

East Stroudsburg University of Pennsylvania

East Stroudsburg, Pennsylvania 18301-2999

2004-2006 Graduate Catalog



East Stroudsburg University of Pennsylvania
A Member of Pennsylvania's State System of Higher Education

Office of Graduate Studies
Toll-free
Graduate School (Fax)
ESU Main Number (Voice Mail)
E-mail

570-422-3536
866-837-6130
570-433-3711
570-422-3211
grad@po-box.esu.edu

Website: www.esu.edu

Table of Contents

Graduate School Calendar.....	4
Mission and Objectives.....	7
General Information.....	8
The University	8
History of the Graduate School	8
Academic Buildings	8
The Campus.....	9
Library	9
Location	9
Academic Facilities	10
Administration and Faculty	10
Graduate School Office	11
Continuing Education, Off-Campus Classes, Act 48 Credit.....	12
Accreditations	12
Approvals.....	13
Other Requirements	13
Admission.....	14
Application Procedures.....	14
Application Deadlines	15
Admission Categories and Their Requirements	16
International Students	19
Undergraduate Students Admitted to a Graduate Course	21
Fees and Deposits	22
Financial Obligations.....	22
Graduate Students Taking Undergraduate Classes	22
Summary of Fees Per Semester	23
Guidelines for Determining Resident Status	25
Detailed Information on Fees	25
Payment Information	26
Delinquent Accounts.....	26
Refund Policies.....	26
Financial Aid.....	28
Student Loans	28
Student Employment	30
Scholarships.....	30
Graduate Assistantships.....	31
Academic Policies.....	34
General Regulations	34
Graduate Records Policies.....	42
Policies Governing Graduate Courses	43
Research Requirement.....	45
Student Life and Student and Community Services.....	48

ATM Services	48
Alumni Association	48
Campus Card Center	48
Career Planning and Placement Services	49
Continuing Education	50
Counseling and Psychological Services	50
Disabilities Services	51
Health Services	51
Housing	48
Learning Center	51
Publications/Media	49
Religious Life	52
Rose Mekeel Child Care Center	52
Social and Cultural Activities	53
Speech and Hearing Center	53
Student Government	53
Student Organizations	53
Theatre Program	54
University Store	54
Veterans Affairs	54
Women's Center	54
Overview of Graduate Programs.....	55
Degree Programs.....	65
Biology	65
Computer Science	67
Early Childhood and Elementary Education	70
Exercise Science	77
General Science	79
Health and Physical Education	94
Health Education	79
History	83
Media Communication and Technology	88
Management and Leadership	85
Political Science	95
Professional and Secondary Education	98
Public Health	103
Reading	103
Special Education	105
Speech-Language Pathology	109
Sport Management	112
Course Descriptions	115
Personnel.....	186

Graduate School Calendar 2004 - 2005

*Subject to Change**

FALL SEMESTER 2004

Deadline for International Student Applications	Sunday	May 1
Classes Begin	Monday	Aug. 30
Last Day to Drop Class - No Grade	Friday	Sept. 3
Labor Day - No Classes	Monday	Sept. 6
Last Day to Add Class	Monday	Sept. 13
DEADLINE: Application for December Graduation	Friday	Oct. 01
Columbus Day - No Classes	Monday	Oct. 11
Switch Day - Monday Schedule	Tuesday	Oct. 12
Comprehensive Examinations	Saturday	Nov. 6
MSES Comprehensive Examinations	Saturday	Nov. 6
Last Day to Withdraw	Tuesday	Nov. 9
Last Day to Schedule Oral Examinations	Monday	Nov. 22
Thanksgiving Break - No Classes	Wednesday	Nov. 24
Classes Resume	Monday	Nov. 29
Last Day to Take Oral Examinations	Monday	Nov. 29
15th Week Begins *	Monday	Dec. 13
Last Day to Submit Completed Thesis	Wednesday	Dec. 15
Commencement (10 a.m.)	Saturday	Dec. 18

SPRING SEMESTER 2005

Deadline for International Student Applications	Monday	Nov. 1
Classes Begin	Monday	Jan. 10
Last Day to Drop Class - No Grade	Friday	Jan. 14
Martin Luther King Day - No Classes	Monday	Jan. 17
Last Day to Add Class	Monday	Jan. 24
DEADLINE: Speech Pathology Admission Application	Tuesday	Feb. 1
Presidents' Weekend - No Classes	Monday/Tuesday	Feb. 21 & 22
Switch Day - Monday Schedule	Wednesday	Feb. 23
DEADLINE: Application for May Graduation	Tuesday	Mar. 1
Comprehensive Examinations	Saturday	Mar. 5
MSES Comprehensive Examinations	Saturday	Mar. 5
Spring Break Begins	Monday	Mar. 7
Classes Resume	Monday	Mar. 14
DEADLINE: Exercise Science Admission Application	Tuesday	Mar. 15
DEADLINE: Clinical Exercise Physiology Application	Tuesday	Mar. 15
Last Day to Withdraw	Wednesday	Mar. 30

Spring Holiday - No classes 8	Thursday/Friday	Apr. 7 &
Last Day to Schedule Oral Examinations	Monday	Apr. 11
Last Day to Take Oral Examinations	Monday	Apr. 18
15th Week Begins *	Monday	May 2
Last Day to Submit Completed Thesis	Wednesday	May 4
Commencement (10 a.m.)	Saturday	May 7
DEADLINE: Application for August Graduation	Monday	May 9

SUMMER SESSIONS 2005

Pre-Session Begins	Monday	May 23
Memorial Day - No Classes	Monday	May 30
Last Day Pre - Session	Friday	June 10
Comprehensive Examinations	Saturday	June 11
Main Session Begins	Monday	June 13
Independence Day - No Classes	Monday	July 4
Main Session Ends	Friday	July 22
Post Session Begins	Monday	July 25
Post Session Ends	Friday	Aug. 12

FALL SEMESTER 2005

Deadline for International Student Applications	Sunday	May 1
Classes Begin	Monday	Aug. 29
Last Day to Drop Class - No Grade	Friday	Sept. 2
Labor Day - No Classes	Monday	Sept. 5
Last Day to Add Class	Monday	Sept. 12
DEADLINE: Application for December Graduation	Saturday	Oct. 1
Columbus Day - No Classes	Monday	Oct. 10
Switch Day - Monday Schedule	Tuesday	Oct. 11
Comprehensive Examinations	Saturday	Nov. 5
MSES Comprehensive Examinations	Saturday	Nov. 5
Last Day to Withdraw	Tuesday	Nov. 8
Last Day to Schedule Oral Examinations	Monday	Nov. 21
Thanksgiving Break - No Classes	Wednesday	Nov. 23
Classes Resume	Monday	Nov. 28
Last Day to Take Oral Examinations	Monday	Nov. 28
15th Week Begins *	Monday	Dec. 12
Last Day to Submit Completed Thesis	Wednesday	Dec. 14
Commencement (10 a.m.)	Saturday	Dec. 17

SPRING SEMESTER 2006

Deadline for International Student Applications	Tuesday	Nov. 1
Classes Begin	Tuesday	Jan. 17
Last Day to Drop Class - No Grade	Monday	Jan. 23
Martin Luther King Day - No Classes		TBA
Last Day to Add Class	Monday	Jan. 30
DEADLINE: Speech Pathology Admission Application	Wednesday	Feb. 1
Presidents' Weekend - No Classes	Monday/Tuesday	Feb. 20 &
21		
Switch Day - Monday Schedule	Wednesday	Feb. 22
DEADLINE: Application for May Graduation	Wednesday	Mar. 1
Comprehensive Examinations	Saturday	Mar. 4
MSES Comprehensive Examinations	Saturday	Mar. 4
Spring Break Begins	Monday	Mar. 13
DEADLINE: Exercise Science Admission Application	Wednesday	Mar. 15
DEADLINE: Clinical Exercise Physiology Application	Wednesday	Mar. 15
Classes Resume	Monday	Mar. 20
Last Day to Withdraw	Wednesday	Apr. 5
Last Day to Schedule Oral Examinations	Tuesday	Apr. 11
Spring Holiday - No classes	Thursday/Friday	Apr. 13 &
14		
Last Day to Take Oral Examinations	Monday	Apr. 24
15th Week Begins *	Monday	May 8
DEADLINE: Application for August Graduation	Tuesday	May 9
Last Day to Submit Completed Thesis	Wednesday	May 10
Commencement (10 a.m.)	Saturday	May 13

SUMMER SESSIONS 2006

Pre-Session Begins	Monday	May 22
Memorial Day - No Classes	Monday	May 29
Last Day Pre - Session	Friday	June 9
Comprehensive Examinations	Saturday	June 10
Main Session Begins	Monday	June 12
Independence Day - No Classes	Tuesday	July 4
Main Session Ends	Friday	July 21
Post Session Begins	Monday	July 24
Post Session Ends	Friday	Aug. 11

* Summer 2006 dates subject to change

Mission and Objectives

Vision Statement

East Stroudsburg University of Pennsylvania will be the first choice for students seeking a comprehensive university with a small college climate distinguished by innovation and tradition where they will learn to serve, lead and succeed in a global society.

Mission Statement

East Stroudsburg University of Pennsylvania will provide:

- Challenging and contemporary undergraduate and graduate curricula that engage and equip students to critically appraise and apply knowledge in their lives and chosen fields of study
- A learning community that promotes diversity and views teaching as the university's primary focus
- Varied opportunities for student and faculty research, creative endeavors and involvement in public service
- Leadership and service in the educational, cultural and economic development of the region

Values Statement

We are committed to the principles of intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us.

General Information

The University

East Stroudsburg University is one of the 14 institutions in the Pennsylvania State System of Higher Education. Founded in 1893 as a Normal School to prepare teachers, the institution changed its name in 1927 to East Stroudsburg State Teachers College and again in 1960 to East Stroudsburg State College, reflecting the addition of liberal arts and science curriculums. In 1983, it achieved university status.

History of the Graduate School

East Stroudsburg University inaugurated its graduate school in 1962 with programs in health and physical education, biology, history, and political science. Since then, other departments have established degree programs. In 2004 four new degree programs were added: the Master of Science in clinical exercise physiology, Master of Science in exercise science, Master of Science in management and leadership, and Master of Science in sports management. Other recently added degree programs include the Master of Science in instructional technology (2002), the Master of Science in speech language pathology (1997), and the Master of Public Health in community health education (1990). It is anticipated that new graduate programs will be added in the near future and students should visit the website for the latest listing of graduate programs. In its first graduating class of 1964 the university awarded 10 graduate degrees. At that time, the total annual graduate school enrollment was 194. Since then, the graduate school enrollment has grown steadily. Enrollments now exceed 1,000 graduate students each semester. Since 1964, East Stroudsburg University has awarded more than 4,700 graduate degrees.

In addition to its numerous graduate degree programs, ESU has over 21 post-baccalaureate certification programs in education and serves a significant number of non-traditional and off-campus non-degree students and students completing Act 48 credit.

Academic Buildings

The primary academic building is Stroud Hall. This four-story classroom building contains lecture halls, computer and language laboratories, instructional spaces, and office areas. Beers Lecture Hall, which opened in 1997, seats 140 students and serves as a distance learning facility. The Fine and Performing Arts Center consists of two theatres, a gallery, concert hall, rehearsal areas, various art studios, and classrooms. Koehler Fieldhouse serves as the primary physical education facility. Zimbar-Liljenstein Hall houses the Center for Enrollment Services, the Academic Success Center, classrooms and office areas on the second floor. Also included in Zimbar-Liljenstein Hall is a teaching gymnasium. The University Center includes a food court, commuter lounge, convenience store, game room, and the University Store.

Other major classroom buildings are: Moore Biology building which contains a large

group lecture hall, a greenhouse and wildlife museum; Gessner Science Hall which contains laboratories for physics and chemistry; DeNike Center for Human Services which houses classrooms and has laboratory areas for the departments of health, nursing, and recreation, and leisure services management; LaRue Hall, which houses laboratories for speech pathology and audiology; and Rosenkrans Hall which houses the graduate school.

The Campus

The 60 campus buildings are located on 213 acres in the East Stroudsburg community. In addition to the academic facilities, nine residence halls, housing 2,200 students, and a 1,000-seat dining hall are located on campus. The Student Activity Association, Inc., owns Stony Acres, a 119-acre off-campus student recreation area near Marshalls Creek, that includes a lodge and a small lake.

Library

Kemp Library provides a wide variety of resources to support graduate studies. The library houses more than 448,000 books and periodical volumes, and 1.3 million pieces of microfilm material. It currently subscribes to more than 1,000 print periodicals including subscriptions to more than 7,500 periodicals in electronic form. The library is also a depository for both U.S. Government documents and Pennsylvania State publications, with more the 80,000 documents in the collection.

The library also has extensive electronic holdings, most of which are available both on campus and off campus. Full-text databases such as Academic Universe (Lexis-Nexis), American Chemical Society Web Editions, and BIOone provide the full-text to more than 7,500 journals. Off-campus users must enter their e-card as their password.

The library uses an integrated online library system. The system is accessible in the library, on the campus network, or via modem. Remote users cannot only check our catalog online, but place holds on material that is checked out, renew their materials, and access electronic reserve articles.

The Curriculum Materials Center provides teacher-trainees with a special collection of over 7,414 items including a Children's Collection, a selection of textbooks currently used in schools throughout the country and a comprehensive collection of school courses of study.

The library Web page, www.esu.edu/library, contains descriptions of all of our services, policies, and resources. User's guides to the library are available on the Web or at the library circulation desk.

Location

East Stroudsburg University is nestled in the foothills of the Pocono Mountains. The combination of quiet woodlands, mountain streams, and refreshing clean air has made the Poconos famous as a resort area for more than 100 years.

Because of the university's location in the Poconos, students take advantage of the many scenic, historic, and recreational sites, including the Delaware Water Gap, Bushkill Falls, and the Pocono ski areas. Others have found that the resorts and restaurants offer an excellent opportunity for employment. In addition, the area offers fine restaurants, high-quality entertainment, and excellent shopping.

Situated on a hill facing Prospect Street in the community of East Stroudsburg, the university is characterized by large areas of grassy expanses comfortably shaded by a variety

of towering trees.

The campus is located approximately 75 miles west of New York City and Newark, 85 miles northeast of Philadelphia, 40 miles southeast of the Wilkes-Barre/Scranton area, and 40 miles northeast of the Allentown/Bethlehem/Easton area. Both students and faculty alike enjoy the opportunities and advantages of visits to the metropolitan areas.

The university, which is located approximately one-quarter mile from the East Stroudsburg exit of Interstate Route 80, exit 308 (old exit 51), is within easy reach of major highway systems and commercial air services.

Academic Facilities

The Academic Computing network consists of 14 UNIX or Windows NT-based servers that are connected to 600 microcomputers provided to support instruction, Internet access, World Wide Web, and e-mail. They are located in 15 computer laboratories across campus. Additionally, many academic departments maintain discipline-specific computer laboratories for their curricula.

The University Computing Center supports both administrative and academic computing. Administrative computing is served by a UNISYS enterprise server, encompassing over 40 online systems and providing services to the students, faculty, and staff.

The McGarry Communication Center is the campus base for the Instructional Resources Department including the audiovisual, graphics, and television services units. The Communication Center houses two television studios and is the distribution center of campus cable television as well as the community-wide ESU television telecasts. WESS 90.3 FM radio is also located in McGarry Communication Center.

Administration and Faculty

The graduate school at East Stroudsburg University coordinates all programs leading to degrees and certificates beyond the bachelor's degree. The chief administrator of the graduate school is the dean of graduate studies and research. The dean works under the supervision of the Provost and Vice President for Academic Affairs and sits on the Provost's Council.

The Graduate Advisory Committee provides input to the Dean of Graduate Studies in regard to graduate school procedures and in preparing policy recommendations. This committee consists of the graduate coordinators of all departments offering graduate degrees. The academic departments initiate graduate course proposals to be considered by the University Curriculum Committee. The Provost's Council reviews all course and program proposals before recommending them to the president of the university.

The entire university faculty totals 265. Of this number, more than 130 serve on the graduate faculty. Each academic department identifies its graduate faculty according to its established criteria. Faculty members are representative of many and varied institutions of higher education in both the United States and abroad. The terminal degree is held by 76 percent of the instructional faculty. Another 345 employees make up the management and non-instructional staff.

Inquiries and communications concerning the graduate school and its degree programs may be directed to the following office telephone numbers:

Office/Program	Tel. Number	E-mail
Office of Graduate Studies	570-422-3536	grad@po-box.esu.edu
Toll-free	866-837-6130	
Biology	570-422-3725	jhuffman@po-box.esu.edu
Clinical Exercise Physiology (formerly Cardiac Rehabilitation)	570-422-3336	dcumming@po-box.esu.edu
Computer Science	570-422-3779	ramori@po-box.esu.edu
Elementary Education	570-422-3356	pkelberman@po-box.esu.edu
Exercise Science	570-422-3336	sdavis@po-box.esu.edu
Health Education	570-422-3702	khillman@po-box.esu.edu
Health and Physical Education	570-422-3102	smueller@po-box.esu.edu
History	570-422-3286	lsqueri@po-box.esu.edu
Instructional Technology	570-422-3646	ecamper@po-box.esu.edu
Public Health	570-422-3560	lwoodhouse@po-box.esu.edu
Management and Leadership – Hotel/Restaurant Hospitality	570-422-3511	amoranville@po-box.esu.edu
Management and Leadership – Public Administration	570-422-3286	mclarke@po-box.esu.edu
Management and Leadership – Sports Management	570-422-3316	rfleischman@po-box.esu.edu
Off-campus Classes and Continuing Education Classes (including ACT 48 credit)	570-422-2854	cesmmr@po-box.esu.edu
Political Science	570-422-3286	mclarke@po-box.esu.edu
Reading	570-422-3416	jmoore@po-box.esu.edu
Secondary Education	570-422-3363	kfooster@po-box.esu.edu
Special Education	570-422-3558	tburcroff@po-box.esu.edu
Speech Language Pathology	570-422-3247	jpage@po-box.esu.edu
Sport Management	570-422-3316	rfleischman@po-box.esu.edu
Graduate School Office		

The graduate school office is located on the first floor of Rosenkrans Hall West, between Stroud Hall and the Abeloff Convocation Center. The postal address of the graduate school is 200 Prospect Street, Rosenkrans West, East Stroudsburg University, East Stroudsburg, PA 18301-2999.

The office provides important services to graduate students:

- Receives and processes applications for admission;
- Maintains a supply of graduate school literature;
- Counsels students in graduate procedures;
- Refers students to appropriate academic advisers on matters of program development;
- Interprets the guidelines for admission to the graduate school and the fulfillment of graduate requirements;
- Evaluates transfer credits and certifies the validity of program changes;
- Maintains academic records of all graduate students;
- Maintains and amends plans of study;

- Provides verification of students' status for academic and professional purposes;
- Coordinates the processing, selection, and payment of graduate assistants;
- Makes available and approves thesis guidelines, setting forth the scholarly standards for thesis preparation;
- Reviews theses for final approval.

The graduate school distributes information regarding course offerings three times a year: fall semester, spring semester, and summer. To ensure that students receive this information, they are requested to keep the graduate school office informed of their latest mailing address.

Continuing Education Office

Many of the services provided to graduate students are provided by the Office of Continuing Education and Off-campus Classes. Evening students, off-campus students, non-degree students, and students completing Act 48 credit frequently register through the Office of Continuing Education.

The Office of Continuing Education and Summer Sessions at East Stroudsburg University of Pennsylvania aims to extend the resources of the school to the surrounding communities by offering credit and non-credit programs on campus and throughout northeastern Pennsylvania. We offer programs for working adults, children, and older adults. The summer session allows undergraduate and graduate students the opportunity to further their studies in all fields offered by the university.

On-campus continuing education opportunities include approximately 100 credit courses offered after 4:00 p.m. in the fall and spring semesters, while approximately 30 graduate education courses are offered off campus throughout northeastern Pennsylvania. Additionally, the Aquatots Learn to Swim program is available to children. Residents who are over 60 years of age can take up to six (6) hours a semester free of charge through the Senior Citizens Tuition Waiver program.

Accreditations

East Stroudsburg University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Post-secondary Education.

All of the education programs offered by East Stroudsburg University are accredited by the National Council for Accreditation of Teacher Education and the Pennsylvania Department of Education.

The athletic training program is accredited by the Commission on Accreditation of Allied Health Education Programs.

The Master of Public Health Program in community health education is accredited by the Council on Education for Public Health (CEPH).

Approvals

The Chemistry program is approved by the American Chemical Society.

The Early Childhood Education program is approved by the National Association for the Education of Young Children (NAEYC).

The Elementary Education program is approved by the Association for Childhood Education International (ACEI).

Stricter Requirements May Apply/Requirements

Subject to Change

The regulations and requirements stated in this catalog are minimums governing the graduate school at the time of publication as a whole and must be adhered to and fulfilled by all graduate students in all programs. The graduate faculty in individual degree programs may establish additional regulations and requirements beyond the minimums. Departments may require higher graduate point averages, earlier application dates, or additional documentation for admission. Furthermore, the requirements in this catalog do not constitute a contract with the student and are subject to change. The most recent changes in graduate school and departmental requirements and policy can be found on ESU's website.

All programs in the various departments of education related to teacher certification are subject to the policies and regulations of the Commonwealth of Pennsylvania Department of Education (DOE). Students seeking teacher certification must meet current DOE requirements.

Admission

570-422-3536 or toll free 1-866-837-6130

Email: grad@po-box.esu.edu

The graduate school coordinates all admission activities for all graduate degree programs and post-baccalaureate certification programs at ESU. All admission materials including application, transcripts, examination scores, letters of recommendation, etc., should be submitted directly to the graduate school. Materials, especially transcripts, addressed simply to “Admissions” or “East Stroudsburg University” may be misdirected to the undergraduate admission office. To avoid confusion and possible delay of your admission, please be careful to direct all admission material to the following address:

Graduate Studies and Research
Room 107 Rosenkrans West
East Stroudsburg University
East Stroudsburg, PA 18301-2999

How to Apply

All degree programs and post-baccalaureate certification programs require the student to submit an Application for Admission to the Graduate School Office.

A \$50 application fee is to accompany the admission application in the form of a check or money order made payable to “East Stroudsburg University.” The application will not be considered without the application fee. The application fee cannot be waived and is non-refundable regardless of the admission decision.

Submit one official transcript of all undergraduate work from each institution you attended. Have the institution mail the transcript to: Graduate Studies and Research, East Stroudsburg University, East Stroudsburg, PA 18301-2999. A transcript from every institution you attended, regardless of the number of credit hours at that institution, is necessary because in addition to classes and credit hours, disciplinary actions and dismissals from institutions are factors affecting the admission decision. Do not address transcripts to “Admissions” as your transcripts may be misrouted to the undergraduate admissions office.

Students applying for degree programs in biology, health, management and leadership, or speech pathology and audiology are required to submit a current Graduate Record Examination (GRE) score. GRE scores are not required for applying to other degree programs and post-baccalaureate certification programs.

If the department requires letters of recommendation, a portfolio, or an essay, enclose these documents with the application.

International Students Only

International students must submit:

- An international student application
- A statement and documentation of financial resources. If granted a graduate assistantship, it may be included in the documentation of financial resources but documentation of additional financial resources is mandatory.
- A TOEFL or IELTS score. The minimum TOEFL score acceptable for admission is 560 on the paper test or 220 on the computer test. The Test of English as a Foreign Language (TOEFL) score should be submitted directly from the Educational Testing Service, Princeton, New Jersey. ESU’s Institutional Code Number is 2650. The minimum acceptable score for IELTS is “Band 6.” For further information concerning IELTS contact Cambridge Examinations and IELTS International, 100 East Corson Street, Suite 200, Pasadena, CA 91103, U.S.A. Telephone (626) 564-2954; email ielts@ceii.org. IELTS website: www.ielts.org.
- Proof of health insurance (certification must be in English) meeting the required criteria or purchase health insurance coverage from ESU. It is recommended that the student purchase health insurance coverage from ESU.
- A credential evaluation equivalence course-by-course report of your baccalaureate degree from World Education Services, Inc. (WES). For further information concerning WES contact WES at 800-937-3895 or visit the website at www.wes.org.

The review of an application for admission (domestic and international) to a graduate degree program or a post-baccalaureate certification program will not start until all documentation is received. Applications for admission with missing material will not be considered. It takes four (4) to seven (7) weeks to process an admission application after all documentation has been received. Failure to provide all documentation delays the processing of your application.

Documentation from applications that are not complete will be retained for a maximum of six (6) months. If all documentation and fees have not been received after six (6) months, the application and all documents will be discarded. Students must submit all new documentation if they want to reactivate their application. Application fees will not be refunded to those students whose application and documentation are discarded.

When to Apply

U.S. Citizens or Permanent Residents: To insure admission prior to the beginning of the semester, please submit application accompanied by all needed documentation and transcripts within the following timelines.

Submit application between:

- January 1 – July 31
- September 1 – November 30
- January 1 – April 30

To start classes in this semester:

- FALL (August)
- SPRING (January)
- SUMMER (May)

The following programs admit students only once a year and require an earlier deadline:

- | | |
|------------|--|
| February 1 | Speech-Language Pathology |
| March 15 | Clinical Physiology |
| | (formerly known as Cardiac Rehabilitation) |

The collaborative Doctoral of Education in Educational Leadership program (in collaboration with Indiana University of Pennsylvania) accepts applications for the entering

cohort every two years. Contact Dr. Doug Lare at 570-422-3431 or email dlare@po-box.esu.edu.

International Student Deadlines:

- May 1...for the following FALL (August)
- October 1...for the following SPRING (January)
- January 1...for the following SUMMER (May)

Earlier submission is encouraged. Due to various delays beyond the control of the university, additional time may be required to process an international student's application for admission and secure the I-20 form. The university does not assume any liability or responsibility for the timely processing of an international student's application for admission. International students should contact the International Programs at intlpro@po-box.esu.edu or 570-422-2800 for more information about visas, I-20 forms, and financial certification.

Notification of Admission

Applicants to the graduate school will be notified of the university's admission decision within five (5) to seven (7) weeks after all application materials are received. Admission categories are described below. The student will receive an admission decision letter and a response letter to be returned to the graduate school. The student must return the response letter or it will be assumed that the student does not accept the admission offer and the student's admission status will be voided. The student has one year to start graduate classes. If the student does not take a graduate course at ESU within one year, the student's admission status will be voided and the student's admission documentation will be discarded. It will be necessary for the student to reapply and submit new documentation if admission is requested after one year.

Once a student begins taking classes but stops taking classes for a period of two years, the student's admission status will be moved to inactive status. The student will be notified of this action and asked if he/she intends to resume classes. Failure to respond to notification will be considered the same as a decision not to continue in graduate studies. (Students who obtain an approved leave of absence are subject to a different time frame before their file is moved to inactive status.)

Admission Categories and Their Requirements

Admission with Full Graduate Standing

- Minimum of a bachelor's degree from an accredited college or university. Students who apply for admission while in their last semester of their bachelor's degree may be admitted to full- standing graduate status, but this admission presumes completion of the bachelor's degree and no significant change in the student's quality point average. If the student does not complete all the requirements for the bachelor's degree, the offer of admission to graduate studies is void.
- Undergraduate major or its equivalent in the field of proposed graduate study. Students without the necessary undergraduate course work for the major applied for may be admitted as conditional status. Early in their graduate studies the student will be required to complete the necessary undergraduate deficiency course work to prepare him or her for graduate studies in the field.
- An undergraduate minimum quality point average of 2.50 (4.00 basis) and a 3.00 in the area of specialization. Admission to education degree programs require a minimum

quality point average of 2.8 for initial certification programs and 3.0 for advanced certification programs. Some departments require a minimum quality point average of 3.0. Admission to most master of education degree programs and initial certification programs require the passing of the PRAXIS examination I prior to admission.

- Standardized test scores that meet or exceed the minimum criteria of the degree program (including the TOEFL or IELTS for international students).
- Satisfaction of all prerequisite undergraduate course work and/or licensure. (Certain educational degree programs require that the student has Commonwealth of Pennsylvania Department of Education teacher certification as a prerequisite for admission to the degree program.)
- Receipt of WES transcript certification for international students.
- Receipt of all required documentation for admission required by the degree program such as letters of recommendation, portfolio, etc.

Admission with Conditional Standing

If the applicant does not meet the requirements for full graduate standing, he or she may be granted conditional admission. Conditional standing may be granted because of one or more of the following reasons:

- (a) the student does not meet the academic criteria for admission to full standing or
- (b) the student does not have all of the necessary prerequisite course work, licenses, or experience necessary for full standing or
- (c) the student has not submitted all documentation necessary for admission.

For a student who does not meet the academic criteria for admission to full standing and receives Conditional Standing, continuation of approval for graduate study is dependent upon completion of nine (9) to twelve (12) credits of graduate course work with grades no less than a B in each of the courses. After completion of twelve (12) credit hours of course work with no less than a B in each class and the filing of a plan of study, the student's status can be changed to full standing. The student may petition to the graduate coordinator of the degree program for a change of status with only nine (9) credit hours of graduate work completed provided that the student has a 3.6 QPA in the graduate work completed. The graduate coordinator will indicate his or her approval or disapproval of the petition and forward the petition to the graduate dean for final approval or disapproval. For a student who does not meet the criteria for admission to full standing because of reasons outlined in (b) or (c), continuation of approval for graduate study is dependent upon the student submitting the required documentation, passing the necessary prerequisite classes, or obtaining the necessary licensure.

Students admitted to conditional standing because they did not meet the minimum academic criteria are not eligible for graduate assistantships. Students admitted to conditional standing because of lacking documentation, prerequisite work or licensures are eligible for graduate assistantships.

Deficiencies are stated at the time of admission to a degree program. They may be corrected by taking required undergraduate or graduate courses or successfully passing comprehensive examinations demonstrating content knowledge. The graduate program coordinator will advise the student of the nature of the deficiencies and how the student may satisfy the criteria for admission.

The student is required to fulfill all deficiency requirements in his/her program and to have achieved a 3.0 quality point average in his/her graduate work by the time he/she has completed

eighteen (18) graduate credits. At this time upon completion of these requirements, the student's status will be changed to full standing. The student is required to file a plan of study after completing twelve (12) credits of graduate classes. The plan of study should reflect what the student will do to remove any remaining deficiencies and when they will be completed.

Admission to Non-Degree Status

An applicant for admission to the graduate school may select "non-degree status" in order to take graduate courses for personal improvement, to satisfy professional requirements, or for other reasons where a graduate degree is not required. The admission requirement for non-degree status is fulfilled by the student signing the application certifying the possession of a bachelor's degree. An application fee is required. Transcripts are not required for non-degree applicants, except for the school nurse certification program.

Non-degree students are not admitted to a graduate program or a post-baccalaureate certification program. Credits taken as a non-degree student do not transfer to a degree program or post-baccalaureate certification program unless the graduate program adviser, graduate coordinator, and graduate dean approve the transfer.

A student may take a maximum of twelve (12) credits as a non-degree student. After taking twelve (12) credits, the student must sign a statement verifying that the student does not intend to seek admission to a graduate program or post-baccalaureate certification program before he or she can take any additional credits. There is no limit to the number of credits that a non-degree student who is not seeking a graduate degree or post-baccalaureate certification can take.

A student taking courses in the non-degree status who wishes to change to a degree program or post-baccalaureate certification program must apply for admission, provide all required documentation (including official transcripts), and meet the minimum academic standards for acceptance to the program. The student is subject to the then current requirements for admission to the degree program. At this time, all completed graduate courses are reviewed by the department for their applicability to the student's chosen program.

Students who apply for a degree program but who do not meet the minimum academic standards may be recommended for non-degree status. A student who has promise as a graduate degree student based upon other achievements may, in a sense, be given the opportunity to prove his or her ability. A non-degree student in this situation is not admitted to the program that he or she applied to, but has the opportunity to take graduate course work in that department. The student should make an appointment with the degree program graduate coordinator to determine what course work and/or other achievements are necessary to reapply for degree status. After completing nine (9) to twelve (12) hours of graduate course work as a non-degree student and completing any other required prerequisite course work or achievement such as passing the PRAXIS examination, taking the GRE, etc., the student can request in writing a transfer to degree status. If accepted as a degree status student, the course work taken with the approval of the graduate coordinator can be applied toward partial completion of the degree program. There is no guarantee that a student recommended for non-degree status will qualify for degree status. If the student does not have the ability to perform graduate work satisfactorily or does not complete all criteria necessary for degree status, the student will not be transferred to a degree program and the course work taken will not count toward the completion of the degree.

Important Note for Other Than Full-Standing Admission Status

Students admitted other than full-standing admission status, i.e., conditional, non-degree,

etc., are not guaranteed that they will be transferred to full-standing admission status. Transfer to full-standing requires satisfactory completion of all the requirements in effect at the time the student is granted full-standing status. These standards may differ from those in effect when the student was first granted other than full-standing admission status.

Students admitted other than full-standing may only take twelve (12) credit hours. After twelve (12) credit hours the student must:

- (a) submit a plan of study
- (b) declare that he/she is a non-degree student, or
- (c) cease taking graduate and/or post-baccalaureate course work

Students admitted as non-degree status may transfer a maximum of twelve (12) credits taken at ESU as a non-degree student to a graduate program unless they have written approval from the program graduate coordinator and the dean of graduate studies.

Registering for Graduate Classes before Receiving Notice of Admission

A student who has applied for admission to a degree program or a post-baccalaureate certification program may register for a graduate class as a continuing education student prior to receiving notice of the admission decision of the graduate school. However, if a student registers for courses before receiving an admission letter, he or she runs the risk of taking courses and not being admitted into a program. Permission to register for a graduate class does not grant *de facto* admission to a graduate degree program. Some programs, such as Exercise Physiology and Speech-Language Pathology, do not allow students to register as continuing education students.

Completion of Course Work Does Not Qualify a Student for Degree Status

A non-degree status student who completes all of the course work necessary for a degree does not *de facto* qualify for the receiving of that degree. Only degree status students are eligible to receive a graduate degree.

Post-baccalaureate Certification Programs

Students who want to apply for admission to a post-baccalaureate certification program in one of the various education programs submit their application to the graduate school. A student may apply for both admission to a graduate degree program and a post-baccalaureate certification education program. Students should contact the graduate program coordinator responsible for the post-baccalaureate certification education program for further information regarding admission criteria. Students admitted only to post-baccalaureate certification education programs are not eligible for graduate assistantships. Students admitted to both a post-baccalaureate certification education program and a graduate degree program are eligible for graduate assistantships.

International Students

570-422-2800

Persons who are not United States citizens or resident aliens (permanent residents or “green card” holders) must apply as international students according to the application deadlines previously indicated and on the Application for Admission. To apply, international applicants must do the following:

- Apply for admission to a degree program using the Internet at www.esu.edu or by completing a paper application.

- The application fee of \$50 (U.S.) must be paid by check or money order in United States currency payable to “East Stroudsburg University.” Do not send cash under any circumstances. This fee cannot be waived and is due at the time the student applies for admission. No action will be taken on the student’s application until the admission fee is received.
- Each program requires different admissions documentation and has different application deadlines. The deadline for applying for admission to the fall term (September – December) is May 1 and the deadline for the spring term (January – May) is October 1. Some departments have an earlier deadline. All documentation including financial certification, proof of medical insurance, official transcripts, TOEFL or IELTS scores, GRE scores (if required), and letters of recommendation (if required) must be received by ESU by these dates. Students whose documentation is not received by these deadlines will not be eligible for admission. ESU is authorized to issue the I-20 form that is necessary to secure an F-1 visa, but can only do so when full and accurate financial data has been received.
- Medical insurance which covers injury or illness and, if necessary, medical evacuation to your home country or repatriation of remains, is a requirement for all students on non-immigrant visas. International students should obtain this insurance through East Stroudsburg University.
- Approved financial documentation that demonstrates you have access to approximately \$18,000 (U.S.) per year from INCOME sources is mandatory before an I-20 form can be issued. Without this you will not receive an F-1 visa. The Financial Certification form must be accompanied by an income tax form, pay receipts, or a letter from an employer showing annual salary and a letter outlining expenses and assets. Bank statements may only be used to supplement documentation on earnings. If persons other than the applicant will assist in meeting expenses, documentation from that person must also be included. International students are eligible to apply for graduate assistantships. The assistantship can be considered as part of the support on your financial certification, but the assistantship is not sufficient proof of financial certification.
- An official copy of all undergraduate and graduate course work must be forwarded to ESU and a credential course-by-course evaluation equivalence report by World Education Services, Inc. (WES). If your transcript is not in English, you must send a certified English translation directly to the graduate school. Do not send high school transcripts.
- TOEFL or IELTS scores are required for all international students unless your undergraduate degree is from an English language institution. (It must be documented that English is the only language of instruction for the institution.) The required scores on the TOEFL are 560 (paper-format test) and 220 (computer-format test). The required band for IELTS is 6.0 to 7.0. Those exempt from submitting TOEFL or IELTS scores include applicants who completed all elementary and high school work in a country in which English is the native language, or those who graduated from a college or university in which all instruction is given in English. All other international applicants must submit TOEFL or IELTS scores.

Visas

International students should apply early so that information necessary for the preparation of their visas can be secured and processed. International applicants may contact the Center

for Enrollment Services regarding their I-20, visa, arrival, or orientation at 570-422-2800.

Housing for International Students

All international students (except those attending with spouse or children) may apply to live on campus in an ESU residence hall and eat in the university dining room OR they may live off campus. Students choosing to live off campus are responsible for finding their own housing. University housing is limited and freshmen undergraduate students have first priority for university housing. It is difficult for international graduate students to obtain on campus housing. Do not assume that you have on campus housing unless you receive a contract from University Housing.

Undergraduate Students Admitted to a Graduate Course

An ESU undergraduate student may be allowed to take a maximum of six (6) graduate credits provided the following criteria are met:

- 1) Satisfaction of the quality point requirements for admission with full graduate standing to the department offering the course work. (For most departments the minimum QPA in the major is 3.0 and a 2.5 QPA overall. For education programs the minimum overall QPA is 3.0.);
- 2) Verification of having senior class status (completion of 90 credits);
- 3) Approval by the instructor of the class;
- 4) Approval of the dean of the graduate school;

Approval to Enroll cards may be obtained in the Center for Enrollment Services or the Graduate School Office. The instructor's signature must be secured before requesting the dean's signature. All appropriate signatures must be secured prior to registering.

Graduate courses taken as an undergraduate student that are used to satisfy the undergraduate degree requirements cannot be transferred to a graduate degree program at ESU after graduating with the baccalaureate degree. Graduate courses taken as an undergraduate student that are not used to satisfy the undergraduate degree requirements can be transferred to a graduate degree program with the approval of the graduate degree program coordinator and the graduate dean.

Undergraduate students from other Pennsylvania State System of Higher Education universities may take a maximum of six (6) graduate credits provided that in addition to the above requirements, they have a letter from their adviser at the SSHE university that will grant their degree stating they have permission to take the graduate classes.

Undergraduate students from other universities (other than ESU and SSHE universities) may take a maximum of six (6) graduate credits provided that in addition to the above requirements, they have a letter from their adviser at the university that will grant their degree stating they have permission to take the graduate classes. Petitions from undergraduate students from other universities will be considered on a case-by-case basis.

Undergraduate students taking graduate courses are required to fulfill the same course requirements as graduate students and will be graded using the same criteria as that used for graduate students.

Undergraduate students cannot take graduate non-classroom contact classes such as independent study, home study, thesis, internships, etc.

Fees and Deposits

570-422-2800 or 800-378-6732

Financial Obligations

Students, parents, and others who are responsible for the financial obligations of students at East Stroudsburg University should understand that acceptance of admission and the privilege of attending imposes a financial obligation for a complete semester. Neither non-attendance, non-payment, nor failure to attend class constitutes official withdrawal. This must be done through the Center for Enrollment Services, using the appropriate form(s).

Students who register by mail or online must assume they are registered, whether or not they receive a confirmation or a bill. They will be held financially liable for their registration unless it is officially canceled.

Non-payment of fees or other financial obligations will prevent a student from being allowed to register for subsequent academic work and from receiving any official transcript of his/her academic record at this university.

Should the university find it necessary to refer a delinquent account to a collection agency or to an attorney, the cost of collection including attorney's fees, if incurred, is the student's responsibility.

Student Payment Policy

A student attending a course without proper registration and payment of all tuition and fees does not constitute de facto enrollment. The university will not permit retroactive enrollment in or payment for any class after the end of the term in which the course is offered.

Graduate Students Taking Undergraduate Classes

According to university policy, the graduate student who enrolls for undergraduate credits, i.e., student teaching, will be charged at the undergraduate rate. A graduate student taking a mix of credits will be charged at a rate based on the predominant credits. Thus, a graduate student taking nine (9) graduate credits and six (6) undergraduate credits would be charged at the full-time graduate rate. A graduate student taking twelve (12) undergraduate credits and six (6) graduate credits would be charged as a full-time undergraduate. This can make a substantial difference in the charges for a graduate student. Please be sure to visit the Center for Enrollment Services, Zimbar Hall, to see how a schedule change in graduate/undergraduate credits will impact your charges.

Summary of University Fees Per Semester
(2004–2005 Fees)

Recurring Fees

Type of Fee	Amount/Semester
Full-time, Pennsylvania Residents (9–15 semester credit hours)	\$2,886.00
Full-time, Pennsylvania residents taking more than 15 semester hours pay this additional fee per semester hour	\$321.00
Part-time Pennsylvania residents taking fewer than 9 semester hours pay at the following rate per semester hour	\$321.00
Instructional Technology fee for full-time Pennsylvania residents	\$50.00
Instructional Technology fee for part-time Pennsylvania residents	\$25.00
Full-time, out-of-state residents (9–15 semester credit hours)	\$4,618.00
Full-time, out-of-state residents taking more than 15 semester hours pay this additional fee per semester hour	\$513.00
Part-time, Pennsylvania residents taking fewer than 9 semester hours pay at the following rate per semester hour	\$513.00
Instructional Technology fee for full-time non-residents	\$75.00
Instructional Technology fee for part-time non-residents	\$38.00
General Fee for full-time students (same for both Pennsylvania and non-residents)	\$568.00
General Fee for part-time students (same for both Pennsylvania and non-residents) pay at the following rate per semester hour	\$63.00

Summer Sessions Fees 2005 (*Subject to change without notice*)

Basic Fee		
Pennsylvania Resident	per semester hour	\$321.00
Out-of-state Resident	per semester hour	\$513.00
General Fee	per semester hour	\$
63.00		

Instructional Technology Fee – Summer		
In-state full-time		\$50.00
(maximum charge)		
In-state part-time	\$25.00	
Out-of-state full-time		\$75.00
(maximum charge)		
Out-of-state part-time	\$38.00	

Room and Board Fees

This charge represents the room fee per semester for students who reside in on-campus residence halls (except the University Apartments).		\$1,432.00
Room fee for students residing in University Apartments		\$1,554.00
<i>Advance deposit for room</i>		<i>\$150.00</i>

ONLY University Apartments residents may choose alternate meal plans or delete meal service; all other students in on-campus housing *must* participate in *either* the 19, 15, or 10

meals a week plan or the 175 meals per semester block plan. A student may make meal plan changes during the first two weeks of the semester only.

Board Only

This charge represents the room and board fee for students who reside in town and eat meals in the university dining hall and for commuting students who eat meals in the dining hall. (Subject to change.)

ANY 19 meals

(Mon.–Fri.; Breakfast, Lunch & Dinner;

Sat. & Sun.; Brunch & Dinner)

w/100 Flex dollars

\$821.00

ANY 15 meals

w/100 Flex dollars

\$792.00

ANY 10 meals

w/150 Flex dollars

\$693.00

All meal plans include flex. Unused flex dollars will carry over from fall to spring semester; however, they do not carry over to the next academic year. Unused flex dollars lapse to the university at the end of each spring semester.

Non-Recurring Fees*

Application Fee (non-refundable)

\$50.00

ESU Record Transcript Fee (after first)

\$2.00

Late Registration Fees

\$50.00

Late Request for Schedule

\$50.00

(Charges apply to students who were registered for and completed the previous academic semester)

Late Payment of Fees

\$50.00

(Charges apply to those who fail to make payment by the due date indicated in billing instructions)

Bad Check Fee

\$25.00

(This is a handling fee assessed for all checks drawn in payment of fees that are not honored due to insufficient funds)

Identification Card Fee

\$15.00

(This is a permanent card which is validated each semester for use of the library, dining hall, student activities, and student identification. Lost or damaged cards will be replaced at a cost of \$10.00)

Graduation Fee (non-refundable)

\$30.00

(Thesis Binding: four (4) copies required. Check with the graduate school for current fee schedule - Fall 2002 fee was \$17.33 per copy.)

**Fees are subject to change*

Insurance for Graduate Students

570-422-3463

Insurance for graduate students is available for full-time, U.S. citizens through the Office of the Vice President for Student Affairs, located in the Reibman Administration Building. Insurance for International students is available through the Center for Enrollment Services. Call 570-422-2800 for information.

Guidelines for Determining Resident Status for Students 570-422-2800

(Title 22 Pennsylvania Code, Section 153.1)

A student is classified as a Pennsylvania resident for tuition purposes if the student has a Pennsylvania domicile. A domicile is the place where one intends to and does, in fact, permanently reside. Because this decision is subjective, documentary evidence must be submitted to the Center for Enrollment Services for consideration.

Students who believe that they are qualified for in-state residency and those who would like to be made aware of the necessary factors to make such a transition should contact that office. Each case will be decided on the basis of all facts submitted with qualitative rather than quantitative emphasis in support of the intention of the student to reside indefinitely in Pennsylvania.

If the student is not satisfied with the decision made by Enrollment Services in response to the challenge, the student may make a written appeal to the Office of the Chancellor, State System of Higher Education, Dixon University Center, 2986 North Second Street, Harrisburg, PA 17110. The decision on the challenge shall be final.

Detailed Information on Fees

General Fee

This mandatory fee is used to support the university's academic programs and a variety of on-going student services and activities such as student organizations, health services and wellness programs, and Student Center debt service, capital replacement, and maintenance. This fee is charged to all students (undergraduate and graduate, full-time and part-time, residential and commuting/off-campus) during all university sessions (including Intersession and Summer Sessions), and at all course locations (including internships, student teaching, University Center in Harrisburg, and all other off-campus sites). Refunds of the general fee during regular and special sessions will be processed in accordance with the same schedule and policy as tuition refunds.

Technology Fee

This mandatory fee is used to support the university's academic programs need for technology equipment and services.

Room and Board

Each academic year an advance deposit of \$150 is required, to be credited toward the second semester of that year. This deposit is non-refundable.

Checks or money orders for the advance registration deposit and the advance room deposit should be payable to East Stroudsburg University and mailed to the Center for Enrollment Services, East Stroudsburg University, 200 Prospect St., East Stroudsburg, PA 18301.

Non-recurring Fees

Application Fee

An application fee of \$50.00 must be paid by all applicants when submitting the completed preliminary registration form to initiate application for admission. This payment is not refundable.

ESU Record Transcript Fee

A \$2.00 fee is charged for the second and each subsequent transcript of records.

Late Registration and Late Payment

A charge of \$50.00 is made for late registration and for late payment of fees.

Bad Check Fee

Any student who processes a check to the university which is returned unpaid in payment of fees will be subject to a \$25 bad check fee regardless of the amount of the original check.

Graduation Fee

A fee of \$30.00 shall be paid by each candidate to cover the cost of graduation.

Damage Charges

Students are held responsible for damage, breakage, loss, or delayed return of university property. Damages that are determined to be communal will be pro-rated in accordance with university policy and housing contract agreement. Deliberate disregard for university property will also result in disciplinary action.

All keys to university rooms are university property and are loaned to students. Students who do not return keys will be charged a lock replacement fee to be determined by the institution. Loss of a room key should be reported immediately.

Payment Information

Payment may be made by check, money order, MasterCard, Visa, or Discover. Credit card payments may be made 24 hours a day using our credit card hotline: 1-800-378-6732.

Delinquent Accounts

No student shall be enrolled, graduated, or granted a transcript of records until all previous charges have been paid.

Refund Policies570-422-2800

Refunds are not automatic. Requests for refunds must be submitted in writing to Enrollment Services not later than one month after the date of official withdrawal. Refunds are issued to the student in the form of a check *unless* the payment was made using a credit card. In the case of a credit card payment, funds are returned to the card used for the original transaction.

Tuition

The date when students submit a completed drop card to Enrollment Services to cancel their registration or to withdraw from a course determines their eligibility for a refund.

A student who submits to Enrollment Services an officially approved withdrawal form prior to the beginning of any semester is eligible for a complete refund of all fees EXCEPT the application fee and registration and room deposits. (Please refer to refund policies that pertain to housing and meal refunds, if applicable.)

A student who withdraws after the beginning of a semester and who submits to Enrollment Services an officially approved withdrawal form is entitled to a refund of tuition according to the schedule below. (*Subject to change*)

<u>Refund (%)</u>	<u>Period of Attendance</u>
90	First week
80	Second week
70	Third week
60	Fourth week
50	Fifth week
No refund after fifth week	

Housing

A student who officially withdraws completely from the university PRIOR to the beginning of any semester is eligible to receive a full refund of housing fees, but must forfeit the housing deposit. A student who officially withdraws completely from the university DURING the semester will forfeit the housing deposit but is entitled to receive a pro-rated refund of housing fees, based upon a weekly scale. The Housing Office will determine if any refund of housing fees is possible for a student who leaves university housing for medical reasons. If a student is

asked to leave university housing, the details concerning a housing refund shall be determined by the Director of Housing.

Meals

A student who officially withdraws after the beginning of a semester and who notifies Enrollment Services will be entitled to a refund of the board paid for the remainder of the semester. A student who withdraws during a week will be charged for the entire week.

Summer Session

Refunds of fees for a student who withdraws after the beginning of a summer session will be determined by the proportion of the term attended and will be pro-rated on the basis of the refund policy in effect for a regular session. It is the student's responsibility to complete the Withdrawal or Drop Cards. They are available in the Center for Enrollment Services.

Financial Aid

570-422-2800

Forms of Financial Aid for Graduate Students

- Loans
- Student Employment
- Scholarships
- Graduate Assistantships

Tuition Payment Plan

A tuition payment plan through Academic Management Services, Inc., is available at ESU to all students. This plan offers a low-cost, flexible system for paying educational expenses from current income through regularly scheduled payments over a period of ten months. Both part-time and full-time students are eligible for this tuition payment plan. The cost of the plan is \$60 (subject to change). There are no other fees or interest charges. Enroll online at www.TuitionPay.com.

Student Loans

The Center for Enrollment Services welcomes the opportunity to provide information and to assist students. Office hours are 8:00 a.m. to 4:30 p.m. during the academic year and 8:00 a.m. to 4:00 p.m. during the summer. Please call 570-422-2800 or 1-800-378-6732 to schedule an appointment. Prospective graduate students should see Enrollment Services for the regulations and processes required in order to determine eligibility for loans and University Student Employment programs.

Enrollment Services administers the federal educational loan programs available to graduate students. Applicants must complete and submit the Free Application for Federal Student Aid (FAFSA). Students are encouraged to submit the FAFSA online at www.fafsa.ed.gov. Recipients must be enrolled for at least six (6) credits of graduate-level class work and

must maintain satisfactory academic progress. Eligibility for the Subsidized Federal Stafford Loan is determined on the basis of need as measured by the FAFSA and requires no payment of interest or principal until six months after students cease half-time enrollment (six (6) credits per term). Unsubsidized Federal Stafford Loans substitute for the student contribution and require payment of interest only during periods of enrollment and the six-month grace period. The option of deferring these interest payments through capitalization is available. Interest rates are adjusted each year. Graduate students doing graduate-level course work may borrow up to a maximum of \$18,500 per year with the first \$8,500 being subsidized, if eligible, and the balance being unsubsidized. Graduate students enrolled in undergraduate-level course work should contact Enrollment Services to determine eligibility. Total borrowing amounts for the loan term, however, cannot exceed the cost of education less other financial assistance.

After your completed application is received and processed, information from the FAFSA will be electronically transmitted to ESU. Enrollment Services will determine your eligibility for financial aid. If you indicated that you were interested in a Federal Stafford Loan, ESU will pre-certify a loan for you. New borrowers will be forwarded a Master Promissory Note (MPN) that must be completed, signed and returned to the guaranty agency before any funds will be forwarded to the university.

Teacher Certification Students

Students enrolled in a post-baccalaureate teacher certification program are eligible for federal Stafford Loans at the undergraduate level.

Students simultaneously enrolled in a master's degree program and teacher certification should check with the Center for Enrollment Services regarding their eligibility for student loans.

Verification Requirements

Verification is the process of comparing actual financial data from tax returns to the data provided on the FAFSA. Much of the selection process is random. However, some applications are selected because the information on the FAFSA is inconsistent. Applicants for financial aid should save all records and other materials used to complete the FAFSA, such as U.S. Federal Income Tax Returns, statements of benefits received from Social Security Administration (SSA-1099 Forms), and other records that will substantiate sources of income available. If a file is selected for verification, Enrollment Services will request the required information from the applicant. Failure to supply this information will result in the cancellation of all financial aid. Verification may also result in a revision to any aids awarded prior to the completion of the verification process.

Payment of Financial Aid

Financial aid awards are credited directly to the student's university account each semester. Refunds from financial aid will not become available until the student's university account is satisfied. Students should plan to arrive on campus with enough personal money to purchase books and pay any off-campus housing expenses.

Satisfactory Academic Progress Policy

To be eligible for federal financial aid a student must maintain satisfactory academic progress. Satisfactory academic progress is based on the total number of new credits that a

student passed during an academic year (defined as fall and spring), as well as the cumulative quality point average (QPA). The original enrollment status determines the number of credits that a student must pass. All students are subject to the progress rule regardless of previous receipt of financial aid. An annual review occurs at the completion of each academic year. The review determines student aid eligibility for the next enrollment period (summer session and/or the following academic school year).

A student whose financial aid has been cancelled due to unsatisfactory academic progress may appeal this decision (in writing) to the Associate Director of Enrollment Services. Documentation of extenuating circumstances (student illness, death in the family, etc.) must be included.

