human relations, communications, processes, decision making, helping conferences, and leadership strategies are emphasized. Students demonstrate ability to perform supervisory skills in an individualized manner in an actual career and technical school situation supplemented by seminars.

### BTED/VOED 603 Management of Instruction for Career and Technical Education 3 cr.

Classroom instructional tasks performed by the career and technical educator are studied, including procedures, materials, and learning and instructional styles. Emphasis is on leadership strategies and processes to guide and assist other career and technical instructors. Skills are developed in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

### BTED/VOED 604 Curriculum Supervision in Career and Technical Education 3 cr.

Emphasizes skills needed to provide leadership in supervision of faculty and staff. In consultation with his or her advisor, each student identifies areas that need enhancement in career and technical education settings. Skills are developed in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

### BTED/VOED 605 Policy Administration 3 cr.

Develops skills to communicate career and technical school policies and activities effectively with staff, students, and community. Includes study of student recruitment for career and technical programs and maintenance/expansion/utilization of school facilities. In consultation with his or her advisor, each student will identify those areas that need further refinement. The student will develop and perform each requisite skill in an individualized, self-paced manner in an actual career and technical school situation supplemented by seminars.

### BTED/VOED 606 Leadership for Career and Technical Educators 3 cr.

Provides a broad overview of educational leadership in secondary public school settings, including leadership styles; staff selection, evaluation, and supervision; and team building. Also includes principles of curriculum development, instructional scheduling, and instructional technology, teaching skills, and learning theories.

### BTED/VOED 607 Organizations and Structure for Career and Technical Education 3 cr.

Provides a broad overview of current issues faced by school and district leaders, including the need to effectively communicate with parents, staff, students, community leaders, and community members from diverse backgrounds. Also includes principles of schools as organizations, the nature of administrative work, leadership and the change process, and current issues facing schools.

## BTED/VOED 608 Legal and Legislative Issues in Career and Technical Education 3 cr.

Provides an understanding of the current legal and legislative issues that exist in the implementation of career and technical education.

## Satisfactory Academic Progress Policy: Graduate Student Standards

### Overview

“In order to receive Student Financial Aid under the programs authorized by Title IV of the Higher Education Act, as amended, a student must be maintaining satisfactory academic progress in the course of study that he/she is pursuing.” (Federal Register/Volume 48, No. 195/Thursday, October 6, 1983).

Indiana University of Pennsylvania (IUP) is required by Federal Law 668.34 (Federal Register/Vol. 75, No. 209, October 29, 2010) to define and enforce the standards of **Satisfactory Academic Progress** in measurable standards to determine a student’s eligibility to receive financial assistance. These standards ensure the proper distribution of financial assistance to eligible students. Students who demonstrate a financial need, who are enrolled, and who are making continuous progress in a program leading to a degree are eligible for Title IV, state, and institutional financial aid.

Title IV Financial Assistance Programs for graduate students include the following:

- Federal Direct Loans
- Federal Graduate PLUS Loan

Maintaining Satisfactory Academic Progress at IUP for Title IV assistance purposes is defined as being in compliance with both the University’s **Academic Standards Policy** and the **Financial Aid Sufficient Progress Policy**. Inability to meet the guidelines of these two policies will result in a loss of funding from all Title IV programs. IUP cannot waive the Satisfactory Academic Progress requirement for any student in order to allow them to receive federal financial assistance.

For graduate students, the minimum requirement for Cumulative Grade Point Average (CGPA) is **3.0**, and the minimum required completion rate for each semester is **67%**. For degree completion, students who exceed 150% of the normal period to complete their academic programs are not eligible for additional Title IV assistance for the period that is in excess of 150% of the academic

period normally required to complete the program of study. Both part-time and full-time students are treated equally for the purposes of monitoring and enforcing Satisfactory Academic Progress.

A student who meets the standard of academic good standing of the Academic Standards Policy but who does not meet the standard of pace toward degree completion of the Sufficient Progress Policy may continue at the university but will not be eligible for federal financial aid.

## I. ACADEMIC STANDARDS POLICY

### Policy Overview

The University establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation.

The Academic Standards Policy applies to all undergraduate and graduate degree candidates of the university. Academic standards for students enrolled in graduate courses and programs will be defined and administered through the Graduate School. For graduate students, authority to administer the Academic Standards Policy is vested in the Graduate School. This responsibility may be assigned to an appropriate designee.

### Graduate Academic Standards

#### A. Academic Good Standing

IUP master's students must maintain a minimum of a 3.0 ("B") Cumulative Grade Point Average (CGPA) to be considered in good academic standing.