Special Grades

The following grades will have an adverse impact on academic progress because they are credits attempted and are used to determine the semester enrollment status:

- W/Z** Withdrawing from a course after the first day of class.
- I/X** Incomplete grades or no grade reported. If the incomplete grade is resolved by the close of the following semester and a passing grade is received, the credits will be counted.
- E/F/U** Failure of a course.
- L/Y** Classes that are audited.
- R** Repeated classes will not count toward academic progress if the class was passed the first time the student was enrolled and the student is retaking the class for a better grade. Only repeated classes that the student originally failed will be counted toward academic progress.

Academic Dismissal/Suspension

Academically dismissed students who have been readmitted are not automatically reinstated for financial aid. They must reapply for financial aid.

Simultaneous Enrollment in Undergraduate and Graduate Classes

ESU and the federal government use different rules and regulations to classify students as undergraduate or graduate. If a graduate student enrolled in a graduate degree program takes six (6) credit hours of undergraduate course work and only three (3) credit hours of graduate course work, the student is considered an undergraduate student and is only eligible for the maximum amount of federal aid for undergraduate students. There is a significant difference in the amount of federal loan aid available to an undergraduate student and a graduate student. Students who are classified as a graduate student in fall and an undergraduate student in spring may find that they are only eligible for a small fraction of the federal loan that they would be eligible for in spring if they were classified as a graduate student.

Certification-Only Students

Students enrolled in post-baccalaureate certification programs and not simultaneously enrolled in a graduate degree program may not be eligible for federal aid. Check with Enrollment Services to determine your eligibility for federal financial aid.

Student Employment

The Center for Enrollment Services administers the University Student Employment program, which provides an opportunity for students to earn money for personal expenses.

Students usually work 150 hours per semester. Students applying for University Student Employment must complete the Free Application for Federal Student Aid (FAFSA) and should check “yes” to the appropriate questions.

Scholarships

Scholarships based upon a variety of achievements and talents are available at East Stroudsburg University. Funds for the various scholarship areas are made available through donations by private industry, faculty, staff, community contributions, and private endorsements. Additional information on scholarships is available online at www.esu.edu.

Graduate Assistantships

The Office of Graduate Studies and Research administers the graduate assistant program. There are four (4) types of graduate assistantships:

- Academic graduate assistantships
- Administrative graduate assistantships
- Resident hall graduate assistantships
- Diversity and Frederick Douglass Institute Scholar graduate assistantships

All four (4) categories of graduate assistantships are based upon merit and not financial need. Generally the minimum requirement for qualifying for a graduate assistantship is a minimum quality point average of 2.5 overall and 3.0 in the major. Some departments require higher quality point averages.

Academic graduate assistantships are available for all graduate degree programs. A small number of highly qualified students are selected for academic graduate assistantships in their field of study. These graduate assistants are assigned to work with faculty members in their department. Students interested in an academic graduate assistantship should contact the Graduate School and the graduate coordinator of the degree program. Applicants for academic graduate assistantships are required to have full standing status in their degree program. Most academic graduate assistantships are awarded to students with an overall quality point average of 3.0 and higher.

Administrative graduate assistantships are awarded to academically qualified students and these graduate assistants are assigned to work in various non-academic departments such as Admissions, Continuing Education, Enrollment Services, etc. Students interested in administrative graduate assistants should contact the Graduate School. In addition to academic achievement applicants for administrative graduate assistantships may be required to have specialized skills such as word processing, database skills, or public speaking/public relations skills. Administrative graduate assistantships are open to qualified students from any degree program.

Resident hall graduate assistantships require the student to live in one of the on-campus resident halls and provide services as needed by the Office of Residence Life and Housing in the management of the dorms. Resident hall graduate assistantships require that the student is available weekends and evenings. In addition to the stipend and waiver of basic tuition provided to all graduate assistants, Resident hall graduate assistantships provide for room and board. Resident hall graduate assistantships require that the student is available one week before the start of classes for training and orientation. For information on Resident hall graduate assistantships, call the Office of Residence and Housing at 570-422-3138 or the Graduate School.

Diversity and Frederick Douglass Institute Scholar graduate assistantships are awarded to outstanding students from underrepresented groups at East Stroudsburg University. Students interested in applying for a diversity or Frederick Douglass Institute Scholar graduate assistantship should contact the Graduate School or apply online. Diversity and Frederick Douglass Institute Scholar graduate assistants will be placed in an academic or non-academic department depending upon their skills and abilities and the needs of the university.

Frederick Douglass Institute Scholar graduate assistantships are awarded to persons from underrepresented groups who demonstrate potential for leadership and the ability to promote unity in a civil society. Applicants for Frederick Douglass Institute Scholar graduate assistantships should have a demonstrated record of leadership, social involvement, and commitment to education. Frederick Douglass Institute Scholars will be placed with various administrators and academic departments and provided the opportunity to enhance their leadership skills during their tenure at ESU. Contact the graduate school for information or apply online.

All graduate assistantships provide for stipends ranging from \$2,500 to \$5,000 for the academic year, plus a waiver or partial waiver of basic tuition. Part-time graduate assistants, i.e., 150 hours of work per semester, receive a 50% waiver of the basic tuition. Three-quarters graduate assistants, i.e., 225 hours of work per semester, receive a 75% waiver of basic tuition. Full-time graduate assistants, i.e., 300 hours of work per semester, receive full waiver of basic tuition. New graduate assistantships are awarded for the fall and spring terms, except for Clinical Physiology (formerly known as Cardiac Rehabilitation). Clinical Physiology graduate assistantships are awarded beginning in the summer post-session.

Graduate assistantships may be renewed with the recommendation of the awarding department and approval of the Dean of Graduate Studies for a maximum of four terms. Graduate assistantships may be renewed during the summer term, but this term counts toward the maximum of four terms.

A graduate assistantship is in part a merit scholarship and in part a job. You must work from 10 to 20 hours a week in an academic department or a campus office. Graduate assistantship assignments vary but may include research, lab work, and administrative responsibilities. The amount of the stipend depends upon the hours of work per week required of the student.

- Full-time graduate assistantships require 300 hours of work per semester and the stipend is \$5,000 per academic year (fall/spring).
- Part-time graduate assistantships require from 150 to 225 hours of work per semester and the stipend is \$2,500 to \$3,750 per academic year (fall/spring).

The stipend is paid for actual hours worked. A student who does not work the full amount of hours required by the graduate assistantship will only be paid for actual hours worked. Graduate assistants who do not work a minimum of 90% of their assigned hours will be required to repay a prorated reimbursement for the basic tuition waiver granted. Furthermore, failure to complete 90% of assigned work hours is reason for dismissal as a graduate assistant.

Graduate assistants are required to maintain academic eligibility during their tenure as a graduate assistant. Students may lose their academic eligibility for a graduate assistantship by obtaining a grade point average below 3.0 or by obtaining more than one grade below a B.

How to Apply for a GA

Applications for graduate assistantships require completion of an application for a degree program and receipt of all documentations required for admission, completion of the graduate assistantship application, and three (3) letters of recommendation. Diversity and Frederick

Douglass Institute graduate assistantships require a resume and an essay. Contact the Graduate School to obtain information regarding the essay required for the Frederick Douglass Institute graduate assistantship.

To be eligible for a graduate assistantship, you must be admitted full standing into a graduate program or conditional status due to missing documentation. Conditional status due to low grade point average does not qualify for a graduate assistantship. There are a limited number of graduate assistantships and they are awarded on merit and the needs of the department or office. Students interested in an academic graduate assistantship should contact the graduate coordinator of the degree program to determine the criteria the department uses in the recommendation of graduate assistantships to the Graduate School. Please remember that meeting the minimum criteria does not mean you will be awarded an assistantship. If you are selected for a graduate assistantship you will receive a letter from the graduate school advising you of the type and details of the assistantship. If you want this assistantship, you must return the response letter enclosed with the award letter. Failure to return this response letter as requested will result in the cancellation of the offer of a graduate assistantship.

Only the graduate school can authorize the awarding of a graduate assistantship. If you do not receive an offer of a graduate assistantship directly from the graduate school, you do not have a graduate assistantship. Do not assume that you have a graduate assistantship based

upon an interview with the graduate coordinator, department or office.

For additional information, call the graduate school at 570-422-3536 or visit the graduate school website.

For information on Resident hall graduate assistantships, call the Office of Residence Life and Housing at 570-422-3138.

Academic Policies

General Graduate School Regulations

Academic Integrity Policy

East Stroudsburg University is committed to promoting a climate of openness and honesty among all members of the university community. In order to foster an environment suitable for the development of academic excellence, it is imperative that all members of the academic community uphold the principles of academic integrity in all scholarly endeavors. Academic integrity implies that students are solely responsible for their work and actions while members of the ESU community. In accordance with this pursuit, students are responsible for knowing the rules and conditions under which university credit may legitimately be obtained. Violations of academic honesty will be viewed with the utmost seriousness and appropriate sanctions will be applied.

It shall be deemed an academic offense if a student commits any of the following:

- During a test or examination, using any material not authorized by the instructor
- Providing or receiving assistance in an examination, test, assignment, paper or project in a manner not authorized by the instructor
- Buying, selling, engaging in unauthorized exchange, or using any tests or examinations in advance of their administration
- Buying, selling, engaging in unauthorized exchange or improperly using any assignments, papers or projects
- Present as their own, for academic credit, the ideas or works of another person(s), scholastic, literary or artistic, in whole or in part, without proper and customary acknowledgment of sources and in a manner which represents the work to be their own
- Falsifying or inventing information, data, or research material
- Obtaining information in a way contrary to the stated policies of the course, and/or the university as stated herein
- Attempting to bribe or coerce any university employee or student in order to gain academic advantage

- Collusion with others in order to circumvent academic requirements
- Substituting for another student, or arranging for substitution by another student, or misrepresenting oneself as another person during a test or examination whether in person or using electronic or telephonic communication
- Altering, changing, or forging university academic records, or forging faculty, staff, or administrative signatures on any university form or letter
- Submitting any false record in pursuit of university credit

Academic Status: Academic Warning, Probation, and Dismissal

Graduate students at East Stroudsburg University are expected to maintain high academic standards. Students failing to make satisfactory progress are subject to academic dismissal. All graduate students are required to have a minimum quality point average of 3.0 at all times. In addition to this requirement, the academic standing of a student is based upon the number of grades below a B that a student has on his or her graduate transcript. If a student's QPA falls below 3.0 regardless of the number of grades below a B, the student is placed on academic probation. Individual programs may have more stringent requirements than those listed. Delay or failure of the university to notify the student of their academic status does not exempt the student from the various restrictions and/or penalties resulting from receiving a grade or grades lower than a B or a QPA lower than 3.0.

Academic Warning

This is the first notice a student will receive that his or her academic performance in graduate studies is less than acceptable. Upon receipt of the first grade below B in a 3-credit hour graduate course,* the student will receive a "letter of academic warning" from the graduate dean, with a copy forwarded to the student's graduate coordinator. In some departments, a student who is placed on academic warning is no longer eligible to receive a graduate assistantship. Students on academic warning should evaluate whether they will retake the class with the low grade. Students on academic warning should plan their next semester carefully to maximize their academic success.

*For courses other than 3-credit hours, the graduate coordinator and the graduate dean will confer to determine the student's academic status.

Academic Probation

This is the second notice a student will receive that his or her academic performance in graduate studies is less than acceptable. Upon receipt of the second grade below B in a 3-credit-hour graduate course,* the student will receive a "letter of academic probation" from the graduate dean, with a copy forwarded to the student's graduate coordinator. In cases where the student has received more than one grade below B in the same semester, academic probation will be imposed without "academic warning." While on academic probation the student cannot take more than nine credit hours in a term. Students on academic probation are not eligible for a graduate assistantship. Furthermore, during this period, prerequisite classes for graduate work will not be waived and requests for independent study, home study, internships, theses and other similar non-classroom courses will be carefully considered and may be disapproved, if there is concern about the student's ability to meet the academic standards necessary for the class. Students cannot graduate if they are on academic probation.

*For courses other than 3-credit hours, the graduate coordinator and the graduate dean will confer to determine the student's academic status.

Academic Dismissal

Upon receipt of the third grade below B in a 3-credit-hour graduate course,* the student shall be subject to dismissal from the graduate school. The graduate dean will write a letter of academic dismissal, with copies to the student's graduate coordinator, the chair of the academic department, and the registrar of the university. This dismissal will occur upon receipt of the third grade below B even in those cases where the first, second, and third grades below B were awarded within the same semester.

*For courses other than 3-credit hours, the graduate coordinator and the graduate dean will confer to determine the student's academic status.

Academic Status: Appeals

A student who has been academically dismissed may appeal this decision in writing to the dean of graduate studies and research. Documentation of extenuating circumstances (student illness, death in the family, etc.) must be included. The dean's decision is final.

Academic Status: Change of

A student may be removed from the status of academic warning or academic probation by repeating the course or courses in which the original grade is less than the grade of B. A repeat course grade will replace the original grade. Graduate studies policy provides that a maximum of six (6) semester hours of credit may be repeated. Some departments permit the student to repeat only one three-hour credit class. A student on academic probation who removes one grade less than B will be reclassified to academic warning.

Academic Status: Exceptions to Grades Less Than a B

Grades less than a B in undergraduate classes taken during the course of a student's graduate studies will not count toward determining academic status.

Grades less than a B in classes that are over six (6) years old (assuming these classes are not counted toward the current graduate degree) will not count toward determining academic status.

Grades less than a B in classes outside the plan of study will not count in determining academic status provided that the student has changed graduate programs and the old grades do not apply toward the new degree program.

In the case where the student receives a grade less than a B in a class outside the plan of study, but has not declared a new graduate degree program, the program graduate coordinator will submit a letter to the graduate dean recommending whether these grades should be counted in determining the academic status of the student. The graduate dean will determine if these grades are to count toward determining academic status.

Academic Status and Graduate Assistantships

If a student is on academic probation (2 grades below a B or a QPA below 3.0), the student is not eligible to apply for or to continue receiving a graduate assistantship. A student who has a graduate assistantship will be notified of their ineligibility and terminated at the end of the semester in which they are notified of their ineligibility.

Academic Status and Graduation

A student on academic probation is not eligible to graduate.

Applicable Graduate Catalog Policy

A graduate student is subject to the academic requirements and regulations contained in the catalog in effect during the semester in which the student's plan of study is filed or in the

semester in which the student completes 12 credits of graduate course work at ESU (excluding transfer credit), whichever comes first.

A student who changes his or her degree program and files a new plan of study is subject to the program requirements as outlined in the catalog in effect at the time a new plan of study is accepted by the graduate dean. Amendments to a plan of study to drop or add classes do not count as a change of degree program.

A student who discontinues attendance for two or more consecutive semesters (not counting the summer semester) will be subject to the regulations and program requirements in effect when the student re-enters the university, unless the student has filed a leave of absence request that has been approved by the graduate coordinator and the dean of graduate studies. This includes students who are dismissed from the university for academic or disciplinary reasons.

Some programs are subject to requirements that originate with legal and governing authorities outside the university (for example requirements for teacher and other professional certifications). Such requirements are sometimes subject to change for all participants on a specific date and do not lend themselves to implementation by catalog year.

Occasionally, the university will adopt or revise a regulation (other than an academic program requirement) that cannot equitably or administratively be implemented by catalog year. In those cases, a good faith effort will be made to notify all students of the change at least a full semester in advance and through several venues before the change goes into effect.

Some academic departments place time restrictions on the completion of major courses and/or major requirements. Such restrictions are clearly articulated in the university catalog and take priority over this policy.

Changes in Rules and Policies

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Governors of the State System of Higher Education, by the chancellor or designee of the State System of Higher Education, or by the president or designee of East Stroudsburg University. Further, it is not possible in a publication of this size to include all the rules, policies and other information that pertain to the student, East Stroudsburg University, and the State System of Higher Education. More current or complete information may be obtained from the appropriate department, school, or administrative office. Each semester, the Class Schedule and Student Information Handbook outlines changes in academic policy and procedure and current deadlines that are of importance to students.

Nothing in this catalog shall be construed, operate as, or have the effect of an abridgment or a limitation on any rights, powers, or privileges of the Board of Governors of the State System of Higher Education, the chancellor of the State System of Higher Education, or the president of East Stroudsburg University. The Board of Governors, the chancellor, and the president are authorized by law to adopt, amend, or repeal rules and policies that apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and East Stroudsburg University or the State System of Higher Education. The relationship of the student to East Stroudsburg University is one governed by statute, rules, and policy adopted by the Legislature, the Board of Governors, the chancellor, the president, and their duly authorized designees.

Continuing Education or In-Service Courses

Graduate students may be granted approval to include in their programs of study up to

six (6) credits of workshops or in-service course work sponsored and authorized by East Stroudsburg University. Approval for the inclusion of such credit in a graduate program is required before taking the course and is dependent upon approval of each student's individual program graduate coordinator.

Course Credit

Course credit is measured in semester hours. A semester hour represents academic work equivalent to one 50-minute session per week in class plus two hours per week of outside studying for a semester. Class periods at East Stroudsburg are generally 50 minutes in length and are regarded as class hours. A semester is 15 calendar weeks. A semester hour of credit is also equivalent to one week of full-time study whether in class or outside of class. In some courses, two hours of laboratory per week for a semester earns one semester hour of credit while in other courses three hours of laboratory or fieldwork per week for a semester earns one semester hour of credit.

Credits in semester hours, classroom work, and laboratory or fieldwork are indicated by three numbers in parentheses immediately following the course title:

- The first number shows the credit in semester hours.
- The second number shows the period of concentrated classroom instruction per week.
- The third number shows the periods of laboratory, field, or other supervised activity work per week.

For example BIOL 562 MARINE BOTANY (3:2:3) is a course in Biology that earns three (3) semester hours of credit. It meets for two periods of class lecture and three (3) periods of laboratory per week for one semester. ELED 575 (3:3:0) is a three-credit class that meets three (3) periods of class lecture and does not have a laboratory or other supervised activity.

Departments may list when the course is normally scheduled by indicating this information in paraphrases following the description of the course, i.e., "Fall," "Spring," "Fall odd-years," "Summer," etc. Courses may be taught other than the semester listed for a number of reasons. This information is subject to change without notice. Students should check with the department to determine when a course will actually be taught.

Credit Hour Load

Full-time graduate status is nine (9) credit hours of graduate courses per semester. The maximum credit hour load for students devoting full time to their studies is fifteen (15) credit hours during a semester, seven (7) credit hours during the main summer session, and four (4) credit hours each during the summer pre-session and the summer post-session. Any exceptions to the maximum credit hour load restrictions must be approved by the dean of graduate studies.

Degree Regulations Advisers

The chair or the graduate coordinator of the department of each graduate program will assign each graduate student to an adviser from among the faculty designated for that program. The adviser will:

- (1) direct the student in the formulation of the program
- (2) approve course selections and course changes
- (3) give guidance relative to examinations for the program
- (4) ascertain that the candidate is meeting the requirements for the degree or certificate

The assignment of an adviser does not relieve the student of the primary responsibility

for adequate program planning and for progress toward completion.

Degree Candidacy

A student may be authorized to take graduate classes as:

- (1) a non-degree student
- (2) a degree-status student
- (3) a post-baccalaureate certification student

Non-degree students are not admitted to a graduate degree program, cannot be graduated from a degree program, and are not considered degree-seeking students for purposes of financial aid, graduate assistantships, or other purposes. A non-degree candidate must apply for admission to a degree program to be considered eligible for degree status. Non-degree students who complete more than 12 credit hours will not be considered *de facto* admitted to a degree program.

Post-baccalaureate certification students may be enrolled in only a certification program or simultaneously enrolled in a degree program and a certification program. Post-baccalaureate certification students simultaneously enrolled in a degree program must file a plan of study. Certification-only students do not file a plan of study but must complete all documentation required for certification.

Students admitted to graduate degree programs must file a plan of study as a requirement to be admitted as a degree candidate for that program.

The following policies govern the acceptance of a graduate student as a degree candidate:

- A degree candidate must have admission with full graduate standing or conditional admission due to required prerequisite course work not taken prior to applying for the degree program. (Conditional admission for low grades or for missing admissions documentation does not qualify for degree candidacy.)
- A degree candidate must complete at least six (6) semester hours of graduate study at ESU, have a quality point average equal to or greater than that required for graduation in the particular degree program in which the student desires candidacy (see Requirements for Master's Degree), and not be on academic warning or academic probation. A student is required to file a plan of study no later than the completion of 18 credit hours but is strongly encouraged to file a plan of study after completing 12 credit hours. Submitting a plan of study does not guarantee that the program of study will be acceptable as submitted or that transfer credits will be accepted as submitted. Thus, by filing the plan of study early this allows time for corrections and/or changes. Courses completed that are deemed by the program graduate coordinator or graduate dean not to apply toward completion of the degree will not be accepted for inclusion in the degree program.
- When the degree candidate files his or her plan of study, he or she will indicate a choice of the thesis or non-thesis degree program. Students are encouraged to obtain approval for a thesis topic as early as possible in their graduate studies. It is highly recommended that students have their thesis or final project approved prior to completing 18 credit hours.
- To complete the application to the Graduate School Office for degree candidacy, the student must submit an Application for Candidacy and Plan of Study for Master's Degree form (available from the graduate coordinator, the Graduate School Office or the ESU website) indicating all courses to be taken for the degree, including deficiencies established upon initial admission, and approved by the adviser, the graduate coordinator,

and the dean of the graduate school. Subsequent changes in an approved program must be submitted on an Amendment to the Plan of Study form available from and approved by those mentioned above. It is important to remember that when the student applies for graduation, his or her graduate degree check is based upon the plan of study that the student filed. It is important that all changes be made in a timely manner and that all incomplete grades be removed.

- Plans of study may not be approved by the graduate coordinator or the graduate dean. In case of disapproval, the student will be notified what action(s) need to be taken to correct the plan of study. If the student includes transfer credit on the plan of study, official transcripts of transfer credits must be submitted to the Graduate School Office. A maximum of six (6) semester hours may be counted toward degree completion (see Transfer Credit). A course-by-course credential evaluation report is required from World Education Services, Inc. (WES) for any transfer courses taken from a university or college outside the United States. The last course of a student's degree program must be taken at East Stroudsburg University unless prior approval is given by the dean of graduate studies.

Disciplinary Procedures (Nonacademic)

A graduate school disciplinary procedure document governing nonacademic matters is available at the Graduate School Office, Rosenkrans Hall, or from Judicial and Commuter Student Affairs in Flagler/Metzgar.

Double Degrees and Certification Programs

Students who desire to obtain more than one graduate degree from ESU must be accepted into each graduate program from which they wish to obtain a degree and file a plan of study for each program. Undergraduate prerequisite classes may be used to satisfy the requirements of either or both degree programs. A graduate class cannot be used to satisfy the requirements of both degree programs.

Students who desire to obtain a post-baccalaureate certificate and a graduate degree can use the same graduate class to satisfy requirements for either or both programs.

Full-time Status

The minimum number of credits needed to maintain status as a full-time graduate student is nine (9) credits per semester during the academic year. During the summer session any combination of classes that totals nine (9) credits is a full-time load. For example, a student who takes three (3) credits in the pre-session, six (6) credits in the main session, and no credits in the post-session is a full-time graduate student for the entire summer session even though he or she does not enroll in any classes during the post-session. Independent study classes, special project classes, and theses classes count toward fulfilling a student's full-time status.

A graduate student can take undergraduate classes but only three (3) credits of undergraduate classes per semester (fall/spring) can be counted toward the student's full-time status. Furthermore, to count toward the student's full-time status the undergraduate class must be a 300- or 400-level required prerequisite class for the student's graduate degree and the student must obtain the approval of the graduate dean and graduate coordinator to count the undergraduate course toward graduate load.

Correspondence

Correspondence from the Graduate School is mailed to the student's permanent address of record. The student is required to notify the Center for Enrollment Services and the Graduate

School Office immediately of any change in the student's local or permanent address, phone number, or e-mail address.

Maximum Timeframe for Completing Degree Requirements/ Leave of Absence

Graduate students are required to complete all course work and degree requirements including examinations, final projects, internships, and theses within six (6) years from the date of the first graduate course taken toward the program degree requirements.

Students who officially change their degree program by filing a new plan of study have six (6) years from the first class taken that counts toward the new program degree requirements.

Students who are dismissed for academic or non-academic reasons are required to complete their degree program requirements within six (6) years from the date of their first graduate course taken toward the program degree requirements. The time during their academic suspension counts toward the maximum time limit.

If a student obtains an official leave of absence approved by his or her department and the graduate dean, the time during the leave of absence does not count toward the maximum timeframe for completing degree requirements. A student who is not able to take classes for two or more semesters (not counting the summer session) due to medical reasons, military service, or other reasons beyond the control of the student, may request a leave of absence from the degree program. The student should submit his or her request to the program graduate coordinator. The graduate dean will review and approve or disapprove all requests for leaves of absence.

Students may petition for an extension of the maximum time for completing degree requirements. The petition should originate with the student's program degree graduate coordinator and is forwarded to the graduate dean for final approval or disapproval.

Under unusual circumstances a student may petition for an extension of the maximum time for completing degree requirements provided the student can demonstrate that his or her knowledge of the course subject matter that is over six (6) years old is current and accurate. Proficiency and knowledge must be demonstrated through documentation such as non-credit classes, professional training or by examination by the faculty of the department. The petition should originate with the student's program graduate coordinator and is forwarded to the graduate dean for final approval or disapproval.

Minimum Requirements for the Master's Degree

- Admission to Degree Candidacy.
- Candidates for all graduate degrees must achieve a 3.0 quality point average (on a 4.0 scale) in all graduate course work that counts toward the degree program.
- Completion of a minimum of 24 semester hours for those students in a thesis program and a minimum of 30 semester hours for those students in the non-thesis program plus any additional requirements as determined by the department. (Degree program may require more than the minimum number of credit hours. Some departments require up to 45 semester credit hours).
- Completion of the degree program within a six-year period. Courses taken over six years prior to the time of completion of all degree requirements may not be accepted as part of a degree program. Exceptions to this time limit must be specifically petitioned to the graduate coordinator with approval by the dean of the graduate school (see Maximum Timeframe for Completing Degree Requirements).
- Satisfactory completion of a written comprehensive examination in the major field (when

required) during the term in which the student completes the course work leading to the degree except by special arrangement with the department chairperson.

- Satisfactory completion of a final oral examination (when required).
- Completion and approval of the thesis, portfolio, internship or individual research project. (See coordinator for thesis guidelines).
- If applicable, satisfaction of the foreign language or research tool requirement.

Quality Point System

Grade	Quality of Academic Work	Number of Quality Points	
A	excellent	4	quality points
B	good	3	quality points
C	fair	2	quality points
D	poor	1	quality point
E	failing	0	quality points

Readmission to the Program/Change of Programs

A student who is dismissed for poor academic performance may reapply for admission to the graduate program after one year from the date of their dismissal. The student’s application for readmission will be reviewed but readmission is not guaranteed. The department may deny readmission. In departments where the program of study requires students to complete the degree requirements in a cohort, the department may require the student to reenter the cohort and take all classes in the degree program or the department may decide that it would not be practicable for the student to enter the cohort at a different point and, therefore, refuse readmission. Students who are readmitted must remove any grade below a B that would place them on academic probation by retaking the class at the first opportunity unless permission to take the class at a later date is granted by the graduate coordinator.

Students who are dismissed from one program may apply for admission to another graduate program after waiting for a period of one year from their date of dismissal. A student who is accepted into another program does not have to retake the courses in which the student received grades below a B. If admitted to another program, the student will be admitted as a conditional student. If the student receives a grade in a graduate course less than a B during their first 12 credits of graduate study in their new program, the student will be dismissed from graduate studies.

Student Responsibility for Knowledge of Rules and Deadlines

Students are held individually responsible for the information contained in this catalog and meeting deadlines for graduation. All parts of the catalog are subject to change from year to year as university rules, policies, and curricula change. Failure to keep informed of such changes will not exempt students from whatever penalties they may incur.

Graduate Records Policies

Application for Graduation

Qualified degree candidates must submit the Application for Graduation with the required signatures and a check for the graduation fee to the Graduate School Office within the following time frame:

Expected Graduation

Spring Semester (May)

Summer Sessions (August)

Fall Semester (December)

Apply Between

December 1 – March 1

April 1 – May 9

July 1 – October 1

Because this information is used for the graduate diploma, the graduate school requests that the application form be typed to avoid any errors.

Changes in Registration

A student's course schedule should be regarded as a contract. Courses may be added during the first ten (10) class days (first four days of summer sessions) of the semester by completing an appropriately signed Approval to Enroll card and filing the card in the Center for Enrollment Services. All changes in course enrollments must be approved by the dean of the graduate school. Failure to attend class does not constitute an official withdrawal.

Registration, Transcripts, and Grades

570-422-2800

Registration for course work may be accomplished online using a pass phrase and the instructions provided once you have been admitted to the Graduate School. Grades may also be viewed online. Requests for ESU transcripts must be in writing. The necessary form is available on the ESU website under Enrollment Services or in the Center for Enrollment Services.

Policies Governing Graduate Courses**Attendance**

Each professor will place on file in the departmental office that policy to which the class will adhere and make this attendance policy known to each class. Where non-compliance with policy occurs, the professor has the right to assign a grade consistent with the professor's stated policy. The Office of Enrollment Services will notify instructors of unusual circumstances of health or family problems, if known, and if the absences are in excess of one day.

Students are responsible for every course on their class schedule at the start of the semester. If a student does not attend the first class meeting of the semester and is not present at the start of the second meeting, the professor may give that student's place to another student; however, if this occurs, the student must still take the necessary formal drop action personally. Changes in schedule cannot be effected by nonattendance in class; nonattendance without consequent formal drop action will result in a failing grade.

Auditing Courses

Auditing is permitted only if the student has been admitted and has registered and paid the regular fees for the course. A student must complete a Permission To Audit card and secure the signature of the professor of the course. A change of registration from credit to audit or from audit to credit may occur only during the first week of the semester. Auditing students pay the same tuition and fees as students taking courses for credit. A student who audits a course cannot repeat the course for credit.

Course Repeats

A maximum of six (6) credit hours of graduate course work can be repeated. When a course is repeated, the new grade will replace the previous grade for the course regardless of which is the higher grade.

Courses Credited toward Partial Completion of the Degree Program

Only approved graduate courses from accredited institutions with the letter grades of A or B will be credited as fulfilling the requirements of course work required for the graduate degree program. A grade of “pass” in a course graded pass/fail will be credited as fulfilling the requirements of course work required for the graduate degree program provided that the grade of “pass” is officially equivalent to no less than the grade of B. Grades lower than B such as C, D, E, or F (from other institutions) will not be transferred.

If a student receives two grades below a B, the student is placed on academic probation. Students are not allowed to graduate while on academic probation. Thus, this has the same effect of not counting more than three credits of C grades as fulfilling the requirements of course work required for the graduate degree program.

Incompletes

The maximum time period for completing course requirements to remove incomplete (I) grades other than thesis and internship classes is two years from the end of the session in which the I grade was assigned. After that time, an incomplete grade can be removed from the record only by registering for and completing the course with a grade of A, B, C, D, E, P, or F. Incomplete grades that are changed to a grade of C or lower will count toward determining the academic status (academic warning, probation, or dismissal) of the student. After two years from the end of the session in which the incomplete grade was assigned, the student will have to retake the class to remove the incomplete grade. Incomplete grades for thesis and internship classes may be extended beyond the two-year maximum time period with written approval of the program graduate coordinator and graduate dean.

With the approval of the instructor and graduate coordinator of the student’s degree program the maximum time period for completing course requirements in thesis classes may be extended.

Transfer Credits

No more than six (6) semester credits of graduate level course work with A or B grades completed at another accredited graduate school may be transferred and applied to a graduate degree program at East Stroudsburg University. Graduate courses transferred from another university must be acceptable to the graduate coordinator of the program and the dean of graduate studies. Transfer classes with pass/fail grades cannot be transferred and applied to a graduate degree program at ESU unless the transcript clearly indicates that the grade of P or “pass” is equivalent to no less than the letter grade of B. Undergraduate credit earned at another institution or at ESU cannot be transferred or counted toward fulfilling a graduate course requirement. Courses that are dual listed as graduate and undergraduate credit can only be transferred as graduate credit if:

- (1) at the time the student took the class he or she had completed all requirements for the four-year undergraduate degree; and,
- (2) at the time the student took the class he or she was admitted as a graduate student at the institution offering the class

However, at the discretion of the degree program department with the approval of the dean of graduate studies, credits may be accepted to satisfy deficiencies in special subject matter even though they do not meet the criteria for transfer to the graduate course work of the degree program.

To have transfer credits applied to your program and placed on your transcript:

- The transferred course(s) must be listed on the Plan of Study or the Amendment to the Plan of Study which contains approval signatures of the student, the student’s adviser, graduate coordinator, and the dean of graduate studies; and
- An official transcript of the transferred courses must be forwarded by the institution

where the course was taken to the Graduate School Office, 107 Rosenkrans West, East Stroudsburg University, East Stroudsburg, PA 18301-2999.

- Transfer credits with pass/fail or satisfactory/unsatisfactory grades cannot be transferred unless the official transcript indicates that a pass grade is not less than the grade of B.

Withdrawals

Course withdrawals, subject to the conditions described below, may be accomplished by completing a drop card and obtaining the instructor’s signature. Withdrawals must be officially recorded at the Center for Enrollment Services. Any student who discontinues attendance in a course without formally withdrawing will be assigned a final grade of E.

During the first week of the semester a student may withdraw from a course and have no record of that course appear on the student’s permanent record. After the first week, through the tenth week, a student who withdraws will receive a grade of W for that course on the student’s permanent record. After the tenth week the student may withdraw only if there are extraordinary circumstances (e.g., illness, death in the family, etc.). In this situation the student must also secure the graduate dean’s signature on the drop card. A grade of W will be assigned if the student is passing; Z will be assigned if the student is failing.

Time periods for withdrawals during a regular semester, quarter session, and summer sessions:

Type of Action	Regular Semester	Quarter Semester	Summer 3 weeks	Sessions 6 weeks
No record	1st week	3 days	1st day	2 days
W grade	2nd to 10th weeks	4th day to 5th week	2nd day to 2nd week	3rd day to 4th week
No withdrawal*	11th to 15th weeks	6th to 7 ^{1/2} weeks	3rd week	5th and 6th weeks

* Except for extraordinary reasons

Research Requirement: Thesis or Problem

Some degree programs require the completion of a thesis. The thesis candidate conducts a highly formalized research effort using either a qualitative or quantitative research methodology. In some cases the student may combine elements of both research methodologies. The thesis requires the student to state a research question or problem, review the literature related to the research question, select an appropriate methodology to gather data, analyze the data and answer the research question.

The research demands comprehensive understanding of the defined problem and requires expert knowledge, powers of scholarship, and writing skills. Quantitative methodologies utilizing statistics for the purpose of data analysis and hypothesis testing may require knowledge of and abilities in computer and statistical skills.

The non-thesis candidate conducts an applied research study, a portfolio project, an internship, or other terminal project. The design of the project focuses on a practical problem in an operational setting or the acquisition of skills, knowledge, and abilities to prepare the student to enter into the professional discipline. This research requires expert knowledge of research, methods of inquiry, extensive knowledge of and skills in the discipline and command of the written language.

To prepare the student to complete this requirement, the graduate student’s degree

program requires him or her to complete a research methods course. The student is expected and strongly encouraged to register for this course, Introduction to Research 570, in his or her major field during the first term of enrollment following admission to the degree program. This course orients the student to graduate study and research in the major field and provides an opportunity for planning specific deadlines and procedures for completing the requirements for a master's degree.

The graduate school Thesis Guidelines is available through the graduate coordinator, the graduate school or ESU's website. The graduate school publishes a set of Thesis and Final Project Guidelines, which are applicable to all students. Each department will publish specific guidelines for students in their discipline. The student should contact his or her individual graduate coordinator for specific thesis and final project guidelines. All theses must be reviewed and approved by the graduate dean. The graduate dean reviews and approves theses after the student has completed oral examinations regarding the thesis, but before the thesis is bound. After the graduate dean approves the thesis the student submits four (4) copies to the Graduate School Office for binding. (Additional copies should be submitted at the same time if the student wants personal copies.) Copies of the theses submitted for binding must be submitted on 20-pound bond, 25% cotton content paper and of high quality print. (The minimum cotton content is 25%, but the cotton content may be higher. The minimum weight of the paper is 20-pound bond and the maximum is 28-pound bond.) The student pays for the cost of binding his or her thesis. These copies are due at least two weeks before graduation to ensure fulfilling degree requirements. Failure to submit copies of the thesis for binding before this deadline can delay the student's diploma or result in the student being removed from the graduation list.

Comprehensive Examinations

A degree candidate may be required to take a comprehensive written examination in the major field not earlier than the term in which he or she completes the course work approved in the plan of study. In special cases, a student may petition the department to take the comprehensive examination after completion of eighteen semester hours and achieving Degree Candidacy.

The comprehensive examination includes the areas of general and professional education as well as the field of specialization, although major emphasis will be on the latter.

The candidate who fails a comprehensive examination may petition the department for a re-examination. A failure eliminates the student from the degree program unless re-examination is granted.

The customary date for completion of comprehensive written examinations for those departments that require them are:

- The first Saturday in November
- The first Saturday in March
- The second Saturday in June

It is the student's responsibility to notify the chair of the department and his or her adviser at least one month prior to the date on which the student plans to take the examination.

Oral Examinations

Most of the degree programs require degree candidates to take an oral examination in the last term of residence. Re-examination of a candidate following an unsatisfactory oral examination is at the discretion of the examining committee and at a time and under such

circumstances as they may prescribe. Failure to pass the final oral examination may delay a student's graduation or result in the student not receiving his or her graduate degree.

For candidates in a thesis program the examination is primarily related to the thesis although other areas pertinent to the degree program may be examined. The examining committee may require changes or alterations in the thesis as a result of the discussions during the oral examination.

For the candidate in a non-thesis program the examination is primarily related to the subject matter covered in the courses in the degree program although the committee may also examine the area of the candidate's individual research project.

The oral examination is scheduled by the candidate and his or her adviser through the department chairperson and the appropriate faculty. All oral examinations must be scheduled at least two weeks in advance of the exam day, and must be completed no later than two weeks

preceding the candidate's commencement exercise. Thesis candidates must provide members of his or her thesis committee unbound copies of the complete thesis at least ten (10) weekdays prior to the scheduled date of the oral examination. Also, the student should allow sufficient time for corrections, review of corrections by the committee, and final review by the graduate dean.

Student Life

Alumni Association

Membership in the Alumni Association is automatically conferred upon every graduate of East Stroudsburg University, and is available to any former student who seeks membership. The 35-member volunteer Board of Directors works closely with all constituencies to foster alumni pride in themselves and in ESU; to promote a sense of belonging and loyalty to a unique community of people who share a common heritage; to enlist alumni support of the university through service, promotion, advocacy and financial contributions; to facilitate the transition from student to alumnus by fostering interest in alumni activities; and, to assist the university in carrying out its mission.

The *Alumni Herald* magazine, published three times a year, is mailed to all alumni without cost, and contains news relating to alumni, the university, faculty and students.

The Henry A. Ahnert, Jr. Alumni Center is located on Smith Street just north of Kemp Library. Visitors are welcome during normal business hours, 8:00 a.m. to 4:30 p.m., and at other times during special occasions and by appointment.

ATM Services

ATM services provided by Pennsylvania State Employees Credit Union are located just outside the ground floor of the University Center between the University Center and the Keystone Room.

Campus Card Center

The Campus Card Center, located on the ground floor of the University Center, provides ESU students and employees with a campus identification card (e-card) which also serves as a convenient, easy, and safe way to make purchases and use services on campus. The e-card provides electronic access to a declining balance (debit) account that can be used for the payment of certain items/services in the bookstore, convenience store, selected vending machines, resident hall laundry facilities, library, and campus dining facilities. Students may also use it to gain access to their residence hall. For further information, call 570-422-CARD.

Housing Information

Off-campus housing assistance may be obtained from the Coordinator of Judicial and Commuter Student Affairs at 570-422-3461. Early arrangement for off-campus housing is recommended.

Off-Campus Housing List

Commuter Student Services provides students with a list of off-campus housing opportunities. This list contains apartment and room rental availability throughout the surrounding area. The list contains a brief description of the unit including information on rental charge and utilities. The rooms/units listed are not inspected by the university and the university does not represent the landlord or tenant. The Office of Commuter Students acts only as a clearinghouse for this information.

Off-Campus Housing Guide

Commuter Student Services publishes a Guide to Off-Campus Living. This guide is designed to offer the student guidance on what to look for when deciding to live off campus. It also provides information on how to inspect a dwelling and provides tips for reviewing a lease agreement. A copy of this guide may be obtained from the office located on the second floor of the Flagler-Metzgar Center. The information contained in the guide is also accessible through the department's website.

Publications/Media

Radio Station (WESS FM)

Students interested in radio broadcasting or in any aspect of radio station work have an opportunity to gain experience by working with WESS 90.3 FM, the student-oriented and student-operated educational radio station. The station's format is "diversified" and includes vintage shows, BBC world news, sports, and talk shows, as well as many music genres such as alternative, classical, Top 40's, rap, and contemporary.

Stroud Courier

The *Stroud Courier* is the student-funded campus newspaper. The staff consists of students interested in all facets of journalism who are responsible for each aspect of publication including news writing and editing, feature writing, sports reporting, photography, and layout. The *Stroud Courier* covers issues, events, and activities on campus, the surrounding area, and the world.

Student Handbook

The Student Handbook, prepared bi-annually by the Office of Student Affairs, is a compendium of information about the various phases of life on campus. Specifically, the handbook provides the student with information concerning campus services, co-curricular groups and activities, as well as the official regulations, standards, and policies of the campus.

Student and Community Services

Career Planning and Placement Services

Career planning and placement services are offered without charge to all students and alumni. ESU graduate students are invited to contact the office to discuss career or job search plans and to establish a file, including a resume and information of interest to prospective employers. The Career Services Office is located on the top floor of the University Center. For additional information, visit the office's website at www.esu.edu/careerservices or call (570)422-3219.

Commuter Lounge

The Commuter Lounge is located in the University Center on the first floor. This lounge is equipped with a television, microwave and plenty of study and lounge space. Lockers are also located in the lounge. The locker rental is free for student but you must register with the University Center Information Desk where assignments are made. The lounge is also a place to find information about campus events and activities.

Commuter Newsletter

Commuter Student Services and the Office of Student Activities publish a commuter newsletter four times a year. The Student Tracker is mailed to all ESU commuter students. The newsletter contains articles of interest to commuters and lists activities on campus to encourage commuter student involvement. If you would like to submit articles for the newsletter, contact the Office of Commuter Student Services.

Commuter Student Services

Commuting students make up the predominant population on our university campus. ESU, in addressing the needs of our commuter student population, offers various academic and student services for commuters. The Commuter Student Services office, located in the Flagler-Metzgar Center, serves as a clearinghouse for information about these services as well as a place where commuting students can receive advocacy and support. For more information about the following services call the Office of Commuter Student Services, Wanda Ochei, director, at 570-422-3461 or 570-422-3598.

Continuing Education, Off-Campus Classes, and Act 48 Credit

The Office of Continuing Education is located in Zimbar-Liljenstein Hall. The Office of Continuing Education provides services to non-degree students, students taking off-campus classes, and students interested in Act 48 Credit classes. For further information, call 570-422-2853 or e-mail cesmmr@po-box.esu.edu.

Counseling and Psychological Services (CAPS)

The Office of University Counseling and Psychological Services offers a range of counseling services to facilitate and enhance the educational, psychological, and interpersonal well-being of East Stroudsburg University students. The services provided are designed to maximize students' personal and educational functioning, to prevent and remediate emotional/social problems, to help students attain their educational goals, and to promote their professional competence. Services offered include personal counseling/psychotherapy, vocational counseling, psychological and vocational testing, developmental and outreach programming, and consultation services in individual and group formats. Anxiety, career exploration/indecision, depression, difficulties in interpersonal relationships, eating disorders, family concerns, self-doubt, sexual concerns, and substance abuse are some of the issues students often address through counseling. In addition, the center maintains a library of vocational information materials, study-skill aids, resources, and guides addressing various psychological and interpersonal problems and concerns, and guides/handbooks dealing with various educational and vocational institutions. Lastly, the Graduate Record Examination (GRE), College Level Examination Program (CLEP), Miller Analogies Test (MAT), National Teachers Examination (NTE), and Certified Health Education Specialist Examination (CHES) are administered at least twice a year by the Counseling Center.

Members of the Counseling and Psychological Services staff are licensed psychologists and supervised professionals in graduate training. Their professional training and experience

prepare them to deal with a wide range of issues faced by university students. All currently enrolled students are eligible to receive services free of charge, except for the fees associated with the national exams.

All information shared by a client is kept confidential, and all client records are classified as confidential records. Without a client's written permission, no information is released to anyone outside of the center, except as required by law.

The Counseling and Psychological Services office is located on the second floor of the Flagler-Metzgar Center. Normal hours of operation are 8:00 a.m. to 4:30 p.m. Monday through Friday. Services generally are offered by appointment and may be scheduled by stopping at the office in person or by calling 570-422-3277. For additional information, call or visit the CAPS website at www.esu.edu/caps.

Disabilities Services 570-422-3954 V/TTY

East Stroudsburg University complies with Section 504 of the Federal Rehabilitation Act and the Americans with Disabilities Act and is committed to ensuring equal educational opportunities for students with disabilities. Appropriate academic adjustments and program modifications will be made for those students who present complete and recent documentation of an identified disability and who request services through the Office of Disability Services.

Health Services

Only graduate students who are currently enrolled in classes and who have completed their Report of Medical History Form, including required, updated immunization dates, will be treated at the university Health Service Center. Students who leave the university for whatever reason for a period of more than one year are required to complete new health examination forms.

The university employs registered nurses, physicians, and a health educator to care for students' health needs. The services provided include educational programs, diagnostic services, and medical care for minor illnesses and injuries. All major problems are referred to the student's personal physician or to a local physician specialist; all serious accidents are referred to Pocono Medical Center. In cases where referral is necessary to either the student's physician, a physician specialist, a hospital or other medical facility, the costs incurred must be borne by the student. Fees for diagnostic testing, which includes lab tests, x-rays, etc., are the responsibility of the student.

Registered nurses are on duty Monday through Thursday from 8:00 a.m. to 7:30 p.m., Wednesday through Friday from 8:00 a.m. to 5:30 p.m., and Saturday from 10:00 a.m. to 4:00 p.m. The Health Center is closed when classes are not in session. The university physician is available to students Monday and Tuesday from 8:30 a.m. to 6:30 p.m., Wednesday and Thursday from 8:30 a.m. to 4:00 p.m., and Friday from 8:30 a.m. to 2:30 p.m. During summer session, a physician is on duty from 1:00 p.m. to 3:00 p.m., and a nurse from 8:00 a.m. to 4:00 p.m. During summer session, the Health Center is closed on Saturday and Sunday. In emergency situations, students should contact their personal physician or go to the Emergency Room at Pocono Medical Center. Transportation is available through Campus Police.

Learning Center

The Learning Center provides supportive services to the entire ESU community. Professional and peer tutoring and drop-in tutoring labs in mathematics, chemistry, physics, economics, and writing are available to all students. The Learning Center is open Monday through Thursday from 8 a.m. to 10:00 p.m. and Friday from 8:00 a.m. to 4:30 p.m. for tutoring,

studying, and computer use. For further information call 570-422-3507.

Office of Diversity and Equal Opportunity

The Office of Diversity and Equal Opportunity's mission is to promote, plan and monitor social justice in the university community. In addition, it is to implement programs that enhance the human rights of the members of the East Stroudsburg University family. Moreover, the Office of Diversity & Equal Opportunity, with the cooperation of faculty, students, staff and administration, strives to:

- Ensure that the university is in compliance with equal employment law, affirmative action statutes, regulations, and legislation;
- Promote respect for individual differences and the right of individuals to be treated with respect and civility;
- Assure equity and to serve as an advocate for ethnic minorities, women, persons with disabilities, and other groups protected by federal, state or local laws;
- Assist in the creation of an environment in which diversity will be perceived as a strength; and
- Assist in the creation of a campus climate that is conducive to the optimal learning and development of all people at the university.

The staff of the Office of Diversity & Equal Opportunity is here to serve student, faculty, and staff at the university as well as guests of the campus. For more information please contact our office at 570-422-3656 or you may e-mail our administrative assistant, Michelle Lambert at mlambert@po-box.esu.edu.

Recreation Center

The Recreation Center, a new state-of-the-art facility that opened in August 2003, provides the ESU community with general recreation opportunities and supports the ever-changing exercise needs of students interested in pursuing healthy lifestyles. The 58,000 square foot facility offers students a four-court arena for basketball, volleyball, and tennis; a fitness center including cardiovascular, free-weight, and selectorized equipment; multipurpose studio for group fitness, dance, martial arts and other exercise programs; racquetball courts; elevated track; indoor and outdoor equipment check-out; locker/shower facilities; food service; seating area; and storage for student organizations, intramurals and sport club equipment. The Recreation Center also offers weekly group fitness programs that include kickboxing, abs, yoga, step and other aerobic activities. For more information on services, policies, and procedures, please visit the Recreation Center website at <http://www3.esu.edu/studentlife/saa/rec/index.asp>.

Religious Life

Religious organizations on campus include ESU Christian Fellowship and the United Campus Ministry. Religious, cultural, educational, and social programs are sponsored by the religious organizations affiliated with the university. A large number of religious denominations are represented in the East Stroudsburg and Stroudsburg area, and all welcome participation by students. For more information, call the United Campus Ministry at 570-422-3525.

Rose Mekeel Child Care Center

The Rose Mekeel Child Care Center is an age-appropriate program for children 2 ½ to 5 years old. The Center is accredited by the National Association for the Education of Young Children and the Department of Public Welfare. The Center, located next to Zimbar-Liljenstein Hall, is open from 7:45 a.m. to 5:00 p.m., Monday through Friday during the fall, spring, and

summer sessions. The facility is also open for limited enrollment during the January, March and May inter-sessions. The program is a hands-on, developmentally appropriate program for children between the ages of 2 ½ and 5 inclusive. To reserve a space and obtain information about fees, call the Mekeel Child Care Center at 570-422-3514. Enrollment is limited.

Social and Cultural Activities

The university offers a variety of social activities and opportunities for the campus community. Programs are sponsored throughout the year to enhance the quality of student life. Guest speakers on contemporary topics or controversial messages often visit the campus. Theatrical events and recitals featuring students and faculty are produced annually. Such activities as films, comedy shows, and concerts are also held throughout the year.

Speech and Hearing Center

The Speech and Hearing Clinic, located in LaRue Hall, is operated by the Department of Speech-Language Pathology and Audiology in connection with its clinical training program. Students provide therapy while being supervised by faculty who hold appropriate clinical certification and licensure. Services provided by the clinic include evaluation and therapy in the following areas:

- 1) speech/articulation disorders
- 2) developmental language disorders
- 3) aphasia resulting from head injury or stroke
- 4) voice disorders
- 5) laryngectomy
- 6) cleft palate
- 7) stuttering
- 8) foreign accent reduction
- 9) communication problems resulting from hearing loss

Complete audiologic evaluations are available. Therapy is conducted in rooms that are observable through one-way mirrors. Families of clients are encouraged to observe therapy so that they may better help the clients at home.

Clients at the clinic include members of the community, children attending the Mekeel Child Care Center, and students and employees of the university. Both evaluation and therapy are free of charge to students and employees of the university. Therapy is free to all community people. Anyone interested in clinic services should contact the clinic director at 570-422-3247.

Student Government

The Student Senate is comprised of elected student officials, both undergraduate and graduate, and represents the student body in issues related to campus life. Senators from each class and the graduate student body serve on committees concerned with academic affairs, social activities, clubs and organizations, student rights and responsibilities, etc.

Student Organizations

Approximately 100 clubs and organizations have been created as a result of student interest, funded by the Student Activities Association. The scope of these organizations is widely varied, including publications, athletics, drama, music, recreation as well as service, social, cultural, and scholastic honoraries.

University Store

The University Store, located in the University Center, provides the university community with a variety of high quality goods and services at reasonable prices, with particular attention paid to academic requirements. The primary function of the store is to provide books, both new and used, and supplies required for course work. The store also offers the following services: photo processing, newspaper and magazine subscriptions, Western Union, money orders, class rings, special ordering of clothing, books, pre-recorded music, campus apparel, computer hardware and software, faxing services, greeting cards, glassware, pennants, decals, stationery, and many other assorted imprinted items.

Theatre Program

The university provides a comprehensive program in theatre through the coordination of the Theatre Department and State II, the undergraduate dramatic organization. The program includes four major theatrical productions, a children's theatre, and summer theatre utilizing the university's main and experimental theatres.

Veterans Affairs

The Veterans Certifying Office is located within the Center for Enrollment Services. The certifying official has the delegated authority to sign enrollment certifications and other certification documents and reports relating to veterans and their dependents who are eligible for VA education benefits.

Women's Center

The Women's Center, located in Rosenkrans East, provides a drop-in center and supportive networking environment for all campus women – students, staff, faculty, and administrators. In addition, the Women's Center offers educational workshops on a variety of topics, supports political action for social change relevant to women, maintains a resource library on women's issues, and sponsors an annual women's conference and other special events for Women's History Month in March. The Women's Center emphasizes and encourages the involvement

of diverse groups of women, including women of all races and ethnicities, sexual orientation, ages, and physical abilities. For further information, call 570-422-3378.

Overview of Graduate Programs and Admission Requirements

Graduate Degree and Certification Program Admission Requirements 2004–2006

The following graduate degree programs are offered for the 2004–2006 academic year. Please check the ESU website for new programs that may have been added or changes to existing programs after the publication of this catalog.

Requirements for Admission to Full-standing Graduate Status

The minimum criteria for admission to full-standing graduate status requires the student to submit (1) an application for admission to graduate studies and (2) official transcripts from all colleges and universities attended. In addition to these requirements, various programs have additional requirements for admission to full-standing graduate status in the program.

Degree	Program	Requirements for Admission to Full Standing			
		Minimum Grade Point Average (Overall/Major)	Graduate Record Exam Required	Letters of Recommendation Required	Other Requirements
Master of Arts	History	2.5/3.0	No	No	
Master of Arts	Political Science	2.5/3.0	No	No	
Master of Science	Biology	2.5/3.0	Yes	3 letters	UG major in life science; 2 semesters organic chemistry; Letter of Intent from the student
Master of Science	Clinical Physiology (formerly known as Cardiac Rehabilitation and Exercise Science)	2.5/3.0	No	3 letters	Departmental application
Master of Science	Computer Science	3.0/3.0	No	No	Math and computer science prerequisites
Master of Science	Exercise Science	2.5/3.0	No	No	
Master of Science	Health Education	2.8/3.0	Yes	3 letters	

*GPA required for initial certification students.
** GPA required for advanced certification students (already have Pennsylvania teacher certification).

Master of Science	Management and Leadership with concentrations in Hotel, Restaurant, and Tourism Management, Sport Management, and Public Administration	2.5/3.0	GRE or GMAT	2 letters	Undergraduate management prerequisite course work or equivalent
-------------------	---	---------	-------------	-----------	---

Degree	Program	Requirements for Admission to Full Standing			
		<i>Minimum Grade Point Average (Overall/Major)</i>	<i>Graduate Record Exam Required</i>	<i>Letters of Recommendation Required</i>	<i>Other Requirements</i>
Master of Science	Speech-Language Pathology	2.8/3.0	Minimum 1050 combined verbal and	3 letters quantitative	Departmental application, statement of professional goals, appropriate UG prerequisites, TB Act 34/FBI clearance,
test, and Act 151 professional liability insurance					
Master of Science	Sport Management	2.5/3.0	No	2 letters	
Master of Education	Biology	2.8/3.0* 3.0/3.0**	Yes	Yes	In addition, student must meet Commonwealth of PA Department of Education Certification requirements; Letter of Intent
Master of Education	Elementary Education	2.8/3.0* 3.0/3.0**	No	Yes	In addition student must meet Commonwealth of PA Department of Education Certification requirements
Master of Education	Health and Physical Education	2.8/3.0* 3.0/3.0**	No	Yes	
Master of Education	History	2.5/3.0*	No	No	In addition student must meet Commonwealth of PA Department of Education Certification requirements
Master of Education	Instructional Technology	2.8/3.0* 3.0/3.0**	No	Yes	Portfolio; In addition, student must meet Commonwealth of PA Department of Education Certification requirements
Master of Education	Political Science	2.5/3.0	No	No	Degree does not lead to teacher certification
Master of Education	Reading	2.8/3.0* 3.0/3.0**	No	Yes	In addition, student must meet Commonwealth of PA Department of Education Certification requirements

*GPA required for initial certification students.

** GPA required for advanced certification students (already have Pennsylvania teacher certification).

Master of Education	Secondary Education	2.5/3.0 3.0/3.0*	No	Yes	In addition, student must meet Commonwealth of PA Department of Education Certification requirements
Master of Education	Special Education	2.8/3.0* 3.0/3.0**	No	Yes	Pass initial PRAXIS prior to admission. In addition, student must meet Commonwealth of PA Department of Education Certification requirements
Master of Public Health	Health	2.8/3.0	Yes	3 letters	

*GPA required for initial certification students.

** GPA required for advanced certification students (already have Pennsylvania teacher certification).

Initial and Advanced Commonwealth of Pennsylvania Department of Education Teacher Certification

Initial Teacher Certification

The Master of Education degree requires that the student have prior teacher certification or complete teacher certification requirements prior to the granting of the Master of Education degree. As a result of this requirement for students who do not already have teacher certification, admission into any of the graduate Master of Education programs requires that the application must meet the criteria for teacher certification established by the Commonwealth of Pennsylvania Department of Education in addition to those admission standards required by ESU.

The Reading Specialist Certification/M.Ed. in the M.Ed. Reading degree program requires that a student have or be in the process of acquiring an existing teaching certificate to which the Reading Specialist could be added. It does not, however, have to be a Pennsylvania certificate.

IMPORTANT NOTE FOR INTERNATIONAL STUDENTS: Due to various Immigration and Naturalization Service restrictions, international students may not be able to complete the requirements of student teaching required for Commonwealth of Pennsylvania Department of Education teacher certification. If the student cannot complete the requirements for student teaching, he or she may not be eligible for the Master of Education degree. International students should check with the Director of International Students and the Dean of Professional Studies to determine if such restrictions relate to them before beginning their degree program in education.

Post-Baccalaureate Initial Certificate Programs in Education

Applicants for admission to post-baccalaureate certificate programs leading to teacher certification for those students who already have a bachelor's degree but not teacher certification must apply for admission to the graduate school. Students may apply:

- (1) for admissions to a Master of Education graduate degree program and a post-baccalaureate certification program; or,
- (2) for admissions to only a post-baccalaureate certification program

Students who apply for admission to both a Master of Education graduate degree program and a post-baccalaureate certificate program may be required to complete the post-baccalaureate certificate program prior to the graduate degree program. Students should check with the program graduate coordinator to determine whether he or she is required to complete the certification program prior to the degree. Students may complete programs of study that will lead toward an Instructional I teaching certificate. Eligible graduates may apply for an Instructional I certificate which is valid for a period of six years in Pennsylvania. This certificate must be made permanent after six years of teaching.

IMPORTANT NOTE FOR POST-BACCALAUREATE CERTIFICATE PROGRAM APPLICANTS: Students who apply only for a post-baccalaureate certificate program are not eligible to apply for a graduate assistantship.

Each post-baccalaureate certificate program has its own unique criteria for admission. Some post-baccalaureate certificate programs require that the applicant already have teacher certification as a prerequisite for admission to the program. Post-baccalaureate certification students may be required to take both undergraduate and graduate course work to complete the program requirements.

IMPORTANT NOTE FOR POST-BACCALAUREATE CERTIFICATE PROGRAMS STUDENTS: Federal financial aid guidelines may define the student’s status different than that of ESU. While the post-baccalaureate certificate program applicant is required to apply through the graduate school at ESU, federal financial aid guidelines may classify the student as an undergraduate student. Post-baccalaureate certificate program students should contact the Center for Enrollment Services for further information.

Students applying for certification programs must complete both the graduate school admission requirements for post-baccalaureate certificate programs and the requirements of the ESU Teacher Education Council and the Commonwealth of Pennsylvania teacher certification requirements (see below).

Post-Baccalaureate Certificate in Education Programs
Areas of Teacher Certification

Instructional I	
Biology (7–12)	Health (K–12)
Chemistry (7–12)	Mathematics (7–12)
Communication (7–12)	Mentally and/or Physically Handicapped (K–12)
Earth and Space Science (7–12)	Physics (7–12)
Elementary Education (K–6)	Social Studies (7–12)
English (7–12)	Spanish (7–12)
French (7–12)	Speech and Language Impaired (K–12)
General Science (7–12)	

Advanced Department of Education Certifications

In addition to initial certification students may obtain the following DOE certifications:
Special Endorsement to Instructional I (Initial Teacher Certification Required)
Driver Education
Reading Specialist (The Reading Specialist Certificate is added to an existing teaching certificate, which may be either an Instructional I or an Instructional II.)

Educational Specialist

Dental Hygiene

School Nurse (see School Nurse Certification program in section on program descriptions)

Instructional Technology (see Media Communication and Technology)

School Administration or Supervision

Elementary and Secondary Principal

Special Education Supervisor Certification*

Superintendent

*Requirements for admission and matriculation in this supervisory track are described in a separate publication called the Special Education Supervisor Certificate. This document is available from the Coordinator of Graduate Studies for the Department of Special Education and Rehabilitation Dr. Teri Burcroff 570-422-3559 or e-mail: tburcroff@po-box.esu.edu.

Behavior Analyst

East Stroudsburg University's Department of Special Education and Rehabilitation offers a program that prepares professionals working with individuals with challenging behavior to sit for the Board Certification examination in Behavior Analysis administered by the Behavior Analyst Certification Board (BACB). Students admitted to the program will complete the course work as part of the M.Ed. in Special Education or will hold a master's degree in Special Education or a related field. The program consists of five courses delivered in a cohort program consisting of approximately 15 students. Courses are offered in the evening, frequently on a condensed nine-week schedule, with students required to take one to two courses per term for one year.

School Nurse Certification Program

- Credits required for certification: 15 credits
- Minimum hours required for certification: 12 semester hours (prerequisites for Practicum)
- 135 hours (Practicum)

The School Nurse Certification Program has been specially designed to provide educational experiences leading toward school nurse certification. The purpose of this program is to enhance the quality of school health programs through the leadership of certified school nurses and to increase the availability of nursing role models in the health care delivery system of school districts throughout the Commonwealth of Pennsylvania. This program focuses on meeting local and statewide needs.

Objectives

- Synthesize concepts relative to public school and organization and administration.
- Explain and execute the role of the school nurse in the public school system.
- Utilize the nursing process as related to health needs of pupils, school personnel, families, and environment.
- Coordinate health care services within the school system.
- Provide instruction in relation to individual, family, and community health.
- Fulfill a leadership role in developing a comprehensive health program within the school, as authorized by administrative policy and according to financial support.

Program of Study

The School Nurse Certification program offers five options.

1. Professional and Secondary Education (Choose one of the following.)

PSED 161 Foundations of Education (3 credits)

PSED 509 History of Education (3 credits)

- PSED 510 The Teacher and the School Community (3 credits)
 - 2. Professional and Secondary Education (Choose one of the following.)
 - PSED 242 Educational Psychology
 - PSED 516 The Learner and the Learning Process
 - 3. Media Communication and Technology (Choose one of the following.)
 - MCOM 262 Educational Communications and Technology
 - MCOM 520 Selection and Utilization of Instructional Media for the Classroom (3 credits)
 - 4. Health (Choose one of the following.)
 - HLTH 360 Methodology in Health Education (3 credits)
 - HLTH 539 Health Education Methods Workshop (3 credits)
 - 5. Nursing
 - NURS 486 Field Experience and Internship – School Nursing (3 credits)

Graduate-Level Options

Although the School Nurse Certification Program is not considered a graduate-level curriculum, all courses (except for the Internship) are offered at both the undergraduate and graduate levels. Students may take either undergraduate- or graduate-level courses.

- Graduate-level courses are typically offered in three-hour blocks of time, one evening per week.
- As you already have a baccalaureate degree, it may be more appropriate for you to take courses at the post-baccalaureate level. As a general rule, graduate-level courses are geared to individuals with the kind of experiences you already have.
- These courses may be used as electives for a graduate degree.

Admission Requirements

The applicant shall have completed all requirements for the Bachelor of Science with a major in Nursing, have been awarded the degree, and possess a valid license to practice as a Registered Nurse in Pennsylvania.

- Interview
- Letter of recommendation
- Fall 2004 QPA 2.8, Fall 2005 QPA 3.0
- Mathematics requirement: 6 semester-hour credits or the equivalent in college-level mathematics.
- English requirement: 3 semester-hour credits or the equivalent in college-level English composition and 3 or more semester-hour credits in English Literature.
- The deadline for receipt of applications is July 31 for the fall semester and November 30 for the spring semester.

Program and Certification Requirements

- Fall 2004 – 2.8 QPA required for certification; Fall 2005 – 3.0 QPA required for certification.
- All course work needs to be completed before students enroll in the Internship. Exceptions to this must be cleared with the Department of Nursing.
- For admission into NURS 486 Field Experience and Internship in School Nursing the following is required:
 - A. Evidence of CPR certification
 - B. Results of tuberculin testing

- C. Evidence of Rubella immunity (if immune, test does not need to be repeated)
 - D. Valid Pennsylvania Registered Nurse license
 - E. Documentation of a current criminal records background check
 - F. Documentation of a current child abuse background check
 - G. Copy of prescribed Pennsylvania Department of Education plan of study where appropriate
 - H. Evidence of liability insurance (minimum coverage of \$1,000,000/\$3,000,000) coverage
- In order to obtain certification from East Stroudsburg University, three of the four prerequisite courses required for the program need to be taken through ESU. NURS 486 Field Experience and Internship also is required to be taken through ESU.
 - Portfolio assessments will be considered for students who have worked on a full-time basis for one or more years under emergency certification or who have a substantial amount of experience as a School Nurse Assistant.
 - Application for certification needs to be completed by November 15 for December program completion date and April 15 for May program completion date.

Applications are available from the Office of the Dean of Professional Studies (570-422-3377). If this application process is deferred, the student may be held to new criteria at the time of application.

Permanent Certification

In order to be permanently certified as a School Nurse in Pennsylvania, graduates of School Nurse Certification programs must accumulate a minimum of 24 post-baccalaureate semester credit hours within six years of initial certification. In most instances, courses taken toward School Nurse Certification count toward permanent certification as long as they have been taken after the date on which the degree was granted. Students should also consult with their employers as to whether these courses can be applied toward the various employee benefit packages (i.e. promotion, pay grade increases, etc.).

Additional Requirements for Teacher Education/ Certification Programs

Selection for the Teaching Profession

The nature and importance of teaching requires that students who seek to enter the profession must possess unimpeachable character, above average academic ability, and personality traits suitable for working with children and young adults. The teacher education faculty perceives their ultimate obligations to be to the students who will be taught by their graduates. Consequently, the student's admission to teacher candidacy and to student teaching and final institutional recommendations for a teaching certificate are not achieved solely by meeting routine academic requirements. As the student in each of these steps progresses toward final certification, the faculty of the student's certification area exercise their professional judgment as to the student's competency for the teaching profession.

Admission into Teacher Education Program

All students completing graduate programs requiring teacher certification must successfully complete teacher education program admission, monitoring, and exit criteria procedures.

For full-standing admission into a graduate or post-baccalaureate certificate program

requiring teacher certification students must meet the following requirements:

- Complete faculty interviews;
- Satisfactorily pass the PRAXIS I Academic Skills Assessments in reading, writing, and mathematics;
- Earn a minimum overall undergraduate QPA as identified by Pennsylvania law (2.8 or as determined by the department);
- Complete six (6) credits of undergraduate or graduate courses in (a) mathematics courses and (b) six (6) credits of English (including one composition and one literature) courses;
- Complete Act 34 and/or FBI clearance and Act 151 child abuse clearance;
- Complete any other specific departmental requirements and/or prerequisite teacher education course; and
- Be recommended by departmental faculty and approved by the Teacher Education Council.

Once these steps have been completed, students are admitted to candidacy in the teacher education program and are permitted to take education courses. The student's progress and mastery of competencies will be monitored while completing requirements in the program. All students are required to maintain a cumulative grade point average as specified in Pennsylvania law to remain in the program and/or to take teacher education classes. Students must satisfy all program requirements to be recommended for the degree and teacher certification, including a 3.00 QPA. Only qualified students for the Master of Education or post-baccalaureate certificate education programs are allowed to take teacher education classes. The requirements for the various Master of Education and teacher certification programs differ. Each department will provide each student a copy of its program requirements, course checklist, and expectations.

All applicants must be endorsed by the faculty adviser, the department, and the dean of professional studies, who serves as the certifying officer for the university.

Requests for transfer credit to be applied toward the Master of Education or post-baccalaureate certificate program will be individually evaluated by the department chair to determine equivalent courses to be accepted.

The Pennsylvania Department of Education requires that all certification applicants satisfactorily pass the appropriate sections of the ETS PRAXIS Series Tests. Students must also complete the teacher certification application and respond to immigration, criminal record, child abuse, and health statements.

Pre-Student Teaching Field Experience

The importance of providing opportunity for education students to observe and work directly with children in schools before student teaching is recognized. To make this possible, the director of the Office of Field Experiences and Partnerships works with departments to secure quality sites for students to engage in field experiences. Field experiences are required in association with most education degree programs unless the student already has Commonwealth of Pennsylvania initial teacher certification. Prior to being placed in their first field experience, students must submit a negative test for tuberculosis form and clearances for Act 34/FBI and Act 151.

Requirements for Approval for Student Teaching

The Office of Field Experiences and Partnerships coordinates student teaching assignments. Students are required to submit an application to student teach to the Office of Field Experiences

and Partnerships. Students planning to student teach in the fall semester must satisfy all teacher education program admission criteria by the end of the previous spring semester. Students planning to student teach in the spring semester must satisfy all teacher education program admission criteria by the end of the previous summer session. In order to student teach, students must have met the following requirements in addition to having met departmental requirements specified under the course listing for student teaching:

- Possess health, personal characteristics, and professional attitudes considered essential for successful teaching.
- Successfully complete prerequisite courses in education and have no incomplete grades.
- Have a minimum quality point average as identified by Pennsylvania law, Chapter 354 (some departments require a higher minimum than as stated in Chapter 354). Students should see their department chairperson for specific requirements for their overall quality point average.
- Provide evidence of a negative test for tuberculosis.
- Meet all requirements for admission to teacher candidacy as required by the major department in education.
- Satisfy Act 34 and/or FBI clearance and have satisfied Act 151 Pennsylvania History of Child Abuse Clearance.
- Have successfully submitted the necessary state clearances (Act 34, Act 151, and/or FBI) to the respective teacher certification department, prior to the semester of student teaching. Students are required to submit current and acceptable clearances to university supervisors at the first student teaching practicum session, in order to be eligible for student teaching.

Student Teaching

Student teaching is the culminating experience in a series of planned laboratory and field experiences leading to initial teacher certification. Student teachers spend a full semester off campus in a regular classroom under the guidance and direction of a fully certified, master teacher. The university provides each student with the additional support of a university faculty member with a background in supervision and instruction. Student teaching is planned to provide an opportunity for continued professional growth in the application of theory, methods, and subject content.

Students are placed in school districts with which the university has an executed Affiliation Agreement or Articulation Contract. To date, the university has identified more than 90 school districts, within a radius of 50 miles from campus. All student teaching arrangements are made through the Office of Field Experiences and Partnerships. It is inappropriate for students to make their own student teaching arrangements.

Student teachers are expected to comply with the following list of requirements and to complete a variety of pre-student teaching requirements prior to the semester of student teaching. Those requirements include but are not limited to:

- Have personal transportation to and from the assigned school district.
- Adhere to school district policies, procedures, ethics codes, schedules, and dress codes.
- Purchase Student P.S.E.A. Liability Insurance.
- Continue to hold required clearances. An unacceptable clearance will result in the

student being removed from student teaching.

- Student teachers will be expected to meet the requirements of both the ESU university calendar and the school district calendar in which they are student teaching. This may mean that class holidays and breaks may not coincide.
- Students are not paid for student teaching.

Teacher Education Council

The Teacher Education Council provides governance for the teacher certification programs. The council administers existing policies related to teacher education, admits students to teacher education programs and hears appeals from students, develops and proposes new policies in teacher education, and reviews certification programs and their modifications as proposed by departments and faculties to insure compliance with the standards of state and national accrediting agencies. These policies are found in the Teacher Education Program Policy Manual and minutes of council meetings.

Collaborative Doctoral Degree in Education

East Stroudsburg University and Indiana University of Pennsylvania (IUP) have entered into a collaboration to offer the doctoral courses for IUP's doctoral program in Administration and Leadership Studies (Ed.D.) on ESU's campus. The Ed.D. in Administration and Leadership Studies is designed to serve the needs of K–12 education administrators. All course work is taken on the ESU campus. The graduate receives a degree under both the name of East Stroudsburg University and Indiana University. The doctoral program is a cohort program. Approximately 25 students are admitted to the program every two years and are required to take two classes per term for approximately two years. The program is designed for working professionals.

For admission information and requirements contact the ESU-IUP Ed.D. Program Coordinator Dr. Doug Lare at 570-422-3431 or by e-mail to dlare@po-box.esu.edu.

Admission Requirements Subject to Change

Admission requirements for the various graduate programs and post-baccalaureate certificate programs in education are subject to change without notice. Please contact the graduate coordinator of the program to determine the admission standards required for full-standing admission to the program.

Degree Programs

Art

The Art Department does not have a graduate degree program or a teacher certification program. Graduate course work is offered in Art to support other degree programs. Graduate courses in Art are not regularly offered.

Biology

Moore Science Building 570-422-3716 www.esu.edu/biology

Graduate Faculty

Graduate Coordinator: Jane Huffman, Ph.D.

A. Aldras, Sc.D.	D. Bodolus, Ph.D.	K. Brunkard, Ph.D.
J. Jewett-Smith, Ph. D.	M. Kitchens-Kintz, Ph.D.	T. LaDuke, Ph.D.
T. Master, Ph. D.	R. Milewski, Ph.D.	R. Pekala, Ph.D.
J. Smith, Ph. D.	D. Trainer, Ph. D.	M. Wallace, Ph. D.
T. Whitford, Ph.D.	P. Wilson, Ph. D.	

The graduate faculty in Biology offers two master's degree programs, a Master of Science with a major in biology with an emphasis in either:

- Biology
 - Biology: Management of Environmental Resources (concentration)
- Master of Education with a major in biology

Each of the three routes to a master's degree in biology has the option of:

- Thesis
- Non-thesis
- Non-research

The student is strongly advised to have a statistics course before initiating the thesis or the research problem.

Admissions

Admission requirements for full standing include the following:

- An undergraduate major in a life science (or its equivalent)
- Completion of organic chemistry (minimum two semesters)
- Three letters of recommendation
- A letter of intent from the student
- GRE scores

After admission, the student will meet with the academic adviser to choose a plan of study.

Master of Science

Thesis Program – 30 Semester Hours

Required: BIOL 572 Thesis I – 3 credits
 BIOL 573 Thesis II – 3 credits
 Major Field and Related Electives - *24 semester hours

Non-Thesis Program – 31 Semester Hours

Required: BIOL 571 Independent Research Problem (Semester hours arranged)
 Major Field and Related Electives - *30 semester hours
 Independent Research – 1 semester hour

Non-Research Program – 39 Semester Hours

This program of study emphasizes the broader aspects of graduate studies in biology by requiring more courses in place of the thesis or research problem.

Required: Major Field or Related Electives - *39 semester hours

Master of Science

Management of Environmental Resources **

A Master of Science with a Major in Biology and emphasis in management of environmental resources is available to interested students.

Thesis Program – 30 Semester Hours

Required: BIOL 572 Thesis I – 3 credits
 BIOL 573 Thesis II – 3 credits
 Major Field and Related Electives - *24 semester hours

Students may be required to participate in a field experience or internship.

Non-Thesis Program – 31 Semester Hours

Required: BIOL 571 Independent Research Problem (Semester hours arranged)
 Major Field and Related Electives - *30 semester hours
 Independent Research – 1 semester hour

Students may be required to participate in a field experience or internship.

Non-Research Program – 39 Semester Hours

This program of study emphasizes the broader aspects of graduate studies in biology by requiring more courses in place of the thesis or research problem.

Required: Major Field or selected electives - *39 semester hours

Students may be required to participate in a field experience or internship.

**For more information concerning the program, contact Professor Jane Huffman, graduate program coordinator at 570-422-3716.

Master of Education

Thesis Program – 30 Semester Hours

Required: BIOL 572 Thesis I – 3 credits
 Major Field and Related Electives - *12 semester hours
 General Education – 3 semester hours
 Professional Education – 12 semester hours

Non-Thesis Program – 31 Semester Hours

Required: BIOL 571 Independent Research Problem (Semester hours arranged)
 Major Field and Related Electives - *15 semester hours
 Professional Education – 12 semester hours
 General Education – 3 semester hours
 Independent Research – 1 semester hour

Non-Research Program – 39 Semester Hours

This program of study emphasizes the broader aspects of graduate studies in biology by requiring more courses in place of the thesis or research problem.

Required: Major Field and Related Electives - *24 semester hours
 Professional Education – 12 semester hours
 General Education – 3 semester hours

*Six semester hours in the M.S. program or three semester hours in the M.Ed. program may be earned in courses taken in related areas such as mathematics, chemistry, or physics.

Graduate Assistantships

The Department of Biological Sciences offers graduate assistantships. Duties consist of aiding the graduate faculty in their professional duties and assisting with undergraduate labs. Duties do not include teaching of undergraduate classes. For information about graduate assistantships, contact the graduate coordinator.

Computer Science

Stroud Hall 570-422-3772 www.esu.edu/cpsc/courses/ms_req.htm

Graduate Faculty

Department Chair: Richard Amori, M.S., M.S.

Graduate Coordinator: Richard Amori, M.S., M.S.

J.K. Chen, Ph.D.

J. Emert, M.A.

F. Friedman, Ph.D.

H. Kimm, Ph.D.

N. Paul Schembari, Ph.D.

P. Williams, M.S.

The graduate faculty in Computer Science offers the Master of Science with a major in computer science. The degree is intended to provide depth in one or more areas within computer science and prepare the graduate for a position of greater skills and responsibility than would the bachelor's degree, as well as to provide a solid basis for those wishing to enter a Ph.D. program.

Master of Science

There are two options for Master of Science in Computer Science: a research emphasis option and a programming language emphasis option. For either option, the degree candidate must select a minimum of 18 credits of courses open only to graduate students.

No graduate student who has an A, B, or incomplete grade in a graduate course may re-enroll for credit in the course for a second time without approval of the department chair and the department Graduate Coordinator.

Option I – Research Emphasis – 30 Semester Hours

- Programming Languages Area

Required:

CPSC 530 Software Engineering

At least one of the following:

CPSC 531 Advanced Topics in Software Engineering

CPSC 532 Natural Language Processing

CPSC 533 Compiler Construction

CPSC 534 Compiler Construction II

CPSC 535 Parallel Computing

- Operating Systems/Architecture Area

Required:

CPSC 541 Computer Architecture

At least one of the following:

CPSC 542 Operating Systems Design

CPSC 544 Realtime Systems

CPSC 545 Networks and Data Communication

CPSC 548 Applied Network Security

- Theory

At least one of the following:

CPSC 562 Theory of Computation

CPSC 563 Theory of Abstract Languages

- Data/File Structures

At least one of the following:

CPSC 550 Algorithmic Graph Theory

CPSC 553 Database Systems

CPSC 554 Data Structures and Algorithmic Analysis

- Topics/Electives

At least one additional course numbered 520 or higher.

- Culminating Activities

Required:

CPSC 570 Introduction to Research

CPSC 574 Research Project I

CPSC 575 Research Project II

Option II – 33 Semester Hours

- Programming Languages Area

Required:

CPSC 530 Software Engineering

At least one of the following:

CPSC 531 Advanced Topics in Software Engineering

CPSC 532 Natural Language Processing

CPSC 533 Compiler Construction

CPSC 534 Compiler Construction II

CPSC 535 Parallel Computing

- Operating Systems/Architecture Area

Required:

CPSC 541	Computer Architecture
----------	-----------------------

At least one of the following:

CPSC 542	Operating Systems Design
----------	--------------------------

CPSC 544	Realtime Systems
----------	------------------

CPSC 545	Networks and Data Communication
----------	---------------------------------

CPSC 548	Applied Network Security
----------	--------------------------

- Theory

At least one of the following:

CPSC 562	Theory of Computation
----------	-----------------------

CPSC 563	Theory of Abstract Languages
----------	------------------------------

- Data/File Structures

At least one of the following:

CPSC 550	Algorithmic Graph Theory
----------	--------------------------

CPSC 553	Database Systems
----------	------------------

CPSC 554	Data Structures and Algorithmic Analysis
----------	--

- Topics/Electives

At least three additional courses numbered 520 or higher.

- Culminating Activities

Required:

CPSC 570	Introduction to Research
----------	--------------------------

CPSC 574	Research Project I
----------	--------------------

Expectations for Admission

Applicants should have a B.S. in computer science from East Stroudsburg University, or, if not, the computer science skills and mathematical maturity represented by the material in the following ESU courses:

CPSC 111	Introduction to Computer Programming and Problem Solving
----------	--

CPSC 141	Introduction to Computer Organization
----------	---------------------------------------

CPSC 151	Linear Data Structures and Elementary Algorithm Analysis
----------	--

CPSC 232	Introduction to Assembler Programming
----------	---------------------------------------

CPSC 240	Operating Systems and Computer Architecture
----------	---

CPSC 251	Nonlinear Data Structures
----------	---------------------------

CPSC 321	Issues in the Practice of Computer Science
----------	--

CPSC 330	Programming Languages
----------	-----------------------

MATH 140	Calculus and Analytic Geometry-I
----------	----------------------------------

MATH 141	Calculus and Analytic Geometry-II
----------	-----------------------------------

MATH 220	Discrete Mathematical Structures
----------	----------------------------------

MATH 311	Statistics
----------	------------

MATH 320	Linear Algebra
----------	----------------

Course descriptions are available in the undergraduate catalog. A student may be admitted conditionally subject to successful completion of deficiencies in the above list.

Graduate Assistantships

The Computer Science Department offers graduate assistantships. Contact Prof. Richard Amori, graduate coordinator, for further information.

Early Childhood and Elementary Education

Stroud Hall

570-422-3356

Graduate Faculty

Graduate Coordinator: P. Kelberman, Ed.D.

M. Benson, Ph.D.

S. Harlan, Ph. D.

M. Kellow, Ph.D.

P. Kramer, Ed.D.

D. LePage, Ed.D.

P. Pinciotti, Ed.D.

L. Rogers, Ed.D.

M. Vagliardo, Ed.D.

A. Whitehead, Ed.D.

C. Wilson, Ph.D.

The Department of Early Childhood and Elementary Education offers three programs at the graduate level. These three options are:

- Master Teacher Program leading to a Master of Education in Elementary Education (33 credits)
- Extension of a Teaching Certificate to include Elementary Education (39 credits)
- Certification in Elementary Education for individuals holding a baccalaureate degree without teaching certification (53 credits)

Students interested in any of these programs should contact the Elementary Education Office at 570-422-3356 for further information.

Program Objectives

The focus of the M.Ed. Elementary Education is on becoming a master teacher in the elementary classroom. The Advanced Teacher Education Conceptual Framework applies to those graduate students who already hold an initial certification. The mission of the master educator program is to guide in-service educators to become leaders who apply research and best practice theory to make reflective and synergistic decisions that consistently support and extend the learning of all students. Through the chosen program's core courses and individualized experiences, candidates are able to create a vision of themselves as reflective, synergistic decision makers.

Individuals working toward their initial certification in Elementary Education may choose to pursue their M.Ed. simultaneously. The Beginning Teacher Education Conceptual Framework for beginning educators guides their studies until such time certification is obtained. Our mission for those pursuing initial certification is to develop beginning educators who make reflective and deliberate decisions that support and extend the learning of all students. This mission and the essential commitments guide all ESU educators along with our Beginning Educator Outcomes, the Learning Cycle, a Comprehensive Assessment model, and numerous Teacher Education initiatives.

Master of Education in Elementary Education

Entrance Requirements

To be accepted as a master's degree candidate in full standing, applicants must have a baccalaureate degree with certification in elementary education. Applicants must have a 2.75 overall and 3.0 major GPA. Candidates must submit a copy of their current teaching certificate and a Professional Goals Statement that reflects their professional objectives for

the program.

Program Requirements

The Master's of Elementary Education program (ELED) consists of a core area of required courses (15 credits) and a concentration area of 18 credits. The concentration area includes a focus of 12 elementary education credits in addition to 6 credits of education electives that are chosen to meet the student's professional needs and personal interests. The 18 credits of the concentration are selected by the graduate student (in collaboration with the ELED graduate coordinator) from one of six focus areas available for in-depth study. The M.Ed. program supports the Advanced Teacher Education Conceptual Framework, developed by the ESU Teacher Education faculty.

Core courses present research-based concepts related to teaching and learning as well as introduce various tools of inquiry. Concentration courses extend the master teacher's ability to articulate, apply, and adapt theoretical constructs to the classroom setting. At the end of graduate course work, the master teacher candidate will be able to demonstrate reflective, collaborative, and creative teaching practice and professional leadership qualities.

Core Courses: 15 credits required:

ELED 502	Psychology of the Elementary School Child
ELED 592	Elementary School Curriculum
ELED 570	Introduction to Research
ELED 575	Graduate Seminar
MCOM 510	Computers in Education

Concentration Courses: 18 credits required – 12 in ELED Focus and 6 in Electives:

ELED Focus: The student shall, in consultation with his or her adviser, complete 12 ELED graduate credits in one of the following focus areas:

- Elementary School Teaching
- Early Childhood – Birth through Age 8
- Middle School Teaching
- Language Literacy and the Arts
- Mathematics, Science, and Technology
- Differentiated Teaching and Learning

Electives: In addition, the student shall complete 6 graduate credits of electives.

Other Requirements

Plan of Study

Between the completion of 12–15 semester hours, students will complete a plan of study in consultation with the ELED graduate coordinator.

Comprehensive Evaluation

Students select one of the following exit criteria to complete the M.Ed. program: Professional Portfolio, Curriculum Project, or Action Research. The planning and developing of the Comprehensive Evaluation is an integral part of ELED 575, a course taken between 24–27 credits.

Workshop Courses*

A student may have a maximum of 6 credits of workshop courses included in a plan of study.

Suggested Concentration Areas and Course Options

Elementary Education Focus 12 credits

ELED 512 Integrating the Arts in Elem Class
 ELED 550 Current Trends in Social Studies
 ELED 521 Children's Lit. for Advanced Students
 ELED 540 Math in Elementary School
 ELED 530 Science in Elementary School
 ELED 520 Current Trends in Language Arts
 ELED 515 Individualizing Instruction
 ELED 517 Creative Teaching Methods
 ELED 525 Creative Drama

Education Elective Courses 6 credits

Elementary School Teaching

PSED 516 Learner and Learning Process
 PSED 510 Teacher and School Community
 MCOM 520 Selection and Utilization of Instructional Media
 REED 523 Analysis of Inst Techniques
 REED Selected by Advisement
 SPED 551 Inclusionary Practices
 SPED 570 Collab. in Ed. Process

Early Childhood – Birth through Age 8

ELED 574 Prob. and Issues in ECE	MCOM Selected by Advisement
ELED 589 Org. and Admin. of ECE Programs	SPED 567 Families in Ed. Process of
ELED 586 Intern: Methods and Materials in ECE	Individuals with Exceptionalities
ELED 515 Individualizing Instruction	SPED 568 Early Intervention
ELED 517 Creative Teaching Methods	PSED 516 Learner and Learning Process
ELED 523 Diversity in Children's Lit.	REED 521 Language and Reading
ELED 557 Reducing Stress in the Classroom*	Process
	REED 550 Foundations of Reading
	Recovery

Middle School Teaching

ELED 515 Individualizing Instruction	PSED 565 Curr. Dev. in Middle Schools
ELED 512 Integrating the Arts	PSED 593 Teaching Techniques in
ELED 517 Creative Teaching Methods	Middle School
ELED 525 Creative Drama	PSED 510 Teacher and School Com.
ELED 534 Science Seminar	MCOM Selected by Advisement
ELED 550 Current Trends in Social Studies	SPED 551 Inclusionary Practices
ELED 542 Current Trends in Mathematics	SPED 570 Collab. in Ed. Process
ELED 549 Reducing Classroom Conflict*	REED 527 Reading in Content Areas
ELED 556 Cooperative Learning*	REED 530 Teaching Reading through
ELED 505 Classroom Management and Discipline Models	Young Adult Literature

Language, Literature, and the Arts

ELED 520 Current Trends in Language Arts	PSED 516 Learner and Learning Process
ELED 512 Integrating the Arts	REED Selected by Advisement
ELED 521 Children's Lit. for Advanced Students	(6-credit maximum)
ELED 517 Creative Teaching Methods	SPED 540 Language Arts for
ELED 546 Learn to Read through the Arts*	Exceptional Individuals
ELED 523 Diversity in Children's Lit.	SPED 551 Inclusionary Practices
ELED 515 Individualizing Instruction	MCOM Selected by Advisement
ELED 525 Creative Drama	

Mathematics, Science, and Technology

ELED 540 Math in Elem School	SPED 551 Inclusionary Practices
ELED 530 Science in Elem School	PSED 593 Teaching Techniques in Middle School
ELED 534 Science Seminar	PSED 565 Curr. Dev. in Middle School
ELED 542 Current Trends in Mathematics	PSED 516 Learner and Learning Process
ELED 531 Life Sci. Wkshp. for Elem Teach*	MCOM Selected by Advisement
ELED 532 Phys. Sci. Wkshp. for Elem Teach*	
ELED 517 Creative Teaching Methods	
ELED 515 Individualizing Instruction	

Differentiated Teaching and Learning

ELED 515 Individualizing Instruction	SPED 551 Inclusionary Practices
ELED 560 Adaptive Education	SPED 570 Collab. in the Ed. Process
ELED 535 Diversity in the Classroom	PSED 516 Learner and Learning Process
ELED 555 Clinical Supervision	PSED 510 Teacher and School Com.
ELED 523 Diversity in Children's Lit	MCOM Selected by Advisement
ELED 556 Cooperative Learning*	
ELED 559 Enhancing Self-Esteem*	

Student Design

Students in collaboration with the graduate coordinator may design a concentration area that meets their professional needs and personal interests.

Extension of Teaching Certification to Include Elementary Education

The Elementary Education Extended Certification Program is open to individuals who have successfully completed an undergraduate degree and who are certified in an area other than elementary education (e.g., special education, secondary education). The Certification Program consists of 39 credits and offers the option of taking courses at the undergraduate or graduate level. Some courses taken at the graduate level may be applied toward a master's degree in elementary education. All requirements and course work must be completed prior to receiving certification in elementary education. The Certification Program is guided by the ESU Advanced Teacher Education Conceptual Framework and consists of specific ELED certification courses. Field experience in elementary education classrooms may be required as determined by the graduate coordinator.

Entrance Requirements

Candidates for this program are admitted through the graduate school and adhere to the graduate standards. Applicants must have a 3.0 major GPA. Candidates must also submit a copy of their current teaching certificate and a Professional Goals Statement that reflects their professional objectives for this program.

Certification Courses (Professional Education) – 9 semester hours

PSED 242 Educational Psychology	or PSED 516 Learner and the Learning Process
PSED 161 Foundations of Education	or PSED 510 Teacher and the School Community
MCOM 262 Educational Communications	or MCOM 520 Selection and Utilization of Instructional Media for the Classroom

Elementary Education – 30 semester hours

ELED 132 Child Growth and Development (Prerequisite for all other Elementary Education courses)

ELED 351 Music in Childhood Education

ELED 311 Art in Childhood Education or ELED 512 Integrating the Arts

ELED 342 Language Arts in Childhood Education or ELED 520 Current Trends in Language Arts

ELED 343 Mathematics in Childhood Education or ELED 540 Math in Elementary School

ELED 344 Science in Childhood Education or ELED 530 Science in Elementary School

ELED 345 Social Studies in Childhood Education or ELED 550 Current Trends in Social Studies

ELED 346 Children's Literature or ELED 521 Children's Literature for Advisement Study

REED 313 Foundations of Reading or REED 523 Analysis of Instructional Techniques

Instruction (6) in Reading and 3 reading credits by advisement

Checklist for Students Extending Certification to Include Elementary Education Prior to Admission

___ Meet with ELED graduate coordinator to review transcripts and discuss the ELED certification and/or M.Ed. programs, screening requirements, and opportunities.

Prior to Certification

___ Successfully complete all ELED Requirements – no Incompletes

___ Maintain a GPA 3.0 overall

___ Professional Field Experiences determined by the graduate coordinator

___ File Application for certification

___ Demonstrate proficiency on PRAXIS II: Elementary Education: Curriculum, Instruction, and Assessment (10011)

Meet regularly with the ELED graduate coordinator for advisement and to discuss concerns about your academic program, department admittance procedure, or other advising matters. Visit the graduate school or ELED website at www.esu.edu/eled/index.html for more information.

Initial Certification in Elementary Education for Individuals Holding a Baccalaureate Degree without Teaching Certification

The Elementary Education Initial Certification Program is open to individuals who have successfully completed an undergraduate degree in an area other than education. The Certification Program (53 credits) is completed predominately at the undergraduate level with some options for graduate course work that may be applied to a Master of Education degree. Prior to receiving certification in elementary education, candidates must successfully complete all program requirements, courses, an Apprentice Semester in a Professional Development School, and a Student Teaching Resident Semester. The Certification Program is guided by the ESU Initial Teacher Education Conceptual Framework and consists of 9 credits of Professional Education, 30 credits of Elementary Education which includes an apprentice semester in a Professional Development School, and a resident semester which is 14 credits of student teaching.

Entrance Requirements

Candidates for this program are admitted through the graduate school and adhere to graduate standards. Candidates must have a 2.8 overall and 3.0 major GPA, demonstrate proficiency on PRAXIS Series I (Reading, Writing and Mathematics) and submit a Professional Goals Statement that reflects their professional objectives for entrance into this program. After acceptance into the program, candidates meet with the ELED graduate coordinator for specific advisement.

Program Requirements

The applicant's undergraduate degree program is reviewed to see if the student meets the General Education requirements which includes a minimum of 50 semester hours distributed in Arts and Letters, Natural and Social Sciences and to see whether any previously taken education courses may apply. Students are required to have 6 credits of Mathematics and 6 credits of English in order to meet State Standards for certification. The English credits must include 3 credits of English Composition and 3 credits of English Literature. Any student whose undergraduate transcript does not meet those requirements will be required to fulfill them, in addition to any other undergraduate deficiencies.

Department Admittance Process

The admittance process will be discussed during advisement with the graduate coordinator. This is an essential first step in completion of the program and students must complete (if necessary) the 6 credits in Mathematics and English, before becoming eligible for admittance.

Professional Field Experiences

All students seeking initial elementary teacher certification are required to participate in Professional Field Experiences and one apprentice semester in a Professional Development School. Courses marked by an asterisk* (below) are taken together and integrated with fieldwork in an ESU Professional Development School. Students spend two days on campus and two days in a classroom developing knowledge, skills, and dispositions that build toward success in their resident semester.

Student Teaching Statement

A twelve (12)-credit resident semester will complete the certification program. The PRAXIS II Fundamental Content Knowledge is required prior to the semester of Student Teaching.

Required Courses: (courses are 3 credits each unless otherwise indicated)

Professional Education - 9 semester hours

PSED 242	Educational Psychology or
PSED 516	Learner and the Learning Environment
PSED 161	Foundations of Education or
PSED 510	Teacher and School Community
MCOM 262	Ed. Communications or
MCOM 520	Selection and Utilization of Instructional Media for the Classroom

Elementary Education - 30 semester hours

ELED 132	Child Growth and Development – Prerequisite for all other ELED courses
ELED 346	Children's Literature
ELED 351	Music in Childhood Education
ELED 342	Language Arts in Childhood Education

- ELED 343 Mathematics in Childhood Education
 ELED 311 Art in Childhood Education*
 ELED 344 Science in Childhood Education*
 ELED 345 Social Studies in Childhood Education*
 REED 313 Foundations in Reading Instruction* (6 credits)
 or WITH PERMISSION
 REED 523 Analysis of Reading Instructional Techniques and 3 other REED credits
 by advisement

Resident Semester/Student Teaching - 12 semester hours

- ELED 430 Student Teaching (12 credits)

Checklist for Students Seeking Initial Certification in Elementary Education Prior to Admission

- ___ Meet with ELED graduate coordinator to review transcripts and discuss the ELED certification and/or M.Ed. programs, screening requirements and opportunities.
 ___ Demonstrate proficiency on PRAXIS I: Reading, Writing and Mathematics

Admittance Process

- ___ Department Admission
 ___ Maintain Grade Point Average of 3.0
 ___ Include a Student Evaluation Checklist
 ___ General Education – complete if necessary
 Math _____ Math _____
 English (comp) _____ English (lit) _____
 ___ Provide proof of Negative TB test
 ___ Obtain proper clearances:
 ALL Students Act 34 _____ Act 151 _____
 Non-PA Residents also need FBI Clearance _____
 ___ SPSEA Membership
 ___ Hand in Admittance Packet for review and scheduling of department interview.
 Packets are submitted during a predetermined time frame at the beginning of each semester. Failure to do this in a timely manner may result in delay of program.
 ___ Pass Department Interview

Prior to Student Teaching Residency

- ___ Successfully complete All ELED Requirements – no Incompletes
 ___ Demonstrate proficiency on PRAXIS II – Fundamental Content Knowledge (0014)
 ___ Successfully admitted into department
 ___ Maintain a GPA 3.0 overall
 ___ Complete Professional Field Experiences

Apprenticeship: _____

- ___ Provide proof of negative TB test
 ___ Provide proof of current clearances
 ALL Students Act 34 _____ Act 151 _____

Non-PA Residents also need FBI Clearance _____

___ Provide proof of current SPSEA membership

Prior to Certification

___ File Application for certification

___ Demonstrate proficiency on PRAXIS II:

Principles of Learning and Teaching K–6 (30522)

Elementary Education: Curriculum, Instruction, and Assessment (10011)

Meet regularly with the ELED graduate coordinator for advisement and to discuss concerns about your academic program, department admittance procedure, or other advising matters. Visit the graduate school or ELED website at www.esu.edu/eled/index.html for more information.

Graduate Assistantships

- Students are required to submit an application for a Graduate Assistantship position to the Graduate School of Education.
- Candidates will be selected and interviewed by the department chair and/or graduate coordinator.
- Please contact the department chair and/or graduate coordinator at 570-422-3356 for additional information.

English

The English Department does not have a graduate degree program but offers graduate course work in support of the various Master of Education degree and certification programs.

Exercise Science

Koehler Fieldhouse

570-422-3302

www.esu.edu/mses

Graduate Faculty

Graduate Coordinator: Shala E. Davis, Ph.D.

Eli Berman, M.D.

Donald M. Cummings, Ph.D.

Gregory B. Dwyer, Ph.D.

Arnie J. Goldfuss, Ph.D.

Todd Miller, Ph.D.

Joanne L. Smith, Ph.D.

Master of Science

Major in Clinical Exercise Physiology

(Formerly: Cardiac Rehabilitation and Exercise Science)

45 Semester Hours (www.esu.edu/mses/cres)

An M.S. program in Clinical Exercise Physiology is offered in conjunction with six area medical centers. This program offers traditional classroom and laboratory experiences as well as specialized clinical experiences. The Clinical Exercise Physiology Program is a limited-access program. The class is typically restricted to the top 25 qualified applicants. Students must complete two applications for admission to the Clinical Exercise Physiology Program: the general graduate school application and a supplemental department application. The program begins as a cohort group in the summer post-session and continues through the end of the following summer. Students must pass a written comprehensive examination.

Required:

Summer I Courses

MSES 555 Exercise and Weight Control Workshop

MSES 556 Aerobic Fitness Workshop

Fall Semester Courses

MSES 528 Physiology of Human Performance

MSES 530 Electrocardiography, Non-Invasive Cardiac Evaluations, and Implications in Exercise and Rehabilitation

MSES 531 Cardiac Rehabilitation Clinical Laboratory I

MSES 539 Coronary Heart Disease: Its Medical Diagnosis and Management

MSES 586 Field Experience and Internship

Spring Semester Courses

MSES 532 Cardiac Rehabilitation Clinical Laboratory II

MSES 537 Stress Testing and Exercise Prescription

MSES 538 Cardiac Pathophysiology and Pharmacology

MSES 586 Field Experience and Internship

MSES 513 Evaluation in the Teaching-Learning Process in Health and Physical Education or Statistics

Summer II Courses

MSES 527 Advanced Exercise Physiology Laboratory Techniques

MSES 536 Organization and Administration of Cardiac Rehabilitation and Primary Prevention Programs

MSES 533 Health and Fitness Clinical Laboratory III

MSES 595 Cardiac Rehabilitation Seminar

MSES 541 American College of Sports Medicine Workshop

Comprehensive Exam

Master of Science

Major in Exercise Science – 30 Semester Hours

The M.S. program is available to those students who wish to pursue study of a specialized focus within the body of knowledge underlying Movement Studies and Exercise Science. Students who seek admission to this degree program must develop and write an appropriate “Statement of Intent” that is the rationale for *undertaking this course of study and an indication of the overall plan for academic progress*.

Students must choose to specialize in either an exercise science or psychosocial focus which is reflected in at least 11 credits of course work (6 of which must be in courses in movement studies and exercise science). Students must also successfully complete a thesis and comprehensive examination.

Required: 19 semester hours in MSES or other approved courses

Exercise Science Focus

MSES 570 Introduction to Research

MSES 572 Thesis Seminar (3 Semester Hours Arranged)

MSES 574 Research Laboratory (1 semester hour)

MSES 513 Evaluation in the Teaching-Learning Process in Health and Physical Education or Statistics

MSES 525 Psychology of Human Performance

MSES 526 Biomechanics of Human Performance

MSES 528 Physiology of Human Performance

- 11 credits must be taken within a specialty area under the direction of a research

adviser

- Completion of final oral thesis exam

For any degree program, the degree candidate must select a minimum of 18 graduate credits of courses open only to graduate students.

All graduate students in the Exercise Science Department will have to demonstrate computer literacy.

General Science

The Master of Science degree in General Science has been placed in moratorium and new students are not being accepted into the program. The certification program and undergraduate general science program are not affected by this moratorium on new graduate degree students.

Health Education/Public Health

DeNike 570-422-3702

Graduate Faculty

Graduate Coordinator Health: Kathy Hillman, Ph.D.

Program Coordinator Public Health: Lynn Woodhouse, Ed.D.

Adenike Bitto, Dr. P.H.

Christine Brecht, M.P.H

Alberto Cardelle, Ph.D.

Steven Godin, Ph.D.

Edward Meehan, M.P.H.

Kimberley Razzano, M.P.H.

Steven Shive, Ph.D.

The mission of the department of health is to prepare qualified practitioners in the areas of health education and public health, who will enhance the quality of life through the promotion of health and the elimination of disparities. The department is committed to attaining this mission through teaching, research, and service.

The faculty members in the Health Department offer two graduate degree programs, a Master of Science (MS) degree in health education and a Master of Public Health degree in Community Health Education. The MS degree requires 30 semester hours if the research option is elected or 36 semester hours if the non-research option is selected. The MS program is designed to accommodate students who are interested in becoming a health educator who can work in a variety of settings including schools, colleges, hospitals, community and industry.

The MPH program requires 45 semester hours. The East Stroudsburg University Health Department is the only department in the fourteen State System of Higher Education institutions permitted to offer this degree. The MPH program, accredited by the Council on Education for Public Health, is designed to prepare public health practitioners with competency in Epidemiology, Health Administration, Environmental Health, Social and Behavioral Sciences and Biostatistics. In addition to developing these core public health competencies, students graduate with a concentration in community health education.

Master of Science: 570-422-3702

Health Education

(30-36 Semester Hour Program)

The MS degree is designed to accommodate students who are interested in health education for a variety of settings including: schools, colleges, hospitals, communities and industry. No specific undergraduate degree is required. Students with undergraduate majors in health education,

biology, computer science, psychology, nursing, nutrition, sociology, physical education and the allied health area are encouraged to apply. Each student’s background is evaluated and a plan of study is designed for the student’s individual needs. Students who have not acquired the necessary competencies at the undergraduate level or completed appropriate field experiences may be required to complete work beyond the minimum requirements.

The Department of Labor has recognized the Health Educator as a health occupation and the curriculum reflects the Responsibilities and Competencies of a Health Educator, by addressing the knowledge and skills needed to obtain the Certified Health Education Specialist (CHES) credential. The competencies addressed are:

- Assessing Individuals and Community Needs for Health Education
- Planning Effective Health Education Programs
- Implementing Health Education Programs
- Evaluating Effectiveness of Health Education Programs
- Coordinating Provision of Health Education Services
- Acting as a Resource Person in Health Education
- Communicating Health and Health Education Needs, Concerns and Resources
- Applying Appropriate Research Principles and Methods in Health Education
- Administering Health Education Programs
- Advancing The Profession of Health Education

ADMISSION STANDARDS: The department considers applications on a rolling basis and the student may start in any semester. All students meeting the current catalog requirements will be eligible for **FULL ADMISSION:**

1. Bachelor’s degree from an accredited college or university.
2. An undergraduate minimum grade point average of 2.50 (4.00 basis) and a 3.00 in the area of specialization during the junior and senior years.
3. Submit a professional resume.
4. Submit three verifiable references.
5. Submit GRE scores.
6. Prerequisite completion of Anatomy and Physiology course work.
7. Full admission is a prerequisite to degree candidacy.

CONDITIONAL ADMISSION will be granted if the candidate does not meet requirements for full admission. Continuation of study is dependent upon completion of deficiencies and maintaining a 3.0 grade point average during the first 9 semester hours of course work. Admission requirements should be completed prior to successful completion of 15 semester hours of credit.

The minimum requirements for the two program options within the MS program are as follows:

Research Option-30 Semester Hours

Required:

HLTH	538	Public Health Administration
	539	Health Education Methods Workshop
	550	School Health Administration & Curriculum
	555	Health Education Evaluation
	560	Scientific Foundations of Health Behavior
	570	Introduction to Research
	571 or 572	Health Education Research Problem <i>OR</i>
		Health Education Thesis

MATH 502 or 516 Applied Statistics *OR* Biometry

MS graduate candidates must select from 5 to 8 credits of health education electives, and 3 credits of electives in the sciences, social sciences, professional education, administration or communications.

Non-Research Option-36 Semester Hours

Required:

HLTH	538	Public Health Administration
	539	Health Education Methods Workshop
	550	School Health Administration & Curriculum
	555	Health Education Evaluation
	560	Scientific Foundations of Health Behavior
	570	Introduction to Research
MATH	502 or 516	Applied Statistics <i>OR</i> Biometry

Graduate candidates must select from 9 to 15 credits of health education electives, and 6 credits of general and professional education electives. Health graduate classes are offered after 4 p.m. during the fall and spring semesters. The summer school schedule offers classes after 6 p.m. and courses are on a rotating basis. Nine semester hours of graduate credit is considered to be a full time student, completion of the degree is often within 2-3 years full-time and as long as 6 years part-time. All M.S. Graduate candidates will be required to complete an oral comprehensive exam at the end of their course work.

Master of Public Health (MPH): (570) 422 - 3560
Community Health Education
45 Semester Hours

The MPH program is accredited by the Council on Education for Public Health (CEPH). CEPH is the independent agency recognized by the US Department of Education to accredit schools of public health and certain public health programs. CEPH accreditation attests to the quality of an educational program that prepares for entry into the public health profession. Accreditation provides assurance to students that the school or program has been evaluated and has met accepted standards established by and with the profession. Accreditation provides potential employers with assurance that the curriculum covers essential skills and knowledge needed for today’s jobs.