1. Students must be in good academic standing to be admitted to degree candidacy and to graduate.
2. Students who fall below good standing are placed on probation for their next active semester or summer term, during which the cumulative average must be raised to 3.0.
  1. Students who fail to raise their cumulative averages to at least 3.0 during their probation period will be dropped from their degree program as well as from the School of Graduate Studies and Research and will not be permitted to register for further courses.
  3. This policy remains the same for students pursuing a graduate degree at the doctoral level, except that the required minimum grade point average varies between a 3.0 and 3.5, depending upon the program.

## II. FINANCIAL AID SUFFICIENT PROGRESS POLICY

### Policy Overview

The Financial Aid Sufficient Progress Policy applies to all undergraduate and graduate students enrolled in the University.

The Financial Aid Satisfactory Academic Progress Policy requires sufficient academic progress toward a degree in terms of both academic good standing (GPA) and sufficient progress (percent of progress) bases. The standard of academic good standing is defined within the university's Academic Standards Policy. The standard of sufficient progress for financial aid eligibility is the successful completion of sixty-seven percent (67%) of the cumulative number of registered credits at IUP and adherence to a standard timeframe for degree completion.

A student who meets the standard of academic good standing of the Academic Standards Policy but who does not meet the standard of sufficient quantitative progress may continue in university registration, but without financial aid eligibility for the Federal Title IV aid programs because the Financial Aid Sufficient Progress Policy is stricter than the University's Academic Standards Policy.

## A. Sufficient Progress

### 1. Credit Hour Programs:

1. To be in good standing on a sufficient progress basis, a student must have earned at least 67% of the cumulative number of registered credits at IUP.
  1. "Registered credits" are the number of credits for which a student is enrolled at the end of the Drop/Add period (for a student who was originally registered and charged at full-time status, and who reduces during Drop/Add to part-time status, the registered credits will be calculated as the original, full-time registration number).
  2. Each student will be measured for sufficient progress at the end of the spring semester each academic year, after grade processing has been completed.
    1. The percentage of progress will be measured and identified by an electronic report accessed by the Financial Aid Office. This measurement will determine if the student has a sufficient percentage of credits earned in order to be eligible for Title IV funding for the next semester.
    2. Students will be notified of their financial aid suspension status via email and via USPS direct mail when a completed Free Application for Federal Student Aid (FAFSA) for the upcoming academic year is on file in the Financial Aid Office.

## B. Time Frame for Degree Completion

A student must complete his/her degree requirements within an established time frame. Since enrollment status may vary from semester to semester, the maximum period for degree completion is measured in terms of credits attempted at IUP. Part time and full-time students are treated equally under this policy.

1. Under normal circumstances, an undergraduate student, for example, should complete the requirements for a Bachelor's Degree at the point of having 180 registered credits at IUP. Since 67% of the registered credits must be earned in order to be maintaining Satisfactory Academic Progress, 120 credits (the number generally required for graduation) would be earned at the point of having 180 registered credits.
2. For majors or degrees with graduation requirements above or below 120 credits, the maximum number of registered credits would change proportionally. For example, for degrees that require 130 credits, the maximum number of registered credits at IUP is 195 credits.
3. Students who exceed these credit guidelines due to loss of transfer credits, change of major, or double majors will be screened by the Financial Aid Appeals Committee for continuance.

## C. Appeal Process

Students who have experienced unusual circumstances causing a lack of sufficient progress, such as medical emergencies or death of a family member, may submit a written appeal to the Financial Aid Appeals Committee for consideration of reinstatement of Title IV aid eligibility.

1. The written appeal must specifically outline the reason(s) for the progress deficiency and identify what has changed to allow the student to make satisfactory academic progress by the next evaluation.
2. The appeal must contain sufficient documentation to substantiate the reason cited for lack of progress and may contain letters of support from relevant individuals.
  1. After reviewing the written appeal and documentation, the Financial Aid Appeals Committee may decide to reinstate Title IV financial aid eligibility for specific periods of time.
    1. After initial submission of a completed Financial Aid Suspension Appeal, several possible outcomes exist:
      1. The appeal is approved as-is.
      2. The appeal is approved as-is for a defined period of time. (i.e. one semester)
      3. The appeal is approved as-is with conditions. (i.e. student must pass 100% of credits during next semester of attendance.)
      4. The student is required to complete a Financial Aid Suspension Appeal Worksheet, obtaining the signature of his/her Assistant/Associate Dean, prior to an appeal decision being rendered.
        1. If a student is unable to achieve 67% progress in one semester of attendance, a Financial Aid Suspension Appeal Worksheet will be automatically required.
      5. The appeal is denied.