In addition to the core public health competencies (Epidemiology, Health Administration, Environmental Health, Social and Behavioral Sciences and Biostatistics), the curriculum is designed to meet the graduate health education “competency framework” developed by the health education profession.

With the concentration in Community Health Education, graduates are eligible to sit for the Certified Health Education Specialist exam. This indicates that they have the requisite skills in developing, planning, implementing and evaluating public health education programs to gain this credential.

As an accredited MPH program, the faculty are heavily involved in scholarly service to the field of public health as well as conducting research to facilitate solving public health problems. Faculty members conduct this work at the national, state and local level. Examples of faculty research include: research to prevent HIV/AIDS, research on effective health care delivery and dental care delivery, a community breastfeeding initiative, community violence and substance abuse prevention initiatives, Internet health applications, school-based health

center implementation and evaluation, and various other projects. Faculty members engaged in conducting and publishing research collaborate with graduate assistants and other students. A number of these students, some supported by research assistantships, are integrally involved in these projects.

The Master of Public Health degree in Community Health Education is a 45-credit program that includes a 9-credit internship requirement, a requirement to pass an oral exam and a requirement to write a publishable quality paper. Because the program combines traditional public health course work with professional training in community health education, graduates are prepared to work in very diverse settings. Graduates work in program management, health education and behavioral sciences or health administration to prevent epidemics and the spread of disease, to protect citizens against environmental hazards, to prevent injuries, to promote and encourage healthy behavior in communities, to respond to disasters and recovery efforts and to assure the quality and accessibility of health services.

Students who enter the program are typically involved in the following professional areas: social behavioral sciences (such as psychology, anthropology or sociology), nursing, medicine, biology, teaching and various other fields. No specific undergraduate degree is required.

The mission for the MPH program is to develop a future in which there is a demand for public health excellence in eastern Pennsylvania, and in which the ESU public health program becomes the recognized regional center for public health excellence by preparing public health workforce professionals who partner with communities and use applied research and public health practice to empower communities and foster organizational collaboration.

The East Stroudsburg University MPH program prepares the public health workforce through **instruction, research and service.**

Through Instruction:

- Students apply approaches of community health practice to community health problems and organizations focusing on the culture of groups, organizations, and communities, and the various factors that influence or are influenced by community health education programs.
- Students demonstrate knowledge of public health structure, organization, programs, laws, policy, management, social and behavioral sciences, epidemiology, environmental health, and biostatistics.

Through Research:

- Contributes to the knowledge base of public health and health education by performing research in the basic and applied aspects of community health and health behavior and in the conduct of community health education and policy research.

Through Service:

- Provides public health services to a variety of public and private agencies in the Commonwealth and the surrounding region. These services are to include needs assessment, planning, implementation, and evaluation.
- Provides continuing education and in-service programs to public health professionals in the surrounding region.

Admission standards: All students must meet the current catalog requirements to be eligible for conditional admission.

Full admission to the program will be granted if the above two standards are met and the following requirements have been completed:

- Submit three verifiable letters of recommendation
- Submit acceptable GRE scores

- Submit a professional resume describing relevant experience and skills

Conditional admission may be granted if the candidate does not meet requirements for full admission. Continuation of study is dependent on completion of all deficiencies.

Required:

HLTH	509	Skills for Applied Community Health Practice
	537	Community Health Practice for Health Educators
	538	Public Health Administration
	553	Health Policy for Ethics and Law
	555	Health Education Evaluation
	557	Computer Application for Health Education
	560	Scientific Foundations of Health Behavior
	561	Epidemiology
	562	The Physical Environment and Community Health
	563	Public Health Measurement Science
	570	Introduction to Research
	571	Health Education Research Problem
	581	Public Health Seminar
	586	Field Experience and Internship

Teacher Certification

Teacher certification in health education (K-12) may be acquired in conjunction with the master’s degrees, although some additional work is required. All teacher certification requirements at the undergraduate level must be met.

Graduate Assistantships

The department has several opportunities for graduate candidates to obtain a graduate assistantship. The student would be assigned to a health faculty member(s) and complete tasks as assigned in areas of literature reviews, record keeping, data entry, etc.

History

Stroud Hall 570-422-3286 www.esu.edu/history

Graduate Faculty

Graduate Coordinator: Lawrence Squeri: 570-422-3286 or 570-422-3284

Marie Donaghay, Ph.D. Neil Hogan, Ph.D. Martin Wilson, Ph.D.

The graduate faculty offers two degree programs in history: the Master of Arts and the Master of Education. In the Master of Education program, the student has two options: the thesis program and the non-thesis program. In the Master of Arts program, the thesis is required of all students.

Individual programs and specific course selections are made under the supervision and with the approval of an adviser from among the graduate faculty in the Department of History.

M.A. in History

Required Course Work: 30 credit hours

History 570: Introduction to Research, 3 credits

Electives: 15–21 semester hours in history.

Students must elect a minimum of 9 semester hours in either:

Group A – United States History, or

Group B – European History

and a minimum of 3 semester hours in each of the two remaining groups, including

Group C – Area Studies

Related Areas: (optional) 0–6 semester hours

Thesis: 6 semester hours

(Historical training consists of research, writing, and analysis. These skills are best developed by writing a thesis.)

Final Graduation Requirements

- 30 credits with a minimum of 18 credits of courses open only to graduate students
- Thesis
- Oral defense of thesis
- Comprehensive examination
- Satisfactory completion of language requirement

Language Requirement

Knowledge of the fundamentals of one foreign language is required unless waived as indicated below. Emphasis is upon reading comprehension. The requirement may be satisfied in one of the following ways:

- Through at least 6 semester hours of a foreign language (with a grade of “C” or better) at the undergraduate or graduate level.
- Through demonstration of reading comprehension in a foreign language using materials in the major field or graduate level.
- Through substitution of all or part of the foreign language requirement with approved course(s) in advanced technical knowledge related to the major field.

The chair of the Department of History must approve satisfaction of the foreign language requirement by substitution. The foreign language requirement may be waived upon the approval of the adviser and the chairperson of the Department of History if a student’s area of study and the thesis do not require a language.

Admissions

See section on Graduate Programs Offered for admission requirements.

Master of Education in History

The Master of Education in History *thesis* option program requires 30 semester hours with a minimum of 18 credits of courses open only to graduate students.

Required Course Work:

HIST 570 - Introduction to Research: 3 credits

Electives: 12–15 semester hours in history

Related Electives: 0–6 semester hours

General Education and Professional Education Courses: 6 semester hours

Thesis: 3 semester hours

The Master of Education in History *non-thesis* option program requires 34 semester hours with a minimum of 18 credits of courses open only to graduate students.

Required Course Work:

HIST 570 - Introduction to Research: 3 credits

Electives: 15–18 semester hours in history

Related Electives: 3–6 semester hours

General Education and Professional Education Courses: 6 semester hours

Independent Research Problem: minimum of 1 semester hour

Graduate Assistantships

The Department of History offers graduate assistantships. Duties consist of aiding the graduate faculty in their professional work. Duties do not include teaching of undergraduate classes. Criteria for successful applicant: good grades; undergraduate degree in history preferred. Contact the Department of History graduate coordinator for further information. Graduate assistantships for the fall semester are awarded in the preceding spring semester.

National Park Service Internships

Interested students may arrange an internship for academic credit with the National Park Service at Gettysburg National Military Park, Morristown National Historical Park, Valley Forge National Historical Park, and Delaware Water Gap National Park.

Course Offerings

In the fall and spring semesters, graduate classes in history are offered in the late afternoon or evening. Summer pre-session classes are offered at night. Summer main session classes are offered in the morning, early afternoon, or evening.

Management and Leadership

Departments

Movement Studies and Exercise Science

Hotel, Restaurant, and Tourism Management

Political Science

Business Management & Economics

Master of Science in Management and Leadership

The **Master of Science in Management and Leadership (MML)** consists of a 34-37-credit curriculum including a common area of study in management and leadership philosophy and techniques. The program offers students concentrations in the following areas:

- (1) Hotel, Restaurant, and Tourism Management
- (2) Sport Management
- (3) Public Administration.

The intent of the Master of Science Degree in Management and Leadership is to provide graduate level instruction, which will enhance the management, leadership and decision-making abilities of the program's graduates, and prepare them for the dynamic, technology-driven work force they will encounter in both private industry and the public sector.

Specifically, students graduating from the MML Program will be able to:

- 1) Comprehend leadership models and theories and apply them to professional practice.
- 2) Understand the group dynamics of professional organizations and utilize

leadership
skills to set and achieve organizational goals.

- 3) Competently manage in a dynamic, technology driven economic environment.
- 4) Examine issues that relate to achieving business excellence, valuing human diversity,
effecting change, using technology, and demonstrating social responsibility.
- 5) Demonstrate managerial competencies associated with managing employees,
facilitating groups and communicating effectively.
- 6) Apply management skills and theory through a culminating experience.

The purpose of the Master of Science Degree in Management and Leadership is to offer graduate level instruction based in theory while providing opportunities to apply competencies to practical settings.

This program will enhance the management skills and decision-making abilities of the participants in the program at a cost commensurate with graduate level public education, and significantly lower on a cost-per-credit basis than private graduate level education. The MML Program is committed to developing competent managers and leaders capable of excelling in the constantly changing business environment that surrounds today’s private marketplace and public sector.

Based on the Outcomes established above, the following course work was established for fulfillment of the common area requirements. All students receiving an MML Degree must complete the common area requirements. Due to the unique structure of the MML, in addition to completion of the common area, students can choose to complete the curriculum requirements established by each of the different departments involved in the proposal.

Curriculum

Common Area of Study

EMGT 501 Organizational Behavior	(3)	
EMGT 502 Organizational Strategy	(3)	
EMGT 503 Organizational Leadership	(3)	
EMGT 504 Organizational Control Systems	(3)	
Research Methods (Select one of the following):		
MSES 570 Introduction to Research	(3)	
POLS 570 Introduction to Research: Scope and Method	(3)	
HRTM 588 Research Skills in Psychology and Hospitality	(3)	
Total	1	5

Credits

Core Areas of Study (Individual Concentration Areas)

1. Hotel, Restaurant, and Tourism Management

Major and major-related courses (Core Area)

HRTM 521 Staff Development and Training	(3)
HRTM 531 Strategic Marketing Planning	(3)
HRTM 541 Financial Management	(3)
HRTM 551 Contemporary Legal and Ethical Aspects of Hospitality Management	(3)
* HRTM 586 Graduate Internship	(3)
OR	
HRTM 587 Research Project in lieu of Internship	

(3)	HRTM 591 Seminar in Hospitality Management	(3)	
	**HRTM Elective (Select one of the following):		
	HRTM 523 Franchising Management	(3)	
	HRTM 543 Issues and Trends in International Tourism		
(3)	HRTM 561 Current Leadership Styles in Hospitality Management	(3)	
	HRTM 571 Emerging Technologies in the Hospitality Industry		
(3)	Core Area	2	1
Credits			
	Total	3	6
Credits			

2. Sport Management			
	Major and major-related courses (Core Area)		
	MSES 547 Sport Business & Finance	(3)	
	MSES 548 Sport Marketing	(3)	
	MSES 549 Sport and the Law	(3)	
	**Electives (Select one of the following):		
	MSES 546 Planning and Management Facilities	(3)	
	MSES 550 Sport Personnel Management	(3)	
	* MSES 586 Internship	(7-10)	
	Core Area	19-22 Credits	
	Total	34-37 Credits	

3. Public Administration			
	Major and major-related courses (Core Area)		
	POLS 537 Problems in Public Administration	(3)	
	* POLS 586 Internship	(3-6)	
	**The remaining 6-15 credits of electives can be taken from the following courses based on whether the student is interested in management within an organization, dealing with other organizations, or the international area. These electives will be selected from the following:		
	POLS 514 Seminar in Local Government	(3)	
	POLS 516 Administrative Law	(3)	
	POLS 528 Comparative Policy Analysis	(3)	
	POLS 535 Intergovernmental Relations	(3)	
	POLS 540 Comparative Politics	(3)	
	POLS 545 International Law and Organizations	(3)	
	POLS 562 Political Behavior	(3)	
	POLS 566 Public Budgeting and Finance	(3)	
	POLS 567 Public Personnel Administration	(3)	
	Core Area	15-21 Credits	
	Total	30-36 Credits	

*All full-time and part-time students enrolled in the MML program will have an opportunity to propose an alternative experience in lieu of the internship requirement. These alternative experiences may include but are not limited to the following: volunteer work, community service, and work in industry- related employment. In all cases in which a student proposes

an alternative experience, such experience is subject to approval by the student's adviser.

****Students entering into the program from other universities may propose certain course work already completed at those universities in lieu of elective credits offered in the MML program.**

Course Offerings

Course descriptions for the respective departments (HRTM, MSES, and POLS) are listed on page 115.

Student Qualifications/Support/Advisement

Students will be admitted to the program based on demonstration of an academic record that fulfills the existing graduate school criteria required for admission. Additional supporting documents may include successful completion of the GRE and/or GMAT exams. Students should possess a common body of knowledge essential for successful advanced study in management and leadership. This body of knowledge typically includes undergraduate course work or life experience contributing to a foundation of knowledge in the following areas: marketing; law; management fundamentals; finance/economics; and computer applications. Students with an undergraduate degree in business or management will likely have taken course work-providing competencies in these areas. Students with non-business undergraduate degrees will usually lack a least some of these competencies and therefore should seek alternative means to satisfy these competencies.

There are various ways that an incoming student can satisfy the competencies required for full standing admission in the program. This includes, but is not limited to, the establishment of sufficient life experience to account for the competencies required in marketing; law; management fundamentals; finance/economics; and computer applications. Sufficient life experience may be demonstrated by any of the following:

1. Submission of a portfolio/dossier that consists of an updated vita;
2. Successful completion of undergraduate course work or demonstration of work product generated during the course of employment and/or other professional experiences. The faculty intends to work toward offering course work to satisfy these competencies via non-traditional alternative delivery methods; or
3. Passing the relevant graduate level course work. Students admitted under the latter criteria would need to demonstrate prerequisite knowledge and competencies by satisfactorily completing MML course work with a grade of B or higher in each course taken.

The alternative means described above for satisfying the prerequisite requirements are typical for programs in the management area.

Incoming students that are granted conditional status based upon prerequisite competency deficiencies will have an opportunity to satisfy these deficiencies in one of the ways described above. These students will remain as conditionally admitted graduate students until they have successfully satisfied all undergraduate prerequisite competencies. The Directors Committee has the prerogative to determine the means by which entering students can satisfy the prerequisite requirements. This determination will be made on a case-by-case basis. Upon demonstration of competency requirements in one of the ways described above, a student will be granted full standing admission to the MML Program.

Graduate Faculty

Department Chairpersons:

East Stroudsburg University

Gary Braman, Ed.S.
Rosenkrans Hall-East
East Stroudsburg University
570-422-3393 (Voice Mail)
570-422-3876 (Fax)
gbraman@po-box.esu.edu

Kutztown University

Dr. Robert Gray
AV Center, Rohrbach Library
Kutztown University
(610) 683-1360 (Telephone)
(610) 683-1326 (Fax)
gray @kutztown.edu

Graduate Coordinators:

East Stroudsburg University

Elzar Camper Jr., Ed.D.
570-422-3646 (Voice Mail)
570-422-3763 (Department)
Elzar.Camper@po-box.esu.edu

Kutztown University

Dr. Lynn Milet
610-683-1598 (Voice Mail)
610-683-1326 (Fax)
milet@kutztown.edu

Department Faculty

Susan Amirian, Ed.D. Terry C. Giffel, Ph.D. Thomas Giovarelli, M.Ed.
Michael W. Weaver, M.Ed.

This is a joint cooperative program between the Department of Media Communication and Technology at East Stroudsburg University and the Department of Instructional Technology at Kutztown University of Pennsylvania. The program offers students the opportunity to earn a Master of Education in Instructional Technology and/or a Pennsylvania Instructional Technology Specialist Certification (24 semester hours). The goal of these programs is to develop professional educators for the K–12 environment and trainers in business and industry who are proficient in the selection and implementation of instructional technologies in the K–12 school environment and/or workplace.

Because of the cooperative structure of the program, students may complete program courses at either Kutztown University or East Stroudsburg University.

Instructional Technology Specialist Certificate Program

The 24-credit Instructional Technology Specialist Certificate Program is designed to prepare certified instructional technologists who will be catalysts for integrating technology into schools and training situations. Compliance with Pennsylvania Department of Education standards is the major criteria for successful completion of this program.

Course sequence: The foundation courses should be taken first. The Internship should be taken near the end of the program, when a student has learned enough theory, processes, and techniques to be able to carry out responsibilities of a technology specialist.

Courses denoted with an asterisk (*) are required for Instructional Technology Specialist Certification.

East Stroudsburg University

- * MCOM 520 Selection and Utilization of
- * EDU 500 Methods of Educational
Instructional Media
- * ELED 570 Introduction to Research

Kutztown University

- Required Foundation Courses: 6 credits*
- * IT 514 Instructional Technology
Research
 - * IT 520 Instructional Design and
Technology

Required Major Courses: 12 credits

- | | |
|---|--|
| MCOM 510 Computers in Education | * IT 525 Microcomputers for Educators |
| MCOM 532 Digital Photography and Still Images | * IT 526 Organization and Administration of Instructional Technology Program |
| MCOM 534 Video Production | |
| MCOM 536 Internet for Educators | IT 536 Telecomputing and the Internet for Educators |
| MCOM 538 Desktop Publishing for Educators | |
| MCOM 540 Multimedia for Educators | |
| MCOM 545 Interactive Media | |
| * MCOM 526 Organization and Administration of Instructional Technology Programs | |
| <i>Electives: 3 credits for certification from the following or adviser- approved related course work</i> | |
| MCOM 501 Current Applications Educator | IT 435 Distance Learning for the K–12 |
| PSED 516 Learner and Learning Process | IT 515 Word Processing and Desktop Publishing in Education |
| | * IT 527 Integrating Instructional Technology into the K–12 Classroom |
| | IT 532 Integrated Video/Computer Productions for Educators |
| | IT 533 Hypermedia: A Tool for the Educator |
| | IT 547 Selected Topics in Audiovisual Communications |
| | IT 550 Multimedia for Educators |
| | IT 553 Development of Projected Instructional Materials |
| | IT 565 Theories of Learning |
| <i>Required Capstone Courses: 3 credits for certification</i> | |
| * MCOM 585 Internship | * IT 590 Internship/Practicum |

Instructional Technology Master of Education Degree Program

This 33-credit program is designed to prepare instructional technologists as district-wide technology coordinators, educators using technology, intermediate units technology administrators, classroom teachers, and industrial trainers who will be catalysts for integrating technology into schools and training situations. Students seeking certification must see their adviser to enter into the program.

Master of Education Degree in Instructional Technology Joint Program (33 credits)

East Stroudsburg University

Kutztown University

Required Foundation Courses: 6 credits

- | | |
|---|---|
| * MCOM 520 Selection and Utilization of Instructional Media | * IT 514 Instructional Technology |
| * ELED 570 Introduction to Research | * EDU 500 Methods of Educational Research |

Required Major Courses: 12 credits

- | | |
|---|--|
| MCOM 510 Computers in Education | * IT 520 Instructional Design and Technology |
| MCOM 532 Digital Photography and Still Images | * IT 525 Microcomputers for Educators |
| MCOM 534 Video Production | * IT 526 Organization and |

		Administration of Instructional Technology Programs	
MCOM 536	Internet for Educators	IT 536	Telecomputing and the Internet
MCOM 538	Desktop Publishing for Educators		
MCOM 540	Multimedia for Educators		
MCOM 545	Interactive Media		
* MCOM 526	Organization and Administration of Instructional Technology Programs		
<i>Electives: 6 credits for degree from the following or adviser-approved related course work</i>			
MCOM 501	Current Applications Educator	IT 435	Distance Learning for the K–12
		IT 515	Word Processing and Desktop Publishing in Education
		* IT 527	Integrating Instructional Technology into the K–12 Classroom
		IT 532	Integrated Video/Computer Productions for Educators
		IT 533	Hypermedia: A Tool for the Educator
		IT 547	Selected Topics in Audiovisual Communications
		IT 550	Multimedia for Educators
		IT 553	Development of Projected Instructional Materials
PSED 516	Learner and Learning Process	IT 565	Theories of Learning
<i>Required Capstone Courses: 9 credits for degree</i>			
Option A			
MCOM 580	Research Project I	IT 570	Research Project I
MCOM 581	Research Project II	IT 571	Research Project II
* MCOM 585	Internship	* IT 590	Internship/Practicum
Option B			
* MCOM 585	Internship	* IT 590	Internship/Practicum
MCOM 589	Thesis (6 credits)	IT 503	Thesis

Admission Process

- Candidates must complete and submit required forms, materials, and information to the graduate office.
- Graduate Office and the department faculty will evaluate candidate's credentials for admission.
- Graduate Office will notify student of admission decision.
- Prior to beginning degree and/or certificate course work, student and adviser must develop a plan of study based upon student's academic and experiential credentials (student should obtain a copy of Portfolio Guidelines from the MCOM Department or MCOM faculty adviser).
- Plan of study must be approved prior to admission into departmental programs.

Course work taken prior to the plan of study completion will be evaluated for program

compliance during the design and development of the plan of study.

Full admission is comprised of:

- Admission into the graduate school of either East Stroudsburg University or Kutztown University.
- Admission into the degree and/or certification program through the respective Department of Media Communication and Technology at East Stroudsburg University or Department of Instructional Technology at Kutztown University.
- Completion of a plan of study with the approval of the faculty adviser.

Contact the MCOM graduate coordinator for additional admission information to comply with Pennsylvania Department of Education requirements for the Instructional Technology Certification program. These include but are not limited to:

- Minimum undergraduate overall QPA of 3.0 (Pennsylvania Act 354).
- If not a 3.0 QPA, then a minimum completion of 9 credits of departmental degree and/or certification courses with prior written approval of MCOM and/or IT faculty adviser.
- Minimum QPA of 3.0 in the 9 credits to be considered for program admission.

Off-Campus Transfer Students

- Transfer of 6 credits maximum of non-MCOM and/or non-IT courses into the program.
- Transfer students must prepare an electronic portfolio to present as evidence that they are prepared to enter either the certification or master's program.
- Portfolio will be used to aid development of a student's plan of study.

After admission into the respective Instructional Technology certification and/or degree program:

- Certification candidates must complete all requirements within three years.
- Master's degree candidates must complete their course of study within four years.

Meeting Program Requirements

Student Performance

Each student will:

- Satisfactorily complete all assignments and related course work within the allotted time and manner as deemed by the instructor.
- Orally and in writing present to their peers and instructor, as part of their compliance with either a formative or a summative experience within each course.
- Develop a portfolio representative of their compliance with course requirements.
- Develop a separate portfolio during internship.
- These experiences are part of and integral to assessment of student performance.

Student Productions

- All courses have student production activities interwoven into classroom and laboratory experiences, and these are related to final course evaluations.
- Each of these student productions and experiences comprise a part of the sum of required demonstrations for program completion.
- The productions are presented to classmates and instructors, and are retained in a mandatory student portfolio of the program.

Authentic Assessment

Authentic assessment is the foundation in our building-block approach to student

performance. The sequence of courses requires students to demonstrate an increased sophistication in their application of production skills, media techniques, and theories from earlier courses.

Each student will demonstrate assessment activities, which include various types of performances, design, development and approval of portfolios prior to acceptance into internship, and completion of a separate portfolio as part of internship assessment.

Certification Candidates

- Prior to internship they must:
- Submit forms to comply with Pennsylvania Act 34 and Act 151
- For New Jersey submit the required FBI form
- Complete program standards
- PRAXIS test for those seeking initial certification
- 3.0 minimum QPA

Internship and all program requirements must be completed prior to applying for certification.

Graduate Assistantships

The person holding the position of graduate assistant is expected to actively participate and demonstrate leadership by showing initiative in support of the graduate activities of the department. The graduate assistant is expected to demonstrate a willingness to learn, to apply his or her skills in the design of media, and to actively participate in production activities. This is a hands-on assistantship. We expect and encourage the graduate assistant to acquire new skills, to seek ongoing training from faculty and staff of the department, and to demonstrate skill enrichment.

Skills

The Instructional Technology Masters Degree and/or Certificate Endorsement have an emphasis on media design and utilizing various technologies for media production. The person selected to hold the position of graduate assistant should have a range of qualifications and/or be willing to learn:

- Word processing
- Computer graphics
- Media design and development, e.g. storyboarding, scripting, treatment, lesson planning
- Media production skills, e.g. video, photography
- Computer presentation software, e.g. HyperStudio, PowerPoint
- Production and presentation hardware selection and utilization
- Internet access and searching
- Office etiquette and organization, implementation, and completion of office tasks

Responsibilities

- Participate in media productions — e.g. photography, production of graphics (design and implementation of handouts and information pieces), and support academic activities by aiding with the design and production of materials using presentation software (PowerPoint, HyperStudio, Adobe Premiere, and Acrobat, etc.) and other software and hardware tools
- Search and research topics as assigned using the Internet and traditional reference sources

- Perform office duties of word processing, organizing files, filing, copying, equipment and software sign-out, and answering telephone
- Other duties as assigned

This description is subject to change, and applicants are encouraged to check with the MCOM graduate coordinator for a current description.

To apply for a graduate assistantship contact Dr. Elzar Camper, graduate coordinator.

Music

The Music Department does not have a graduate degree program. Graduate course work is offered in music to support other degree programs and special programs in music. Graduate courses in music are not regularly offered.

Physical Education

Koehler Fieldhouse 570-422-3293 www.esu.edu/mses

Graduate Faculty

Graduate Coordinator: Suzanne Mueller, D.Ed.

Caroline Kuchinski, Ph.D.

Robert Smith, M.Ed.

Gene White Jr., Ph.D.

Master of Education

Major in Health and Physical Education

35 Semester Hours

The M.Ed. is available for students desiring to enhance their preparation for teaching health and physical education. The minimum course requirements for the Master of Education with a major in Health and Physical Education are as follows:

- MSES 510 Curriculum and Development
- MSES 513 Evaluation of the Teaching-Learning Process in HPE
- MSES 517 Analysis of Teaching
- MSES 520 Seminar in PE Literature
- MSES 522 Advanced Theory and Techniques
- MSES 561 Seminar in Adapted PE
- MSES 565 Supervision in HPE
- MSES 570 Introduction to Research
- MSES 571 Independent Research Project: Assessment Portfolio
- MSES 574 Research Lab
- HLTH 539 Health Education Methods Workshop
- HLTH 550 School Health Administration and Curriculum
- HLTH 555 Health Education Evaluation

or

HLTH 560 Scientific Foundations of Health Behavior

Additional Requirements:

Students entering the program are certified teachers of physical education or health and physical education.

Students who have completed at least 6 credits but no more than 12 credits must file a plan of study.

Students will complete a Portfolio Exhibition as their exiting research project.

For any degree program, the degree candidate must select a minimum of 18 graduate credits of courses open only to graduate students.

All graduate students in the Physical Education Department will have to demonstrate computer literacy.

Political Science

Stroud Hall 570-422-3286 www.esu.edu/pols/index.html

Graduate Faculty

Graduate Coordinator: Merlyn Clarke, M.A.

Patricia A. Crotty, Ph.D.

Kenneth Mash, Ph.D.

Samuel Quainoo, Ph.D.

The graduate faculty in Political Science offers three degree programs in political science: the Master of Arts, the Master of Education, and a Master of Science Degree in Management and Leadership. In the Master of Arts program all students must complete a thesis. In the Master of Education program, the student may elect to do a thesis program or a non-thesis program. The Master of Management and Leadership does not require a thesis; however, an internship experience is required. The MML degree is a cross-disciplinary program that requires some core courses be taken with the Department of Business Management. A complete description of the MML degree, along with degree objectives and requirements, can be found under the listing for Management and Leadership.

Program Objectives

When a student graduates from ESU with a master's degree in Political Science, he or she will be able to demonstrate competence in analytical thinking, theoretical conceptualization, and professional writing, by:

- Demonstrating a knowledge of the basic research methodologies commonly used in the discipline;
- Demonstrating an ability to develop a research problem which is theoretically and conceptually sound and relevant to the discipline;
- Executing an acceptable Masters Thesis or Special Project.

General Program Requirements

Students must:

- Maintain at least a 3.0 GPA in all class work;
- Successfully complete the research methods course;
- Satisfactorily pass the comprehensive exam;
- Satisfactorily defend their thesis or special project in an oral exam.

Entrance Requirements

Students may be admitted under three conditional categories:

- Unconditional admission, based on adequate undergraduate preparation and a GPA of 2.5 or above;

- Conditional admission, which requires the student to make up undergraduate deficiencies by taking additional courses under the direction of the graduate coordinator, or to show satisfactory performance at the graduate level for students whose undergraduate GPA is slightly below 2.5; or
- Permission to take courses, but not eligible to be admitted. These students may be admitted after they have demonstrated satisfactory ability to perform at the graduate level.

We do not currently require GRE scores.

Specific Program Requirements

Candidates must complete degree programs in accordance with one of the outlines shown below. Individual programs and specific course selections are made under the supervision and with the approval of an adviser from among the graduate faculty in the major field.

Master of Arts 30 Semester Hours

Required: 3 semester hours

POLS 570 Introduction to Research: Scope and Method

Political Science Elective (minimum) 15–21 semester hours

Students must elect at least one course from each group:

Group A American Politics and Public Administration

Group B International Relations

Group C Comparative Government and Regional Studies

Group D Political Theory

Related Electives

Students may select up to 6 semester hours from related areas: history, economics, sociology-anthropology, geography, or other course(s) by permission of the graduate coordinator of the degree faculty.

Thesis Requirements: 6 semester hours

POLS 572 Thesis I

POLS 573 Thesis II

Master of Education Thesis Program–30 Semester Hours

Required: 3 semester hours

POLS 570 Introduction to Research: Scope and Method

Political Science Electives: 12–18 semester hours

Students must elect at least one course from each of the four disciplinary groups.

Related Electives:

Students may select up to 6 semester hours from related areas by permission of the graduate coordinator of the degree faculty.

Professional and Secondary Education: 6 semester hours

Students must take 6 semester hours from the School of Professional and Secondary Education.

Thesis Requirement: 3 semester hours

POLS 572 Thesis I

Master of Education Non-Thesis Program–34 Semester Hours

Required: 3 semester hours

POLS 570 Introduction to Research: Scope and Method

Political Science Electives: 12–21 semester hours

Students must elect at least one course from each of the four disciplinary groups.

Related Electives:

Students may select up to 9 semester hours from related areas by permission of the graduate coordinator of the degree faculty.

Professional and Secondary Education: 9 semester hours

Students take 9 semester hours from the School of Professional and Secondary Education.

POLS 571 Independent Research Problem, 1 semester hour

Course List by Disciplinary Group

American Politics and Public Administration

POLS 514	Seminar on Local Government
POLS 516	Administrative Law
POLS 532	Seminar in Parties and Politics
POLS 533	The Presidency
POLS 534	Seminar: Presidential Elections and Politics
POLS 535	Intergovernmental Relations
POLS 536	Seminar: Readings in Civil Liberties
POLS 537	Problems in Public Administration
POLS 554	The Legislative Process
POLS 566	Public Budgeting and Finance
POLS 567	Public Personnel Administration
POLS 586	Field Experience and Internship

International Relations

POLS 538	United States Foreign Policy
POLS 541	Seminar on War and Peace
POLS 543	The United Nations
POLS 545	International Law and Organization

Comparative Government and Regional Studies

POLS 520	Area Studies
POLS 522	Seminar: Foreign Travel and Study
POLS 525	Seminar: The Middle East
POLS 540	Comparative Politics
POLS 548	The Politics of Developing Nations

Political Theory

POLS 528	Comparative Policy Analysis
----------	-----------------------------

POLS 531	Contemporary Political Thought
POLS 544	Theory of International Relations
POLS 547	Seminar in American Political Thought
POLS 562	Political Behavior

Research and Cognate

POLS 570	Introduction to Research: Scope and Method
POLS 571	Independent Research Problem
POLS 572	Thesis I
POLS 573	Thesis II
POLS 577	Independent Study in Political Science

Graduate Assistantships

Graduate assistantships may be applied for through the Graduate School. The actual assistantship site may or may not be with the Political Science Department.

Professional and Secondary Education

Stroud Hall 570-422-3363 www.esu.edu/psed

Graduate Faculty

Graduate Coordinator: Kathleen Foster, Ed.D.

Brenda Graham, Ed.D.

Philip Griswold, Ed.D.

Douglas Lare, Ed.D.

Cummings Piatt, Ed.D.

Jeffrey Scheetz, Ed.D.

Patricia Smeaton,

Ed.D.

Faith Waters, Ed.D.

The Department of Professional and Secondary Education offers the following programs:

- (1) Certification in Secondary Education (both traditional and Professional Development School models)
- (2) Teaching Intern Program
- (3) Master of Education in Secondary Education
- (4) Principal Certification (either with the M.Ed. or as an add-on area)

In addition, East Stroudsburg University of Pennsylvania and Indiana University of Pennsylvania have entered into a collaboration to offer doctoral courses for Indiana University's doctoral program in Administration and Leadership Studies (Ed.D.) on ESU's campus.

Application deadlines

Fall: March 15

Spring: September 15

Summer: January 15

Admission Requirements

Standards for Admission

Full Graduate Standing

1. Bachelor's degree from an accredited college or university.
2. Two completed Recommendation Forms from persons who have taught or supervised you.

3. All recommendations must be sealed and bear the signature of the author. An overall undergraduate minimum grade point average of 3.0 (4.0 basis).
4. A one-page professional resume.
5. A 250-300 word essay addressing a current issue in education.

Conditional Admission

1. Completion of all documents listed above.
2. If the applicant does not meet the GPA requirements listed above but has an overall undergraduate grade point average of at least 2.5, he/she may request conditional admission. Continuation of Graduate Study is dependent upon satisfactory completion of stated deficiencies and the filing of an acceptable Plan of Study prior to the completion of nine (9) to twelve (12) graduate credits.
3. Successful completion of the Praxis I tests (reading, writing, mathematics) if an initial certification candidate.
4. Deficiencies are stated at the time of application to a degree program. They may be corrected by taking:
 - Required undergraduate or graduate courses
 - Proficiency examinations
 - Auditing of specific courses
5. The student is required to fulfill all deficiency requirements in his/her program and to have achieved a 3.0 quality point average and a B or better in all courses in his/her graduate work by the time he/she has completed 9-12 graduate credits. At this time, FULL ADMISSION is achieved when the Plan of Study is submitted and approved.

Initial Teacher Certification Admission

Students entering a program for initial teacher certification, either with or without the master's degree option, are required to fulfill additional requirements for entry and matriculation in the teacher education program.

1. Students must submit passing scores on the Praxis I Academic Skills Assessments in reading, writing, and mathematics by the end of their first semester of enrollment (if full standing/for admission if conditional).
2. Students must be formally admitted to the teacher education program prior to or upon completion of 12 graduate credits. Admission to the teacher education program requires:
 - Completion of a faculty interview with portfolio demonstration
 - Satisfactorily pass the Praxis I Academic Skills Assessments in reading, writing, and mathematics
 - Earn a minimum overall ESU QPA as identified by PA law (3.0)
 - Complete 6 credits of mathematics courses and 6 credits of English (including one composition and one literature) courses
 - Complete Act 34 and/or FBI clearance and Act 151 child abuse clearance
 - Any other specific departmental requirements or prerequisites, and being recommended by departmental faculty and approved by the Teacher Education Council.

Program Requirements

The programs for certification in secondary education are planned and supervised by the Department of Professional and Secondary Education and by the department responsible for the academic major. Students must achieve and maintain the minimum requirements for

admission to, and retention in, the certification programs as specified by the departments and the Teacher Education Council. Certification areas are the following:

Biology	General Science
Chemistry	Mathematics
Earth and Space Science	Physics
English	Social Studies
French	Spanish

You are urged to meet regularly with your advisers, one from Professional and Secondary Education, and another from your discipline department, to ensure receiving certification in the most efficient manner. Students must be accepted to the graduate school, which includes the review of all undergraduate course work.

Course Requirements

A total of 20 credits of professional course work are required plus a semester of Student Teaching which includes Practicum support sessions and Internship (13 credits). Students are also required to have taken 6 credits in Mathematics, 3 credits in English composition, and 3 credits in English literature.

Required Courses:

- _____ PSED 510: The Teacher and the School Community, 3 credits
- _____ PSED 516: The Learner and the Learning Process, 3 credits
- _____ MCOM 520: Selection and Utilization of Instructional Media for the Classroom, 3 credits
- _____ REED 527: Reading in the Content Area, 3 credits

The appropriate secondary education methods course (below) should be taken one or two semesters before enrolling in Student Teaching. Methods courses are not offered every semester. Students are encouraged to take Seminar I before or concurrently with the “Teaching of” courses. Seminar I and II may not be taken concurrently.

- _____ PSED 506: Teaching of English in Secondary Schools, 3 credits
- _____ PSED 517: Teaching of Foreign Language in Secondary Schools, 3 credits
- _____ PSED 536: Teaching of Mathematics in Secondary Schools, 3 credits
- _____ PSED 546: Teaching of Science in Secondary Schools, 3 credits
- _____ PSED 566: Teaching of Social Studies in Secondary Schools, 3 credits
- _____ PSED 520: Seminar in Secondary Education I, 3 credits
- _____ PSED 521: Seminar in Secondary Education II, 2 credits
- _____ PSED 430: Student Teaching in Secondary Education/Middle School/Junior High School, 6 credits
- _____ PSED 431: Student Teaching in Secondary Education/Senior High School, 6 credits
- _____ The two student teaching experiences will include a support program called practicum.
- _____ Arts and Science (Dept. Code 499): Internship in Student Teaching, 1 credit.

Graduates who complete the required courses in one of the majors listed above, the professional education courses, the university requirements, and the state requirements are eligible to be recommended for certification to teach in their major in middle schools, junior high schools, and senior high schools within the Commonwealth of Pennsylvania. Applications for certification are obtained from the Dean of Professional Studies Office.

Teacher Intern Program, 570-422-3363

East Stroudsburg University offers the Teacher Intern Program, an opportunity for college graduates to enter the teaching profession in the secondary schools of Pennsylvania.

This program permits one to earn teaching credits while teaching under supervision and on full salary. This hands-on approach to earning teaching credentials has been designed as an attractive alternative for the teaching profession.

Admission Requirements

Acceptance into the program is required before obtaining a teaching position in the public schools. The University does not obtain the teaching placements for Intern candidates.

The pre-admission screening procedures are:

- Interview by faculty (Major Discipline Department/ Professional and Secondary Education Department) committee.
- Transcript evaluation of your academic achievements and Satisfactory PRAXIS scores.
- A writing sample reflecting logic and handwriting skills, such as grammar and spelling, is required.
- Pennsylvania Act 34 Criminal Record and Act 151 Child Abuse Checks are required. A criminal infraction may slow or stop certification.
- Graduate Program admission (see standards above).

Program Requirements

After admission to the Intern Program at East Stroudsburg University, successfully passing the PRAXIS Examinations, meeting professional and academic requirements, and having a clear criminal records check, one may seek employment in the secondary schools of Pennsylvania. If offered employment by a school district, one must immediately apply at the university (Dean, School of Education) for the Intern Certificate. From the time one gains employment and receives the Intern Certificate, one has three years to complete the required education credits (course work).

If one does not gain employment while holding the letter of candidacy, then teacher certification is available through the traditional route. After these steps are successfully completed one receives the Instructional I Certificate.

Certifications available are the following: Biology, Chemistry, Earth and Space Science, English, Foreign Language (French, Spanish), General Science, Mathematics, Physics, and Social Studies.

Master of Education in Secondary Education, 570-422-3363

This master's degree is designed for secondary (junior, middle, senior high) school teachers who wish to further develop the knowledge, skills, and attitudes necessary for growth in teaching effectiveness, and for teachers seeking Pennsylvania elementary and/or secondary principal certificates, or New Jersey principal or supervisory certificates. A minimum of 12 credits of PSED regular courses (not workshops) must be taken.

Within the framework of course flexibility and needs assessment, the individual will take experiences from the following:

Area of Concentration - 12 semester hours

Professional Education - 9 or 15 semester hours

Required Courses - 9 semester hours; PSED 516 The Learner and the Learning

Process,

SPED 551 Inclusionary Practices, and ELED 570 Introduction to Research.

Total required is 31 or 36 semester hours, depending on the option selected.

The areas of concentration available at East Stroudsburg University presently include any academic area, administration, affective education, communications, curriculum, middle school, reading, health, special education, and other areas by arrangement. Teachers interested in securing a master's degree and/or certification as a principal will find this program especially attractive.

Students may acquire a General Area of Concentration by planning the program with an adviser and including courses suited to the needs and interests of the candidate. It is also possible to arrange for the transfer of 6 graduate credits from an accredited institution in any area not offered at the university with pre-approval from the Graduate Program Coordinator. Affective Education Workshop courses can be taken as a concentration in the Master of Education program (12 credits); if not taken as a concentration, the maximum allowed is 6 credits of such workshop courses as they relate to your program. Pre-approval is necessary.

Option I

The extended study option requires 36 graduate credits and successful completion of a comprehensive assessment portfolio. Candidates with a quality grade point average of 3.0 to 3.25 are required to take and pass a written comprehensive exam in addition to the portfolio.

Option II

Those candidates who elect to write an Independent Research Problem will enroll for 30 graduate credits of course work and 1 graduate credit for their Problem. Candidates are required to present three copies of their Problem for an oral review. Candidates must also successfully pass a written comprehensive examination.

Principal Certification

Elementary and/or Secondary, 570-422-3363

East Stroudsburg University offers a program in School Administration leading to certification for the elementary and/or secondary principal.

The program has been designed for and will accept students who:

- Have enrolled in a master's degree program at ESU.
- Need additional course work to meet certification standards in Pennsylvania or other states.
- Desire enrichment, professional education requirements for other degree programs, or for other certification requirements and do not necessarily plan to seek certification as a principal.

Graduate credits already earned will be evaluated and accepted when applicable. Each student will have an adviser who will assist in planning the program in view of the students' needs and interests. To receive endorsement for a Pennsylvania Certificate, students will need to complete a 42-credit program with a minimum of 18 hours completed at ESU. New Jersey's requirement that a candidate have a master's degree in administration, leadership, or management can be completed at ESU by developing a master degree plan of study based on the Pennsylvania approved principal's certification program.

This program has been approved by the Educational Leadership Constituent Council's Association for Supervision and Curriculum Development, the national organization for

administration and leadership.

For all degree programs described above, the candidate must select a minimum of 18 credits of courses open only to graduate students.

Professional Development School - Secondary Education

Requirements

Students eligible to participate in the PDS Secondary Program must:

- Be admitted to the Graduate School
- Have completed the academic area certification requirements
- Have passed the PRAXIS I exam
- Have taken PSED 510 - Teacher and the School Community and MCOM 520 - Selection and Utilization of Media Communication

Design

Students in the PDS Secondary program participate in an integrated block of 12 credits of pedagogy courses. These include:

- PSED 516: Learner and the Learning Process
- PSED 520: Seminar in Secondary Education I
- PSED 521: Seminar in Secondary Education II
- PSED 572: Seminar in Secondary Education III
- REED 527: Reading in the Content Area

The courses are taught 2 days a week on-site at a secondary school in the area and during six, ½ day sessions on campus. Professors from two departments, as well as presenters from the school district, share the responsibility for teaching the content. In addition, students return to campus for their “Teaching of” course which focuses on specifics regarding their particular academic area. Students should also be prepared to work with their mentor teachers 4-5 additional full days during the fall semester.

Applications may be obtained by calling the Department office.

Graduate Faculty

The Department of Professional and Secondary Education is composed of faculty members who have had a wide range of experiences that enrich the program. Faculty members have served as elementary and secondary schoolteachers, supervisors, guidance counselors, elementary and secondary school principals, superintendents of schools, and as officers in the State Department of Education.

Graduate Assistantships are available for candidates accepted Full Standing. Applications may be obtained whether online or in the Graduate School.

Public Health

DeNike Building 570-422-3560 www.esu.edu/mph
(See Health for Master of Science in Health)

Reading

Stroud Hall 570-422-3416

Graduate Faculty

Jesse C. Moore, Ed.D.

Mary Beth Allen, Ed.D.

Professor and Chair of Reading,
Graduate Coordinator
jmoore@po-box.esu.edu

Maureen McLaughlin, Ed.D.
Professor of Reading
mmclaughlin@po-box.esu.edu

Associate Professor of Reading
mballen@po-box.esu.edu

Stephanie Romano
Assistant Professor of Reading
sromano@po-box.esu.edu

The Department of Reading of East Stroudsburg University offers a graduate program of study leading to a Master of Education. The program also qualifies students for the Pennsylvania Reading Specialist Certificate. This certificate enables a teacher to provide reading instruction in kindergarten through grade 12. Graduate students in both programs must complete the requirements established by the faculty that meet the standards of the Pennsylvania Department of Education for the Pennsylvania Reading Specialist Certificate and the National Council for Accreditation of Teacher Education (NCATE).

The Reading Specialist Certification component of the program consists of 27 credit hours of required course work, while the Master of Education in Reading degree requires 39 credit hours. Programs are planned for students on the basis of an individual's previous course work and professional experiences.

The mission of the East Stroudsburg University Department of Reading is to create a community of learners dedicated to understanding how literacy develops and how educators can guide and support all students in acquiring their literacy abilities.

Program Outcomes

Candidates for the Reading Specialist Certification/Master of Education in Reading demonstrate the following program outcomes:

- Understand the major theories of language development and their relationship to various models of literacy instruction.
- Develop a personal philosophy about literacy development and instruction.
- Understand and respect the diversity of students and their language abilities.
- Put literacy theory into practice in a variety of educational contexts.
- Integrate the language arts across the curriculum.
- Plan and implement appropriate literacy instruction based on students' needs.
- Use multiple, appropriate procedures to assess and evaluate students' effort, progress, and achievement in literacy.
- Investigate and implement research on current practices in literacy instruction.
- Incorporate technology into literacy instruction.
- Communicate and work collaboratively with parents, teachers, administrators, and community personnel in a literacy program.

Program Requirements

The requirements for admission into the Master of Education in Reading program are the same as the general requirements for admission to the ESU graduate school. Additionally, admission into the Reading Specialist Certification program requires an Instructional I Pennsylvania teaching certificate. As a full-time student, a candidate for the Reading Specialist certificate and/or the Master of Education can usually complete the program in one calendar year. Both programs for part-time students are subject to a 6-year time limit. The program's classes during the fall and spring semesters are offered in the evening.

The Department of Reading allows students to begin their program in any semester. For admission to the program with full standing, students must meet the minimum GPA as

required by the ESU graduate school and submit two letters of recommendation at the time of application. Conditional admissions to the program are made on a case-by-case basis by the Department of Reading.

Master of Education
39 Semester Hours
(Qualifies Student for PA Reading Specialist K–12 Certificate)

Required:

- ELED 570 Introduction to Research
- REED 521 Language and the Reading Process
- REED 522 Theoretical Models of Reading and Literacy Processes
- REED 523 Analysis of Instructional Techniques in Reading
- REED 524 Reading Clinic Practicum (6 credit hours)
- REED 526 Development of the School Reading Program
- REED 527 Reading in the Content Areas
- REED 529 Assessment and Evaluation of Literacy
- REED 580 Research Problems in Reading

Electives:

Nine semester hours of electives which may be taken in reading education, elementary education, secondary education, special education, and media, communication and technology.

Reading Specialist Certification
27 Credits
(Qualifies Student for PA Reading Specialist K–12 Certificate)

Required:

- REED 521 Language and the Reading Process
- REED 522 Theoretical Models of Reading and Literacy Processes
- REED 523 Analysis of Instructional Techniques in Reading
- REED 524 Reading Clinic Practicum, 6 credits
- REED 526 Development of The School Reading Program
- REED 527 Reading in the Content Areas
- REED 529 Assessment and Evaluation of Literacy
- REED 580 Research Problems in Reading
- Final Program Requirement: Portfolio Exhibition

Graduate Assistantships

The Department of Reading offers graduate assistantships on an annual basis. Applicants must apply to the graduate school and schedule an interview with the graduate coordinator of the department. Graduate assistants are expected to meet the qualifications for acceptance into the department's program. Responsibilities of the graduate assistant may include conducting research, preparing learning centers, assisting with clerical needs, proofreading, and editing.

Sociology

The Sociology Department does not have a graduate degree program or a teacher certification program. Graduate course work is offered in Sociology to support other degree programs or by special arrangement. Graduate courses in Sociology are not regularly offered.

Special Education

Stroud Hall

570-422-3558

Graduate Faculty

Graduate Coordinator: T. Burcroff, Ph.D., BCBA
tburcroff@po-box.esu.edu

D. Cavauiuolo, Ph.D.

dcavauiuolo@po-box.esu.edu

D. Steere, Ph.D.

dsteere@po-box.esu.edu

D. Cavanagh, Ed.D.

cavanagh@po-box.esu.edu

G. Scala, Ed.D.

gscala@po-box.esu.edu

The graduate program in the Department of Special Education and Rehabilitation currently consists of a Master of Education and three certification tracks that may or may not be part of a Master of Education program. The department currently offers three options for completion of the M.Ed. Entry into the program as a full-standing graduate student requires undergraduate certification in Special Education. During the academic year courses are offered in the evening. In addition, the department has an extensive summer program with courses offered during the day.

Number of Credit Hours to Complete

Range of 30–59 dependent upon previous educational certifications/background.

Purpose of Degree/Certification

Certification in Special Education is required to teach students with disabilities in Pennsylvania. A Master of Education enhances skills, is necessary for salary increments, and is required by most school districts.

National Accreditation

The graduate special education certification program is NCATE accredited.

Department Mission Statement

To provide every student with the best preparation for meeting the needs of a diverse population of individuals and their families.

Special Education Certification (Instructional I)

Undergraduate prerequisites include two courses in each of Math and English beyond the introductory level. Undergraduate course work/certification will be examined to determine the individual course work requirements for each prospective candidate. Full-time (12 credits per semester) students can complete the program within a range of two semesters to five semesters. Candidates already certified in Elementary Education do not need to complete a student teaching experience. All other certification areas and those without a student teaching experience on their transcript will be required to participate in student teaching unless the department has approved a waiver. Passing PRAXIS examinations scores is required for certification. To complete the Master of Education with Special Education, an individual plan of study is devised and will comprise 36 credits of course work including the graduate-level course work completed for the Special Education Certification.

Professional Requirements

ELED 502 Psychology of the Elementary School Child

PSED 516 The Learner and the Learning Process

Select one from the following courses:

PSED 504 Philosophy of Education

PSED 509	History of Education
PSED 510	The Teacher and the School Community
PSED 511	Educational Sociology
MCOM 510	Computers in Education
REED 521	Language and the Reading Process
REED 527	Reading in the Content Areas

Major Requirements

SPED 550	Nature and Needs
SPED 551	Inclusionary Practices
SPED 554	Curriculum and Instruction for Mild Disabilities
SPED 555	Curriculum and Instruction for Severe Disabilities
SPED 568	Early Intervention
SPED 574	Applied Behavior Analysis Principles I
SPED 581	Measurement and Evaluation
SPED 584	Seminar: Vocational and Career Education

Student Teaching

SPED 420	Student Teaching I
SPED 421	Professional Practicum

Special Education Supervisory Certification

Prerequisite to admission in the Supervisory Certification program is a minimum of three (3) years of special education teaching experience with an Instructional I or II certification in special education or an out-of-state equivalent, three letters of recommendation, and full admission to the graduate school.

SPED 570	Collaboration in the Education Process
SPED 574	Applied Behavior Analysis Principles I
SPED 580	Seminar: Administration and Organization in Special Education
SPED 589	Curriculum Issues in Special Education
SPED 596	Internship in Special Education Supervision
PSED 590	Supervision of Instruction

Applied Behavior Analysis Certification

The Applied Behavior Analyst certification program can be completed as a concentration within a Master of Education for candidates holding certification in Special Education or as a stand-alone program for candidates holding a master's degree in Special Education or a related field. Completion of course work makes the candidate eligible to apply to the Behavior Analyst Certification Board (BACB) for entrance into the Board Certification examination. This program is a cohort program with each cohort group beginning the course sequence in the main summer session. The five-course sequence is then completed in the next four semesters. The BACB currently offers the examination in November and May of each year.

SPED 574	Applied Behavior Analysis Principles I
SPED 575	Applied Behavior Analysis Principles II
SPED 576	Research Problems in Special Education
SPED 577	Application of Behavior Principles with Low Incidence Disabilities
SPED 577	Systems Issues in Behavior Support

Master of Education with Certification

36 Credits

This program of study is designed for the candidate above seeking an M.Ed. with Instructional I certification. From the course work listed above for certification, eight Special Education courses will comprise the major. In addition, the following courses are required.

Requirements:

ELED 570 Introduction to Research

Select one of the following four:

PSED 504 Philosophy of Education

PSED 509 History of Education

PSED 510 The Teacher and the School Community

PSED 511 Educational Sociology

Program Electives:

Two courses (6 credits) in a related field are required. Examples of related field include but are not limited to: elementary education, professional and secondary education, media communication and technology.

Master of Education

36 Credits

This program of study is designed for the candidate who holds certification in Special Education and is seeking to enhance and improve upon his or her professional practice. This program of study requires a core of M.Ed. course requirements (6 credits), and a core of Major course requirements (9 credits), five Major course electives (15 credits), and two Program electives (6 credits). This program can be combined with the Supervisory certification, the Applied Behavior Analyst certification, or an individually devised program designed with assistance from an academic adviser. The individually designed program takes into account the work experience and professional goals of the candidate to tailor the course work to the needs of the student. A program template, including core requirements, follows.

Requirements:

ELED 570 Introduction to Research

Select one of the following four:

PSED 504 Philosophy of Education

PSED 509 History of Education

PSED 510 The Teacher and the School Community

PSED 51 Educational Sociology

Major Requirements:

SPED 551 Inclusionary Practices

SPED 570 Collaboration in the Education Process

SPED 582 Seminar in Current Trends in Special Education

SPED Elective Seminar

SPED Elective Seminar

SPED Elective

SPED Elective

SPED Elective

Program Electives:

Select two courses (6 credits) from related field.

Master of Education 30 Credits – Thesis

M. Ed. Requirements (see above)

Major Requirements: 18 credits

SPED 551 Inclusionary Practices
 SPED 574 Applied Behavior Analysis
 SPED 576 Research Problems in Special Education
 SPED 582 Seminar: Current Trends in Special Education
 SPED 572 Thesis I
 and
 SPED Elective
 or
 SPED 573 Thesis II

Program Electives:

Select two courses (6 credits) from related field.

Admissions

Admission decisions are made on a rolling basis for all programs except the Applied Behavior Analysis program. The ABA program submission deadline is March 1 for summer (main session) admission.

- GPA undergraduate minimum 3.0
- Undergraduate prerequisites
- English Composition (3 credits)
- English Literature (3 credits)
- Mathematics (6 credits)
- Written statement — a one-page typewritten description of career goals, reason for pursuing graduate work in special education, personal and professional attributes that will contribute to the profession.

Assistantships

There are currently six assistantship positions in the Department of Special Education and Rehabilitation. Two of the assistantships are administrative reporting to the department chair or the graduate coordinator and are open to students of any major. The four remaining positions are intended for special education majors only. The assistantship is an opportunity to work closely with the professors in the program on a variety of special education-related activities, ranging from research to program development or program activities.

Speech-Language Pathology

LaRue Hall 570-422-3247 www.esu.edu/spa

Graduate Faculty

Graduate Coordinator: J. Page, Ph.D., CCC-A/SLP

R. Ackerman, Ph.D., CCC-SLP

P. Remshifski, M.S., CCC-SLP

J. Simpson, Ed.D., CCC-SLP

A. Millett, M.S., CCC-SLP

E. Shuey, Ph.D., CCC-SLP

The Department of Speech Pathology and Audiology offers a Master of Science in Speech-Language Pathology. The program is designed to meet the needs of non-traditional and part-time students. The academic and clinical components of this degree are designed to meet the requirements of the American Speech-Language-Hearing Association's Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Students will also be eligible for a Pennsylvania license in speech-language pathology. In addition, students may choose to complete requirements for the Instructional I Certificate (Teacher of the Speech-Language Impaired) in Pennsylvania schools (with the completion of certain education courses, a student teaching semester, and required state testing). The choice of the school certification option may lengthen the student's degree program.

The program is fully accredited in Speech-Language Pathology by the American Speech-Language-Hearing Association.

The mission of the Graduate Program in Speech-Language Pathology is to provide an academic and clinical education program that prepares graduates to earn the ASHA CCC-SLP, and serve as a clinical and professional resource to the community.

Master of Science in Speech-Language Pathology

The program typically takes five semesters to complete if pursued full time (fall, spring, summer, fall, spring). The program takes approximately nine semesters to complete if pursued part time. If the student chooses the teacher certification option, an extra semester may be required. Classes are generally offered in the late afternoon and evenings to accommodate part-time students. Practicum experiences require daytime hours in most cases.

The following summarizes the academic, clinical, and comprehensive examination requirements for the degree of Master of Science in Speech-Language Pathology.

Academic Course Work (47-49 credit hours)

The academic course work requirements are designed to meet the ASHA requirements for the CCC-SLP. Students may transfer up to 6 credit hours of appropriate graduate course work from another ASHA accredited program, subject to departmental approval. No more than 3 graduate credits of course work with a grade of "C" or lower may be on the transcript in order to be eligible for the degree. No more than one SPPA course may be repeated to improve the grade. SPPA 550 MUST be repeated if a student receives a grade of "C" or lower.

Required Courses: 39 credit hours

- SPPA 510 Neural Bases of Communication Disorders (3)
- SPPA 533 Professional Issues in Communication Disorders (1)
- SPPA 534 Clinical Audiology (2)
- SPPA 535 Aural Rehabilitation (3)
- SPPA 541 Phonological Disorders, Assessment and Intervention (3)
- SPPA 542 Language Disorders in Children (3)
- SPPA 543 Language Disorders in Adults (3)
- SPPA 544 Fluency Disorders (3)
- SPPA 546 Voice Disorders (3)
- SPPA 550 Advanced Clinical Practicum (2) (Must be taken at least twice)
- SPPA 560 Diagnostic Procedures in Speech-Language Pathology (2)
- SPPA 561 Diagnostic Practicum (2)
- SPPA 562 Dysphagia (3)

- SPPA 584 Research Methods and Materials in Speech-Language Pathology and Audiology (3)
 SPPA 586 Advanced Clinical Externship (1–6)

Elective Courses: minimum 8 credit hours

- SPPA 521 Augmentative/Alternative Communication (3)
 SPPA 523 Multicultural Issues in Speech-Language Pathology (3)
 SPPA 563 Adolescent Language Learning Disabilities (3)
 SPPA 568 Alaryngeal Speech Rehabilitation (2)
 SPPA 569 Motor Speech Disorders (3)
 SPPA 572 Thesis (3)
 SPPA 574 Orofacial Anomalies (2)
 SPPA 575 Communication Disorders Resulting from Traumatic Brain Injury (3)
 SPPA 577 Independent Study (1–3)
 SPPA 580 Preschool Language as precursor to Literacy (3)
 SPPA 582 Management of School Programs in Speech-Language Pathology (2)
 SPPA 583 Caseload Management in Medical Speech-Language Pathology (2)

Clinical Practicum

Each student is required to meet the clinical education requirements for the ASHA CCC-SLP (400 hours of clinical observation and practicum) in order to receive the degree. All students will complete at least two practicum experiences at the ESU Speech and Hearing Center (through SPPA 550 Advanced Clinical Practicum) and two different off-campus practicum experiences that include adult clients (through SPPA 586 Advanced Clinical Externship). A variety of clinical externship sites is available. The program faculty must approve all off-campus practicum sites. Students who pursue the teacher certification option must complete two full-semester off-campus externships (one in the adult setting and one in a school setting).

Comprehensive Examination

To receive the degree, all students must successfully complete the ASHA National Certification Examination in Speech-Language Pathology. The passing score is set by ASHA.

Admissions

Students must be admitted both to the ESU graduate school and to the M.S. in Speech-Language Pathology program. Students should obtain a complete application packet (which includes applications to the graduate school and the M.S. in Speech-Language Pathology program) by calling the Speech Pathology and Audiology Department at 570-422-3247 to request an application. Application deadline is February 1 for fall admission. All application documents, transcripts, and supporting materials must be received no later than this date for consideration for admission. Spring admission is not offered. Admission decisions are generally made in March.

The following admission criteria will be applied:

- Bachelor's degree
- QPA 2.8 overall; QPA 3.0 in undergraduate major
- GRE scores of at least 1050 combined for verbal and quantitative
- Three letters of recommendation
- Statement of professional goals

Undergraduate background:

- child development or developmental psychology

- linguistics/psycholinguistics
- statistics
- speech science
- introduction to audiology
- introduction to communication disorders
- speech and language development
- phonetics or phonology
- anatomy and physiology of speech/hearing mechanism
- articulation/fluency disorders
- clinical practicum
- natural sciences (6 credits), including a physical science
- behavioral sciences (6 credits)
- composition/writing
- level math course

Students who do not meet all of the criteria listed under the undergraduate background above may gain conditional admission but must remedy any deficiencies prior to filing a plan of study with the graduate school.

Graduate Assistantships

A limited number of graduate assistantships is available through the department. These are awarded based upon merit and achievement to full-time students in the graduate program. Graduate assistants do not teach classes, but complete projects and tasks assigned by professors. The graduate assistantship is awarded for the first year of full-time study, with the possibility of extension through the first summer. Prospective students should apply for a graduate assistantship at the time of original application to the program, using the application form provided by the graduate school or apply online.

Sport Studies

Zimbar-Liljenstein Hall 570-422-3316 www.esu.edu/mses

Graduate Faculty

Graduate Coordinator: Robert P. Fleischman, J.D.

bfleischman@po-box.esu.edu

May Kim, Ph.D.

F. Pullo, Ed.D.

J. Sheska, Ph.D.

Master of Science

Major in

Sport Management – 34 Semester Hours

The Master of Science degree program in Sport Management offers curriculum to prepare students for professional careers in the sport management industry. Career interest may range from athletic administration in public and private schools, colleges, and universities, to the private sector, including sport clubs and professional athletics. This program requires an on-site internship of 7 credit hours and the successful completion of the Sport Management Comprehensive Examination.

The program typically takes three semesters to complete if pursued full time (fall, spring,

fall). For students pursuing the program on a part-time basis, a student can take six years to complete the program. Classes are generally offered in the late afternoon and evenings to accommodate part-time students. Practicum experiences require daytime hours in most cases.

The following summarizes the academic, internship, and comprehensive examination requirements for the degree of Master of Science in Sport Management.

The minimum course requirements are as follows:

***Required:**

- MSES 513 Evaluation in the Teaching Learning Process in Health and Physical Education
- MSES 519 Sport and Society
- MSES 523 Administration: Physical Education and Sport Programs
- MSES 546 Planning and Management of Sports Facilities
- MSES 547 Sports Business and Finance
- MSES 548 Sports Marketing
- MSES 549 Sports and the Law
- MSES 550 Sport Personnel Management
- MSES 570 Introduction to Research
- MSES 586 Field Experience and Internship (7 semester hours arranged)

Students may choose the following elective course work:

- MSES 551 Application of Computers to Sport Management
- MSES 553 Ethical Issues in Sport Management
- MSES 559 Public Relations in Sport Management

***Comprehensive Exam required**

For any degree program, the degree candidate must select a minimum of 18 graduate credits of courses open only to graduate students.

All graduate students in the Sport Studies Department will have to demonstrate computer literacy.

Internship Requirement

Each student is required to complete a seven-credit internship experience at an approved off-campus site. Each credit is earned through forty-five hours of work at an off-campus internship site. Internship application materials including, but not limited to, a list of approved sites are available in the Sport Studies Department office. The deadlines for submitting internship application materials are October 15th for spring semester internships, and April 1st for summer and fall internships. Students are encouraged to speak with their adviser for additional information before submitting their internship applications.

- Comprehensive Examination

To receive the degree, all students must successfully complete the graduate sport management comprehensive exam that is offered on the first Saturdays in October and March. The passing score is set by faculty using established criteria.

Admissions

Students must be admitted both to the ESU graduate school and to the M.S. in Sport Management program. Students should obtain a complete application packet (which includes applications to the graduate school and the M.S. in Sport Management program) by calling the Sport Studies Department at 570-422-3302 to request an application. Students are encouraged to

apply by March 15th for fall admission. All application documents, transcripts, and supporting materials should be received no later than this date for consideration for admission. Spring admission is also offered. Students applying for spring admission are encouraged to apply by October 1st. Admission decisions are made on a rolling basis and generally take 4-6 weeks.

The following admission criteria will be applied:

Bachelor's degree

QPA 2.5 overall; QPA 3.0 in undergraduate major

Submission of GRE or GMAT scores

Three letters of recommendation

Statement of professional goals

Graduate Assistantships

A limited number of graduate assistantships is available through the department. These are awarded based upon merit and achievement to full-time students in the graduate program. Graduate assistants do not teach classes, but complete projects and tasks assigned by professors.

The graduate assistantship is awarded for the first year of full-time study, with the possibility of extension through the first summer. Prospective students should apply for a graduate assistantship at the time of original application to the program, using the application form provided by the graduate school, or apply online.

Theatre

The Theatre Department does not have a graduate degree program or a teacher certification program. Graduate course work is offered in Theatre to support other degree programs or by special arrangement. Graduate courses in Theatre are not regularly offered.

Course Descriptions

Art

ART 511 Fine Arts & Ideas (3:3:0)

Members of the Art, Music and Theatre Faculties offer this integrated study of humanistic values in the Visual and Performing Arts. Students will have the opportunity to focus on specialized areas of interest through discussion and research. This course is also listed as MUS 511 and THTR 511. (Not regularly offered)

ART 512 Women Artists: A Historical Survey (1.5:1.5:0)

This course is a more “in-depth” historical survey of works by women artists to help students to develop an awareness of and an appreciation of the role of women in art. A research paper or special related art project will be required. (Not regularly offered)

ART 513 Twentieth-Century American and European Women Artists (1.5:1.5:0)

This course will entail studying works of art done during the twentieth century by women in Europe and America in greater depth. A research paper or special related art project will be required. (Not regularly offered)

ART 577 Independent Study (Semester hours arranged)

This course consists of directed research and study on an individual basis. (Not regularly offered)

Athletic Training

MSES 501 Organization and Administration in Athletic Training (3:3:0)

This course is a requirement for students pursuing national certification as an athletic trainer. This course deals primarily with the administrative competencies necessary to accomplish successful day-to-day operation of an athletic training program and facility. (Offered spring term only)

MSES 502 Therapeutic Modalities in Sports Medicine (4:3:2)

This course is a requirement for students pursuing national certification as an athletic trainer.

Information and experience are provided in the use of massage and in the use of the physical agents of heat, cold, light, sound, and electricity in the treatment and rehabilitation of physically active individuals who are injured. (Offered spring term only)

MSES 503 Therapeutic Exercise in Sports Medicine (4:3:2)

This course is a requirement for students pursuing national certification as an athletic trainer. The focus of the course is the application of neuromuscular re-education, movement, and exercise specifically to achieve the detailed goals of rehabilitation and reconditioning of physically active individuals. (Offered fall term only)

MSES 504 Advanced Perspectives: Recognition, Evaluation, and Management of Injuries and Illness in the Physically Active (4:3:2)

This course is a requirement for students pursuing national certification as an athletic trainer. This course is designed to explore the identification and treatment of common injuries sustained by the physically active. The information and skills are intended for those students with a relatively high level of sophistication in sports medicine.

MSES 513 Evaluation in the Teaching-Learning Process in Health and Physical Education (3:3:0)

Course content will include basic statistical techniques for analyzing and interpreting cognitive, psychomotor, and affective variables in health and physical education. Use of these evaluative tools will be applied to the teaching-learning situation, curriculum and program evaluation, competency evaluation, diagnosis, placement, individualization of instruction, and other current instructional practices. (Offered spring term)

MSES 516 Advanced Kinesiology and Pathokinetics (3:3:0)

This course applies the anatomical knowledge of the human locomotor system and mechanical principles to the quantitative and qualitative analyses of normal and pathological motion. (Not regularly offered)

MSES 534 Sports Medicine (3:3:0)

This course is a survey of topics included under the broad umbrella of Sports Medicine, representing both scientific and clinical branches of the field. Emphasis is placed on factors which can enhance performance, promote, and protect the welfare of participants in exercise, dance, recreational, and competitive sport. (Offered fall term)

MSES 535 Differential Assessment of Musculoskeletal Injuries (3:3:0)

This course is designed to differentiate between movement disorders and the diseases or pathologies diagnosed by a physician. Since some impairments are consequences of disease, the athletic trainer should be able to identify and recognize conditions which need to be referred to a physician. (Offered spring term)

MSES 544 Seminar: Current Athletic Injury Prevention and Management (3:3:0)

Techniques of prevention, examination, and rehabilitation of athletic injuries and current topics in sports medicine are all considered. This course also examines total care of the athlete, ethics, morals, and legal liability in sports. Prerequisite: Basic course in the prevention and care of athletic injuries, or permission of the instructor. (Offered spring and summer terms)

MSES 562 Seminar: Therapeutic Agents in Athletic Training (4:4:0)

This course is designed to present the student with the application of scientific theories, as they apply to the rehabilitative strategies and the treatment protocols associated with the use of various physical agents (light, heat, sound, electricity, etc.) in the treatment of sports- and activity-related injuries. (Offered spring term)

MSES 563 Seminar: Therapeutic Exercise in Athletic Training (4:4:0)

This course is designed to present the student with the scientific theories, the treatment strategies,

and application protocols associated with the use of various forms of therapeutic exercise in the rehabilitation of sport-related and activity-related injuries. (Offered fall term)

MSES 564 Seminar: Medical and Surgical Aspects of Sport and Fitness Injuries (3:3:0)

This course examines the current medical practices used in the treatment and rehabilitation of physically active individuals. An emphasis is placed on orthopedic surgical techniques, pharmaceutical interventions, and the implications of treatment and rehabilitation. Students and certified athletic trainers are introduced to a variety of medical and allied medical personnel. Prerequisites: Current NATA-BOC Certification as an athletic trainer or ATEP 230 and ATEP 430.

MSES 568 Evaluation and Measurement of Lower Extremity Injuries (3:2:2)

The primary focus of this course is to present a systematic process for accurately evaluating lower extremity musculoskeletal injuries and illnesses commonly seen in the physically active population. This course focuses on the athletic training competencies and proficiencies associated with lower extremity injury assessment and evaluation, risk management and injury prevention, and acute care of injuries and illness.

MSES 569 Evaluation and Measurement of Upper Extremity Injuries (3:2:2)

The primary focus of this course is to present a systematic process for accurately evaluating upper extremity musculoskeletal injuries and illnesses commonly seen in the physically active population. This course focuses on the athletic training competencies and proficiencies associated with upper extremity injury assessment and evaluation, risk management and injury prevention, and acute care of injuries and illness.

MSES 570 Introduction to Research (3:3:0)

This course provides an orientation to graduate study and research in Health Education and Movement Studies and Exercise Science. This seminar is designed to acquaint the graduate student with the methods and materials of graduate study and scientific inquiry. It is required of all graduate students in the degree program. (Offered fall and summer terms)

MSES 571 Independent Research Problem (Semester hours arranged)

This course utilizes selected research techniques to attack a specific professional or academic problem. It includes preparation and presentation of a formal report. Consult adviser well in advance of registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisite: ATEP 570, 574. (Offered fall, spring, and summer terms)

MSES 572 Thesis Seminar (1–3 Semester hours arranged)

This course utilizes selected research techniques to address a specific professional or academic problem. It includes preparation and presentation of a formal report. Students must consult adviser well in advance of registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisite: ATEP 570, 574. (Offered fall, spring, and summer terms)

MSES 574 Research Laboratory (1:0:3)

The preparation of the research proposal including the development of the purpose and design of the proposed research problem or thesis is the focus. This course must be repeated until “satisfactory” grade is earned. Prerequisite: Completion of ATEP 570 or current enrollment. (Offered fall, spring, and summer terms)

MSES 577 Independent Study in Health or Physical Education (Semester hours arranged)

Under the auspices of a qualified member of the faculty, the student pursues a pattern of readings, study, and research related to professional knowledge and understanding in health or physical education. Topics should be established prior to enrollment. Prerequisite: Permission of the faculty member and the department. (Offered fall, spring, and summer terms)

MSES 586 Field Experience and Internship (Semester hours arranged)

This course is designed to provide the student with practical experience with a federal, state, or private organization in some related aspect of physical education and/or sports medicine. Students will coordinate their course work acquired at East Stroudsburg University with specific field experience. This program will be supervised by a member of the ATEP Department. Prerequisite: Permission of the department. (Offered fall, spring, and summer terms)

Biology

BIOL 501 Human Genetics (3:3:0)

This course relates principles of both transmission and molecular genetics to the human organism. Particular stress will be placed on inborn errors such as Down's Syndrome, Klienfelter's Syndrome, and Tay-Sachs Disease. Prerequisite: BIOL 331, Genetics.

BIOL 502 Man and His Environment (3:3:0)

This course is a study of the various environmental problems, such as air and water pollution, in relation to ecological principles. Viewpoints of ecologists, sociologists, political scientists, and engineers will be presented.

BIOL 503 Molecular Genetics (3:3:0)

This course is designed specifically to lead the advanced student into current literature especially selected to present evidence of the unique synthesis and degradation of nucleic acids and proteins, and that the primary effect of the "gene" occurs at the biochemical level.

BIOL 504 Developmental Genetics (3:3:0)

This course is constructed to focus the energies of the student on the role of DNA during cell differentiation and to critically examine the evidence for the theme that differential gene function is the basis of cell differentiation, and consequently of embryonic development.

BIOL 505 Developmental Biology, Animal (3:2:3)

A course designed to investigate the problem of control of development, cell differentiation, and growth. Lecture will consist of a review of current literature bearing on the problem. Laboratory will concentrate on growth and differentiation in the adult animal. Prerequisite: Permission of instructor.

BIOL 506 History of Biology (3:3:0)

This course is a study of the history and philosophy of biological science oriented toward case histories and salient developments in fields of scientific endeavor. This course is designed to offer the student an opportunity to gain an appreciation for the emergence of scientific theories and to present a basis for a conceptual view of the chosen area of specialization.

BIOL 507 Organic Evolution (3:3:0)

This course seeks to develop a synthetic theory of evolution: to describe the sources of variability; to organize genetic variability in the population; to evaluate isolation, hybridization, and ploidy.

BIOL 508 Biological Instrumentation (3:2:3)

This course deals with the basic principles concerning the theory, methods and uses of instruments in biological analysis.

BIOL 509 Computer Applications in Biology (3:2:3)

This course is designed to provide students with the ability to apply computer technology to common problems in the biological sciences. The course will include biological applications in literature and database searches, computer simulation and modeling, teaching of biology, reviewing available software and hardware, and interfacing of computers for data collecting in the laboratory.

BIOL 510 The Physical Environment and Community Health (3:3:0)

This course reviews traditional and evolving public health concerns related to the physical environment. Major areas of concern are solid waste, housing, water, air, accidents, food sanitation, overpopulation, and global concerns.

BIOL 511 Animal Ecology (3:3:0)

This course is designed to acquaint the student with the principles of population dynamics, community structure, bioenergetics, and other advanced concepts of ecology.

BIOL 512 Plant Anatomy (3:2:3)

This course consists of studies of the external and internal structure of vascular plants with emphasis on development of the mature plant and its functional security. Attention to primary and secondary plant bodies; xylem, phloem and cambium; leaf, stem, and root.

BIOL 513 Predator-Prey Relationships (3:3:0)

Predator-prey relationships are prime examples of coevolution and evolutionary arms races. The study of such relationships provides insights into evolutionary and ecological mechanisms of animal interactions. These interactions will be looked at within the framework of Optimal Foraging Theory.

BIOL 514 Pathogenic Microorganisms (3:3:0)

This course is a study of the pathogenic microorganisms exclusive of the protozoa. Emphasis is on isolation and identification of the forms infecting man. The morphological, cultural, biochemical, serological and pathological characteristics will be stressed in the laboratory.

BIOL 515 Protozoology (3:2:3)

This is a course in the pathogenic protozoa of man and domestic animals. Particular emphasis will be on developing proficiency in recognition of forms and morphological characteristics. The natural history and economic importance will be stressed as well as selected life cycle studies.

BIOL 516 Introduction to Molecular Biotechnology (3:2:3)

This course will provide students with an overview of modern molecular biology and the growing field of biotechnology. The laboratory component will allow students to use some of the major techniques and instrumentation widely used in molecular biology research. Lectures will include key projects and illustrate the application of biotechnology to problems of disease prevention and vaccine production.

BIOL 517 Helminthology (3:2:3)

This is a laboratory and lecture course designed to acquaint the student with the parasitic helminth of man and animals. Emphasis will be upon identification and life cycle studies. Individual projects encouraging in-depth study of a particular parasitological phenomenon are an integral part of the course.

BIOL 518 Cytology (3:3:0)

This course is designed to acquaint students with the subject of cellular structure; to give the students an understanding of the more modern concepts of cellular organization; and to bring to students the modern techniques of investigation of the detailed structure and processes of the cell.

BIOL 519 Virology (3:3:0)

This course includes a study of the aspects of systematics, serology, immunology, vaccines, and genetics of viruses. Representative viral diseases along with their mechanisms for pathogenicity are studied.

BIOL 520 Biology of Aging (3:3:0)

This course covers the biological aspects of aging. Theories of aging as well as the actual physiological changes that occur on the molecular, cellular, and systematic levels are discussed.

BIOL 521 Introductory Mycology (3:2:3)

This course is a survey of higher and lower fungi and includes field collections of fleshy fungi with laboratory physiological studies and identification. Emphasis on Fleshy Basidiomycetes and Fungi Imperfecti.

BIOL 522 Plant Physiology (3:2:3)

This course is a study of the functions of higher plants, including water relations, photosynthesis, respiration, nutrition, hormones, and growth regulators as well as the practical applications of plant physiology. Special emphasis will be given to areas of current research interest.

BIOL 523 Plant Ecology (3:2:3)

This course is designed to instill a knowledge of the principles and fundamentals of plant ecology and the methods of vegetation analysis.

BIOL 524 Mechanisms of Disease I (3:3:0)

This course will discuss the mechanisms contributing to disease and representative diseases affecting the various body systems. Readings, Kodachrome slides, and selected, preserved organs/tissues will be used to graphically illustrate the diseases.

BIOL 525 Herpetology (3:2:3)

This course will review the biology of the vertebrate classes Amphibia and Reptilia from an organismic perspective. The topics of focus will include evolution, systematics, ecology, and behavior. Field research techniques will also be emphasized.

BIOL 526 Wildlife Biology (3:2:3)

A management approach to wildlife resource biology. The emphasis is in life histories, investigative techniques, and field research methods. Most North American game species are included. Prerequisite: introductory biology sequence.

BIOL 527 Natural History of Western Fauna (6:0:12)

This program provides for a graduate and undergraduate course which gives the student a unique opportunity for field study across the country. Although the focus will be on animal life in the Pacific Northwest, adequate attention will be given to wildlife on principal refuges found along the route both to and from the Northwest.

BIOL 528 Zoogeography (3:3:0)

The course deals with the geographical distribution of animals. It is designed to explain the pattern of animal distribution, how that pattern has been formed, and why it was formed. It also will deal with the question of what present animal distributions indicate about past climates and environments. A secondary but supporting area will be that of the ecology of invasions. This includes present-day migrations of animals from former to new habitats.

BIOL 529 Human Physiology (3:3:0)

This course is a study of the function and interrelationships of the organ systems of the human body with particular emphasis on the muscular, circulatory, endocrine, nervous, and respiratory system.

BIOL 530 Applied Microbiology (4:3:3)

This course stresses the applications of principles learned in general microbiology. Emphasis will be placed on specific microbiological techniques as they apply to pathogenic microorganisms, agriculture, and the environment.

BIOL 531 Ecological Physiology (3:2:3)

Various physiological processes such as temperature control, salt and water balance will be studied by examining the modifications that make specific animals better adapted for survival in a particular environment.

BIOL 533 Comparative Physiology (3:3:0)

This course studies the relationships of physiological processes and adaptations of animals to their ecology and phylogeny.

BIOL 534 Cell Physiology (3:3:0)

This course is a study of the basic principles governing the activities of cells in terms of physical and chemical processes. Particular emphasis is placed on current as well as classic publications in the field.

BIOL 535 Endocrinology (3:3:0)

This is a study of the embryology, histology, and function of the chemical integrating system - the endocrine system - of animals with particular emphasis on the vertebrates.

BIOL 536 Endocrinology of Sexual Reproduction (3:3:0)

This course studies the comparative anatomy and physiology of the vertebrate reproductive system; the chemistry and action of hormones concerned with reproduction. Prerequisite: BIOL 535 or consent of instructor.

BIOL 537 Immunology (3:3:0)

This is a course designed to develop a basic understanding of the immune system and its relationship to disease. In addition to the basic concepts of immunoglobulin and antibody structure and their related reactions, everyday problems, such as ragweed and penicillin allergy, immunization procedures, as well as serologic tests involving antigen-antibody reaction will be considered.

BIOL 538 Physiological Biochemistry (3:3:0)

This course is a study of the properties and interrelations of the major biochemical processes such as the Krebs's cycle, electron transport system, glycolysis, urea cycle, and photosynthesis. Also studied are the properties and synthesis of proteins, amino acids, lipids, carbohydrates, and nucleic acids as well as enzyme kinetics and thermodynamics.

BIOL 539 Physiological Biochemistry Lab (1:0:2)

Experiments will be performed in conjunction with the Biochemistry lecture course (BIOL 538). These experiments will cover the cell physiology techniques and concepts. Not accepted for general education.

BIOL 540 Cell Physiology Lab (1:0:2)

Experiments will be performed in conjunction with the Cell Physiology lecture course (BIOL 534). These experiments will cover the cell physiology techniques and concepts. Not accepted for general education.

BIOL 541 Ecology of Water Pollution (3:2:2)

This course is a study of the effects of various types of pollution on the fresh water, estuarine, and salt-water ecosystems. Monitoring of polluted and unpolluted situations will be conducted in the field and bioassay techniques will be shown in the laboratory. Various indices of the extent of water pollution will be discussed.

BIOL 542 Biology of Aquatic Macrophytes (3:2:2)

This course considers the identification, ordination, morphology, physiology, and ecology of the larger vascular and non-vascular aquatic plants.

BIOL 543 Stream Ecology (3:2:3)

Stream Ecology is a course designed to study the biological parameters of rivers and streams with special emphasis on trophic dynamics, invertebrate-vertebrate communities, and seasonal changes. The effects of pollution on various aspects of streams will also be a major consideration. Field investigations will be used to examine differing streams and their particular characteristics. A variety of sampling techniques will be used in the field to give students experience with different methods of answering ecological questions.

BIOL 544 Biology of Water and Wastewater (3:2:2)

This course is a study of fungi, bacteria, algae, protozoa, insects, and worms as they are used in the treatment of wastewater and as they affect or interfere with the purification of drinking water. Physical, chemical, and biological factors that affect these organisms in the respective facilities will

be monitored and various tests of the efficiency of the treatment will be introduced. Field trips to a variety of water and wastewater facilities will be taken.

BIOL 545 Ecology of Fishes (3:2:3)

This course deals with the taxonomic, physiological, ecological and behavioral aspects of fishes; it includes laboratory and field trips.

BIOL 546 Limnology (3:2:3)

This course deals with the basic principles of physical limnology in relation to several types of communities in lakes and streams; laboratory and field trips.

BIOL 547 Biology of the Plankton (3:2:3)

This course deals with the pelagic organisms in lakes and oceans and the factors controlling their distribution and production; course will cover planktonic plants and animals (e.g. algae, protozoa, rotifers, crustacea, and fish larvae) and the part they play in the economy of natural waters; laboratory and field trips.

BIOL 548 Biology of Aquatic Insects (3:2:3)

This course deals with the taxonomy, life history, and general biology of aquatic insects; laboratory and field trips.

BIOL 549 Cell Biology (3:3:0)

This course will provide an in-depth examination of cell structure and function, and the interrelationship between the two. Special attention will be given to membranes, cytoskeleton, and cell surface structures. The function of these structures in the coordination of activities occurring within and among cells will be stressed.

BIOL 550 Field Entomology (3:2:3)

Taxonomic approach of insects coupled with field collection and identification. Study includes ecology, morphology, systematics, and lab techniques. An introductory course with no prerequisites.

BIOL 551 General Entomology (3:2:3)

This course is a study of insects with respect to morphology, physiology, taxonomy, and ecology; insects of economic importance used as examples. A basic course leading to several aspects of entomology such as insect morphology, economic entomology, insect physiology, medical entomology, etc.

BIOL 552 Insect Morphology (3:2:3)

This course is a study of the internal and external structures of insects as related to specimens in the laboratory.

BIOL 553 Insect Physiology (3:2:3)

This course deals with a functional aspect of insect life, including various life processes such as digestion, nutrition, excretion, circulation, respiration, behavior, reproduction, development, and metamorphosis, as related to the morphological and anatomical structures.

BIOL 554 Medical Entomology (3:2:3)

This course is a study of arthropods that affect the health of man and animals. The study includes a brief account of the introductory entomology and that of the ticks, insects, and mites of medical importance, both as vectors, and as the casual agents of pathological conditions. Some aspects of the control methods from the Public Health point of view are also examined and investigated. It seeks understanding of the principles of the vector host relationship.

BIOL 555 Economic Entomology (3:2:3)

This course is a study of the insects of economic importance with respect to their identification, life history, biology, harmful or beneficial effects, and control. The scope comprises of agriculture, forestry, veterinary, medical, and household insects. The principles of insect control with recent approaches are also discussed.

BIOL 556 Pest Control and Pest Management (3:2:3)

This course deals with identification, biology, damage, and control of structural, household, and

commercial pests of insect and non-insect (including vertebrates) origin. Pesticide classification, chemistry, mode of action and handling are studied. Preventive and nonchemical control methods using the Integrated Pest Management (IPM) principle are also discussed. Standard toxicological techniques with bioassay evaluations are administered.

BIOL 557 Behavioral Ecology (3:3:0)

Behavioral Ecology is designed to introduce students to animal behavior within an ecological and evolutionary context. The subject matter deals with ways in which an organism's behaviors are influenced by the environment, especially with regard to resource distribution. Prerequisites: 8 credits of introductory biology.

BIOL 558 Wildlife Diseases (3:3:0)

This course includes the study of the occurrence, principles, concepts, and significance of disease in wildlife. Representative diseases along with their mechanism for pathogenicity will be studied. Since this course also is offered for graduate credit, a differentiation of requirements will be made.

BIOL 559 Wildlife Disease Laboratory (1:0:3)

This course is designed to demonstrate the immunological and biochemical factors in disease diagnosis. Common laboratory tests in hematology, blood chemistry, and microbiology will be employed. Birds, fish, and mammals will be the subjects examined.

BIOL 561 Mechanisms of Disease Laboratory (1:0:3)

This course is designed for nursing students. It focuses on basic mechanism of disease (the processes). The main thrust is directed toward identification of the changes in the human body at cellular, tissue, and system levels when insulted by a disease. Glass microscopic slides, 35mm slides, organ and tissue specimens, images from the Internet and CD-ROM programs will be utilized in this course. Corequisite: BIOL 524.

BIOL 562 Mammalogy (4:3:3)

An overview of the vertebrate class Mammalia, this course is designed to help the student develop a basic understanding of the anatomy, diversity, ecology, fossil records, and geographical distributions of mammals. Students will be exposed to the modern and fossil mammals of the world - with a focus on the regional fauna - through a combination of classroom discussion, lecture, laboratory work with preserved specimens, field trips, and field work.

BIOL 563 Conservation Biology (4:3:2)

This course will synthesize topics relating to the conservation of animals and plants, including extinction, genetics, demography, insularization, threats to biodiversity, conservation economics, environmental ethics, and strategies for conservationists.

BIOL 564 Population Genetics (4:3:3)

This course will cover the basics of population genetics. Stress will be placed upon understanding the basic processes of evolutionary genetics. The initial part of the course will cover the basic models of population genetics; the second half will deal with contemporary controversies or problems. The laboratory will emphasize data analysis.

BIOL 565 Immunology Laboratory (1:0:3)

BIOL 567 Fish Health Management (3:2:3)

BIOL 571 Independent Research Problem (Semester hours arranged)

This course is designed to acquaint the student with recent methods of research in particular areas of investigation, to instruct in the writing of acceptable research reports, and to acquaint the student with the literature directly related to a particular problem.

BIOL 572 Thesis I(3:0:0)

BIOL 573 Thesis II (3:0:0)

BIOL 577 Independent Study in Biological Science (Semester hours arranged)

Under the auspices of a qualified member of the faculty of the graduate school, the student pursues a pattern of readings, study, and research related to professional knowledge and understanding in biological science. Topics should be established prior to enrollment. Prerequisite: Permission of the chair of the graduate faculty in biological science.

BIOL 584 Experimental Immunology (1:0:3)

This is a laboratory course designed to complement lectures and provide the student with experience in immunological methods.

BIOL 585 Virology Laboratory (1:0:3)

This course includes the study of the handling and infection of laboratory animals with viruses. The use of cell or tissue cultures in virology will be reviewed. To study viral replication, laboratory exercises in phage activity, bacterial growth curve and animal virus growth curves will be performed.

BIOL 586 Field Experience and Internship (Semester hours arranged)

An integral part of the field experience and internship requires that the student work under supervision with a federal, state, or private organization in some biologically related aspect of the respective organization. Students will coordinate their course work acquired at East Stroudsburg University with specific field experiences. A formal written report must be submitted at the culmination of the experience.

BIOL 591 Behavioral Ecology Laboratory (1:0:3)

Laboratory topics will introduce students to experimental design, data acquisition, and behavioral observation techniques under laboratory and field conditions using a variety of invertebrate organisms and plants. Some Saturday laboratories will be required

BIOL 592 Mechanisms of Disease II (3:3:0)

This course is a continuation of Mechanisms of Disease I. The mechanism of diseases affecting organ systems will be studied. An account of important aspects of the pathology of human disease will be discussed.

BIOL 593 Biology of Tropical Ecosystems (3:1:4)

This course will impart a thorough understanding of tropical ecology through introductory lectures, student presentations, and an intensive, two-week field experience. The field experience will provide research opportunities for students on ecological and behavioral aspects of selected organisms and/or concepts. Destinations include Costa Rica, Ecuador, Florida, or Kenya. The course will be offered on demand during appropriate winter, spring, or summer sessions.

BIOL 597 Pathogenic Microbiology Laboratory (1:0:3)

This course includes the study of the handling and culturing of bacteria. Antimicrobial resistant mechanisms will be emphasized. Diagnostic, non-cultural methods using probes and polymerase chain reaction techniques will be included.

BIOL 598 Molecular Biology (3:3:0)

This course is intended to provide in-depth coverage of the principles of molecular biology. The structure of nucleic acids and proteins will be reviewed. The process of DNA replication, transcription, and translation in both prokaryotes and eukaryotes will be covered. The control of gene expression in several representative systems will be discussed in detail. Current methodologies in recombinant DNA research will be emphasized.

BIOL 599 Molecular Biology Lab (1:0:3)

This course is intended as an adjunct to BIOL 439 Molecular Biology. This course will provide students with hands-on experience using techniques for molecular biology research including DNA isolation, Southern blotting, and PCR (polymerase chain reaction). Corequisite: BIOL 598.

BIOM Rubric

Courses taught with a BIOM rubric are those courses normally taught at the Marine Science Consortium field station at Wallops Island, Virginia. These BIOM courses are taught through the Biological Sciences Department and, unless specified otherwise in the course description, BIOM courses will count as biological sciences courses toward a major within the department.

BIOM 501 Biological Oceanography (3:2:3)

The interactions between biological communities and the oceanic environment are studied with emphasis on the distributions of coastal plankton, fishes, and benthic invertebrates.

BIOM 502 Marine Evolutionary Ecology (3:2:3)

This course will study the ecological mechanisms underlying evolutionary processes. It is broad in scope and requires that students synthesize both evolutionary and ecological concepts and theory into an understanding of how organisms adapt to their environment.

BIOM 503 Comparative Physiology of Marine Organisms (3:2:3)

This course is an introduction to the physiology of marine organisms utilizing a comparative approach. A wide range of marine organisms will be used to demonstrate the variety of mechanisms and strategies that allow them to physiologically adapt to their specific environments.

BIOM 504 Research Diver Methods in Marine Science (3:2:3)

Students in this course will study the marine environment with the use of SCUBA as a research tool. SCUBA will be used to collect samples, to measure the distribution of the flora and fauna, and to evaluate the productivity and biomass of select benthic communities. Prerequisite: SCUBA certification.

BIOM 558 Coastal Environmental Oceanography (3:2:3)

This course examines the interaction of biological, chemical, physical, geological, and ecological ocean processes as applied to coastal environments. Emphasis is placed on environmental management issues of the coastal zone. Topics include water quality analysis, barrier island geology and ecology, estuarine pollution, beach defense, and biological implications in areas of coastal upwelling and coastal fronts. Specific cases in coastal pollution will be examined from coastal environments around the United States. Prerequisites: Two semesters of introductory biology and Introduction to Oceanography.

BIOM 559 Advanced Methods in Coastal Ecology (3:2:3)

This course covers the wide array of methods of data collection, study designs, and analyses used in ecology. Emphasis is placed on understanding the strengths and weaknesses of different ecological methods and analyses in the study of coastal environments. Lecture, fieldwork, and laboratory are integrated, and students gain practical computer experience by analyzing ecological data from the field using software that performs analyses introduced in lecture. Prerequisites: Two semesters of introductory biology, college algebra (or equivalent), and an ecology course.

BIOM 560 Marine Ecology (3:2:3)

This course is a study of the physical parameters of the marine environment as it interrelates with marine organisms. The ecological interactions of the organisms with each other will be emphasized. The effect of pollution and excessive exploitation on marine organisms will be discussed. (Will be accepted for general education.)

BIOM 561 Marine Botany (3:2:3)

The taxonomy, physiology, ecology, and economic importance of marine and coastal plants will be considered. Laboratory techniques will include collecting, preserving, identifying, and analyzing plants and plant materials; appropriate instrumentation will be used. Emphasis will be given to both in the field studies and laboratory analyses.

BIOM 562 Marine Invertebrates (3:2:3)

This course is a study of the life history, habits, origin, development, physiology, anatomy,

and taxonomy of the main phyla of invertebrates. A phylogenetic sequence is followed to show interrelationships among the phyla. Special emphasis is given on the Atlantic marine invertebrates. Laboratory and fieldwork deal with collection, preservation, and identification of local species.

BIOM 563 Marine Biology Cruise (3:2:3)

This course consists of a three-week session involving detailed planning and preparations for an oceanographic research cruise of approximately eight days, actual execution of the cruise plan on board an ocean research vessel, and data processing and reporting of the cruise results. Shipboard sampling techniques and instrumentation used by biological oceanographers are introduced.

BIOM 564 Developmental Biology of Marine Organisms (3:2:3)

This course deals with the basic principles of development and differentiation in marine organisms at the molecular and supramolecular levels of organization. The laboratory will include both descriptive and experimental embryology.

BIOM 565 Management of Wetland Wildlife (3:2:3)

This course deals with the ecology and management of wetland wildlife with emphasis on the management of wetlands as ecological systems.

BIOM 566 Marine Ichthyology (3:2:3)

This course is a study of the internal and external structure of fishes, their systematic and ecological relationships, and their distribution in time and space.

BIOM 567 Marine Pollution Research Cruise (3:2:3)

Investigations will be conducted before, during, and after the dumping with fate and behavior (dispersion and degradation) studies of the pollutants. Bio-assays and other toxicity studies will also be conducted. Procedures, techniques, and equipment will be prepared and standardized prior to the cruise, and a final project report prepared and submitted for the course grades.

BIOM 568 Marine Ornithology (3:2:3)

This course introduces the student to the avian fauna of the seacoast and at the same time enables comparison with inland species to be found near the laboratory. In addition to the field work providing visual and vocal identification, lecture material will include information on distribution, behavior, physiology, and anatomy.

BIOM 569 Field Methods in Oceanography (3:2:3)

This course provides students with a general rationale for and working knowledge of investigative techniques that are used to study the physical, biological, geological, and chemical parameters of the marine environment. Students learn to appreciate the scope of field studies, through active participation in group projects and individual research efforts; these projects include planning and execution, analysis and interpretation of data, and presentation of the results.

BIOM 570 Marine Biology (3:2:3)

This course is a study of plant and animal life in the marine environment. Emphasis will be placed upon physical and chemical factors that affect the marine environments and the ways in which various organisms have become adapted for exploiting marine resources.

BIOM 572 Coral Reef Ecology (3:2:3)

This course investigates coral reef structure, formation, types, and the relationship of reef organisms to their environment. Emphasis will be given to species diversity/identification, symbiosis, and effect of temperature, salinity, light, nutrient concentration, current predation, and competition on the abundance and distribution on coral reef organisms.

BIOM 573 Marine Mammals of the Atlantic (3:2:3)

The distribution, population size, physiology, evolution, adaption, and ecological relationships of marine mammals will be studied. Laboratory and field work will include an off-campus field trip to facilitate studying marine mammals (Baltimore Aquarium and Woods Hole).

BIOM 574 Introduction to Oceanography (3:2:3)

This course is designed to familiarize the student with the marine environment and current development in the marine sciences. Topics for study will include the physical parameter of the ocean, ocean basic topography, life in the sea, and resources in the oceans.

BIOM 575 Behavior of Marine Organisms (3:2:3)

Discussions and observations are conducted on the influences of external and internal factors on the regulation and coastal behavior of organisms living in the marine coastal environment. Prerequisite: General Biology.

BIOM 576 Marine Microbiology (3:2:3)

A survey of methods and concepts of marine microbiology. Attention will be given to technical aspects of sample collection, microbial ecology of the marine environment, enrichment culturing, methods of enumeration, and identification with emphasis on marine bacteria. Prerequisite: General Microbiology.

BIOM 578 Anatomy of Marine Chordates (3:2:3)

The basic structures of marine chordates will be studied by dissection in order to trace the important trends (and their functional significance) in the evolution of these structures within the various groups of marine chordates.

BIOM 579 Ecology of Marine Plankton (3:2:3)

This course is a study of the phytoplankton and zooplankton in marine and brackish environments. Qualitative and quantitative comparisons will be made between the planktonic populations of various types of habitats in relation to primary and secondary productivity.

BIOM 580 Oceanography (3:2:3)

This course is an introduction to the physical, chemical, biological, and geological processes and interactions in the oceans. Topics include the history of oceanography, charts and navigation, the physical and chemical properties of sea water, instrumentation and at-sea measurements, marine geology, beach processes, theory of continental drift, air-sea interactions, waves and ocean circulation, tides, plant and animal life in the sea, and marine ecology.

BIOM 581 Marine Micropaleontology (3:2:3)

This course is designed for students majoring in either biological or geological sciences; the course will deal with modern, living representatives of microorganisms important in the fossil record. Particular emphasis will be placed on the taxonomy, morphology, evolution, and ecologic affinities of the Foraminifera (Sarcodina) but other groups, including the Radiolaria, Diatoms, and Ostracods, will also be considered. Laboratory and field aspects of the course will include sample collecting, preparation, and analysis.

BIOM 582 Field Studies in Oceanography (3:2:3)

This course consists of a three-week session involving detailed planning and preparations for an oceanographic research cruise of approximately one week duration, the actual research cruise on board the R.V. Annadale, and the data-processing and final reporting of results. Demonstration of various shipboard sampling techniques and instrumentation will be given. Each cruise will deal with different aspects of marine science, i.e., (1) general oceanography; (2) marine biology; (3) marine geology, and (4) marine pollution and waste disposal.

BIOM 583 Wetland Ecology (3:2:3)

The structure and function of coastal wetland ecosystems are emphasized. The ecological impact of humans on these wetlands are interrelated with management strategies. Field exercises are stressed.

BIOM 587 Tropical Invertebrates (3:2:3)

This course emphasizes the systematics and ecology of tropical communities. A variety of collection and observation methods are used to sample tropical inshore and reef areas. Prerequisites: Marine Invertebrates, Invertebrate Zoology, or consent of instructor.

BIOM 588 Coastal Vegetation (3:2:3)

The vegetation under the marine influence is identified and the factors limiting and controlling

distribution of this vegetation are determined.

BIOM 589 Physiology of Marine Invertebrates (3:2:3)

Mechanisms and regulation of organ function in invertebrates with emphasis on homeostasis will be studied using live specimens from the marine environment. The unique adaptations of the marine invertebrates will be compared with general physiological principles. Graduate students in the course will develop an independent research project related to a specific aspect of the course. A written and/or oral report on the project will be given.

BIOM 590 Marine Aquaculture (3:3:0)

This course will include the theory and practice of raising organisms for food and for the aquarium trade. Techniques of raising economically important organisms from the egg stage to marketable size and their food supplies will be studied.

BIOM 594 Biology of Molluscs (3:2:3)

The Mollusca is the second largest group of animals and perhaps the most diverse in terms of morphological, ecological, and behavioral variations. This course offers an evolutionary, functional, and ecological approach to studying this important group of organisms.

Communication Studies

CMST 500 Special Topics (Semester hours arranged)

These courses are designed to meet specific needs of groups of students, or are offered on a trial basis in order to determine the demand for and value of introducing them as a part of the University curriculum.

CMST 510 Comparative Media (3:3:0)

This course will expose students to media from around the world. Students will learn how to compare media content, formats, systems, and ownership structures in an effort to better understand underlying assumptions that help shape our perceptions of the world. Prerequisites: CMST 126, 310.

CMST 577 Independent Study in Communication Studies (1–3:variable:0)

Under the direction of a qualified member of the department faculty, the student will pursue an advanced program of reading, study, and research related to the understanding and knowledge of communication studies.

Computer Science

CPSC 521 Computer Graphics (3:3:0)

This course is an introduction to computer graphics. Basic principles for design, use, and understanding of graphics systems will be studied. Algorithms for creating and manipulating graphic displays and a standard programming language for their implementation will be presented. There will be programming practice. Prerequisite: Ability to program in “C” or “C++”.

CPSC 523 Discrete Optimization Algorithms (3:3:0)

This course introduces students to dynamic, linear, and integer programming algorithms. There will be programming practice involving these algorithms.

CPSC 524 Image Processing (3:3:0)

Sophisticated image processing and machine vision techniques are now available for an increasing array of industrial, military, and medical applications. This course provides fundamentals of image processing, machine vision, and various algorithms for their implementation. Prerequisite: MATH 320 or equivalent.

CPSC 525 Expert Systems (3:3:0)

This course is an introduction to knowledge-based systems. Basic concepts, characteristics, architectures, and tools will be studied. Major paradigms for synthesis and analysis class systems, and exact and inexact reasoning systems will be discussed. Computational and knowledge engineering issues will be treated by case studies and there will be programming practice.

CPSC 527 Robotics (3:3:0)

This course is an introduction to robotics on a technical level. The history of robotics, computer-aided manufacturing, robot components, sensors, programming systems, applications, and future implications of robotics technology will be studied. There will be hands-on experience with a robot.

CPSC 528 Artificial Intelligence and Heuristic Programming (3:3:0)

This course is an introduction to artificial intelligence and heuristic programming techniques. Search strategies, games, heuristic mechanisms, and automated deduction will be studied. There will be programming practice. For graduate credit, a student will be required to write a term paper or execute a project which reflects deeper investigation of the topics covered in the course.

CPSC 529 Machine Learning (3:3:0)

This course is an introduction to techniques which enable software to improve its performance over time. History and classic experiments will be presented. Programs will be studied which perform rote learning, learn by being told, learn by analogy, learn from examples (induction), and learn by observation and discovery. There will be some programming practice.

CPSC 530 Software Engineering (3:3:0)

This course studies the principles of software engineering and various programming methodologies. Top-down, structured programming will be emphasized and applied to the design and analysis of efficient algorithms. There is also an introduction to computational complexity. For graduate credit, a student will be required to write a term paper or execute a project which reflects deeper investigation of the topics covered in the course.

CPSC 531 Advanced Topics in Software Engineering (3:3:0)

This course will introduce the students to the current theoretical models and approaches used in the design, construction, and management of large, complex systems with long life cycles. Topic areas include requirements specification, design, configuration management, technical reviews, quality assurance, testing, and metrics. Case studies will be undertaken to compare the various approaches. Prerequisite: CPSC 530.

CPSC 532 Natural Language Processing (3:3:0)

This course is an introduction to natural language processing in Computer Science. There will be a review of elementary text, tree, and graph processing, and an introduction to syntactic and semantic processing. For syntax, Backus-Naur form grammars, sentence generation/recognition, augmented transition networks, and parsing strategies will be studied. For semantics, case grammar theory, and parsing strategies will be studied. There will be case studies of current systems as well as programming practice. For graduate credit, a student will be required to write a term paper or execute a project.

CPSC 533 Compiler Construction (3:3:0)

This course is an introduction to the methods and techniques involved in translating high-level languages, such as "C", into executable machine code. Lexical scanning, parsing, symbol table construction, object code generation, and optimization will be studied and a compiler will be written. For graduate credit, a student will be required to write a term paper or execute a project which reflects deeper investigation of the topics covered in the course.

CPSC 535 Parallel Computing (3:3:0)

This course is an introduction to parallel computing, a rapidly growing area of computer

science. Principles of parallel computer architecture and parallel algorithms for various applications will be studied. There will be practice in parallel programming. Prerequisites: CPSC 251, 541, MATH 320.

CPSC 541 Computer Architecture (3:3:0)

This course involves the study of computer systems structure, organization, implementation, and performance. Von-Neumann machines, from the early EDVAC to current microprocessors, will be considered. Parallel processors and other specialized architectures will also be studied.

CPSC 542 Operating System Design (3:3:0)

This course will thoroughly examine the principles of the design of computer operating systems. Emphasis will be placed on process allocation and scheduling, concurrent programming, memory management, device management, file management, and protection. How the principles are implemented in an existing operating system will be examined.

CPSC 544 Realtime Systems (3:3:0)

This course is an introduction to the problems, concepts, and techniques involved in computer systems which must monitor and control external devices or events. This includes techniques and hardware for data collection and control functions. Applications discussed will include microprocessor-controlled intelligent devices and process control. For graduate credit, a student will be required to write a term paper or execute a project which reflects deeper investigation of the topics covered in the course.

CPSC 545 Networks and Data Communications (3:3:0)

This course examines the characteristics of microprocessors, including integrated circuit technology, architecture, programming, and applications. Specific microprocessors will be studied and programmed. "Hands-on" experience in building and operating microcomputer systems will be provided. Networks and distributed processing will be considered in relationship to microcomputer applications. For graduate credit a student will be required to write a term paper or execute a project which reflects deeper investigation of the topics covered in the course.

CPSC 548 Applied Network Security (3:3:0)

This course builds on the foundation laid in CPSC 445 or 545 by providing in-depth laboratory and classroom exercises using commercial-off-the-shelf (COTS) technology. Students will configure network servers, routers, hubs, firewalls and intrusion detection devices to discover the effect each device can have on overall system security. In-class exercises guide discussions while student projects reinforce subject matter. Students will complete a research project in network security. Prerequisite: CPSC 445 or CPSC 545.

CPSC 550 Algorithmic Graph Theory (3:3:0)

This course is an algorithmic approach to the mathematical theory of graphs and their applications. Path problems, covers, network flows, and other problems will be formulated in graph theoretical terms and solutions will be programmed. For graduate credit, a student will be required to write a term paper or execute a project which reflects deeper investigation of the topics covered in the course.

CPSC 553 Database Systems (3:3:0)

This course is an introduction to the management of large volumes of interrelated data through integrated database management software. Topics discussed will include relationships between data items, effects of redundancy and database design. Representative examples of the relational and network approaches to database management will be examined. For graduate credit, a student will be required to write a term paper or execute a project which reflects deeper investigation of the topics covered in the course.