## 2. Appeal decision notification

1. Appeals approved will be noted in MyIUP.
  2. Appeals approved with conditions will be noted in MyIUP and students will be notified in writing of approval and conditions necessary for continued approval.
  3. Students with a denied appeal will be notified in writing and a note will appear in MyIUP.
  4. Students who are required to complete a Financial Aid Suspension Appeal Worksheet before a decision regarding their approval is rendered will be notified in writing and a note will appear in MyIUP.
3. Financial Aid Suspension Appeal Worksheet Submission: Students may be asked to complete a Financial Aid Suspension Appeal Worksheet before a decision regarding eligibility for Title IV financial aid is rendered. This worksheet outlines an academic plan for the student to achieve the necessary academic progress and requires the signatures of both the student and his/her Assistant/Associate Dean. With the assistance of the Assistant/Associate Dean, the student must calculate his/her current and future progress percentages and outline a semester-by-semester plan of academic recovery, specifically noting the number of credits to be taken and completed each semester.
1. An approved Financial Aid Suspension Appeal Worksheet is defined as one that:
    1. Has been signed by both the student and his/her Assistant or Associate Dean
    2. Contains accurate calculations related to current and future academic progress
    3. Sufficiently outlines the course of action to be taken during each semester of academic progress recovery.
  2. Financial Aid Suspension Appeal Worksheets will be evaluated for compliance at the end of every semester, after the submission of grades has been completed.
  3. Failure to adhere to the submitted and approved Financial Aid Suspension Appeal Worksheet will result in the denial of future Title IV financial aid, beginning with the semester immediately following the lack of compliance.
  4. In certain instances where extenuating circumstances caused a lack of adherence, a student may be permitted to re-appeal and re-submit an additional Financial Aid Suspension Appeal Worksheet for consideration of reinstatement of Title IV financial aid.

## D. Reinstatement of Title IV Aid Eligibility

In order for a student to reestablish eligibility to receive Title IV assistance, one of the following must occur:

1. Student must meet the minimum requirements for Satisfactory Academic Progress (at least 67% cumulative percent of progress),
- or
2. Student must be granted an appeal, based on unusual or mitigating circumstances, by the Financial Aid Appeals Committee.

## E. Transfer Credits

All transfer credits that a student transfers into IUP will be taken into consideration as part of the student's attempted and passed credits for purposes of measuring the satisfactory academic progress percent of progress as well as in the student's time frame for degree completion.

# III. TREATMENT OF AUDITS, INCOMPLETES, AND

## OTHER GRADES

The following information discusses how various grades and enrollments affect the calculation of Satisfactory Academic Progress:

1. Audits, "S", and "U" Grades
  1. Because course audits, "S", and "U" grades carry no credits, they are not reviewed or counted for sufficient progress purposes.
  2. Incompletes
    1. Grades of "I", "R", and "\*" are treated as credits attempted/zero credits earned, thus have no effect on QPA. However, these grades are treated as non-completed credits and have an impact in the calculation of the percent of progress measure. (Note: The "\*" is an administrative symbol indicating that a grade was not submitted at the time of grade processing.
  3. "F" Repeat with Replacement

1. An "F" repeat with replacement is treated as credits attempted/credits earned/with the quality points (QP) of the new grade replacing the 0.00 QP of the original "F" grade. An "F" repeat has a positive effect on the QPA and the percent of progress even though it represents an additional number of credits attempted in regard to the percent of progress measure.
4. "D" Repeat with Replacement
  1. Repeated classes that are "D" replacements to a student's record are treated as credits attempted/zero credits earned/with the quality points of the new grade replacing the 1.00 QP of the D grade. A "D" repeat with replacement may improve a student's QPA but represents an additional number of credits attempted in regard to the percent of progress measure.
5. Repeats with Averaging
  1. Courses that are repeated with averaging count as credits attempted/credits earned/with the quality points for the class averaged into the QPA. The maximum time frame for degree completion may be impacted by repeat with averaging classes.
6. Withdrawals
  1. Grades of "W", "Q", "WP", or "WF" are treated as credit units attempted/zero credits earned/no effect on QPA. Any type of "W" grade is treated as non-completed credits in the calculation of the student's percent of progress standing.
7. Pass/Fail Grades
  1. Pass grades are treated as registered credits/credits earned/no effect on QPA. Fail grades are treated as registered credits/zero credits earned/with zero QP averaged into the calculation of QPA.
8. Non-Credit Courses
  1. Non-credit classes, such as those with Continuing Education Units (CEU's), are not used in measuring sufficient progress since these classes cannot be applied towards degree requirements and no financial aid may be received for enrollment.
9. Institutional Credits
  1. Institutional credits are counted as registered credits/credits completed. The QP for the course is not averaged into the student's overall QPA.
10. Fresh Start Program/Cancelled Semester 1. In the case of students readmitted under the Fresh Start Program, past semesters will still be considered when progress is evaluated.

## **ADDITIONAL INFORMATION**

For more information about the Satisfactory Academic Progress Policy as it relates to Title IV Assistance Programs, contact:

**Indiana University of Pennsylvania**  
**Office of Financial Aid**  
**1090 South Drive, 200 Clark Hall**  
**Indiana, PA 15705**  
**Phone: 724-357-2218**  
[financial-aid@iup.edu](mailto:financial-aid@iup.edu)

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