CPSC 554 Data Structures and Algorithm Analysis (3:3:0)

This course will analyze a variety of algorithms from the standpoint of what data structures are used and how they are implemented. Students will be introduced to the classes of NP-hard and

NP-complete problems and to the theories of complexity analysis.

CPSC 560 Applied Computer Cryptography (3:3:0)

The focus of this course is developing computer algorithms for generating random numbers, symmetric and asymmetric ciphers, and cryptographic keys. Programming assignments of stream and block ciphers will reinforce ideas covered in CPSC 325. Students will be required to write basic public-key cryptography code as a final project. Prerequisites: CPSC 325, 251, MATH 220.

CPSC 562 Theory of Computation (3:3:0)

This course will introduce abstract counterparts of physical machines and algorithms. Turing machines and other automata will be presented. The notions of algorithms, computability and unsolvability will be rigorously defined and studied. Some problems not solvable by instruction-obeying machines will be examined.

CPSC 563 Theory of Abstract Languages (3:3:0)

This course is an introduction to sets of strings of symbols, their representations, structures, and properties. Abstract languages, formal grammars, productions, the Chomsky hierarchy, generation and recognition mechanisms for languages, and the relationship of formal languages to automata will be studied.

CPSC 570 Introduction to Research (3:3:0)

This course will introduce the student to the professional (open) literature as well as other sources in computer science. The student will investigate an area or problem and assimilate, integrate, and present the findings in a scholarly seminar. This course may be taken more than once with approval of the department. Prerequisite: At least one course successfully completed at the graduate level in Computer Science.

CPSC 574 Research Project I (3:3:0)

This course will provide practical experience in applying computing techniques and methodologies from a number of different areas and over an extended period time. The student will analyze, design, evaluate and apply new research findings or technological advances, develop a final product and present the work in a formal, oral presentation. Prerequisite: CPSC 570.

CPSC 575 Research Project II (3:3:0)

This course is a continuation of CPSC 574 – Research Project-I.

Elementary Education

ELED 502 Psychology of the Elementary School Child (3:3:0)

This course deals with the principles and theories of human development; dimensions of growth; cognitive, social, and personality development of the child from five to thirteen; and the impact of sociocultural change on the home and school as these relate to the developing child.

ELED 505 Classroom Management and Discipline Models (3:3:0)

The course will emphasize classroom management from the viewpoint of effective teaching. Specific discipline models will be analyzed and evaluated. Students will assess their philosophies in regard to classroom management practices and discipline models.

ELED 512 Integrating the Arts into Elementary Education (3:3:0)

This course deals with integrating all the arts into the elementary school curriculum with or without arts specialists. It concerns itself with education in, through, and about the arts for aesthetic and motivational purposes.

ELED 515 Individualizing Instruction in Elementary Education (3:3:0)

This course will examine individual differences, types of learning styles, and various strategies which are used to individualize instruction. Students will work on individual projects which can

be applied directly to their own teaching assignment. Although emphasis is placed on elementary education, many topics will apply to the K–12 classroom.

ELED 517 Creative Teaching Methods for the Advanced Student (3:3:0)

This course examines current research in creativity. Students are encouraged to investigate their own creative process and develop strategies for enriching teaching strategies. Best teaching practices for enhancing creativity in the classroom are studied.

ELED 520 Current Trends in Elementary School Language Arts (3:3:0)

This course examines current elementary school language arts curricula, newer approaches to organization of elementary schools and classrooms for implementation of learning in the language arts; modern techniques of teaching, listening, speaking, and written communications; investigation of research studies in elementary school language arts.

ELED 521 Children's Literature for Advanced Students (3:3:0)

This course presents a critical evaluation of materials which will meet the needs of teachers and children in the use of literature in the curriculum. Special attention is paid to the social and personal issues in the child's life and the use of bibliotherapy in the elementary classroom. Emphasis is also placed on building a literature-based classroom curriculum.

ELED 523 Diversity in Children's Literature (3:3:0)

This course enhances the learners' knowledge of the uses of children's literature within the elementary classroom. Literature representative of diverse cultural and ethnic groups will be explored, evaluated, and utilized. Prerequisite: Completion of an undergraduate or graduate course in children's literature or permission of the professor.

ELED 525 Creative Drama (3:3:0)

This course develops knowledge and skills in using creative drama and theatre activities with children to enhance and assess dramatic learning ability. Dramatic behaviors, theatre skills, imagery ability, imagination, group skills, and the connection between imagination and action are actively explored.

ELED 527 Second Language Acquisition: Theories for ESL Teachers

This course focuses on historical and current theories of second language acquisition and development for the Pre-K-12 limited-English student. Topics addressed include cognitive, psychological, socio-cultural, and political factors for second language learners, content area instruction, models of bilingual education, assessment options, and technology resources.

ELED 528 Linguistics for ESL Teachers

This course focuses on linguistics for ESL teachers and their students, covering phonology, morphology, syntax, semantics and pragmatics. Additional emphasis is given to socio-cultural linguistics and language contact. Connections to classroom applications are explored, with a review of idiosyncratic elements of English grammar as they pertain to second language learning.

ELED 529 Methods and Materials for Teaching ESL

This course focuses on pedagogical techniques, tools, resources and activities that can enable Pre-K-12 ESL students to improve their proficiency in reading, writing, listening, and speaking. Participants learn to plan methods and materials for the ESL classroom creating various activities and assessments and incorporating technology when appropriate. Communication about the purpose of ESL education to colleagues, parents and community is also covered. This class requires a field experience working with students acquiring English as their second language.

ELED 530 Science in the Elementary School (3:3:0)

This course probes in depth the content and methodology of elementary school science. Emphasis will be given to the development of a classroom science program that will further the child's ability to solve problems logically, objectively, independently, and creatively.

ELED 531 Life Science Workshop for Elementary Teachers (3:3:0)

This course is designed to enhance the teaching of life science concepts in the elementary schools. Participants will experience a variety of hands-on activities and develop a set of activity-based materials for use in their own classrooms. Instruction in environmental education will also be provided. (Workshop Course)

ELED 532 Physical Science Workshop for Elementary Teachers (3:3:0)

This course is designed to enhance the teaching of physical science concepts in the elementary schools. Participants will experience a variety of hands-on activities and develop a set of activity-based materials for use in their own classrooms. There will also be opportunities to explore the use of emerging technologies such as microcomputer-based laboratories and interactive multimedia. (Workshop Course)

ELED 533 Designing and Implementing Programs for Professional Development (Arranged)

This workshop will emphasize the knowledge and skills needed for teachers to participate in designing and facilitating their own professional development programs. Teaching styles and activities will be explored, while participants utilize self-assessment to evaluate their needs and establish goals. Strategies for implementation will be discussed. (Workshop Course)

ELED 534 Seminar in Elementary School Science (3:3:0)

Current issues, problems, research, and theoretical and philosophical aspects of elementary science education are discussed. Prerequisite: Approval of instructor.

ELED 535 Classroom Diversity: Creating a Positive Environment (3:3:0)

This course encourages educators to identify their own values, prejudices, and goals; to examine their thoughts and/or misconceptions about culturally diverse communities. Designed to help them create school climates that celebrate diversity and meet the needs of students of different races, ethnicities, gender, and ability levels.

ELED 540 Mathematics in the Elementary School (3:3:0)

This course places emphasis on recent developments in the teaching and learning of elementary school mathematics. Additional emphasis will be placed on the evaluation of mathematical learning, instruction, and programs. Course participants will also become familiar with the use of technology and how to integrate its use appropriately in an elementary mathematics program.

ELED 542 Current Trends in Elementary School Mathematics (3:3:0)

An investigation and analysis of current local, state, and national mathematics projects and their implications are made. Prerequisite: ELED 540 Mathematics in the Elementary School.

ELED 544 International Collaborative Learning Project (1–3:1–3:0)

This course enables students to participate in a unique learning event in a foreign country. Students will have the opportunity to experience different styles in teaching and learning, how reflective teaching practice can become an integral part of the teaching process, and how teacher education reform occurs in different contexts through seminars and observations. The class will deal with exploring differences and similarities between cultures and philosophies. Prerequisite: Permission of instructor. (Workshop Course)

ELED 545 BookArts

This course examines the history of writing, paper and book making and the current artistic form of BookArts. Students will create a wide assortment of books as they explore the unique relationship between visual and verbal literacies. Instructional strategies to connect, set up, integrate, document and evaluate BookArts in the classroom will be delineated.

ELED 546 Learning to Read through the Arts (3:3:0)

The workshop prepares teachers to develop and use an individualized reading program designed to improve reading skills through the integration of a total arts program with a total

reading program.

Upon completion, participants are qualified to adopt the Learning to Read Through The Arts program of the U.S.O.E. National Diffusion Network. (Workshop Course)

ELED 547 Success-Oriented Reading: Whole Language Development (Semester hours arranged)

The workshop provides opportunities for teachers to explore the reading process from a variety of current viewpoints and to help the participants develop their own personal classroom teaching programs to put these ideas into practice. The course is designed to stimulate new thinking, to have participants experience activities that can be used with students, and to give participants confidence in creating personalized reading activities and materials for their own students. Prerequisites: ELED/PSED 581 or ELED/PSED 582. (Workshop Course)

ELED 549 Reducing Classroom Conflict (Semester hours arranged)

This workshop is designed to provide participants with skills in developing pathways to build strength and success in themselves and their students. It focuses on specific classroom activities that will help develop a climate for effective self-discipline and positive classroom interaction. Prerequisite: ELED 581. (Workshop Course)

ELED 550 Current Trends in Elementary School Social Studies (3:3:0)

Participants in this course will review current research in social studies education and discuss current trends in relation to national standards. Participants will also utilize social studies learning strategies and develop activities consistent with current literature.

ELED 552 Together: Mainstreaming in Schools (3:3:0)

The purpose of the workshop is to cause meaningful interaction of special and regular education teachers. The interaction enables them to review and to develop positive models for their particular schools that allow for exceptional and non-exceptional children to learn together, to respect each other, to know each other. A major emphasis will be to devise, through group interaction, a plan for implementation of mainstreaming in the particular schools. (Workshop Course)

ELED 553 Teaching and Motivating (3:3:0)

The course provides educators with the theory and skills to motivate students to learn and to accelerate their academic achievement. Brain function and dominance will be reviewed in light of how these processes result in different student learning styles. Participants will build teaching strategies to deal with learning styles. (Workshop Course)

ELED 555 The Clinical Supervision of Elementary Student Teachers (3:3:0)

Course participants will examine the objectives of the student teaching program and relate them to the specific roles and needs of both student teachers and cooperating teachers. The primary emphasis of the course will be on developing the skills necessary to work with student teachers using the clinical supervision model. Participants will become effective at accurately collecting data on classroom verbal interaction, teacher non-verbal behavior, questioning techniques, movement patterns, student involvement, student behavior, time allocation, classroom management, and teacher effectiveness.

ELED 556 Cooperative Learning (3:3:0)

This course allows educators to explore methods useful in establishing cooperative learning in the classroom. Cooperative learning provides the educators with a framework for maximizing student achievement through the use of critical thinking, problem solving skills, and teamwork. The course will introduce the educator to the fundamentals of control theory as it applies to cooperative learning, and will provide the educator with the opportunity to develop a teaching plan or implementing cooperative learning in the classroom. (Workshop Course)

ELED 557 Reducing Stress in the Classroom (3:3:0)

This course explores ways to manage stress, establish realistic goals, and develop relaxation techniques so that stress is minimized through creative thinking and effective classroom management.

The course provides techniques for reducing classroom stress in both teachers and students. Prerequisites: PSED 161, 242. (Workshop Course)

ELED 559 Enhancing Self-Esteem (3:3:0)

This course will introduce educators to elements of self-esteem and how those elements can be used to establish an atmosphere where high self-esteem and motivation can flourish. This course takes theory of self-esteem and translates it into practice. It also emphasizes basic human relations and interpersonal skills necessary to create a classroom environment conducive to the teaching/learning process. (Workshop Course)

ELED 560 Adaptive Education for Exceptional Students (3:3:0)

This course is designed for the teacher of the non-specialized class. Emphasizes the skills and understanding necessary for the following: recognition of various forms of exceptionality in children; establishment of good interpersonal relationships; selection and adaptation of suitable curriculum materials, content, and methodology; and awareness of proper procedures in referring exceptional students for specialized help.

ELED 569 Research Laboratory in Early Childhood and Elementary Education (1:0:3)

The preparation of the research proposal includes the development of purpose and design of the proposed research problem or thesis. This course must be repeated until "satisfactory" grade is earned; failure to design an acceptable proposal results in "no record" which carries no credit or penalty. Prerequisite: Completion or concurrent enrollment in ELED 570.

ELED 570 Introduction to Research (3:3:0)

This course is an introduction to the basic principles and major methods used in investigation of educational problems. Attention is given to the significant steps involved in compiling a research proposal. Required of all graduate students in the degree program. In compliance with the graduate school policies, students are advised to complete this course early in their program. Prerequisite: ELED 502 - Elementary Education majors only.

ELED 571 Research Problems (Semester hours arranged)

This course involves the solution of a problem that requires the utilization of research methodology. Emphasis is placed upon the kinds of problems that frequently confront the elementary school teacher in the normal teaching situation. Required of all students in the Non-Thesis program. It may be repeated with permission of the chair of the program faculty. It requires prior completion of ELED 570.

ELED 572 Thesis (3:0:0)

This focuses on the procedure, analysis, and writing of the thesis and includes an extensive study of a problem that merits the utilization of thesis-level investigative skills.

ELED 574 Problems and Issues in Early Childhood Education (3:3:0)

This course consists of a review of recent research in early childhood education and an examination of current controversial issues, with an attempt at synthesis.

ELED 575 Graduate Seminar (3:3:0)

This course explores models of assessment and evaluation in education. It also develops the framework and focus for graduate students' degree program comprehensive evaluation. Prerequisites: ELED 570 and completion of at least 18 graduate credits.

ELED 577 Independent Study in Elementary Education (Semester hours arranged)

Under the auspices of a qualified member of the faculty of the graduate school the student pursues a pattern of readings, study, and research related to professional knowledge and understanding in elementary education. Topics should be established prior to enrollment. Prerequisite: Approval of the department chair.

ELED 580 Guidance in Elementary Education (3:3:0)

This course emphasizes that the teacher is a focal point and primary source of guidance in the elementary school. Supportive functions of the supervisor, principal, nurse, elementary school

counselor, psychologist, community service agencies, and mental health agencies are examined. Procedures for referrals and typical case reports are studied. Emphasis is placed on preventative measures through early recognition and treatment of children needing special guidance services.

ELED 581 Introduction to Schools Without Failure (Semester hours arranged)

The workshop is built on involvement, relevance, and thinking. Much time is devoted to attitudinal change, communication skills, group processes, and problem solving. The focus is on meeting the needs of the individual school. Its purpose is to assist school personnel to develop a positive, personal philosophy of education; to present a process for developing classroom skills and procedures; to implement a success-oriented curriculum; and to provide ways for building constructive communication within the school and between the school and the community. (Workshop Course)

ELED 582 Discipline in the Classroom (Semester hours arranged)

This workshop is designed for participants to take part in learning activities that will enable them to develop positive techniques for preventing and handling student behavior problems. (Workshop Course)

ELED 583 Theory and Practice of Schools Without Failure I (Excellence in Teaching) (Semester hours arranged)

This workshop offers participants an opportunity to investigate the effects of school success and failure on the life of a child. Study of these concepts will be taken from the points of view of William Glasser, M.D., in his books *Schools Without Failure*, *Identity Society*, and *Reality Therapy*. Participants will be introduced to a hybrid teaching style designed to elevate teaching to maximize learning in the classroom. (Workshop Course)

ELED 584 Theory and Practice of Schools Without Failure II (Perception Psychology) (Semester hours arranged)

Educators will gain experience in conducting diagnostic class meetings and in providing the educational climate necessary for self-discipline. Curriculum planning related to self-directed learning will be explored. Recent advancements in brain research, psychology, and learning theory will be presented. (Workshop Course)

ELED 585 Planning for Change (3:3:0)

The goals of quality education will be analyzed as a basis for curriculum change. The relationship between affective education and cognition will be reviewed and assessed through a group process. Systems for change will be developed utilizing personal influence and power. The workshop also helps participants acquire additional skill in expanding their knowledge and use of Reality Therapy in the educational environment. (Workshop Course)

ELED 586 Internship: Methods and Materials in Early Childhood Education (6:3:12)

This course consists of practical experience in a laboratory situation with young children. Emphasis is on understanding behavioral patterns of young children, development of insight into various theories and methods in early childhood education, and familiarization with varied materials. Prerequisite: Approval of department chair.

ELED 589 Organization and Administration of Early Programs (3:3:0)

This course emphasis is on organization and administration of high-quality preschool programs, including supervising, staffing, housing, equipment, programs, records, financing and budgeting, and parent involvement. The course is directed toward prospective early childhood teachers and day care center personnel.

ELED 592 Elementary School Curriculum (3:3:0)

This course will center around a survey of the elementary school curriculum with emphasis on fundamental principles of curriculum development. Historical materials related to the curriculum are used to illustrate trends and innovations. Attention will be given to articulation in curriculum.

English

ENGL 503 Shakespeare: Advanced Studies (3:3:0)

This course is intended to enhance the student's knowledge of comedies, tragedies, and histories of Shakespeare besides those taught and retaught in our schools. Students will also study recent Shakespearean criticism.

ENGL 512 Teaching of Writing in the Secondary Schools (3:3:0)

This course will briefly survey the history of the teaching of writing in American secondary schools, intensively review writing process theory and research of the past two decades, and critically consider the implications of writing process theory and research for classroom practice. This course is also listed as PSED 512.

ENGL 515 Computers and Writing (3:3:0)

Computers and Writing will examine the impact that the new forms of electronic writing have had and will have on conventional print-based writing. We will analyze various forms of electronic writing such as the World Wide Web, e-mail, listservs, newsgroups, and MOOs.

ENGL 554 British Literature — New Perspectives (3:3:0)

This graduate course will provide new perspectives for the study of British literature. The new perspectives will include recent critical theories, fresh contexts, and reconceived canons. The emphasis and period(s) considered may vary each semester the course is offered.

ENGL 560 Studies in Folklore (3:3:0)

This course combines analysis and discussion of folklore theory with field collection of traditional narratives to train students to recognize genuine folklore and its features.

ENGL 562 American Literature — New Perspectives (3:3:0)

This graduate course will provide new perspectives for the study of American literature. The new perspectives will include recent critical theories, fresh contexts, and reconceived canons. The emphasis and period(s) considered may vary each semester the course is offered.

ENGL 563 Studies in Contemporary Literature (3:3:0)

This graduate course will consider the major intellectual and aesthetic developments in recent literature. Each semester it is offered, the instructor will choose one particular genre, group of writers, or new literary development to concentrate on for intensive study.

ENGL 564 Contemporary Literary Theory for Teachers (3:3:0)

This course will consider major developments in recent literary theory and seek to apply them to realistic pedagogical methodology concerning the reading and writing of literature in public schools.

ENGL 565 World Literature-New Perspectives (3:3:0)

This course is an examination of literature other than British and American, such as African, Asian, Native American, Middle Eastern, Classical, South American, Caribbean, and European. The instructor may choose to examine a particular literary tradition, the literary points of view of a region, a theme running through several literary traditions, or a particular way of reading and responding to a body of literature.

ENGL 566 Teaching Multicultural Literature (3:3:0)

The English/Education major will utilize a seminar setting to focus on a detailed consideration of current multicultural subject matter, theory, and strategy that may be effective in the multicultural classroom.

ENGL 577 Independent Study in English (Semester hours arranged)

Under the auspices of a qualified member of the department faculty, the student pursues a pattern of reading, study, and research related to the understanding and knowledge of English.

Exercise Science

MSES 513 Evaluation in the Teaching-Learning Process in Health and Physical Education (3:3:0)

Course content will include basic statistical techniques for analyzing and interpreting cognitive, psychomotor, and affective variables in health and physical education. Use of these evaluative tools will be applied to the teaching-learning situation, curriculum and program evaluation, competency evaluation, diagnosis, placement, individualization of instruction, and other current instructional practices. (Offered spring term)

MSES 516 Advanced Kinesiology and Pathokinetics (3:3:0)

This course applies the anatomical knowledge of the human locomotor system and mechanical principles to the quantitative and qualitative analyses of normal and pathological motion. (Not regularly offered)

MSES 525 Psychology of Human Performance (3:3:0)

This course treats the research and theoretical consideration of the psychological variables in human performance, with special reference to the bodyself in movement, and the psychology of sport. (Offered summer term)

MSES 526 Biomechanics of Human Performance (3:3:0)

This course focuses on the study of basic physical laws relative to human motor performance. Factors such as equilibrium, linear motion, angular motion, ballistic movement, and fluid mechanics are considered as they affect internal body mechanics of the human and his/her interaction with environmental objects. Prerequisite: Kinesiology. (Offered spring term)

MSES 527 Advanced Exercise Physiology Laboratory Techniques (1:0:2)

The course is designed to provide exercise physiology laboratory experiences related to the metabolic, cardiovascular and respiratory systems. Laboratory experiences will include advanced measurement techniques in maximal exercise testing, supramaximal exercise, lactate and glucose measurement, and anaerobic assessment.

MSES 528 Physiology of Human Performance (3:3:0)

Emphasis is given to study of metabolism and cardiovascular and respiratory human physiology. Prerequisite: Physiology of Exercise. (Offered fall term)

MSES 530 Electrocardiography, Non-Invasive Cardiac Evaluations, and Implications in Exercise and Rehabilitation (3:3:0)

Basic electrocardiographic concepts of the normal EKG, arrhythmias, conduction defects, ischemia infarction, hypertrophies, exercise, drug effects, and rehabilitation are discussed and demonstrated. Noninvasive procedures of echocardiography and thallium scanning and their importance in diagnosis and rehabilitation are presented. CRES students only/permission of instructor. (Offered fall term)

MSES 531 Cardiac Rehabilitation Clinical Laboratory I (3:0:9)

This lecture/lab experience is conducted in the Human Performance Lab and prepares students to participate in a variety of multidisciplinary clinical environments. Development of pertinent skills and discussion of relevant concepts pertaining to cardiac rehabilitation and exercise for other special populations are presented to prepare students for experiences at area hospitals and medical facilities. CRES students only. (Offered fall term)

MSES 532 Cardiac Rehabilitation Clinical Laboratory II (3:0:9)

This lecture/lab conducted in the Human Performance Lab continues the discussion and development of skills necessary to continue preparation of CRES students for clinical rotations of area hospitals and medical facilities. CRES students only. (Offered spring term)

MSES 533 Health and Fitness Clinical Laboratory III (3:0:9)

Students observe and experience the programmatic, organizational, and administrative aspects

of the Health and Fitness program at Pocono Medical Center. The “wellness” concept is stressed by learning evaluation and measurement techniques as well as participation in educational and counseling settings. (Offered summer term)

MSES 534 Sports Medicine (3:3:0)

This course is a survey of topics included under the broad umbrella of Sports Medicine, representing both scientific and clinical branches of the field. Emphasis is placed on factors which can enhance performance, promote, and protect the welfare of participants in exercise, dance, recreational, and competitive sport. (Offered fall term)

MSES 536 Organization and Administration of Cardiac Rehabilitation and Primary Prevention Programs (3:3:0)

This course analyzes general principles and procedures of cardiac and primary prevention programs. The organization and administration of specific cardiac programs will be discussed. CRES students only. (Offered summer term)

MSES 537 Stress Testing and Exercise Prescription (3:3:0)

An in-depth analysis of exercise stress testing for cardiacs, symptomatics, and asymptomatics is presented along with principles and practices of exercise prescription. Traditional as well as more recently developed stress-testing procedures are discussed. CRES students only/permission of instructor. (Offered spring term)

MSES 538 Cardiac Pathology and Pharmacology (3:3:0)

Lectures and discussion emphasize major cardiac diseases and their affect on cardiovascular function. The role of exercise in the rehabilitation from these cardiac disorders is analyzed and evaluated. Traditional and newer drugs and their pharmacological actions are presented as they relate to rehabilitation and treatment. CRES students only/permission of instructor. (Offered spring term)

MSES 539 Coronary Heart Disease: Its Medical Diagnosis and Management (3:3:0)

This course presents a broad overview of coronary heart disease etiology, diagnosis, treatment, and prognosis related to cardiac rehabilitation. Students will be introduced to material that will serve as a foundation for advanced courses in pathophysiology, electrocardiography, stress testing, and clinical laboratories. CRES students only/permission of instructor. (Offered fall term)

MSES 541 American College of Sports Medicine Workshop (1:0:2)

The Exercise Specialist Workshop will provide structured experiences in the classroom, laboratory, and gymnasium to improve knowledge and understanding of graded exercise testing, exercise prescription, and physical activities as used in prevention and rehabilitative programs as outlined in the American College of Sports Medicine Guidelines. (Offered summer term)

MSES 543 Neuromuscular Adaptations to Exercise (4:3:2)

This course is designed to study skeletal muscle physiology as it relates to exercise, and the physiological adaptations that occur following alterations in mechanical loading. Concepts relating to skeletal muscle adaptation during exercise training and inactivity are treated in both lecture and laboratory experiences. Prerequisites: MSES 202, 301, 320.

MSES 555 Exercise and Weight Control Workshop (2:1.5:1)

This workshop will focus on the role of exercise in regard to its positive influences on weight control. Hazards and implications of being overweight will be studied. Techniques for evaluating energy balance and planning for weight loss programs are discussed in light of established scientific principles and procedures. Exercise along with its dietary counterpart are analyzed to determine their relative importance in the weight-loss regime. Facts and fallacies are discussed, and opportunities for self-evaluation of leanness and fatness provides practical as well as theoretical experience. (Offered spring and summer terms)

MSES 556 Aerobic Fitness Workshop (2:1.5:1)

This workshop provides a theoretical and practical framework for measurement and evaluation of aerobic fitness in children and adults of both sexes. Field tests that can be administered by teachers and paraprofessionals are practiced, analyzed, discussed, and validated by laboratory demonstration and participation. Concepts and application of aerobic fitness principles are viewed in light of present-day and future needs. Opportunities for self-evaluation of aerobic fitness will provide technical and administrative insights. (Offered spring and summer terms)

MSES 557 Reducing Coronary Heart Disease Workshop (2:1.5:1)

This workshop is to study exercise as a means of evaluation, prescription, and diagnosis for the major threat to health in the United States today — heart disease. Recent studies with their findings and implications will be reviewed. The scientific basis for recommended exercise and associated behavior will provide information with regard to children and adults of both sexes on reducing heart disease risk. Rehabilitative exercise programs for heart victims will focus on accepted training principles and necessity for changing lifestyles. Prevention rather than treatment for heart disease will be stressed. (Offered summer term)

MSES 558: Advanced Topics in Sports Nutrition and Exercise Metabolism (3:3:0)

This course is designed to provide the student with the advanced knowledge and understanding of contemporary topics in sports nutrition and exercise metabolism as they relate to sports and exercise performance. Topics will include macronutrients, micronutrients, sports drinks, hydration, disordered eating, herbal, commercial nutritional supplements, meal planning, and exercise metabolism as they relate to sports competition and physical activity. (Offered spring term)

MSES 560 Physical Activity and Aging (3:3:0)

In this course, students will examine the scientific evidence relating the role of physical activity, exercise, and fitness to the aging process, longevity, and the quality of life. Application of assessment and training techniques, attitude assessment, and motivation will be included. Students should have some prior background in either gerontology or physical education. Prerequisite: Prior background in either Physical Education or Gerontology. (Offered summer term)

MSES 566 Environmental Exercise Physiology (3:3:0)

This course includes a study of the physiological responses of the human body to maximal and submaximal exercise in various environmental conditions: heat, cold, varying humidity, air pollution, altitude (hypobaria), and hyperbaria. Focus will be on general and specific mechanisms of adjustment of circulation, respiration, fluid regulation, and metabolism. Both theoretical and laboratory experiences will be provided. Prerequisites: BIOL 111 and MSES 301. Also recommended: BIOL 112. Permission of MSES graduate coordinator also required.

MSES 567 Experimental Exercise Physiology (3:2:2)

This course is offered as one of several requirements for completion of an exercise physiology concentration for the B.S. in Physical Education. Experimental investigation will include topics of exercise metabolism, instrument calibration, heart and circulation, body composition, electrocardiology, respiration, and exercise tolerance testing as they relate to response and adaptations of physical exercise. Permission of MSES graduate coordinator required.

MSES 570 Introduction to Research (3:3:0)

This course provides an orientation to graduate study and research in Health Education and Movement Studies and Exercise Science. This seminar is designed to acquaint the graduate student with the methods and materials of graduate study and scientific inquiry. It is required of all graduate students in the degree program. (Offered fall and summer terms)

MSES 571 Independent Research Problem (Semester hours arranged)

This course utilizes selected research techniques to attack a specific professional or academic problem. It includes preparation and presentation of a formal report. Consult adviser well in advance of registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisite: MSES 570, 574. (Offered fall, spring, and summer terms)

MSES 572 Thesis Seminar (1–3 Semester hours arranged)

This course utilizes selected research techniques to address a specific professional or academic problem. It includes preparation and presentation of a formal report. Students must consult adviser well in advance of registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisite: MSES 570, 574. (Offered fall, spring, and summer terms)

MSES 574 Research Laboratory (1:0:3)

The preparation of the research proposal including the development of the purpose and design of the proposed research problem or thesis is the focus. This course must be repeated until “satisfactory” grade is earned. Prerequisite: Completion of MSES 570 or current enrollment. (Offered fall, spring, and summer terms)

MSES 577 Independent Study in Health or Physical Education (Semester hours arranged)

Under the auspices of a qualified member of the faculty, the student pursues a pattern of readings, study, and research related to professional knowledge and understanding in health or physical education. Topics should be established prior to enrollment. Prerequisite: Permission of the faculty member and the department. (Offered fall, spring, and summer terms)

MSES 584 Anaerobic Training Workshop (2:1.5:1)

This workshop provides a theoretical and practical framework for measurement and evaluation of anaerobic conditioning, flexibility, plyometrics, and strength training. Field and laboratory tests that can be administered by athletic coaches, teachers, and fitness professionals are practiced, analyzed, and discussed. (Offered spring term)

MSES 585 Seminar in Strength and Conditioning (3:3:0)

The relationship of exercise, rest, fatigue, nutrition, and heredity to physical performance is studied. Current methods of physical conditioning will be discussed. Programs for fitness and athletic conditioning are developed and discussed. (Offered spring term)

MSES 586 Field Experience and Internship (Semester hours arranged)

This course is designed to provide the student with practical experience with a federal, state, or private organization in some related aspect of physical education and/or sports medicine. Students will coordinate their course work acquired at East Stroudsburg University with specific field experience. This program will be supervised by a member of the MSES Department. Prerequisite: Permission of the department. (Offered fall, spring, and summer terms)

MSES 595 Cardiac Rehabilitation Seminar (3:3:0)

This course focuses on current concepts, controversies, and issues in cardiac rehabilitation. The lecture-discussion format utilizes appropriate literature as sources for dialogue, and prerequisite courses serve as a basis for analyzing relevant theoretical and practical concerns. CRES students only. (Offered summer term)

General Science

GSCI 501 Laboratory and Classroom Techniques in Science Teaching (3:3:0)

This course is designed toward the practical aspects of effective science instruction. It deals with the means and devices employed in the instructional process. Simulated classroom situations are developed and prepared by the student representative of imaginative science teaching.

GSCI 502 Contemporary Topics in Science (3:3:0)

This course deals with the nature and theoretical basis of recent noteworthy advances in science. Interdisciplinary in design, the course draws its content from the various disciplines of the natural sciences. Emphasis is placed on topics being reported on in professional journals in advance of their textbook presentations.

GSCI 504 Introductory Astrophysics (3:3:0)

This is a course in modern astrophysics stressing the application of physical concepts to the study of the heavens. Topics will include radiative transfer, astrophysical radiative processes, stellar structure and evolution, compact stars and black holes, galactic and extragalactic astrophysics, and cosmology. Prerequisites: PHYS 121, PHYS 262, and MATH 141.

GSCI 512 Contemporary Topics in Biochemistry (3:3:0)

This course will elaborate on the chemical principles fundamental to understanding biochemical processes and their regulation. Topics covered may include enzyme mechanisms and kinetics, molecular aspects of signal transduction, organization and maintenance of the genome and regulation of gene expression and recombinant DNA techniques. Reading of current journal articles, class discussions, and oral presentations will be integral components of this course. As a contemporary topics course, students may take this course during a different semester for an additional 3 credits. Prerequisite: Students should have had a previous course in biochemistry, such as CHEM 315 or 317.

GSCI 520 The Development of Modern Physical Science (3:3:0)

This course examines the past works and philosophical thought of noted physical scientists. Emphasis is placed on the nature of scientific discovery and the processes of science.

GSCI 521 Statistical Physics (3:3:0)

Large-scale thermodynamic systems are studied by taking averages over numerous important parameters pertinent to statistically treatable systems. Topics include: characteristic features of macroscopic systems, statistical description of systems of particles, microscopic theory and macroscopic measurements, general thermodynamic interaction, and elementary kinetic theory of transport processes.

GSCI 522 Thermal Physics (3:3:0)

This course deals with heat and thermodynamics and application to special systems; kinetic theory of gases and statistical mechanics; fluctuation and transport processes.

GSCI 524 Physical Measurement (3:2:2)

This course is designed for those in industry and for students whose responsibilities include or will include measurement (inspection, design, etc.) and for in-service teachers whose work will be enhanced by greater insight into these areas which are included in the syllabus.

GSCI 525 Electromagnetic Theory I (3:3:0)

An application of Maxwell's equations to problems in electrostatics and electrodynamics, including boundary value problems with dielectrics and conductors is presented.

GSCI 526 Electromagnetic Theory II (3:3:0)

Students study the propagation of electromagnetic waves, wave guides, antenna theory, and physical optics.

GSCI 530 Energy Resources and Applications (3:3:0)

This course develops the history of present energy dependence of the United States and some foreign countries. It will also develop the underlying physics concepts. A number of future scenarios are investigated numerically and carefully. Use is made of the WAES report and the ECOMSETS computer projections.

GSCI 531 Organic Chemistry (3:3:0)

This course deals with the theoretical and practical aspects of mechanisms and stereochemistry as applied to the reactions and syntheses of organic compounds.

GSCI 533 Physical Organic Chemistry (3:2:3)

This course is a survey of physical organic chemistry including reaction mechanisms, structure reactivity correlations, and organic photochemistry. Laboratory experiments will stress the use of modern instrumental techniques in the elucidation of structures and mechanisms.

GSCI 536 Medicinal Chemistry (3:3:0)

This course is a survey of the various classes of pharmacological agents being utilized in the treatment of various disorders. Included are considerations of mode of action, design and synthesis, and current efforts in the field of development of new drugs. Graduate students will be required to complete a paper in addition to other assignments.

GSCI 541 Analytical Chemistry I: Quantitative (4:2:4)

This course is a study of the theories and methods of gravimetric and volumetric analysis with a brief introduction to the use of some modern analytical instrumentation. Precision and accuracy in laboratory work and training in chemical calculations are emphasized.

GSCI 542 Inorganic Chemistry (3:3:0)

Structural and bonding principles, type of reactions, reaction mechanisms and their chemical interpretation will be introduced. The descriptive chemistry of selected elements and their inorganic compounds will be discussed.

GSCI 543 Environmental Quality (4:3:3)

This course deals with the chemical aspects of environmental quality. Emphasis is placed on the identification, chemical characterization, and controls of pollutants. Topics include air, water, pesticides, food additives, and solid waste.

GSCI 546 Seminar: Curricular Trends in Science (3:3:0)

This course is a study of the current effort in science curriculum design. Major curricular projects in the various sciences are explored in terms of philosophy, objectives, and content selection. Research and pertinent periodical literature in the curricular aspects of instruction in the sciences are examined.

GSCI 547 Workshop in Science Teaching (Semester hours arranged)

This course is directed toward the practical aspects of effective science instruction, providing for firsthand participation in real or simulated teaching situation. The course is characterized by an updating of the student's background in specific areas of science teaching and the development of the skills, theory, and techniques necessary to implement recent curricular developments.

GSCI 548 Teaching Science for Involvement — A Cooperative Approach (3:3:0)

This is an activity-oriented course aimed toward the development of competence and confidence in the science underlying practical applications. A major concern is the development of science literacy through group interaction and experience with practical equipment. The course is designed for those interested in both secondary and elementary school science teaching.

GSCI 549 Environmental Science (3:3:0)

This course deals with the chemical and physical aspects of the identification, characterization, and controls of pollutants. Topics include air, water, radiation, pesticides, food additives, solid waste, and toxic substances. Prerequisites: CHEM 124, 126 or equivalent.

GSCI 551 Selected Topics: Chemistry (3:3:0)**GSCI 552 Selected Topics: Physics (3:3:0)****GSCI 553 Selected Topics: Biology (3:3:0)****GSCI 554 Selected Topics: Earth Science (3:3:0)**

Emphasis is placed upon the development of scientific content and theory. The course work will include coverage of traditional course offerings from within the disciplines most relevant to the contemporary aspects of the science, complemented by a critical view of certain of the discipline's basic tenets.

GSCI 555 Physical Chemistry: Quantum Mechanics (3:3:0)

This course is a study of selected topics in theoretical chemistry including quantum mechanics,

group theory and symmetry, and chemical bonding including molecular orbital theory. The use of computer programs in the illustration of chemical principles will be emphasized. Cross-listed as CHEM 452. Graduate students must complete a research paper or project. Prerequisite: CHEM 353 or permission of instructor.

GSCI 561 Analytical Chemistry II: Instrumental (4:2:4)

This course is a study of principles and applications of modern analytical methods with emphasis on physiochemical measurements. Topics include potentiometry, plarography, chromatography, conductometry, and spectroscopy.

GSCI 565 Polymer Chemistry (3:3:0)

The basic concepts of polymer chemistry are introduced in this course. Topics included will be the mechanics and kinetics of polymerization, the synthesis of polymers and the relationships between molecular structure, conformation and morphology of polymers and their chemical and physical properties.

GSCI 570 Introduction to Research (3:3:0)

This course is an orientation to graduate study and research designed to acquaint the student with the methods and materials of graduate study. It is required of all graduate students in a degree program.

GSCI 571 Independent Research Problem (Semester hours arranged)

This course deals with the utilization of selected research techniques to attack a specific problem. Preparation and presentation of a formal report. It is required of all students in the non-thesis program. Requires prior or concurrent completion of GSCI 570.

GSCI 572 Thesis (3:0:0)

This course focuses on the development of the thesis problem and design of experiment, collecting of data, analysis, and organization of data and writing of the formal thesis report.

GSCI 573 Thesis II (3:0:0)

See GSCI 572. This course is concerned with completing the thesis to the satisfaction of the student's advisory committee. GSCI 572 is a pre- or co-requisite.

GSCI 577 Independent Study in General Science (Semester hours arranged)

Under the auspices of a qualified member of the faculty of the graduate school, the student pursues a pattern of readings, study, and research related to professional knowledge and understanding in general science. Topics should be established prior to enrollment. Prerequisite: Permission of the chair of the graduate faculty in general science.

GSCI 580 Radioisotopes (3:2:3)

Studies of the origin of nuclear emissions and properties of nuclear radiation will be discussed. Measurements of their properties such as absorption and attenuation coefficients will be made. Skill in the use of the single and multichannel analyzers will be developed and used in determining nuclear spectra. Reading of current publications in the field will be essential to the essence of this course. An experimental project or paper will be required of all graduate students.

GSCI 581 Quantum Physics (3:3:0)

The wave nature of the universe and its probabilistic interpretation are considered. Topics include postulates of Quantum mechanics, the one-dimensional oscillator, the hydrogen atom, the Pauli principle, and atomic spectroscopy.

GSCI 591 Special Problems in Physics (3:3:0)

This course introduces the student to detailed and complete treatments in problems which require expertise from several areas.

GSCI 593 Atomic and Nuclear Physics (3:3:0)

This course examines the quantum-mechanical basis of atomic and nuclear structure, and studies the phenomena of atomic and nuclear transitions. Topics covered: Nuclear models, nuclear decay, nuclear reactions, elementary particles.

Health

HLTH 505 Non-Medical Healing Arts (1:1:0)

This course examines the role of Osteopathy, Acupuncture, Faith Healing, and other health services which deviate from or compete with “Medicine” in relation to health education. The social and legal issues concerning these services, reliability of sources of information about the services, and the role of the health education in utilization of these services are studied. Focus of the course will be on the development of guidelines for utilization of these services.

HLTH 506 Analysis of Health Information (1:1:0)

This course is an overview of the use and misuse of statistics, the manipulation of human needs and drives, and the provision of false and misleading information by providers and suppliers of health products and services. All major sources of information related to consumer health will be examined for inherent biases and common forms of misinformation.

HLTH 507 Trends in Dieting (1:1:0)

This course is a study of the issues surrounding popular health foods and diets. The desirable and undesirable qualities of “natural” and “organic” foods, “exotic” foods, and nutrient-enriched foods are examined. The advantages and disadvantages of diets emphasizing specific nutrients or types of foods, crash diets, drug aided diets, and diets for specific purposes are also studied. Focus of the course is on development of guidelines for evaluating information and sources of information.

HLTH 508 Women’s Health Concerns (3:3:0)

This course is designed to address unique health concerns of women in today’s society. Specific topics such as alcoholism, anorexia nervosa, pre-menstrual syndrome (PMS), domestic violence, child abuse, rape, menopause and many others will be included.

HLTH 509 Health Counseling (1:1:0)

The purpose of this course is to provide public health education professionals with a broad set of research and communication skills and techniques needed to practice culturally competent public health education, communicate effectively with communities and conduct community based participatory research.

HLTH 530 Nutrition Across the Life Span (3:3:0)

This course will emphasize the application of nutrition theory across the life span, highlighting exercise and weight control, disease prevention, pregnancy and infancy, childhood, adulthood and the senior years. An opportunity to examine nutrition curricula for public school teaching will be provided.

HLTH 531 Instructor Training for Classroom Emergency Care (3:3:0)

This course provides educators with the necessary basic skills and knowledge to appropriately respond to emergency situations that might arise within the classroom and other school environment. In addition to technical skill development, the focus of this course is on teacher training skill development. Information and materials are provided to enable educators to implement emergency care content into related health areas. There is also an opportunity to become certified in standard first aid and instructor authorization in CPR.

HLTH 532 Death and Dying Education (3:3:0)

This course is designed to increase awareness and develop appropriate values, attitudes, and behaviors concerning death. Special emphasis will be placed on providing educators with information and materials which will enable them to implement death and dying content into related health areas.

HLTH 533 Alcohol, Drugs and Narcotics Education (3:3:0)

This course is designed to provide an insight into the nature, extent and significance of the drug problem in society. In-depth consideration will be given to the pharmacological, psychological, sociological and legal aspects of drugs. Special attention will be devoted to the topics of: alternatives to drug use, communication techniques, community organizations and resources for rehabilitation and treatment of drug users, curriculum in drug education for grades K-12, review of drug education media, and principles and procedures for developing community programs for effective drug education.

HLTH 534 Sex Education in Schools (3:3:0)

The development, present status, and trends of sex education in school programs and in the community with reference to social values and attitudes are presented. It includes attention to the development of organized programs, resources, and materials.

HLTH 536 Seminar: Health Education (3:3:0)

The course is an individual and group study of problems and materials in personal, school, and community health.

HLTH 537 Community Health Practice for Health Educators (3:3:0)

The course is a study of the theory and principles of community health practice and the application of those principles to contemporary health organization and problems. Approaches to successful community health practice are examined with the various factors that influence or are influenced by community health education programs.

HLTH 538 Public Health (3:3:0)

This course is designed to provide the student with a comprehensive background in public health legislation, organization, and programming. Emphasis is placed on the dynamic nature of public health within the total physical, social, economic and political context.

HLTH 539 Health Education Methods Workshop (3:3:0)

This course is a study of teaching strategies for health education and their application to various settings. Students will develop teaching modules for implementation.

HLTH 540 Behavior Modification in Health Education (3:3:0)

This course is an overview of the major principles of behavior modification as they relate to health education in both theory and practice. It examines theory in relation to current issues of education in general and health education in particular. Applications of principles are studied in the context of health programs specifically designed as behavior modification programs and in the context of health programs, which contain behavior modification principles but were not designed with these principles in mind.

HLTH 542 HIV and Aids Prevention and Education (3:3:0)

This course is designed to provide a comprehensive overview of HIV and AIDS infection in Pennsylvania, New Jersey, and the United States. The course will provide information on recent research on modes of HIV transmission and risk reduction strategies. Particular emphasis is placed on the design and evaluation of HIV prevention and education programs geared toward high risk populations including youth, women, and minorities.

HLTH 544 Health Promotion Programs and Aging (3:3:0)

This course will emphasize health promotion programming for elderly populations. Social and demographic factors will be addressed in regard to health education's role in the aging process. Healthful aging will be examined and discussed from a public health and social health

perspective with a primary focus on developing and implementing programs that enhance the health of the elderly.

HLTH 550 School Health Administration and Curriculum (3:3:0)

The purpose of this course is to assist the student in more thoroughly understanding the administration of the school health program and the content, structure, and development of the health education curriculum. Emphasis is placed upon a comparison of the conceptual approach to other approaches for curriculum development.

HLTH 551 Health Resources and Service Planning and Management (3:3:0)

Students are introduced to the principles, logic, and history of health resource allocation and health services planning, and the fundamentals of health systems management. Each student learns how to use appropriate health data tracing systems, and to apply and evaluate these systems in practical settings.

HLTH 552 Health Budgeting and Fiscal Management (3:3:0)

Students will become acquainted with macro- and micro-economic factors influencing the health care industry, and how these factors influence health budgeting and fiscal management of health service organizations. Students learn budget making and the budgetary process in public and private health services; capital development and planning; and the procedures of fiscal management as administrative control.

HLTH 553 Health Ethics, Policy and Law (3:3:0)

Students learn how professional, ethical, constitutional, legal, and governmental aspects of health influence the administration of health service organizations, the formation of health policy, and the planning of health services.

HLTH 555 Health Education Evaluation (3:3:0)

This course is designed to familiarize students with the methods of evaluation used in health education and the implications for student evaluation and program planning. A strong emphasis is placed on the development of various types of instruments of evaluation used in health education. (Prerequisite: Statistics)

HLTH 556 Qualitative Methods in Research and Evaluation for Health Education (3:3:0)

This course is a review of the use of qualitative methodology in research and evaluation of Health Education. Emphasis of the course is on the use of these methodologies to enhance student understanding of the physical and social dynamics (ecology) which influence Health Education planning and implementation. The course will also include skill development for selected techniques.

HLTH 557 Computers in Health Education (3:3:0)

This course provides health education professionals with selected PC-compatible software packages that are being used in a variety of professional settings where community and school-based health education and promotion are being conducted. Particular emphasis will be placed on the application of various health promotion software packages to conduct health risk appraisals, stress assessment and reduction, nutrition assessment and life skills training. In addition, the course will provide an introduction to the application of spreadsheets and statistical software in assessing program effectiveness of community and school-based health education intervention.

HLTH 560 Scientific Foundations of Health Behavior (3:3:0)

This course is designed to familiarize students with the health sciences related to health education and promotion, and to provide experiences in the use of the literature related to the health sciences. The primary focus of the course is on human behavior as it influences health and is influenced by health education and promotion programs.

HLTH 561 Epidemiology (3:3:0)

This course is a study of the principles and methods of epidemiological investigations for human health problems. The incidence and prevalence of both infectious and non-infectious health problems are covered. Emphasis of this course is on student application of the principles of epidemiology.

HLTH 562 The Physical Environment and Community Health (3:3:0)

This course reviews traditional and evolving public health concerns related to the physical environment. Major areas of concern are: solid waste, housing, water, air, accidents, good sanitation, overpopulation, and global concerns.

HLTH 563 Public Health Measurement Sciences (3:3:0)

The purpose of this course is to develop applied statistical skills commonly used in public health measurement science. Students will develop statistical literacy, including the use of SPSS to solve research questions and hypotheses testing commonly found in public health practice and public health administration.

HLTH 565 Occupational Health Education and Promotion (3:3:0)

The course is an application of health education and promotion strategies to the work place. Emphasis is placed in developing student skills for design of programs in occupational settings. An overview of existing programs is included. Students will be expected to apply course material to a specific industrial situation.

HLTH 570 Introduction to Research (3:3:0)

This course is an orientation to research in health education. The emphasis is on developing and interpreting research projects with particular concern for the implications of design, methods and procedures. Students are expected to demonstrate research skills by developing a research proposal and presenting the proposal in a scholarly manner.

HLTH 571 Health Education Research Problem (Semester Hours Arranged)

This experience is designed to acquaint the student with recent methods of health research. Tasks will include the completion of an acceptable research report. (Prerequisite: HLTH 570)

HLTH 572 Health Education Thesis (Semester Hours Arranged)

This experience consists of doing research for and writing of a thesis concerning a significant problem in health education. (Prerequisite: HLTH 570)

HLTH 577 Independent Study in Health Education (Semester Hours Arranged)

With the guidance of a member of the Graduate Faculty of the Health Department, the student pursues a pattern of readings, study, and research related to professional knowledge and understanding in health science. Topics should be established prior to enrollment. (Prerequisite: Health Department graduate faculty approval)

HLTH 580 State Level Cardiopulmonary Resuscitation Instructor's Training (1:1:0)

This course is designed to train the student in proper techniques and procedures in emergency measures in cardiopulmonary resuscitation. The course is recognized by the American Heart Association, Pennsylvania Affiliate.

HLTH 581 Public Health Seminar (1:1:0)

This required course is designed to reinforce student understanding of the ecological factors that contribute to public health. The course will examine public health issues by analyzing the biological, genetic, behavioral (individual), interpersonal/social, community, organizational and environmental factors that affect the outcomes of public health cases. The course strengthens student's problem solving skills, the skills to participate in transdisciplinary research and the skills to use research to make good decisions about practice.

HLTH 586 Field Experience and Internship (Semester Hours Arranged)

This course consists of the practical experiences obtained through supervised work in the school or community. The credits and hours of the experience shall be based on the student's experience and programmatic needs; however, no more than 3 credits may be applied to health education degree programs.

History

HIST 501 Colonial America (3:3:0)

This course is a study of the founding and growth of English, Spanish, and Dutch colonies in North America. Special attention will be given to motives behind European expansion and the development of institutions and trends, which later contributed to the formation of the new nation.

HIST 502 Era of Jacksonian Democracy (3:3:0)

This course is an intensive study of the age of Jackson, 1818–1848: expansion, sectionalism, social and political reform; emphasis on analysis of original documents.

HIST 503 American Progressivism (3:3:0)

This course is a study of conditions underlying the progressive aims. It investigates major domestic problems of the late-19th and early-20th centuries within the framework of the emergence of the United States as a major power in the world and the impact of Progressivism.

HIST 504 Normalcy and the New Deal (3:3:0)

This course is a study in depth of American domestic trends during the contrasting “Prosperity” and “Depression” decades with special attention to the changing socioeconomic scene. The rich primary source materials available for this period will be used in individual projects.

HIST 505 The Rise of the New Nation (3:3:0)

This course is a study of the War of Independence, and the political, social, and economic foundations of the new nation.

HIST 507 History of American Ideas (3:3:0)

This course consists of readings about selected ideas that motivated American thought and action from the colonial period to the present day. Changes in meaning of older American ideas will be examined.

HIST 508 Seminar: Civil War and Reconstruction (3:3:0)

This course consists of research in selected topics related to the coming of the Civil War, military and diplomatic phases of the Civil War, and presidential vs. congressional reconstruction.

HIST 509 U.S. Constitutional History and Law (3:3:0)

This course investigates distinguishing aspects of the American constitutional system; judicial processes and decisions of major cases of the Marshall and Taney courts; interpretation of the fourteenth and other amendments; and evaluation of the contemporary court.

HIST 511 Seminar: Pennsylvania History (3:3:0)

This course is an intensive study of Pennsylvania as a colony and a state; its economy, politics, society, and culture; emphasis is on research and analysis.

HIST 514 The Classical Mediterranean (3:3:0)

This course is a study of the political, social, and economic development of the Greek and Roman worlds.

HIST 517 French Revolution and Napoleon (3:3:0)

This course will cover the “Ancient Regime” and the forces that led to its destruction, the revolution's impact upon Europe, and the change effected by Napoleon in France and Europe.

HIST 519 Nationalism and Democracy in 19th-Century Europe (3:3:0)

This course analyzes the impact of the liberal and nationalist movements on the political, economic, and social institutions of 19th-century Europe.

HIST 520 Area Studies I (3:3:0)

(A specific area will be announced.) This course examines selected problems of historical and political development in major world areas. Emphasis is placed on political institutions — their background, development, and significance.

HIST 521 Area Studies II (3:3:0)

Same as Area Studies I.

HIST 522 Seminar: Foreign Travel and Study (6:0:12)

This course is a trip abroad. Study at foreign colleges and universities will focus on the history and government of the countries visited, and their economic growth and integration. Emphasis is placed on formal and informal discussion and analysis of contemporary indigenous problems.

HIST 526 American Naval and Maritime History (3:3:0)

This course surveys the maritime and naval development of the United States from colonial to the present time. Emphasis will be placed on the growth of American merchant shipping and naval power and its relationship to political, economic, military, and cultural developments.

HIST 527 The United States Since 1940 (3:3:0)

This course examines political, economic, and social changes in the United States from 1940 to the present. World War II, the Cold War, the Vietnam War, and cultural changes of the 1960s and 70s are the foci of this course.

HIST 533 Ancient Civilization (3:3:0)

This course is a study of the origins of Western Civilization as manifested in the political, social, artistic, religious, scientific, philosophical, and literary achievements of the ancient Near East and the Mediterranean.

HIST 534 Origins of the British Welfare State (3:3:0)

A study of the social, economic, and political development of the British reform tradition as an answer to the conditions created by the first Industrial Revolution. The course will focus primarily on the 19th century but will continue to trace the development of the welfare state up to the present.

HIST 535 Britain in the Age of Discovery and Revolution 1485–1715 (3:3:0)

The course will present a detailed study of the political, diplomatic, economic, and social aspects of British society between 1471 and 1714. Particular emphasis will be placed on the monarchy, Parliament, the Revolutions of the 17th century, and the emergence of Britain as a Great Power.

HIST 536 Twentieth-Century Britain (3:3:0)

From the peak of imperialism in 1900, the course will trace the Liberal revival, the coming of the First World War and its impact on Britain, the coming of democracy, and economic and political problems of the Inter-War Period. World War II and its aftermath will be examined as a case study in national decline. Britain's entry into the European community will be assessed.

HIST 537 Europe in Crisis 1914–1939 (3:3:0)

This course is a study of World War I, the problems related to war-guilt and responsibility, peace making in Paris, the League of Nations era, and the rise of authoritarian ideologies and governments — Bolshevism, Fascism, and Nazism.

HIST 539 Europe in Crisis 1939–1989 (3:3:0)

This course is a study of the origins and conduct of World War II, division of Europe by the Iron Curtain, Cold War politics, dissolution of the European colonial empires, Common Market and unification of Europe, break-up of the Soviet orbit, and the era of détente.

HIST 540 Problems in Russian and Soviet History (3:3:0)

This course is a study of selected major problems in Russian and Soviet history: origins and expansion of the Russian State, Russian imperialism, Russian culture, pre-Revolutionary movements, the Bolshevik revolution, the Stalinist period, and recent developments.

HIST 541 Twentieth-Century Imperialism (3:3:0)

A study of the “New Imperialism” of the late-19th and early-20th century and its decline after World War II. The course will also focus on the military, social, and economic nature of imperialism and the emergence of a neo-imperialism since 1945.

HIST 545 China in Revolution (3:3:0)

After a brief examination of the nature of traditional China, the course deals with the Revolutionary upheaval that has followed the overthrow of the Empire in 1912. The development of the Kuomintang movement, the rise of the Chinese Communists, and the struggle for power. Particular emphasis is placed on the People’s Republic since 1949 and its problems, failures, and accomplishments.

HIST 570 Introduction to Research: Historical Methodology and Research (3:3:0)

This course is about renowned historians, research techniques in history, training in the critical handling of primary and secondary resource materials, and formal presentation of research. It is required of all graduate students in history degree programs.

HIST 571 Independent Research Problem (Semester hours arranged)

This course utilizes selected historical research techniques to attack a specific problem. A formal report is prepared and presented. It is required for all students in the non-thesis program.

HIST 572 Thesis I (3:0:0)

This course consists of development of a thesis topic; gathering of information; organization of material; evaluation of data; and writing of a formal thesis report.

HIST 573 Thesis II (Semester hours arranged)

See HIST 572. This course consists of completion of the thesis. Emphasis on originality, depth of research, and contribution to knowledge.

HIST 577 Independent Study (Semester hours arranged)

Independent study is designed to provide in-depth coverage of subject matter not covered in courses offered by the department and must be justified to meet a specific need. A student wishing to take independent study should discuss the plan first with his adviser and then with a member of the department. If a faculty member agrees to supervise the study, the proposal will be submitted to the chair of the department. The chair, after acting on the proposal, shall present it to the department for action. It will then be transmitted to the dean of the faculty. (Requires permission of the chair of the graduate faculty in order to be included for credit in the degree program.)

Management and Leadership

Business Management Courses (Common Area of Study)

EMGT 501 Organizational Behavior (3:3:0)

This course examines the individual and group behaviors that impact organizational performance. Individual processes and attributes such as perception, learning, personality, emotional intelligence, ethics, motivation, and stress are examined in organizational settings. Team processes such as communications, decision-making, power, conflict, and negotiation are also considered. This course concludes with a consideration of the organization-wide processes of learning, change, and structural design.

EMGT 502 Organizational Strategy (3:3:0)

This course presents the tools and techniques of organizational strategic planning, including internal organizational analysis of strengths and weaknesses and external scanning of the stakeholders and trends in the environment that the organization inhabits. Students will practice strategic analysis

and the formulation of appropriate strategies through comprehensive real organization and/or simulation cases in this capstone course that integrates all the functional areas of management. The course concludes with a consideration of strategy implementation issues and techniques.

EMGT 503 Organizational Leadership (3:3:0)

This course presents traditional (trait and behavioral theories) and contemporary models (contingency, participative, charismatic, transformational) of leadership. The course considers the sources and uses of power and influence as well as the phenomenon of leader emergence. The course includes leadership skills assessment and training exercises. Cases of effective and ineffective leadership will be utilized extensively throughout the course.

EMGT 504 Organizational Control Systems (3:3:0)

This course presents the theoretical and practical tools essential to effective management control including financial statement analysis, cost measurement and control, budgeting, the balanced scorecard, total quality management, value chain analysis, theory of constraints, productivity, and capacity. The course is a survey of some of the most useful management control topics from financial accounting, managerial (cost) accounting, operations management, and systems theory.

Hotel, Restaurant, Tourism Management Courses

HRTM 521 Staff Development and Training (3:3:0)

This course analyzes the leadership role played by line and staff managers in the development and training of employees/managers in the service industry. Topics covered include: job analysis and design, job content and context, employee empowerment, appraisal systems, performance analysis, management training programs, and technology as a developmental tool. Emphasis will be placed on the application of theory in the workplace.

HRTM 523 Franchising Management (3:3:0)

This course is a study of franchising management in the hospitality industry with special emphasis on lodging and food service operations. Topics include the history of franchising, the franchising development concept, franchiser-franchisee relationships, contractual agreements, and operational arrangements.

HRTM 531 Strategic Marketing Planning (3:3:0)

This course examines the process of developing and maintaining a fit between the organization's objectives, skills and resources and its changing market opportunities. Emphasis will be placed on understanding the marketing environment so as to recognize opportunities and threats and plan accordingly. Topics will include the strategic planning process, relationship marketing, services marketing, e-commerce, yield management, branding, international marketing and destination marketing. Contemporary marketing practices will be analyzed utilizing case studies.

HRTM 541 Financial Structure and Analysis in the Hospitality Industry (3:3:0)

Analysis, problems and cases in applying financial information to management leadership executive decision making in the hospitality industry. Financial topics include: ratio analysis, working capital, budgeting, current and fixed asset management, short- and long-term financing, business growth and evaluation, real estate investment trusts, and other related financial topics.

HRTM 543 Issues and Trends in Domestic and International Tourism (3:3:0)

This course presents an in-depth analysis of the scope and structure of tourism domestically and internationally. Topics include: political relationships necessary for tourism, cost benefit/analysis, cultural and social impacts of tourism, cultural tourism and ecotourism, and strategies for the planning and development of tourism destinations. Examination of leading national and international destinations will be included.

HRTM 551 Contemporary Legal & Ethical Aspects of Hospitality Mgmt (3:3:0)

This course explores the legal and ethical issues that impact today's hospitality manager. Topics include an examination of the current laws regulating the hospitality industry; social and ethical

concerns associated with the industry, the synthesis of ethical and legal issues, and strategies for designing ethically driven hospitality organizations. Topics will be explored in a practical manner with case studies being the primary method of instruction.

HRTM 561 Leadership Styles in Hospitality Management (3:3:0)

This course builds on information gained by the student in EMGT 503 (Organizational leadership). Concepts of leadership and management as applied to hospitality operations will be examined through lectures, case studies and workshops. Leadership behavior of successful industry executives will be analyzed. Attention will also be given to team building, the informal organization, organizational change, and the effects of new technologies on leaders. Prerequisite: EMGT 503 or permission of instructor.

HRTM 571 Emerging Technologies in the Hospitality Industry (3:3:0)

This course is a study of the ways in which new and changing technologies affect employees, management and consumers in the hospitality industry. Topics include: property management systems, plant management systems, guest room amenities, guest services, facility design, and other related topics. On-site observation and inspection are an essential component of the course.

HRTM 586 Graduate Internship (3:3:0)

This course provides the student with the opportunity to gain hands-on managerial experience in a hospitality operation. Emphasis is on the practical application of concepts and theories learned through course work. The student is responsible for securing his or her placement at a site approved by the graduate coordinator. A written internship proposal is required from the student before approval for enrollment in the course. Prerequisite: Permission of the graduate coordinator.

HRTM 587 Research Project in Lieu of Internship (3:3:0)

This course is designed for those students who have significant industry experience, are currently employed in the industry, or where consultation with their academic adviser deems an internship inappropriate. The project should address a contemporary issue, problem, theory or trend in the hospitality industry. A professional paper and an oral presentation are requirements of the course. Prerequisite: Permission of the graduate coordinator.

HRTM 591 Seminar in Hospitality Management (3:3:0)

This capstone course is the culminating experience for MML students in the Hotel, Restaurant and Tourism Management concentration. Current issues/problems and future trends are explored and analyzed from a national and international perspective. Particular attention is given to the effects of economic, social, political, and technological change on hospitality and tourism operations. As appropriate for a final experience, a comprehensive examination, prepared by the HRTM faculty, is a requirement of the course. Prerequisite: Permission of the graduate coordinator.

Sport Management Courses

MSES 546 Planning and Management of Sports Facilities (3:3:0)

The course is designed to provide the student with knowledge of the planning and management of facilities for school physical education, athletic, and intramural/recreational programs. Buildings, grounds, and equipment as well as maintenance of these facilities will be discussed. Students will visit and tour a facility.

MSES 547 Sport Business and Finance (3:3:0)

This course is to provide the student with knowledge of the business and financial considerations of various sport enterprises.

MSES 548 Sport Marketing (3:3:0)

The course is designed to provide the student with knowledge of sport marketing as it relates to spectator and participant. It will also give the student knowledge and understanding of the marketing considerations of various sport organizations. Fund raising applications will also be discussed.

MSES 549 Sport and the Law (3:3:0)

The focus of this course will be on legal concepts and principles related to the administration, coaching and teaching of sports. Legal issues involving personnel, facilities, equipment, transportation, medical aspects, liability and gender will be examined. Legal terminology and the court systems will be included.

MSES 550 Sport Personnel Management (3:3:0)

This course focuses on various leadership styles, managerial communication and interaction skills and their relative effectiveness in sport organizations. Attention is directed to specific personnel tasks such as hiring, development and evaluation of sport staff, and personnel issues of current importance.

MSES 586 Field Experience and Internship (Semester Hours Arranged)

This course is designed to provide the student with practical experience with a federal, state or private organization in some related aspect of physical education and/or sports medicine. Students will coordinate their course work acquired at East Stroudsburg University with specific field experience. This program will be supervised by a member of the MSES Department. Prerequisite: Permission of the department.

Public Administration Courses

POLS 514 Seminar in Local Government (3:3:0)

This seminar will provide students with an opportunity to examine the operation and concerns of local government in detail. The focus will be on the challenges caused by rapid population growth and economic development. Students will examine the juxtaposition of local government in the American system, the adequacy of local government structures, land-use policy, taxing practices, and environmental and social issues. There will be interaction with local government officials.

POLS 516 Administrative Law (3:3:0)

Administrative Law is concerned with the administrative agencies. It studies the powers of agencies, the limits on their powers, the rules that bind agency action, and the remedies available to those injured by administrative power. For the purpose of this course, administrative law is the law governing the creation of, powers of, and limitations upon public bureaucracies, not the regulations they produce.

POLS 518 Political Communications (3:3:0)

This course explores the role of the news media in both domestic and international politics. This course is designed to be accessible to both Political Science and Communications students. An emphasis is placed upon recent research and the exploration of current topics in this area.

POLS 528 Comparative Policy Analysis (3:3:0)

This seminar concentrates on the theory, techniques, and content of a body of research broadly concerned with factors that determine the variation in patterns of public policy across jurisdictions and over time. Students read materials that focus on how cultures, economic systems, and political institutions differ and how these differences affect public policies.

POLS 535 Inter-Government Relations (3:3:0)

This course examines the distribution of powers between the federal government and the states. It includes a review of the historic development of American federalism as well as its current trends and conflicts. Emphasis in the course is placed on evaluating the administrative processes that bind federal, state, and local governments together.

POLS 537 Problems in Public Administration (3:3:0)

This course is a survey and analysis of the major contributions in traditional and contemporary organization theory; examination of decision making, leadership, and human behavior in complex organization; the study of Public Administration as an integral part of the public policy process; problems in budgetary politics; and personnel administration, administrative law, and democracy

in the administrative state.

POLS 540 Comparative Politics (3:3:0)

This course consists of a comparative analysis of Western European political systems with special emphasis upon the environmental factors that have shaped these systems and the identification of relevant categories, such as ideology and the organization of political authority, from which generalizations may be derived.

POLS 545 International Law and Organization (3:3:0)

This course is a study of rules that govern sovereign states in their legal relations with each other; historic development and current status of the law of nations. Key cases are studied to illustrate rules. It includes a survey of the development of international institutions from the 19th century public unions to the more recent specialized agencies; procedures for settlement of disputes; development of law in and outside the community of nations; and the study of international organizations as a political phenomenon of the 20th century.

POLS 562 Political Behavior (3:3:0)

This course is an examination of the formation and causes of cleavages and consensus in the political system; the study of political attitude formation, leadership performance, small group relationships; and the effects of political myth, ideology, communication and political power on these processes.

POLS 566 Public Budgeting and Finance (3:3:0)

This course treats budget as a policy instrument that sets priorities for government. Students study the politics of the budget process as well as its procedures. Attention is also given to fiscal and monetary policies and to using computer simulations in budgeting. This course provides graduates with an overview of the budgeting process from revenue sources to expenditure controls. Special emphasis is placed on systematic budgeting techniques such as ZBB and MBO. It requires each student to become acquainted with accounting techniques used in public agencies.

POLS 567 Public Personnel Administration (3:3:0)

This course explores the policies, programs, and techniques used in managing human resources in the public and non-profit sectors. It addresses issues of personnel leadership, neutrality, and accountability. It includes challenges resulting from legislation, collective bargaining, and changing demographics in the workforce.

POLS 586 Field Experience and Internship (Semester Hours Arranged)

This course is designed to provide the student with practical experience in a governmental agency or other organization with local, state, or national governmental or political concerns. Prerequisite: A minimum of 6 semester hours completed on the graduate level in political science with at least a "B" average. Enrollment in department graduate program.

Mathematics

MATH 502 Applied Statistics (3:3:0)

This course deals with the interpretation and application of elementary statistical techniques, and the solution of problems relative to correlation, inference, prediction, and analysis of variance. (Offered fall semester)

MATH 516 Linear Statistical Modeling Methods with SAS (3:3:0)

This course is intended for graduate students and working professionals who engage in applied research. Statistical linear modeling methods are used in conjunction with SAS computer software to analyze data from experiments and observational studies. Topics include regression analysis, analysis of variance, multiple comparisons and multiple tests, mixed models, analysis of covariance, logistic regression, and generalized linear models. Prerequisite: Satisfactory completion of a college course in statistics. (Offered spring term – even years)

MATH 520 Number Theory (3:3:0)

This course includes a consideration of the fundamental laws of integers, the linear Diophantine equation, the Euclidean algorithm, prime numbers, divisibility, congruences, the Theorems of Fermat and Wilson, primitive roots, and indices. (Not regularly offered)

MATH 530 Trends in Secondary Education (3:3:0)

This course will examine current and proposed secondary mathematics curricula and models of teaching and learning mathematics. Major foci will be mathematical problem solving and integrating technology into the mathematics curriculum. (Not regularly offered)

MATH 531 Teaching Mathematics Using Technology (3:3:0)

Designed for in-service secondary mathematics teachers, this course will cover the use of graphing calculators, computer algebra and geometry systems, how to incorporate them into the classroom and how the availability of technology will change the mathematics that will be taught. (Not regularly offered)

MATH 551 Transformational Geometry (3:3:0)

Introductory transformational geometry for teachers of mathematics will be covered. The transformations are over the 2-Dim and 3-Dim extended Euclidean Spaces. The transformations will be classified and factored by their invariants. The computer software Mathematica™, or similar software, will be used to do the linear algebra. Applications will be made to computer graphics. (Not regularly offered)

MATH 570 Numerical Methods I (3:3:0)

This course will develop the numerical algorithms and error estimates for finding roots, solving equations, and curve fitting. The emphasis is on algorithms with good error characteristics and reduction of round off error. Prerequisites: MATH 320, MATH 240, and CPSC 111 or CPSC 211. (Not regularly offered)

MATH 571 Numerical Methods II (3:3:0)

This course is a continuation of the Numerical Methods I and deals with algorithms for interpolation, differentiation, integration, ODE, and foreign values. (Not regularly offered)

MATH 577 Independent Study in Mathematics (Semester hours arranged)

Under the guidance of a qualified faculty member, the student pursues a program of readings, study, and research related to professional knowledge and understanding in Mathematics. Topics should be established prior to enrollment. Prerequisite: Permission of the chair of the Department of Mathematics.

Media Communication and Technology

MCOM 501 Current Applications (1:1:0)

This course will provide an introduction to future and current issues and topics in the application of media communication and technology. To highlight communication issues, students will be exposed whenever possible to varied presentation strategies. The application of media communication and technology to academic and business situations will be demonstrated. This course may be taken for credit more than once if a student wishes to study another current issue.

MCOM 510 Computers in Education (3:3:0)

This course presents an overview of the application of computers to various instructional and classroom administrative tasks. Instructional programs used in all levels of instruction are analyzed. Special emphasis is given to microcomputers and their impact on education.

MCOM 520 Selection and Utilization of Instructional Media for the Classroom (3:3:0)

Techniques of integrating non-print instructional media into the teaching/learning situation are investigated. Emphasis is of non-print media.

MCOM 526 Organization and Administration of Instructional Technology (3:3:0)

This course defines the administrative and management roles, responsibilities, and tasks of

an instructional technologist. This course also provides an introduction to and overview of the challenges and opportunities to instructional technologists who serve as administrators and managers in academic and business/industry settings.

MCOM 532 Digital Photography and Still Images (3:3:0)

This course will provide students with an overview of many different methods for selection, production, manipulation, utilization, and presentation of still images for instructional applications. Students will learn varied techniques of locating, acquiring, and producing digital and non-digital still photographic images.

MCOM 534 Video Production (3:2:2)

This course will cover the aspects of video production used by educators and trainers to produce quality motion media. A review of research, pre-production organization, production techniques, and post-production editing will be included. Students will have the opportunity to produce motion media in this course.

MCOM 536 Internet for Educators (3:3:0)

Students will be introduced to the fundamentals of using the Internet to access and share information with emphasis being given to how this technology can be used as a classroom tool. Project design, commercial services, free services, and online procedures will also be emphasized.

MCOM 538 Desktop Publishing for Educators (3:3:0)

Students will learn the basics of using the microcomputer for producing print media, which can be used in the classroom. Assignments will give students hands-on experience in producing effective educational publications. Topics include: publication design, use of type, and instruction on page layout problems.

MCOM 540 Multimedia for Educators (3:3:0)

Students will learn the basics of producing multimedia on the microcomputer, which can be used in the classroom. Assignments will give students hands-on experience in producing educational multimedia. Topics include: multimedia design, production of elements, and combining those into an instructional design.

MCOM 545 Interactive Media (3:3:0)

This course is designed to introduce the student to the technology of interactive media. Special emphasis is placed on the various applications for interactive media. Students will gain practical experience in creating interactive media programs.

MCOM 580 Research Project I (3:3:0)

Students will perform an investigation and comprehensive search of the literature of two technology topics. Written scholarly papers will be developed and the results of one of the investigations will be presented orally. This is the first in a two-course sequence required of those who do not write a thesis.

MCOM 581 Research Project II (3:0:0)

Students will further develop one of the topics investigated in the course Research Project I. The results of this course will be a product that will have pragmatic application in the area of instructional and/or training technology. This course is required of all students in the non-thesis program.

MCOM 585 Internship (3:3:0)

Students will work in an environment that provides professional experiences related to the student's field of interest and study, be assigned instructional technology tasks, and document the activities of an instructional technology and/or training media professional. An external non-department member media professional and appropriate department faculty member will jointly supervise the students.

MCOM 589 Thesis (6:0:0)

This course consists of thesis topic development, information gathering, material organization, data evaluation, formal thesis report writing, and completion of the thesis. Thesis procedures must adhere to the Thesis Guidelines as defined by the Office of the Graduate School and the Department

of Media, Communications and Technology. Students register for 6 semester hours in one semester with approval of adviser.

Music

MUS 500 Special Topics (Semester hours arranged)

These courses are designed to meet specific needs of groups of students or are offered on a trial basis in order to determine the demand for and value of introducing them as part of the university curriculum.

MUS 501 Choral Music Symposium (1:1:0)

This course will be a comprehensive choral training symposium for church choral directors and school choir directors. Clinicians, including composers, will direct sessions in choral rehearsal techniques and performance practices and conduct studies on curriculum materials.

MUS 502 Instrumental Music Masterclass (1:1:0)

This course is a masterclass taught by a renowned professional instrumental performer. Topics stressed will include instrumental techniques, phrasing, expressive nuances, and practice/performance strategies. Student performance will be evaluated and constructive suggestions will be provided. Prerequisite: Permission of instructor.

MUS 503 Jazz Keyboard Chords (2:1:2)

Students will learn to perform standard jazz chords with extensions in major and minor keys on a keyboard. Standard chord voicings for two hands and left hand only will assist auditory training, knowledge of music theory, and some jazz improvisation. Students will accompany pre-existing melodies with jazz chords.

MUS 504 Jazz Masters Seminar (1–3:3:0)

Students will study the lives, music, and careers of several accomplished, active jazz professionals. Each artist will then be a guest speaker, interacting with the class. Writing assignments will make this the culminating academic jazz experience.

MUS 505 Choral Reading Techniques Workshop (1:1:0)

This course will emphasize various approaches to reading choral music in terms of diction, nuance, rhythm, phrasing and dynamics. Nationally known guest conductors and composers will present several sessions where participants will execute reading techniques as an ensemble.

MUS 511 Fine Arts and Ideas (3:3:0)

Members of the art, music, and theatre faculties offer this integrated study of humanistic values in the visual and performing arts. Students will have the opportunity to focus on specialized areas of interest through discussion and research. This course is also offered as ART 511 and THTR 511.

MUS 513 Nonsecular Music Symposium (1:1:0)

This workshop will train choir directors and musicians in repertoire selection, performance practices, and the execution of musical elements of various events. Different rehearsal methods and vocal techniques will be demonstrated and discussed. The latest literature and trends in traditional and contemporary choral music programming will be presented in choral reading sessions.

MUS 577 Independent Study (Semester hours arranged)

Under the direction of a member of the department faculty, the student will pursue an advanced program of study in an area of special interest in music.

Nursing

NURS 520 Analysis of Aging (3:3:0)

This course is designed to analyze the aging process with a multi-disciplinary approach. Physiological, psychological, sociological factors which influence the individual's response to aging are studied. This course is geared for students preparing for health disciplines. Enrollment is not limited to nursing majors.

Physical Education

MSES 505 Motivational Techniques for Physical Educators (2:2:0)

This course is designed to acquaint physical educators with a knowledge of motivational techniques. Course content includes applications in self-motivation, individual, and group as well as situational strategies unique to teaching physical education or coaching a sport. (Offered summer term only)

MSES 507 "Teaching Games for Understanding" Approach (2:2:0)

This course is designed to acquaint physical education professionals with a practical knowledge of the "Games for Understanding" model of teaching. Learning experiences will include exploring the positive implications for using this concept of teaching.

MSES 509 Meeting Children's Needs Through Movement Activities (3:2:2)

This course is an opportunity for elementary classroom teachers, physical educators, occupational, recreational, physical and play therapists, school counselors, parents and others who work with children to gather new ideas and activities to use in meeting children's social, emotional, cognitive, as well as physical needs. Emphasis will be placed on activities that can be done within the classroom or other limited space as well as those which can be done in the gymnasium or on the playground or field. These activities are inclusive of all participants. Prerequisites: MSES 241, 341.

MSES 510 Curriculum Development in Physical Education (3:3:0)

The role of physical education in the context of the school program and the process of establishing purposes, selecting experiences, as well as program designing and evaluation are emphasized. (Offered summer term)

MSES 511 Movement Education: Elementary School Physical Education (3:3:0)

This course is a study of issues and concepts in movement education in contemporary perspective. Proposed theoretical structures of movement education are treated with reference to emerging views of purpose and projected development within the United States. (Not regularly offered)

MSES 512 Constructing Sequential Learning to Implement a Conceptual Approach to the Teaching of Physical Education (3:3:0)

This course will develop the skills of pre-service teachers and enhance the ability of physical educators to provide sequential learning plans to implement a conceptual approach to the teaching of physical education. Students will demonstrate their creations. In seminar fashion students will discuss, evaluate, and adjust created plans. This course will simulate the work of professionals as they design sequential learning experiences (K-12). (Offered summer term)

MSES 513 Evaluation in the Teaching-Learning Process in Health and Physical Education (3:3:0)

Course content will include basic statistical techniques for analyzing and interpreting cognitive, psychomotor, and affective variables in health and physical education. Use of these evaluative tools

will be applied to the teaching-learning situation, curriculum and program evaluation, competency evaluation, diagnosis, placement, individualization of instruction, and other current instructional practices. (Offered spring term)

MSES 514 Assessment and Documentation of Student Achievement (3:3:0)

This course is intended for teachers who wish to enhance their knowledge and ability related to educational measurement and evaluation. The selected learning experiences will demonstrate the role evaluation plays in the instructional process. Assessment and documentation effectiveness depend largely on the teacher's ability to construct and select tests and other evaluation instruments that provide valid measures of intended learning. Discussion and decision-making related to test selection and construction will enhance teacher's knowledge and ability.

MSES 517 Analysis of Teaching Behavior in Physical Education (3:3:0)

This course focuses on the study of teaching behavior during the teaching-learning transaction. It includes the theory, application, analysis, and evaluation of behavioral concepts and their implication for teaching. Class discussion will focus on learning theories, motivational theories, the spectrum of teaching styles, structure of subject matter, personality, idiosyncratic behavior, gesture behavior, and discipline. (Offered fall term)

MSES 520 Seminar: Physical Education Literature (3:3:0)

Selected articles from the literature in physical education and related fields are critically reviewed. The student will study how to write an article and submit it for publication. Professional areas considered are: adaptive, administrative, athletics, cultural, facilities, philosophy, psychology, skills, and sociology. (Offered spring term)

MSES 521 Professional Perspectives for Physical Education (3:3:0)

The course is a study of issues, trends, and persons in the profession of Physical Education in historical and contemporary perspective; the structure of the profession and its related fields are treated with reference to emerging views of purpose, responsibility, and projected development in the United States. (Not regularly offered)

MSES 522 Advanced Theory and Techniques of Physical Education (3:3:0)

This course provides the practicing teacher-coach an opportunity to study advanced theories and techniques relative to the activities commonly included in the public school physical education program. (Not regularly offered)

MSES 523 Administration: Physical Education and Sport Programs (3:3:0)

This course employs a theoretical approach to the development of administrative thought as it relates to physical education and sport programs; emphasis is on the understanding of concepts and models from the social sciences, and their implications for leadership in the educational setting; the development of a personal philosophy of administration. (Offered fall and spring terms)

MSES 529 Motor Learning (3:3:0)

Learning and motor performance are studied with emphasis on the development of motor skill and related theories of learning and behavior. It includes analysis of the learning process in relation to motor development and the role of the teacher. (Not regularly offered)

MSES 561 Seminar: Adapted Physical Education (3:3:0)

This course focuses on topics including: legal bases for adapted physical education, class placement options, writing IEPs, evaluative techniques, etiology of disabilities, program design, activity adaptations, and other topics of interest to the student. Guest speakers and parent interviews are featured.

MSES 565 Supervision in Health and Physical Education (3:3:0)

History, philosophy, and general principles are considered as basic to the development of different patterns or organizations for effective supervision. The course includes a survey of the problems, confronted in supervision, and a critical analysis of the full scope of methods available

for solving such problems. Emphasis is placed upon the various aspects of human relations in supervisory function. Evaluation techniques, characteristics, and areas are reviewed and analyzed. (Offered spring term)

MSES 570 Introduction to Research (3:3:0)

This course provides an orientation to graduate study and research in Health Education and Movement Studies and Exercise Science. This seminar is designed to acquaint the graduate student with the methods and materials of graduate study and scientific inquiry. It is required of all graduate students in the degree program. (Offered fall and summer terms)

MSES 571 Independent Research Problem (Semester hours arranged)

This course utilizes selected research techniques to attack a specific professional or academic problem. It includes preparation and presentation of a formal report. Consult adviser well in advance of registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisite: MSES 570, 574. (Offered fall, spring, and summer terms)

MSES 572 Thesis Seminar (1–3 Semester hours arranged)

This course utilizes selected research techniques to address a specific professional or academic problem. It includes preparation and presentation of a formal report. Students must consult adviser well in advance of registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisite: MSES 570, 574. (Offered fall, spring, and summer terms)

MSES 574 Research Laboratory (1:0:3)

The preparation of the research proposal including the development of the purpose and design of the proposed research problem or thesis is the focus. This course must be repeated until “satisfactory” grade is earned. Prerequisite: Completion of MSES 570 or current enrollment. (Offered fall, spring, and summer terms)

MSES 577 Independent Study in Health or Physical Education (Semester hours arranged)

Under the auspices of a qualified member of the faculty, the student pursues a pattern of readings, study, and research related to professional knowledge and understanding in health or physical education. Topics should be established prior to enrollment. Prerequisite: Permission of the faculty member and the department. (Offered fall, spring, and summer terms)

MSES 581 Analysis of Gymnastics I Workshop (3:3:0)

A critical analysis of biomechanical principles as they apply to both gross and fine gymnastic movement patterns. Additional emphasis will center about a presentation of analytic techniques specific to maximum realization of motor performance. Further research will be directed toward practical application of all research relevant to the gymnastic discipline. Both lecture-demonstration and seminar methods of instruction will be employed. (Not regularly offered)

MSES 582 Analysis of Gymnastics II Workshop (3:3:0)

A quantitative analysis of biomechanical principles as applied to both gross and fine gymnastic movement patterns. Additional emphasis centers about a critical review of the research relevant to the gymnastic discipline. Lecture-demonstration and similar methods of instruction are employed. (Not regularly offered)

MSES 586 Field Experience and Internship (Semester hours arranged)

This course is designed to provide the student with practical experience with a federal, state, or private organization in some related aspect of physical education and/or sports medicine. Students will coordinate their course work acquired at East Stroudsburg University with specific

field experience. This program will be supervised by a member of the MSES Department.
Prerequisite: Permission of the department. (Offered fall, spring, and summer terms)

Political Science

POLS 514 Seminar on Local Government

This seminar will provide students with an opportunity to examine the operation and concerns of local government in detail. The focus will be on the challenges caused by rapid population growth and economic development. Students will examine the juxtaposition of local government in the American system, the adequacy of local government structures, land-use policy, taxing practices, and environmental and social issues. There will be interaction with local government officials.

POLS 520 Area Studies I (3:3:0)

(A specific area will be announced.) This course investigates selected problems of historical and political development in major world areas. Emphasis is placed on political institutions – their background, development and significance.

POLS 522 Seminar: Foreign Travel and Study (3:0:6) or (6:0:12)

This course involves travel and possibly study at foreign colleges and universities. The focus will be the history and government of the countries visited, and their economic growth and integration. Emphasis is placed on formal and informal discussion and analysis of contemporary indigenous problems.

POLS 525 Seminar: The Middle East (3:3:0)

This course will offer an advanced study and analysis of selected Middle East states. Emphasis will focus on political culture, modernization efforts and nationalism both in terms of regional identity and in terms of its broader international consequences.

POLS 528 Comparative Policy Analysis (3:3:0)

This seminar concentrates on the theory, techniques, and content of a body of research broadly concerned with factors that determine the variation in patterns of public policy across jurisdictions and over time. Students read materials that focus on how cultures, economic systems, and political institutions differ and how these differences affect public policies.

POLS 531 Contemporary Political Thought (3:3:0)

This course is a study of Twentieth Century thought concerning the role of the state in society. It includes discussion of ethical as well as pragmatic considerations, analysis and appraisal of liberalism, conservatism, fascism, socialism, communitarianism, multi-culturalism, feminism, and other ideologies. Political structures and functions are considered in connection with social values and objectives.

POLS 532 Seminar in Parties and Politics (3:3:0)

This course analyzes political parties as a part of the political process, political parties as an integral force in society, the transformation of societal values into public policy through the operation of the party system, electoral systems and their relationship to the political system, voting behavior, changing styles in party strategy, campaigning, and suggestions for electoral reform.

POLS 533 The Presidency (3:3:0)

This course is an analysis of the presidency; its nature in both its personal and institutional dimensions; the growth of the office; the politics and problems of seeking the office of the presidency; the President's roles as chief executive, party leader, legislative leader, and leader in the international political system. Since this course is also offered for undergraduate credit, differentiation of course requirements may be made.

POLS 534 Seminar: Presidential Elections and Politics (3:3:0)

This course is a study of the presidential elections of unusual significance in U.S. history; pre-

election politics, partisan maneuvers, the platform and selection of candidates; examination of the campaign and election process; discernment of distinguishing characteristics as well as common patterns; evaluation and comparison of results and future applicability.

POLS 535 Inter-governmental Relations (3:3:0)

This course examines the distribution of powers between the Federal government and the states. It includes a review of the historic development of American Federalism, as well as current trends, major areas of conflict and cooperation and case studies of significant problems. Emphasis in the course is placed on evaluating the administrative processes that bind federal, state, and local governments together.

POLS 536 Seminar: Readings in Civil Liberties (3:3:0)

Attention is given to changed conditions and new influences affecting American liberty in the twentieth century. It includes an analysis of issues in economic, social, and political liberties. Emphasis is on constitutional logic and change and on evaluation of the role of the state and the responsibility of the citizen in defining civil liberties. Selections of issues are adapted to student interest and timeliness of problems.

POLS 537 Problems in Public Administration (3:3:0)

This course is a survey and analysis of the major contributions in traditional and contemporary organization theory; examination of decision making, leadership, and human behavior in complex organization; the study of Public Administration as an integral part of the public policy process; problems in budgetary politics; and personnel administration, administrative law, and democracy in the administrative state.

POLS 538 United States Foreign Policy (3:3:0)

This course examines the Constitutional basis of U.S. foreign affairs, foreign policy, separation of powers, the mechanics of foreign relations, significant principles, tenets and trends as revealed in United States diplomatic history, treaties and executive agreements, traditional and new diplomatic practices, foreign policy and international organization, and the extent of democratic control of foreign affairs.

POLS 540 Comparative Politics (3:3:0)

This course consists of a comparative analysis of Western European political systems with special emphasis upon the environmental factors that have shaped these systems and the identification of relevant categories, such as ideology and the organization of political authority, from which generalizations may be derived.

POLS 541 Seminar on War and Peace (3:3:0)

This course investigates case studies of tension areas in world affairs, such as unresolved conflict, crucial areas of friction and crucial border situations, the causes of wars and diplomatic efforts for solutions. It includes an evaluation of conflicts and prospects for the preservation of peace.

POLS 543 The United Nations (3:3:0)

This course investigates the establishment, operation and responsibilities of the United Nations, its organs, agencies, and commissions; the development of the Charter since its inception and analysis of its emerging structure; the problems of increasing membership; the strengths and weaknesses of the Charter, the evaluation of U.N. successes and failures; and the prospects for the future.

POLS 544 Theory of International Relations (3:3:0)

The nature of the state system will be examined including the nature of the state, nationalism, national power, sovereignty, and national interests. Students will examine the nature of controls that restrain states and produce a tolerable international order, evaluate major foreign policy and international organizations and the extent of democratic control. Prerequisite: One course in international affairs or permission of instructor.

POLS 545 International Law and Organization (3:3:0)

This course is a study of rules that govern sovereign states in their legal relations with each other as well as the historic development and current status of the law of nations. Key cases are studied to illustrate rules. The course includes a survey of the development of international institutions from the 19th century public unions to the more recent specialized agencies, procedures for settlement of disputes, development of law in and outside the community of nations, and the study of international organizations as a political phenomenon of the 20th century.

POLS 547 Seminar in American Political Thought (3:3:0)

An in-depth exposure to major segments of American political thought, with a special emphasis on the emergence of Liberalism. This evolution would be considered in successive courses, as determined by the professor. A possible breakdown might be as follows; relevant English, revolutionary, Constitutional and Whig thought; transcendentalism, the Civil War and individualism, pragmatism; New Deal Liberals and other recent writings.

POLS 548 The Politics of Developing Nations (3:3:0)

This course is a comparative analysis of political development in the Third World with particular focus upon the role of revolutionary warfare and politics, charismatic leaders, military elites and ideology.

POLS 550 Seminar in International Studies (3:3:0)

This course consists of studies of international dimensions of human experience. It includes an investigation of various aspects of human interactions with emphasis on political, economic, philosophical, educational, and other areas. The approach is interdisciplinary and includes projects and practical experiences. Students may receive credit in political science or in other fields in which they complete projects with permission of cooperating departments.

POLS 554 The Legislative Process (3:3:0)

This course concentrates on the United States Congress, its role in the evolution of the American political process, the internal workings of the Congress, the environment in which Congress functions, and an assessment of Congressional effectiveness.

POLS 562 Political Behavior (3:3:0)

This course is an examination of the formation and causes of cleavages and consensus in the American political system; the study of political attitude formation and political partisanship, and how these phenomena affect voting behavior and political activism. Students will have an opportunity to develop simple statistical skills and apply statistical analysis to survey research data using SPSS.

POLS 566 Public Budgeting and Finance (3:3:0)

This course treats budget as a policy instrument that sets priorities for government. Students study the politics of the budget process as well as its procedures. Attention is also given to fiscal and monetary policies and to using computer simulations in budgeting. This course provides graduates with an overview of the budgeting process from revenue sources to expenditure controls. Special emphasis is placed on systematic budgeting techniques such as ZBB and MBO. It requires each student to become acquainted with accounting techniques used in public agencies.

POLS 567 Public Personnel Administration (3:3:0)

The course explores the policies, programs, and techniques used in managing human resources in the public and non-profit sectors. It addresses issues of personnel leadership, neutrality, and accountability. It includes challenges resulting from legislation, collective bargaining, and changing demographics in the workforce.

POLS 570 Introduction to Research: Scope and Method (3:3:0)

This course is an orientation to graduate study and research. This seminar is designed to acquaint the graduate student with the methods and materials of graduate study and scientific inquiry in Political Science. The course is required of all graduate students in the degree programs.

POLS 571 Independent Research Problem (Semester Hours Arranged)

This course utilizes selected social science research techniques to attack a specific problem. A formal report is prepared and presented. The course is required for all students in the non-thesis program. Requires prior or concurrent completion of POLS 570.

POLS 572 Thesis I (3:0:0)

Under the direction of a thesis adviser, this course consists of the development of a thesis topic, gathering data, organization of material, evaluation of data, and writing a formal thesis report.

POLS 573 Thesis II (3:0:0)

See POLS 572 Completion of Thesis.

POLS 577 Independent Study in Political Science (Semester Hours Arranged)

Under the auspices of a qualified member of the departmental faculty, the student pursues a pattern of reading, study, and research related to professional knowledge and understanding in political science. Topics should be established prior to enrollment. Prerequisite: Departmental approval; permission of the chairperson of the department.

POLS 586 Field Experience and Internship (Semester Hours Arranged)

This course is designed to provide the student with practical experience in a governmental agency or other organization with local, state, or national governmental or political concerns. Prerequisite: A minimum of 6 semester hours completed on the graduate level in political science with at least a "B" average. The student must be enrolled in the department graduate program.

Reading

REED 521 Language and the Reading Process (3:3:0)

This course is designed to examine the nature of language, acquisition of language, dialects, and the influence these factors have on reading ability. Recent applications of linguistic theory to reading instruction are also covered. Competency prerequisites.

REED 522 Theoretical Models of Reading and Literacy Processes (3:3:0)

In this course, students consider the historical perspective, the current theories, and the future directions of reading instruction. Participants examine diverse approaches to reading, engage in productive discussion, and explore the knowledge base from which reading educators work.

REED 523 Analysis of Instructional Techniques in Reading (3:3:0)

This course is a survey of the major areas of difficulty in the reading process, a study of the methods suitable for attaining desired goals in reading, and an evaluation of teaching materials.

REED 524 Reading Clinic Practicum (6:0:12)

This course consists of a guided and supervised practical application of principles and theories of teaching reading. Competency prerequisites.

REED 525 Research Seminar in Reading (3:3:0)

This course provides an understanding of the best methods to use in interpreting and using research reports. It includes a study and evaluation of available research in the field of reading. Competency prerequisites.

REED 526 Development of The School Reading Program (3:3:0)

This course defines the various reading specializations, the duties and responsibilities of

the Reading specialists, and provides students an opportunity to develop and administer reading programs suitable for specific school situations. Competency prerequisites.

REED 527 Reading in the Content Areas (3:3:0)

Emphasis in this course is placed on the evaluation of reading material in the content areas for the purpose of determining the principal comprehension skills and thought processes necessary for understanding and ways in which content area teachers can assist students to function effectively in these skills and processes.

REED 529 Assessment and Evaluation of Literacy (3:3:0)

This course is designed to give practice in the use of formal and informal assessments in appraising a child's skill in reading and related areas. The utilization of a literacy profile, which serves as the basis for instructional practices, is emphasized. Competency prerequisites.

REED 530 Teaching Reading through Young Adult Literature (3:3:0)

Participants in the course will examine how to engage young adults in the reading process through literature-based instruction. Among the topics to be addressed will be teaching reading through thematic units, the shared stages of reading and writing, literature-response methods, and developing reading strategies through a variety of literary genres.

REED 546 Learning to Read through the Arts (3:3:0)

This course prepares teachers to develop and use an individualized reading program designed to improve reading skills through the integration of a total arts program with a total reading program. Upon completion, participants are qualified to adopt the Learning to Read Through the Arts program of the U.S.O.E. National Diffusion Network. Accepted for general education.

REED 547 Success-Oriented Reading: Whole Language Development (Semester hours arranged)

The course provides opportunities for teachers to explore the reading process from a variety of current viewpoints and to help the participants develop their own personal classroom teaching programs to put these ideas into practice. The course is designed to stimulate new thinking, to have participants experience activities that can be used with students, and to give participants confidence in creating personalized reading activities and materials for their own students. Prerequisites: ELED/PSED 581 or ELED 582. This course is also listed as ELED/PSED 547.

REED 550 Foundations of Reading Recovery I (3:3:0)

This course introduces the principles and procedures of the Reading Recovery program which is based on Marie Clay's theory of emergent and beginning literacy. The course is taught by a certified Reading Recovery Teacher Leader and is conducted at a Reading Recovery site. Enrollment is limited and departmental approval is required.

REED 551 Foundations of Reading Recovery I (3:3:0)

This course extends and refines the student's understanding and use of the principles and procedures of the Reading Recovery program introduced in REED 550. The course is taught by a certified Reading Recovery Teacher Leader and is conducted at a Reading Recovery site. Enrollment is limited and departmental approval is required. Students who successfully complete both REED 550 and REED 551 will be certified as Reading Recovery Teachers.

REED 565 Special Topics in Reading (Semester hours arranged)

These courses deal with specific aspects of reading instruction to meet the needs of graduate students or to determine the value of introducing them as part of the university curriculum. Competency prerequisites.

REED 570 Reading Workshop (Semester hours arranged)

A professional program designed to examine intensively current trends in reading instruction for in-service teachers.

REED 575 Reading Colloquium (Semester hours arranged)

This course is designed to deal with pertinent contemporary problems in reading. Results-

oriented techniques for setting performance objectives and analyzing performance competencies will be stressed. Competency prerequisites.

REED 577 Independent Study in Reading (Semester hours arranged)

Under the auspices of a qualified member of the faculty of the graduate school, the student pursues a pattern of reading, study, and research related to professional knowledge and understanding in reading. Topics should be established prior to enrollment.

REED 580 Research Problems in Reading (3:3:0)

The course is designed to assist the student in identifying important problems in the field of reading, critically analyzing available research, and synthesizing possible solutions. Competency prerequisites.

REED 589 Field Experience in Reading (3:1:4)

This course is a two- (or three-) week field experience under the guidance of a Reading Specialist in the public schools. The student will (1) observe him/her in all phases on his/her work; (2) following observation, the student will assist the Reading Specialist and (3) gradually assume teaching responsibilities for the various instructional groups as the Reading Specialist may deem feasible. The program will be supervised by a member of the Reading Department.

Recreation

RECR 501 Outdoor Environmental Education Workshop (3:2:2)

This course will develop teaching and leadership techniques for outdoor environmental education through participation in a variety of activities. The student will develop practical projects for use in his/her own teaching or outdoor leadership situation. The class will visit local conservation and natural resource sites. (Not regularly offered)

RECR 541 Outdoor Recreation (3:3:0)

This course is a study of the organization and administration, history, theory, philosophies, programs, and facilities of outdoor recreation agencies. The course will include field trips to representative outdoor recreation areas. (Not regularly offered)

RECR 542 Organization and Administration of Recreation (3:3:0)

This course is a study of the organization and administration, history, theory, philosophy, settings, and problems of recreation and leisure. Emphasis on recreation facilities, finance, legislation, public relations, and the selection and training of staff. (Not regularly offered)

Safety

SFTY 505 Principles of Safety (3:3:0)

An overview of the safety field — its philosophy, disciplines, and research; an examination of the causes and extent of accidents and the principles and methods of prevention. This course will not be accepted for general education credit.

SFTY 511 Safety in Sports (3:3:0)

The philosophy of and research in sports safety are studied. Human and environmental factors and their interrelationships in sports injury and its control; risk-taking and decision-solution strategies; application of accident prevention and injury control to selected sports; and contributions of sports medicine to safety.

SFTY 515 Human Factors in Accident Prevention (3:3:0)

This course is a study of personal factors related to safe and unsafe living and driving; the effect of attitudes, emotions, motivations, and adjustments on behavior; research on accident causation; investigation of principles and methods employed in identifying, understanding, and modifying

unsatisfactory attitudes and behavior; accident preventions.

SFTY 521 Methods and Materials in Traffic Safety (3:3:0)

This is a course in the survey of and research in the accepted methods of instruction, including lab work in simulation, range, and multimedia teaching, as well as an examination of various literature dealing with safety.

SFTY 531 Traffic Safety (3:2:3)

This course focuses on basic teacher preparation coverage of the standard thirty and six high school courses; it includes all facets of classroom instruction and research, as well as behind-the-wheel-teaching progression and techniques.

Secondary Education

PSED 502 Comparative Education (3:3:0)

This course deals with current educational systems throughout the world, and an analysis of the forces which have influenced these systems.

PSED 503 Comparative Education Abroad (3:Arr:0)

This overseas fieldwork permits one to gain experience in his/her professional area overseas. One is assigned to a counterpart teacher/administrator abroad for three weeks. During this time one may engage in independent teaching, team teaching, small-group work, individualized instruction and assistance with activities in the host school. Time should be available to discuss with staff in the overseas school such things as program, teaching methods and materials, organization of schools, and problems of education and curriculum.

PSED 504 Philosophy of Education (3:3:0)

This course is concerned with the philosophical consideration of the rights and duties of the child, the parent, the school, and the society. It examines the purpose of education in a democratic society from the varying views of modern schools of philosophy. Problems related to the organization, administration, and methods of teaching are explored in their philosophical context.

PSED 505 Classroom Management and Discipline Models (3:3:0)

The course will emphasize classroom management from the viewpoint of effective teaching. Specific discipline models will be analyzed and evaluated. Students will assess their philosophies in regard to classroom management practices and discipline models.

PSED 506 Teaching of English in the Secondary Schools (3:3:0)

Teaching of English deals with teaching methods and techniques and the organization and presentation of material through the various media of communication by planning units, evaluating instruction, collecting materials, and observing teaching. Prerequisites: PSED 510, 516.

PSED 509 History of Education (3:3:0)

The course will examine, evaluate, and analyze American educational history from colonial times to the present day with recognition of pioneer efforts and people who have played an important part in the development of the American education process.

PSED 510 The Teacher and the School Community (3:3:0)

This course analyzes a wide spectrum of human relations within the broad area of basic education. Common professional problems are discussed. It also includes an examination of the values and beliefs of the community as related to the public school.

PSED 511 Educational Sociology (3:3:0)

This course is a study of the public school in its strategic position in society and the social changes that directly affect the educational system and process. Community social service

organizations that complement the role of the schools are explored and examined.

PSED 512 Teaching of Writing in the Secondary Schools (3:3:0)

This course will briefly survey the history of the teaching of writing in American secondary schools, intensively review writing process theory and research of the past two decades and critically consider the implications of writing process theory and research for classroom practice.

PSED 514 Educational Statistics (3:3:0)

This course includes an introduction to the statistical method including descriptive statistics and an introduction to statistical inference; frequency distributions in one and two variables; measures of central tendency and variability; dispersion; regression and correlation; the binominal and normal distribution; randomness; estimation of parameters; standard errors; testing hypotheses about means and differences between means; type I and type II errors; “T,” chi-square, “F” distributions; and analysis of variance.

PSED 515 Data-Driven Decision Making (3:3:0)

Students will acquire practical experience with data relevant to school administration and improvement. Working knowledge of basic statistical procedures and good data analysis habits are considered. Topics include types of variables, data organization, descriptive statistics, control charts, Chi-square, and regression.

PSED 516 The Learner and the Learning Process (3:3:0)

A review of various views (humanistic, behavioral, cognitive) of the learner and learning theorists (Skinner, Rogers, Bruner, Piaget). Case studies of actual teaching/learning problems are brought to the class by the participants for examination and discussion by the group.

PSED 517 Teaching of Foreign Language in the Secondary Schools (3:3:0)

This course is designed for persons who wish to teach foreign languages in the schools, grades K–12. Students are provided with a theoretical foundation for teaching techniques and opportunities are provided for lesson presentations, preparation of teaching materials, planning units, evaluating instruction, and observing teaching. Prerequisites: PSED 510, 516, and 6 hours of 300- and 400-level courses in the target language area.

PSED 520 Seminar in Secondary Education I (3:2:2)

This seminar includes the study and application of lesson planning, teaching strategies and style, and questioning skills. Seminar includes a required field experience (amounting to 30 hours) in the course. Students taking this course must sign up one semester in advance. Permission of instructor required for enrollment. Prerequisites: Foundations of Education/Educational Psychology (or graduate equivalent), permission of instructor.

PSED 521 Seminar in Secondary Education II (2:2:0)

This course includes the study and application of strategies of student assessment, technology, communication techniques, classroom management theories, and the elements of an inclusive classroom. Seminar II includes a required field experience in a multicultural setting. Students taking this course must sign up one semester in advance. Prerequisite: Seminar in Secondary Education I, Departmental Screening, and permission of the instructor.

PSED 525 Classroom Behavior of the Secondary School Student (3:3:0)

This course explores ways to manage stress, establish realistic goals, and develop relaxation techniques so that stress is minimized in creative thinking and effective classroom management. The course will exhibit symptoms of job stress and worker burnout in the educational setting and present ways to effectively manage stress, establish realistic goals, and understand effective teaching styles. Prerequisites: PSED 161, 242.

PSED 530 Basic Workshop in Emotional Intelligence: Implications for the Classroom Teacher (3:3:0)

This course provides general human relations training as related to enabling teachers to

enhance the social and emotional development of elementary and secondary students. The course will provide teachers with the knowledge, skills, and strategies for developing their students' emotional intelligence competencies, e.g., impulse control, persistence, zeal, self-motivation, and social deftness. (Workshop Course)

PSED 531 Advanced Workshop in Affective Education (Semester hours arranged)

The workshop offers participants preparation for the utilization of a humanistic, positive communication system in the classroom. Three themes, Awareness, Mastery, and Social Action, are utilized in facilitating student learning via improved communications and problem-solving techniques. (Workshop Course)

PSED 532 Yo Pseudo, A Bilingual Peer Leadership Program (Semester hours arranged)

This course is specifically designed for educators who work with bilingual/bicultural Spanish students at the junior and senior high level. Experiential activities are utilized to get participants in touch with the rich, complicated, and sometimes confusing world of the bilingual/bicultural student. Participants learn to help students build and strengthen leadership skills in an environment of positiveness, acceptance, and responsibility. Prerequisite: Undergraduate or graduate sociology or anthropology course. (Workshop Course)

PSED 533 Designing and Implementing Programs for Professional Development (Semester hours arranged)

This course will emphasize the knowledge and skills needed for teachers to participate in designing and facilitating their own professional development programs. Teaching styles and activities will be explored, while participants utilize self-assessment to evaluate their needs and establish goals. Strategies for implementation will be discussed. (Workshop Course)

PSED 535 Classroom Diversity: Creating a Positive Environment (3:3:0)

This course encourages educators to identify their own values, prejudices, and goals; to examine their thoughts and/or misconceptions about culturally diverse communities. Designed to help them create school climates that celebrate diversity and meet the needs of students of different races, ethnicities, gender, and ability levels. (This course is offered both as a Workshop Course and a non-workshop graduate class.)

PSED 536 Teaching of Mathematics in the Secondary Schools (3:3:0)

This course deals with new mathematics programs and evaluations, trends, and research in the teaching of mathematics, routine procedures in the mathematics classroom, lesson plans, and teaching units, and effective techniques applied to selected topics in mathematics. Prerequisites: PSED 510, 516.

PSED 541 Introduction to Schools Without Failure (Semester hours arranged)

This program is built on involvement, relevance, and thinking. Much time is devoted to attitudinal change, communication skills, group processes, and problem solving. The focus is on meeting the needs of the individual school. Its purpose is to assist principals and teachers in developing a positive, personal philosophy of education; to present a process for developing classroom skills and procedures; to implement a success-oriented curriculum and to provide ways for building constructive communication within the school and between the school and the community. (Workshop Course)

PSED 542 Discipline in the Classroom (Semester hours arranged)

This program is designed for participants to take part in learning activities that will enable them to develop positive techniques for handling student behavior problems. This course is aimed at training teachers to use Reality Therapy as a tool in the classroom. It addresses one of the major concerns of the public school's classroom control and behavior change. (Workshop Course)

PSED 543 Theory and Practice of Schools Without Failure I (Excellence in Teaching) (Semester hours arranged)

This course offers participants an opportunity to investigate the effects of school success

and failure on the life of a child. Study of these concepts will be taken from the points of view of William Glasser, M.D., in his books *Schools Without Failure*, *Identity Society*, and *Reality Therapy*. (Workshop Course)

PSED 544 Theory and Practice of Schools Without Failure II (Perception Psychology)
(Semester hours arranged)

Educators will gain experience in conducting diagnostic class meetings and in providing the educational climate necessary for self-discipline. Curriculum planning related to self-directed learning will be explored. Recent advancements in brain research, psychology, and theory will be presented. (Workshop Course)

PSED 545 Planning for Change (3:3:0)

The goals of quality education will be analyzed as a basis for curriculum change. The relationship between affective education and cognition will be reviewed and assessed through a group process. Systems for change will be developed utilizing personal influence and power. The workshop will also help participants acquire additional skill in expanding their knowledge and use of Reality Therapy in the educational environment. (Workshop Course)

PSED 546 Teaching of Science in the Secondary Schools (3:3:0)

This course includes the study and appraisal of objective, programs, materials, and techniques; emphasis is upon those aspects that are aimed toward development of confidence as well as competence on the part of the teacher, relevancy, and student involvement in the science program. Prerequisites: PSED 510, 516.

PSED 547 Success-Oriented Reading: Whole Language Development
(Semester hours arranged)

This course will provide opportunities for participants to explore the reading process from a variety of current viewpoints to help the participants develop their own personal classroom teaching programs and to put these ideas into practice. Prerequisite: ELED/PSED 581 or 582. (Workshop Course)

PSED 548 Reality Therapy in the Classroom (3:3:0)

This workshop is designed to increase proficiency in the use of Reality Therapy in the classroom. (The course presumes an understanding of philosophy and basic steps.) Emphasis will be placed on acquiring the skills in the implementation of the Reality Therapy approach in the educational environment. Prerequisite: ELED/PSED 582. (Workshop Course)

PSED 549 Reducing Classroom Conflict (Semester hours arranged)

This workshop is designed to provide participants with skills in developing pathways to build strength and success in themselves and their students. It focuses on specific classroom activities that will help develop a climate for effective self-discipline and positive classroom interaction. Prerequisite: PSED 581. (Workshop Course)

PSED 552 Together: Mainstreaming in Schools (3:3:0)

The purpose of the workshop is to cause meaningful interaction of special and regular educational teachers. Their interaction enables teachers to review and to develop positive models for their particular schools that allow for exceptional and non-exceptional children to learn together and respect and know each other. A major emphasis will be to devise, through group interaction, a plan for implementation of mainstreaming in the particular schools. The course is cross-listed with ELED 552 and SPED 552. (Workshop Course)

PSED 553 Teaching and Motivating (3:3:0)

The course provides educators with the theory and skills to motivate students to learn and to accelerate their academic achievement. Brain function and dominance will be reviewed in light of how these processes result in different student learning styles. Participants will build teaching strategies to deal with learning styles. Prerequisites: ELED 232/PSED 242. Graduate Prerequisite: ELED 581, PSED 541.

PSED 554 Foundations of Curriculum Construction (3:3:0)

This course is designed for teachers, chairs, or supervisors who are interested in shaping curriculum development (K–12) and responsible for its evaluation. The theory for planning change in curriculum and evaluating the effects of curriculum will be viewed with concern being given to gathering evidence of need for change, research in change, models for initiating change, and models/theories for evaluating present and changing curriculum. Prerequisite: Graduate standing. Not for general education.

PSED 555 Practicum in Curriculum Development (3:3:0)

This is a course designed to permit individuals or groups (K–12) to work on specific problems in curriculum development and/or implementation, including curriculum planning, selection and construction, implementation of new courses, curriculum and programs, development of proposals for change, and in-service projects. Teams from schools are encouraged to enroll. (Class hours arranged)

PSED 556 Cooperative Learning (3:3:0)

The course is designed to provide skills to implement learning teams in the classroom. The course content develops a basic understanding of control theory as it applies to cooperative learning. Class experiences produce new teaching plans based on control theory and demonstrate that learning teams can provide top achievement, and provide methodology for critical thinking and problem solving. (Workshop Course)

PSED 557 Reducing Stress in the Classroom (3:3:0)

This course explores ways to manage stress, establish realistic goals, and develop relaxation techniques so that stress is minimized in creative thinking and effective classroom management. The course will exhibit symptoms of job stress and worker burnout in the educational setting and present ways to effectively manage stress, establish realistic goals and understand effective teaching styles. Prerequisites: PSED 161, 242. (Workshop Course)

PSED 559 Enhancing Self-Esteem (3:3:0)

This course will introduce educators to elements of self-esteem and how those elements can be used to establish an atmosphere where high self-esteem and motivation can flourish. This course takes theory of self-esteem and translates it into practice. It also emphasizes basic human relations and interpersonal skills necessary to create a classroom environment conducive to the teaching/learning process. (Workshop Course)

PSED 560 Seminar in Research in Curriculum and Instruction (3:3:0)

This is a graduate seminar in current research developments in the field of curriculum and instruction. The techniques and literature of research will be employed to analyze the stability and direction of developmental trends in curriculum and instruction.

PSED 565 Curriculum Development in the Middle School (3–6:3:0)

Designed to meet the needs of teachers who are developing programs and materials for the middle school, emphasis is placed upon the process of curriculum planning, objectives of education, diagnosis of curriculum development, selection of curriculum experiences, organization, and evaluation of curriculum content.

PSED 566 Teaching of Social Studies in the Secondary Schools (3:3:0)

This course deals with the analysis and evaluation of current trends in curriculum, teaching methods, techniques, resources, and materials in teaching social studies in the secondary schools. Stress is placed on new developments in the field and on experience in applying concepts and methods learned. Prerequisites: PSED 510, 516.

PSED 570 Field Assessment of Mastery in Education (3:3:0)

This course is a performance-based assessment of proficiency in education in which observations are made of specified professional skills in actual classroom situations. It includes

interaction analysis, videotaping, and conferences. Prerequisite: Completion of 15 graduate credits. (Class hours arranged)

PSED 571 Independent Research Problem (Semester hours arranged)

This course is designed to assist students in the selection of an important problem in secondary education. Using recent methods in research techniques, the student will complete a faculty-approved research project. Prerequisite: ELED 570.

PSED 572 Seminar in Secondary Education III (1:1:0)

This course is designed to provide teacher education certification candidates with the opportunity to design and conduct an action research project or an appropriate alternative research activity to enhance the required field experience with PSED 521 — Seminar in Secondary Education II. This experience will provide students with the opportunity to select an appropriate research model and design a research project that will enhance pedagogical practice. Students enrolled in PSED 572 will implement the plan and evaluate results for application in the classroom. Prerequisite: Concurrent enrollment in PSED 521 and successful completion of PSED 520.

PSED 574 Professional Experiences in Educational Administration I (3:1:4)

This experience is designed to provide the student with practical experience in supervision and/or administration in a school setting. It is a field experience under the supervision of an ESU faculty member in cooperation with an area school administrator. Prerequisites: PSED 585, 588, 590, 595, and 596. Completion of these courses. Permission of the department.

PSED 575 Professional Experiences in Educational Administration II (3:1:4)

This experience is designed to provide the student with practical experience in supervision and/or administration in a school setting. It is a field experience under the supervision of an ESU faculty member in cooperation with an area school administrator. Prerequisite: Professional Experiences in Educational Administration I.

PSED 576 Teaching Strategies for Secondary Teachers (3:2:2)

Endeavors to redesign instruction in order to make maximum learning more accessible to every pupil. Methods for developing a personal instructional system which fits the subject and the pupils will be outlined.

PSED 577 Independent Study (Semester hours arranged)

Under the auspices of a qualified member of the faculty of the graduate school, the student pursues a pattern of readings, study, and research related to professional knowledge and understanding in Professional or Secondary Education. Topics should be established prior to enrollment. Prerequisite: Approval of the department chair.

PSED 579 Current Trends in Secondary Education (3:3:0)

This course serves as a basic and comprehensive source on current trends and innovative practices in the secondary schools. New opportunities and responsibilities for students, modifications of the traditional organization, alternative high schools, and places for learning beyond the schoolhouse are but a few areas that are discussed.

PSED 580 Professional Assessment in Secondary Education (3:3:0)

Professional Assessment is designed to cause and to facilitate self-assessment coupled with assessment from the field (where the educator is employed) and assessment by the university. The student will become thoroughly involved in the procedure of self-assessment and will in fact be introduced to degree program competencies (master teacher competencies). The self and external professional assessment will lead to individualized professional development, competency mastery, and to degree obtainment. Prerequisite: Undergraduate degree; admission to graduate school. (Class hours arranged)

PSED 584 Secondary School Curriculum (3:3:0)

This course deals with the overriding educational philosophy which governs curriculum formation. The decision-making process in curriculum improvement will be evaluated; processes

for curriculum improvement will be reviewed and/or developed; and evaluative techniques will be identified.

PSED 585 Educational Administration (3:3:0)

An introduction and overview of the public school system and its management. The course provides for the orientation of prospective and current educational administrators for their roles of leadership. The course also requires field experiences in administration. Prerequisite: Graduate standing.

PSED 586 Teaching of Communications in the Secondary Schools (3:3:0)

Teaching of Communications addresses the presentation of methods and materials in the planning, teaching, and evaluating of learning activities in the cognitive, affective, and psychomotor realms of communication behavior, and observation of teaching in the secondary schools. Prerequisites: PSED 510, 516.

PSED 587 School Community Relations (3:3:0)

This course presents public relations as a comprehensive concept of interpretation for the public schools. Tenets, means, agents, and agencies to produce increased social understanding and appreciation of the educational function among school personnel and the general public are discussed.

PSED 588 School Law (3:3:0)

This course is an analysis of the legal rights, responsibilities, and liabilities of student, parent, teacher, administrator, and school board. Consideration is given to the statutes, school code, and court decisions which affect education and all persons related to the education process.

PSED 589 The Supervision of Student Teachers (3:3:0)

Attention is focused on an analysis of the various functions of the cooperating teacher while working with elementary or secondary student teachers. Emphasis is placed upon new techniques for working with student teachers, systems for recording, analyzing and reporting classroom teaching behavior, understanding the needs of student teachers, and individualizing student teaching experiences. Prerequisite: Bachelor's degree and a teaching certificate.

PSED 590 Supervision of Instruction (3:3:0)

This course is an introduction to the theory and function of supervision in the modern public school system, K–12. Application of emerging concepts and principles of modern school supervision to practical situations in which administrators, supervisors, coordinators, and teachers are working are presented.

PSED 591 Elementary School Administration (3:3:0)

Elementary School Administration will provide an overview of the elementary school principalship. A study of the tasks of the elementary school principal, major problems in performing responsibilities, and the processes used in discharging obligations are discussed.

PSED 592 The Middle School (3:3:0)

This course deals with administrative problems and practices related to the organization, operation, and program of the middle school and the junior high school.

PSED 593 Teaching Techniques in the Middle School (3:2:2)

This course is designed to meet the needs of faculties, which are making a transition to the middle school program. Emphasis is placed upon developing programs and materials for a middle school. Topics include open-concept teaching; individualizing and personalizing instruction; team approaches; a review of IPI, PLAN, CPL and CAI models; preparing learning centers and developing learning activity packets and evaluating student progress.

PSED 594 Secondary School Administration (3:3:0)

An overview of the secondary school principalship. The course deals with the philosophical, social, and educational context in which the secondary school operates. The role of the principal, major tasks, responsibilities, changing trends and opportunities are examined. Prerequisite: PSED 585 recommended.

PSED 595 Elementary and Secondary School Administration (3:3:0)

An overview of the elementary and secondary school principalship. This course addresses the philosophical, social, and educational context in which the school and the principal function. The role of the principal, position responsibilities, professional trends, and opportunities for professional growth are examined.

Students may not take both this course and PSED 591/594 for degree or certification credit. Prerequisites: PSED 585 and PSED 588.

PSED 596 School Finance (3:3:0)

This is an introduction to the principles and structure of financing public education. The theory and practice of educational finance are examined from the point of view of problems of the local budget, the state's responsibility, taxation, and the effect of financial support upon the quality of the educational program. New concepts and emerging trends of public school finance are studied.

PSED 597 School Plant (3:3:0)

This course involves a study of problems involved in the planning construction, operation, and maintenance of the school plant.

PSED 598 Trends in Secondary Math Education (3:3:0)

This course will examine current and proposed secondary mathematics curricula and models of teaching and learning mathematics. Major foci will be mathematical problem-solving and integrating technology into the mathematics curriculum.

PSED 599 Teaching Mathematics Using Technology (3:3:0)

Designed for in-service secondary mathematics teachers. Participants will learn how to use graphing calculators and computer algebra and geometry systems, how to incorporate them into their classrooms and how the mathematics that they teach will change as a result of the availability of technology.

Sociology

SOC 531 Foreign Study Tour: South America (Not regularly offered)**SOC 532 Foreign Study Tour: Africa (Not regularly offered)****SOC 533 Foreign Study Tour: Western Europe (Not regularly offered)****SOC 534 Foreign Study Tour: Eastern Europe (Not regularly offered)****SOC 535 Foreign Study Tour: Asia (Not regularly offered)****SOC 536 Foreign Study Tour: Australia and New Zealand (Not regularly offered)****SOC 522 Seminar: Foreign Travel and Study (6:0:12)**

This course is a study in various areas of the world focusing on the culture, history, and government of the countries visited; their economic growth and integration. Emphasis is placed on formal and informal discussion and analysis of contemporary indigenous problems. (Not regularly offered)

SOC 523 Theory and Practice in Groups (3:3:0)

The focus of this course is small group theory and practice as applicable to social work practice. Social work intervention with family groups, problem-centered groups, and social action focused groups will each be examined. Focus will be both on developing understanding of group dynamics and group process, and developing skills in group work practice. (Not regularly offered)

SOC 561 Social Change (3:3:0)

This course examines basic concepts of social change; external factors initiating change; changes in the physical and social environment; factors affecting acceptance of an innovation,

chain reaction effects of an intervention; internal affairs affecting change; the growth of cultural complexity; and differential rates of change. (Not regularly offered)

SOC 562 Population Problems in International Affairs (3:3:0)

This course examines population factors as they influence international relations; typical examples are chosen from various parts of the world; both unique and common elements are investigated and solutions suggested; study of race relations in the contemporary world is included. (Not regularly offered)

SOC 563 Social Stratification (3:3:0)

This course considers recent research on social stratification and its bearing on behavior in elite and mass society. It includes a study of the relationship of social class to poverty, personality, attitudes, and ideologies; modes of living and alignments, including class influences on life's chances. (Not regularly offered)

SOC 564 Sociology of Education (3:3:0)

This course is an analysis of education using basic sociological concepts. Emphasis on schools and colleges as social systems, school-community inter-relations, the sociology of professions and education in its societal concept. The course may also be taken as PSED 511. (Not regularly offered)

SOC 565 The Evolution of Culture (3:3:0)

This course examines the evolution of culture and the nature of social organization. The analysis of the structure and functions of human social systems, their integration, regulation, and control including use of energy and technology. (Not regularly offered)

SOC 566 Criminology (3:3:0)

This course examines theories of crime causation; demographic characteristics of criminals; the history of theories of punishment; and modern reformatory and rehabilitative methods. (Not regularly offered)

SOC 567 Personality, Culture and Society (3:3:0)

This course is an analysis of the interrelationship between human personality and culture, nature, and society, using the methodological tools of the social sciences. Particular emphasis will be placed on the theoretical conceptions surrounding the nature of human nature and the development of human personality. Age and sex factors, social class, racial prejudice, and religion will be among the numerous cultural and social factors which will be analyzed. (Not regularly offered)

SOC 568 Racial and Cultural Minorities (3:3:0)

This course is an analysis of dominant minority relations in the United States from the perspective of both the historical and the contemporary with special emphasis upon black-white relations in American society today. The nature and results of prejudice and discrimination and the realization of social justice will be among the more important areas of dominant-minority relations to be discussed. (Not regularly offered)

SOCJ 537 Schools, Gangs, Violence, and Society

This course will examine the various aspects of violence as they relate to the school setting. It will take an in-depth look at gangs, weapons, and drugs in the school environment. This course will discuss some of the more recent approaches from law enforcement perspective that have worked in combating school violence. (Not regularly offered)

SOSW 569 Experimental Seminar in Guided Imagery Techniques for Social Workers (3:3:0)

This is an experimental course dealing with the nature and use of guided imagery for social workers or other mental health practitioners. Various approaches, techniques, and uses of guided imagery will be demonstrated and analyzed. Prerequisites: General background in social work; permission of instructor. (Not regularly offered)

Special Education

SPED 535 Classroom Diversity: Creating a Positive Environment (3:3:0)

This course encourages educators to identify their own values, prejudices, and goals; to examine their thoughts and/or misconceptions about culturally diverse communities. Designed to help them create school climates that celebrate diversity and meet the needs of students of different races, ethnicities, genders, and ability levels.

SPED 540 Language Arts for Exceptional Individuals (3:3:0)

This course is designed to develop a knowledge of remedial techniques and special curricular considerations for teachers who work with individuals moderately, severely, or multiply disabled language impaired. (Not regularly offered)

SPED 550 Nature and Needs of Individuals with Exceptionalities (3:3:0)

This course deals with individuals having educational impairments including: identification and etiological factors; psychoeducational needs of emotionally disturbed, mentally handicapped, learning impaired, or severely physically disabled persons; community and professional services. Required for those students with limited experience in special education.

SPED 551 Inclusionary Practices (3:3:0)

This course is intended for administrators, counselors, psychologists, curriculum supervisors, all teachers (regular, special), and school nurses concerned with providing appropriate educational experiences for students with special education needs in regular educational setting. Required for special education certification. (Offered fall, spring, summer presession, and summer main session)

SPED 552 Together: Mainstreaming in Schools (3:3:0)

The purpose of the workshop is to cause meaningful interaction of special and regular education teachers. The interaction enables them to review and to develop positive models for their particular schools that allow for exceptional and non-exceptional children to learn together, to respect each other, to know each other. A major emphasis will be to devise, through group interaction, a plan for implementation of mainstreaming in the particular schools. The course is cross-listed with ELED 552 and PSED 552.

SPED 553 Creative Materials and Methods for Exceptional Individuals (3:3:0)

At the graduate level this course is designed for in-service regular classroom teachers anticipating students with multiple disabilities included in their classrooms, special educators, and other degree-holding persons planning to work with individuals with exceptionalities in a rehabilitative setting. Emphasis is on a case-by-case analysis of client or student needs, and development of appropriate projects for their training and rehabilitation. Small additional fee.

SPED 554 Curriculum and Instruction for Individuals with Mild Disabilities (3:3:0)

This course is designed to provide a basis for the development of individualized curriculum goals and instruction for students with mild disabilities. (Offered fall term and summer presession)

SPED 555 Curriculum and Instruction for Individuals with Moderate/Severe/Profound Disabilities (3:3:0)

This course is designed to provide a basis for the development of individualized curriculum goals and instructions for students with moderate/severe/profound disabilities. (Offered spring term, and summer main session)

SPED 567 Families in the Educational Process of Individuals with Exceptionalities (3:3:0)

The purpose of this course is to develop skills in working with parents of youths with exceptionalities. Attention will be given to conferencing, reporting, and instructing parents in the process of home training. Further attention will be given to directing parents toward community services and resources, developing school-initiated parent support groups.

SPED 568 Early Intervention in Special Education (3:3:0)

This course is designed to develop skills in the identification and referral of preschool-age children with exceptionalities, determining training targets for this group, implementing alternative programs for individuals with multiple disabilities, developing appropriate preschool training environments, and implementing an adapted curriculum. (Offered fall term and summer main session)

SPED 570 Collaboration in the Educational Process (3:3:0)

This course is designed to prepare special educators to function as consultants to regular education teachers and other school personnel. The use of consultation is reviewed at the pre-referral, referral, and mainstreaming level of service. The goals for this course include student competence in consultation concepts and skills in working with classroom teachers. (Offered summer session)

SPED 572 Thesis I (3:0:0)

This course consists of the development of a thesis topic and review of the literature, writing and editing of the thesis, and submission of the final paper to peer-reviewed journal. Prerequisites: ELED 570; SPED 566.

SPED 573 Thesis II (3:0:0)

This course consists of the development of a thesis topic and review of the literature, collection of data, and writing and editing of the thesis. Prerequisites: ELED 570; SPED 566.

SPED 574 Applied Behavior Analysis Principles I (3:3:0)

This course will cover the basic concepts of behavior analysis as applied to a variety of situations in teaching individuals with exceptionalities. Classroom management utilizing nonaversive behavior management techniques will be presented. Open to all students of graduate standing. (Offered fall, summer main session)

SPED 575 Applied Behavior Analysis Principles II (3:3:0)

This is an advanced examination of the basic principles of behavior and the development and application of each. This course will examine the principles of behavior in depth and focus on the use of these principles in applied settings with students and/or individuals with disabilities. The content of this course is determined by the Task List of the Behavior Analyst Certification Board. Prerequisites: SPED 574; permission of instructor. (Offered fall term)

SPED 576 Seminar: Research Problems in Special Education (3:3:0)

This course will develop student awareness of critical issues in special education which have relevance for research concerns. Additionally, appropriate and feasible research designs and techniques are discussed within the framework of current special education methods and procedures. Required for Master's thesis. Prerequisites: ELED 570; SPED 574.

SPED 577 Application of Behavior Principles with Low Incidence Disabilities (3:3:0)

This course will examine issues relevant to the development and application of interventions with individuals with low incidence disabilities. Specific interventions and strategies will be discussed. Content for this course was determined by the Task List of the Behavior Analyst Certification Board and the Council for Exceptional Children Knowledge and Skill Statements. Prerequisites: SPED 574, SPED 575, SPED 576; permission of instructor. (Offered spring term)

SPED 578 Systems Issues in Behavioral Support (3:3:0)

This course will examine issues related to service delivery, systems change, and the staff development in the application of applied behavior analysis. The content of this course was developed in accordance with the Task List of the Behavior Analyst Certification Board. Prerequisites: SPED 574, SPED 575, SPED 576, SPED 577; permission of instructor. (Offered summer presession)

SPED 580 Seminar: Administration and Organization of Special Education (3:3:0)

The course is designed to review traditional and emerging leadership roles and organizational approaches in special education. The student will review, assess, and discuss implications of new mandates for human services. Objectives include evaluation of current delivery systems. (Offered

summer main session)

SPED 581 Measurement and Evaluation in Special Education (3:3:0)

This course utilizes a variety of measures to assess and evaluate the educational, behavioral, and developmental areas of students with exceptionalities using traditional and alternative assessment instruments based upon the results of these measures. Prerequisite: SPED 550. (Offered fall and spring terms)

SPED 582 Seminar: Current Issues in Special Education (3:3:0)

This seminar is designed for all graduate students in the field of education who are interested in current issues arising out of litigation and legislated mandates within the field of special education. An emphasis will be placed upon issues which are presently affecting (and will continue to shape) services to learners with exceptionalities, regular and special education professionals, and administrators. Attention will also focus upon a class member's individual/professional concerns in the special education arena. (Offered spring term)

SPED 583 Seminar: The Emotionally Disturbed (3:3:0)

The course will provide the student with a current overview of the field of education for students with emotional disturbances. Objectives include an awareness of conceptual models and program activities toward ameliorating impact of maladaptive behaviors. Prerequisite: SPED 550. (Offered summer post session)

SPED 584 Seminar: Vocational and Career Education for Exceptional Individuals (3:3:0)

This course is designed to help the teacher to develop new skills and to find innovative means for career and vocational-technical planning and training with individuals with exceptionalities. Prerequisite: SPED 550. (Offered fall and spring terms)

SPED 588 Seminar: The Resource Room (3:3:0)

The course is designed to examine the Resource Room as an alternative delivery system in extending services to students with exceptionalities. Course work is designed to enhance students' skills in individualizing programs using diagnostic/prescriptive procedures. Prerequisite: SPED 550.

SPED 589 Curriculum Issues in Special Education (3:3:0)

This course will focus on the development, implementation, and evaluation of special education curriculum. This will include problems of programming for students with exceptionalities; different curriculum approaches and review of research implications. Prerequisite: SPED 550 or enrollment in the Special Education Supervisory Certificate Program. (Offered summer term)

SPED 590 Seminar: Teaching Individuals with Learning Disabilities (3:3:0)

The purpose of this course is to broaden the in-service teacher's knowledge of the characteristics of the student with learning disabilities, instructional models and programmatic planning, solving real-life management problems, material problems, and teaching problems, in a sharing and seminar setting. Prerequisite: SPED 550.

SPED 591 Seminar: Assistive Technology (3:3:0)

This course describes the use of assistive technology services and devices as related services in the special education process. Emphasis is placed on consumer-driven technology selection and evaluation processes. Students will learn how to access assistive technology services as well as strategies for collaborating with experts in technology.

SPED 592 Seminar: Teaching Individuals with Physical Disabilities (3:3:0)

The course deals with appropriate educational interventions. Teaching skills are complemented with medical and technical advances. Objectives include amelioration of effects of physical disabilities toward possible mainstreaming. Prerequisite: SPED 550.

SPED 594 Seminar: Teaching Individuals with Mental Retardation (3:3:0)

This course will cover theories of intelligence, retardation, etiological factors of mental retardation, curriculum needs of mental retardation, methods and materials of instruction, an

overview of career considerations, and emerging trends for adult services.

SPED 596 Internship in Special Education Supervision (3:1:4)

This supervised field experience is designed to provide the candidate for the Special Education Supervisor certificate with field experiences in personnel supervision, assessment techniques with the exceptional population, budgeting and financing for special class operation, participating in child study team conferences, curriculum development, and due process. Prerequisite: All courses listed for the Supervisory Certificate Program. (Offered summer term)

Speech-Language Pathology

SPPA 510 Neural Bases of Communication Disorders (3:3:0)

This course will provide a comprehensive study of the neuro-anatomical and neurophysiologic bases of the speech, language, and hearing mechanisms. Structures and functions of the nervous system involved in these mechanisms will be studied. The relationship between pathologic conditions of the nervous system and communication disorders will be covered. Prerequisite: SPPA 214 or equivalent. (Offered fall term)

SPPA 521 Augmentative/Alternative Communication (3:3:0)

This course will address the issues surrounding the selection of augmentative/alternative communication for populations unable to communicate using speech due to motor, mental, or language disabilities. Various augmentative devices will be presented.

SPPA 523 Multicultural Issues in Speech-Language Pathology (3:3:0)

This course will focus on identification, assessment, intervention, and prevention of communication disorders in diverse linguistic and cultural populations, including all age groups. Since this course is offered for undergraduate credit also, a differentiation of requirements will be made. (Offered spring term)

SPPA 533 Professional Issues in Communication Disorders (1:1:0)

This course is designed to make students aware of current professional issues in the fields of speech-language pathology and audiology. Topics will include, but will not be limited to, professional organizations, professional licensure and certification, continuing education requirements, professional ethics, scope of practice issues, and other areas of interest. (Offered fall term)

SPPA 534 Clinical Audiology (2:2:0)

This course is designed to familiarize graduate-level speech pathology students with pathological processes of the peripheral and central auditory systems and how these affect communication. Students will know how to interpret audiometric test data. Prerequisite: SPPA 231, Introduction to Audiology. (Offered fall term)

SPPA 535 Aural Rehabilitation (3:3:0)

This course will address methods for educating children and adults with hearing losses and investigate current surgical and assistive intervention strategies. This will include a survey of hearing aids. Prerequisites: SPPA 231, Introduction to Audiology or SPPA 534, Clinical Audiology. (Offered spring term)

SPPA 541 Phonological Disorders—Assessment and Intervention (3:3:0)

The course will focus on the practical application of phonological theory to techniques and procedures used for the assessment and intervention of speech disorders. It will include an analysis of the application of phonological theory to linguistic diversity. Prerequisites: SPPA 241, 342, 343, 457, and 458. (Offered fall term)

SPPA 542 Language Disorders in Children (3:3:0)

This course will address the nature, etiology, and clinical management of children with language disorders, with primary emphasis on children from birth through age 12 years. Prerequisite: SPPA

101 or equivalent. (Offered fall term)

SPPA 543 Language Disorders in Adults (3:3:0)

This course will address the nature, etiology, and clinical management of adults with acquired language disorders, with primary emphasis on aphasia and related cognitive disorders. Prerequisite: SPPA 101 or equivalent. (Offered spring term)

SPPA 544 Fluency Disorders (3:3:0)

This course is designed to provide a comprehensive analysis of the theories of stuttering, diagnostic procedures, and treatment strategies. Behaviors related to stuttering will be examined. Current research literature for the management of stuttering will be included. Prerequisites: SPPA 457 and 458. (Offered spring term)

SPPA 546 Voice Disorders (3:3:0)

This course will address the nature, etiology, and clinical management techniques for individuals who have voice disorders resulting from both hyperfunctional and organic etiologies. Prerequisite: SPPA 214. (Offered fall term)

SPPA 550 Advanced Clinical Practicum (2:0:2–6)

This course is designed to provide supervised, advanced clinical practice in applying diagnostic procedures and intervention strategies to preschoolers through adults who have speech, language, and/or hearing disorders. Specific communication disorders may include phonology, articulation, fluency, voice, language, and hearing. Developing skills to work with diverse linguistic populations will also be emphasized. Clinical experience will be available at the University Speech and Hearing Clinic. Students must take this course at least twice for credit. If a student earns a grade of “C” or lower, this course must be repeated and a “B” or better earned. Anyone earning a second “C” will be dismissed from the program. (Offered fall, spring, and summer terms)

SPPA 560 Diagnostic Procedures in Speech-Language Pathology (2:2:0)

This course addresses the methods used for assessment procedures in speech and language pathology. The student will gain experience in testing, observation, decision making, and report writing. Co-requisite course: SPPA 561, Diagnostic Practicum. (Offered summer term)

SPPA 561 Diagnostic Practicum (2:0:4)

This course allows the student to gain experience as a diagnostician. Each student will complete full assessment procedures on speech and language-impaired individuals. Co-requisite course: SPPA 560, Diagnostic Procedures in Speech-Language Pathology. (Offered summer term)

SPPA 562 Dysphagia (3:3:0)

This course addresses the nature, etiology, and clinical management of dysphagia (swallowing disorders). (Offered fall term)

SPPA 563 Adolescent Language Learning Disabilities (3:3:0)

This course addresses the nature, etiology, and clinical management of language learning disabilities common in older school-age children and adolescents, with particular emphasis on language use in classroom contexts.

SPPA 568 Alaryngeal Speech Rehabilitation (2:2:0)

This course is an investigation of the physical and functional changes caused by a laryngectomy. Theory and techniques for various means of speech rehabilitation will be presented. Prerequisite: SPPA 214.

SPPA 569 Motor Speech Disorders (3:3:0)

This course addresses the nature, etiology, and clinical management of motor speech disorders, with primary emphasis on apraxia and the dysarthrias.

SPPA 572 Thesis (3:0:0)

This course will focus on the development of a thesis problem, the design of a research plan,

collection and analysis of data, and writing of a formal thesis report.

SPPA 574 Orofacial Anomalies (2:2:0)

This course will target the nature of, and rehabilitative procedures for, congenital and acquired orofacial anomalies. Prerequisite: SPPA 214 or equivalent.

SPPA 575 Communication Disorders Resulting from Traumatic Brain Injury (3:3:0)

This course addresses the nature, etiology, and clinical management of communication disorders resulting from traumatic brain injury. Prerequisite: SPPA 214 or equivalent.

SPPA 577 Independent Study (3 hours arranged)

This course of study is designed to allow the student to pursue, in depth, a professional area of interest. The topic to be studied may be further research of an area covered in another class, or study of a new topic of interest to the student.

SPPA 580 Preschool Language as Precursor to Literacy (3:3:0)

This course is designed to increase the knowledge base of Speech-Language Pathologists and other professionals who work with young children at risk for later literacy problems. The focus will be on the assessment and remediation of phonological processing problems and phonemic awareness skills in preschoolers.

SPPA 582 Management of School Programs in Speech-Language Pathology (2:2:0)

This course will address topics involved in the management and development of speech-language programs in the schools. Procedures for enrolling students into programs, techniques for classroom intervention, and pull-out therapy will be studied. Various related topics will also be introduced. This course is required by individuals seeking professional certification in Teaching Speech-Language Impaired Students. Prerequisites: PSED 161, 242; ELED 232; REED 315; or graduate equivalents. (Offered fall term)

SPPA 583 Caseload Management in Medical Speech-Language Pathology (2:2:0)

This course will examine caseload management, procedures, documentation requirements, and reimbursement principles in acute care, acute rehabilitation, skilled nursing, outpatient, and home health medical settings. Requirements of accrediting organizations as well as regulations pertaining to state licensure regulations in the various settings will be discussed. Implications for the practicing speech-language pathologist will be reviewed in depth to include team building, ethical decision making, time management, family interaction, and interaction with medical and allied health personnel.

SPPA 584 Research Methods and Materials in Speech-Language Pathology and Audiology (3:3:0)

The course addresses research methodologies and problem solving related to speech pathology and audiology and its literature with an emphasis on application. (Offered spring term)

SPPA 586 Advanced Clinical Externship (1–6 semester hours arranged)

This course is designed to provide supervised, advanced clinical practice at off-campus sites, in applying diagnostic procedures and intervention strategies to preschoolers through adults who have speech, language, and/or hearing disorders. Specific communication disorders may include phonology, articulation, fluency, voice, language, and hearing. Developing skills to work with diverse linguistic populations will also be emphasized. This course may be repeated for credit. No student may graduate with a “C” in this course. If a student earns a “C” or lower, this course may be repeated only one time to improve the grade. A grade of “B” or better must be earned in this course for a student to be approved for graduation. (Offered fall, spring, and summer terms.)

Sport Management

MSES 506 Theory and Techniques of Coaching (3:3:0)

This course will provide a basic overview of the theories and strategies necessary to become a successful coach, the welfare of the athlete being the primary focus. Sport areas covered will be philosophy, psychology, pedagogy, physiology, medicine, and management. After successful completion of this course, the student will receive an American Sport Education Program Diploma. (Offered summer term)

MSES 513 Evaluation in the Teaching-Learning Process in Health and Physical Education (3:3:0)

Course content will include basic statistical techniques for analyzing and interpreting cognitive, psychomotor, and affective variables in health and physical education. Use of these evaluative tools will be applied to the teaching-learning situation, curriculum and program evaluation, competency evaluation, diagnosis, placement, individualization of instruction, and other current instructional practices. (Offered spring term)

MSES 515 The American Woman in Sport (3:3:0)

The American woman in sport, including the history of her participation, relationship to changing female roles and ideals, attitudes toward competition for women, roles of women's sport organizations, and motivations of sportswomen is examined. (Not regularly offered)

MSES 518 Philosophy and Physical Education (3:3:0)

This course is a review of contemporary philosophical positions and their implications for professional decision-making in physical education. Focus on the course is upon an awareness of and a concern for the development of the student's personal professional philosophy. (Not regularly offered)

MSES 519 Sport and Society (3:3:0)

The nature, function, and relationships of sport and society with reference to the consideration of sport in social and cultural context and the social variables which affect participation are studied. (Offered fall and summer terms)

MSES 523 Administration: Physical Education and Sport Programs (3:3:0)

This course employs a theoretical approach to the development of administrative thought as it relates to physical education and sport programs; emphasis is on the understanding of concepts and models from the social sciences, and their implications for leadership in the educational setting; the development of a personal philosophy of administration. (Offered fall and spring terms)

MSES 525 Psychology of Human Performance (3:3:0)

This course treats the research and theoretical consideration of the psychological variables in human performance, with special reference to the bodyself in movement, and the psychology of sport. (Offered summer term)

MSES 546 Planning and Management of Sports Facilities (3:3:0)

The course is designed to provide the student with knowledge of the planning and management of facilities for school physical education, athletic, and intramural/recreational programs. Buildings, grounds, and equipment, as well as maintenance of these facilities will be discussed. Students will visit and tour a facility. (Offered fall, spring, and summer terms)

MSES 547 Sports Business and Finance (3:3:0)

This course is designed to provide the student with knowledge of the business and financial considerations of various sports enterprises. (Offered spring term)

MSES 548 Sports Marketing (3:3:0)

The course is designed to provide the student with knowledge of sports marketing as it relates

to spectator and participant. It will also give the student knowledge and understanding of the marketing considerations of various sports organizations. Fund raising applications will also be discussed. (Offered fall and every other summer term)

MSES 549 Sports and the Law (3:3:0)

The focus of this course will be on legal concepts and principles related to the administration, coaching, and teaching of sports. Legal issues involving personnel, facilities, equipment, transportation, medical aspects, liability, and gender will be examined. Legal terminology and the court systems will be included. (Offered fall and every other summer term)

MSES 550 Sport Personnel Management (3:3:0)

This course focuses on various leadership styles, managerial communication, and interaction skills and their relative effectiveness in sports organizations. Attention is directed to specific personnel tasks such as hiring, development, and evaluation of sport staff, and personnel issues of current importance. (Offered spring and summer terms)

MSES 551 Application of Computers to Sport Management (3:3:0)

This course is designed to provide students with computer knowledge and skills applicable to sports management. The advantages and application of computers in sports programs will be emphasized. Opportunities for understanding and running existing computer programs will be provided. This course is also offered through summer Home Study. (Offered summer term)

MSES 553 Ethical Issues in Sport Management (3:3:0)

This course will focus on the identification of ethical issues in sports situations, analyzing the actions and decisions as to value orientations and ethical stance, and identifying and formulating a consistent ethical base for one's own functioning as a sport administrator. (Offered spring term)

MSES 559 Public Relations in Sport Management (3:3:0)

This course will focus on public relations concerns specific to athletic administrators, managers of sport facilities, and coaches. Content includes establishing a framework for public relations processes, communicative tools and techniques, and relationships with the media. (Offered summer term)

MSES 570 Introduction to Research (3:3:0)

This course provides an orientation to graduate study and research in Health Education and Movement Studies and Exercise Science. This seminar is designed to acquaint the graduate student with the methods and materials of graduate study and scientific inquiry. It is required of all graduate students in the degree program. (Offered fall and summer terms)

MSES 571 Independent Research Problem (Semester hours arranged)

This course utilizes selected research techniques to attack a specific professional or academic problem. It includes preparation and presentation of a formal report. Consult adviser well in advance of registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisite: MSES 570, 574. (Offered fall, spring, and summer terms)

MSES 572 Thesis Seminar (1–3 Semester hours arranged)

This course utilizes selected research techniques to address a specific professional or academic problem. It includes preparation and presentation of a formal report. Students must consult adviser well in advance of registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisite: MSES 570, 574. (Offered fall, spring, and summer terms)

MSES 574 Research Laboratory (1:0:3)

The preparation of the research proposal including the development of the purpose and design of the proposed research problem or thesis is the focus. This course must be repeated until "satisfactory" grade is earned. Prerequisite: Completion of MSES 570 or current enrollment. (Offered fall, spring, and summer terms)

MSES 577 Independent Study in Health or Physical Education (Semester hours arranged)

Under the auspices of a qualified member of the faculty, the student pursues a pattern of readings, study, and research related to professional knowledge and understanding in health or physical education. Topics should be established prior to enrollment. Prerequisite: Permission of the faculty member and the department. (Offered fall, spring, and summer terms)

MSES 586 Field Experience and Internship (Semester hours arranged)

This course is designed to provide the student with practical experience with a federal, state, or private organization in some related aspect of physical education and/or sports medicine. Students will coordinate their course work acquired at East Stroudsburg University with specific field experience. This program will be supervised by a member of the MSES Department. Prerequisite: Permission of the department. (Offered fall, spring, and summer terms)

Theatre

THTR 511 Fine Arts and Ideas (3:3:0)

Members of the art, music, and theatre faculties offer this integrated study of humanistic values in the visual and performing arts. Students will have the opportunity to focus on specialized areas of interest through discussion and research. Prerequisites: Baccalaureate degree or permission of instructor. The course is also offered as ART 511 or MUS 511. (Not regularly offered)

THTR 520 Myth and Ritual in Theatre (3:3:0)

This course explores myth and ritual as they relate to theatre both in its primitive foundations and in its modern applications. The use of masks and various primary aspects of theatre and acting will be examined. The course will culminate in an informal performance, reflecting elemental acting skills as they relate to mythological and ritualistic foundations of theatre. No previous acting experience is necessary. Students taking this course for graduate credit must complete a project based on appropriate research. (Not regularly offered)

THTR 561 Summer Theatre Workshop (Semester hours arranged)

Students who enroll in this intensive Theatre Workshop will participate in all phases of theatre productions. Workshop students will participate in weekly critique sessions. Both self and group evaluative techniques will be utilized. Guest critics will be invited as participants in the critique sessions. The individual student's participation in the workshop will be tailored to individual needs and abilities. (Not regularly offered)

THTR 577 Independent Study in Theatre (Semester hours arranged)

Under the auspices of a qualified member of the theatre faculty of the graduate school, the student pursues a pattern of readings, study, and research resulting in a project related to professional knowledge and understanding in theatre. Topics should be established prior to enrollment. Prerequisite: Approval of the department chair. (Not regularly offered)

Personnel

Board of Governors

Matthew E. Baker	C.R. “Chuck” Pennoni, Vice Chair
Jeffrey W. Coy	Vicki L. Phillips
Paul S. Dlugolecki	Edward G. Rendell
Regina M. Donato	James J. Rhoades
Daniel P. Elby	David M. Sanko
Charles A. Gomulka, Chair	Ronald L. Strickler, Jr.
David P. Holveck	John K. Thornburgh
Vincent J. Hughes	Christine J. Toretti-Olsen
Marie Conley Lammando	R. Benjamin Wiley, Vice Chair
Kim E. Lyttle	

Office of the Chancellor

Judy G. Hample	<i>Chancellor</i>
Michael Becker	<i>Executive Deputy Chancellor</i>
Peter H. Garland	<i>Vice Chancellor for Academic and Student Affairs</i>
Edward J. Nolan	<i>Vice Chancellor for System Relations and Advancement</i>
Mary A. Soderberg	<i>Vice Chancellor for Administration and Finance</i>
Khalil Yazdi	<i>Vice Chancellor for Information Technology</i>

Council of Trustees

Darell T. Covington	East Stroudsburg
Trudi Q. Denlinger	Bethlehem
Keli B. Reagan	Watchung, NJ
Beverly A. Hay	Mount Pocono
Harry F. Lee, Vice Chair	Stroudsburg
Hussain G. Malik	East Stroudsburg
Nancy V. Perretta	Stroudsburg
L. Patrick Ross	Tannersville
David M. Sanko	Harrisburg
Amy S. Welch, Secretary	New Hope
Robert H. Willever, Chair	Easton
Judy G. Hample, Ex-Officio	Harrisburg

Administrative Officers and Staff

President's Office

Robert J. Dillman	<i>President of the University</i>
Julie Del Giorno	<i>Assistant to the President</i>
Caryn Fogel	<i>Executive Staff Associate</i>
Susan Policelli	<i>Executive Staff Assistant</i>
Mary Frances Postupack	<i>COO/Exec. Director: Center for Research and Economic Development</i>
Victoria Sanders	<i>Director, Office of Diversity and Equal Opportunity</i>
Douglas Smith	<i>Director, University Relations</i>

Academic Affairs

Kenneth W. Borland, Jr.	<i>Interim Provost/Vice President for Academic Affairs</i>
Joyce L. Simpson	<i>Interim Associate Provost</i>
James A. Fagin	<i>Dean, Graduate Studies and Research</i>
Samuel Hausfather	<i>Dean, School of Professional Studies</i>
Peter J. Hawkes	<i>Dean, School of Arts and Sciences</i>
Mark J. Kilker	<i>Dean, School of Health Sciences and Human Performance</i>
Curtis D. Bauman	<i>Director, Institutional Research and Planning</i>
Alan T. Chesterton	<i>Director, Admission</i>
Alvin Hall	<i>Director, Summer Sessions and Continuing Education</i>
Georgia Prell	<i>Director, Enrollment Services</i>
David G. Schappert	<i>Director, Library</i>
Michael Southwell	<i>Director, Instructional Resources</i>

Finance and Administration

Richard A. Staneski	<i>Vice President for Finance and Administration</i>
Richard D. Bull	<i>Director, Telecommunications</i>
Donna Bulzoni	<i>Director of Financial Affairs and Controllor</i>
Susan L. McGarry	<i>Director, Human Resources Management</i>
Scott Heinrich	<i>Interim Director, Facilities Management</i>
Jack V. Swineford Jr.	<i>Director, Computing Center</i>

University Advancement

Isaac W. Sanders	<i>Vice President for University Advancement</i>
Carolyn Bolt	<i>Director of Development</i>
Patricia Dolan Reidinger	<i>Director, Corporate and Community Relations</i>
Robert A. Kelley	<i>Manager, Major Gifts/Planned Giving Officer</i>
John Ross	<i>Director of Alumni Engagement</i>

Student Affairs

Valerie M. Hodge	<i>Vice President for Student Affairs</i>
Patricia A. Kashner	<i>Assistant to the Vice President</i>
John A. Abbruzzese	<i>Director, Counseling and Psychological Services</i>
Maria Hackney	<i>Director, University Health Services</i>
Michelle Hoffman	<i>Director, Mekeel Child Care Center</i>
David J. Marazas	<i>Director of Law Enforcement and Chief of Police</i>
Fredric Moses	<i>Director, Student Activity Association, Inc.</i>
Robert Moses	<i>Director, Residence Life</i>
Wanda Ochei	<i>Coordinator of Judicial and Commuter Student Affairs</i>
Thomas Gioglio	<i>Director, Intercollegiate Athletics</i>
Dennis B. Steigerwalt	<i>Director, Career Services</i>

Academic Faculty

Two dates are indicated following each individual's name. The first indicates the year of appointment to the university and the second denotes the year of appointment to the academic rank or position indicated.

Robert Ackerman (1984, 1998)

Professor of Speech Pathology and Audiology

B.A. 1972, SUNY at Albany; M.S., 1976, Towson State University; Ph.D., 1982, Wichita State University

Abdalla Aldras (1997, 2001)

Associate Professor of Biological Sciences

B.S., 1981, Jordan University; M.S.P.H., 1987; Sc.D., 1991, Tulane University

Mary Beth Allen (1997, 2002)

Associate Professor of Reading

B.S., 1979, University of Maryland; M.Ed., 1989, Towson State University; Ed.D., 1995, Texas A & M-Commerce

Susan Amirian (2003, 2003)

Assistant Professor of Media Communication and Technology

B.F.A., 1974, Pratt Institute; M.A., 1986, New School University; Ed.D., 2002, Nova South eastern University

Richard D. Amori (1972, 1983)

Professor of Computer Science

B.S., 1964, University of Scranton; M.S., 1965, Bucknell University; M.S., 1974, New York University

Margaret L. Benson (1996, 2001)

Associate Professor of Early Childhood and Elementary Education

B.A., 1975, University of Missouri at Kansas City; M.S., 1989, Ph.D., 1995, Florida State University

*Eli Berman (1982, 1982)

Associate Professor of Movement Studies and Exercise Science

B.A., 1952, New York University; M.D., 1957, University of Geneva, Switzerland

Adenike C. Bitto (1998, 1998)

Associate Professor of Health

M.B., B.S., 1977, University of Ibadan, Nigeria; M.P.H., 1984, Dr.P.H., 1994, Johns Hopkins University

Deborah Bodolus (2003, 2003)

Associate Professor of Biology

B.S., 1981, University of North Carolina at Wilmington; M.S., 1987, North Carolina State University; Ph.D., 1994, The College of William and Mary

Gary Braman (1983, 1988)

Associate Professor of Media Communication and Technology

A.A.S., 1972, Monroe Community College; B.S., 1975, Rochester Institute of Technology; M.S., 1977, Ed.S., 1978, Indiana University

*Christina Brecht (2000, 2000)

Instructor of Health

B.S., 1976, Pennsylvania State University; M.P.H., 1981, University of Michigan

Kathleen M. Brunkard (1984, 1997)

Professor of Biological Sciences

B.S., 1977, Southern Connecticut State College; M.S., 1979, Syracuse University;
Ph.D., 1982, University of Massachusetts

Teri L. Burcroff (1992, 1998)

Associate Professor of Special Education and Rehabilitation

B.A., 1981, SUNY at Fredonia; M.S., 1983; Ph.D., 1991, SUNY at Buffalo

Elzar Camper Jr. (1972, 1986)

Professor of Media Communication and Technology

B.S., 1970, Bloomsburg University of Pennsylvania; M.L.S., 1975, Rutgers University;
M.Ed., 1972; Ed.D., 1983, Temple University

Alberto Jose Cardelle (1999, 1999)

Assistant Professor of Health

B.S., 1986, Tulane University; M.P.H., 1989, Boston University; Ph.D., 1999,
University of Miami

Domenico Cavaiuolo (1998, 2003)

Associate Professor of Special Education and Rehabilitation

B.S., 1981, M.S., 1987, SUNY at Buffalo; Ph.D., 1994, Temple University

Diane P. Cavanagh (1991, 2003)

Professor of Special Education and Rehabilitation

B.A., 1976, Marist College; M.Ed., 1977, Slippery Rock University of Pennsylvania;
Ed.D., 1990, Columbia University

Jui-Kun Chen (2003, 2003)

Associate Professor of Computer Science

B.S., 1985, National Chiao-Tung University; M.S., 1987, National Chiao-Tung University;

M.S., 1993 University of Louisiana; Ph.D., 1996, University of Louisiana

B.A., 1974, Kutztown University of Pennsylvania; M.S.W., 1975, Ph.D., 1988,
Rutgers University

Merlyn J. Clarke (1970, 1973)

Associate Professor of Political Science

B.A., 1965, Utah State University; M.A., 1968, Penn State University

Patricia M. Crotty (1984, 1992)

Distinguished Professor of Political Science

B.A., 1961, College of New Rochelle; M.A., 1962, Boston College; Ph.D., 1985,
SUNY at Binghamton

Donald M. Cummings (1985, 1999)

Associate Professor of Movement Studies and Exercise Science

B.S., 1984, College of Charleston; M.S., 1985,
East Stroudsburg University of Pennsylvania; Ph.D., 1997, Temple University

Shala E. Davis (1996, 2001)

Associate Professor of Movement Studies and Exercise Science

B.S., 1987, University of Delaware; M.S., 1989, Wake Forest University; Ph.D., 1994,
University of Virginia

Marie M. Donaghay (1992, 1992)

Associate Professor of History

B.A., 1965, University of Delaware; M.A., 1967, Ph.D., 1970, University of Virginia

Patrick C. Dorian (1990, 1999)

Associate Professor of Music

B.M., 1978, Ithaca College; M.M., 1979, Northwestern University

Gregory B. Dwyer (1998, 2003)

Associate Professor of Movement Studies and Exercise Science

B.A., 1982, University of Texas at Austin; M.A., 1983, Wake Forest University; Ph.D., 1992, Indiana University

James W. Emert (1981, 1981)

Assistant Professor of Computer Science

A.A., 1972, Montgomery County Comm. College; B.A., 1974, East Stroudsburg University of Pennsylvania; M.A., 1981, Temple University

Robert P. Fleischman (1996, 2000)

Associate Professor of Movement Studies and Exercise Science

B.A., 1980, University of Michigan; J.D., 1985, Hofstra University School of Law; M.S., 1995, University of Massachusetts

Kathleen Foster (1997, 1997)

Assistant Professor of Professional and Secondary Education

B.S., 1972, East Stroudsburg University of Pennsylvania; M.Ed., 1975, Kutztown University of Pennsylvania; Ed.D., 1992, Temple University

Felix Friedman (1982, 1988)

Professor of Computer Science

M.S. 1959, Leningrad University (U.S.S.R.), Ph.D. 1975, Central Research Institute of Economics & Mathematics of the Academy of Sciences of U.S.S.R., Moscow

Terry C. Giffel (1976, 1984)

Professor of Media Communication and Technology

B.S., 1967; M.S., 1970, Indiana State University; Ph.D., 1976, University of Wisconsin-Madison

Thomas Giovarelli (2002, 2002)

Instructor of Media Communication and Technology

B.S., 1990, East Stroudsburg University; M.S., 1992, Kutztown University

Steven Godin (1991, 1997)

Professor of Health

B.A., 1980, California State University-Fullerton; M.S., 1983, Ph.D., 1989, Illinois Institute of Technology; M.P.H., 1994, Robert Wood Johnson Medical School and Rutgers University

Arnold J. Goldfuss (1977, 1983)

Professor of Movement Studies and Exercise Science

B.A., 1968, Queens College; M.S., 1970, Ph.D., 1976, Penn State University

Brenda F. Graham (2001, 2003)

Associate Professor of Professional and Secondary Education

B.A., 1971, Arkansas AM&N College; M.S., 1977, Chicago State University; Ed.D., 1999, University of Arkansas at Little Rock

Philip Griswold (2002, 2002)

Associate Professor of Professional and Secondary Education

B.S., 1969, Cornell University; M.S., 1972, University of Vermont; M.Ed., 1978, Ed.D., 1981, Rutgers University

Susan Harlan (1994, 2002)

Associate Professor of Early Childhood and Elementary Education

B.A., 1972, Millersville University of Pennsylvania; M.S., 1981, Marywood College;
Ph.D., 1996, Rutgers University

Kathleen S. Hillman (1992, 1997)

Professor of Health

B.S., 1975, Ohio University; M.Ed., 1979, Xavier University; Ph.D., 1983,
University of Toledo; M.P.H., 1999, East Stroudsburg University

Neil W. Hogan (1970, 1977)

Professor of History

B.S., 1958, M.A., 1965, John Carroll University; Ph.D., 1971, Ohio State University

Jane E. Huffman (1986, 1995)

Professor of Biological Sciences

B.A., 1973, M.S., 1976, University of Connecticut; Ph.D., 1983, Rutgers University

Jerilyn Jewett-Smith (2001, 2001)

Assistant Professor of Biological Sciences

B.A., 1977, University of South Florida, Tampa; Ph.D., M.S. 1983,
University of South Florida; Ph.D., 1989, University of Texas at Austin

Paula M. Kelberman (1990, 1999)

Professor of Early Childhood and Elementary Education

B.A., 1973, Douglass College; M.Ed., 1975, Ed.D., 1988, Rutgers University

Martha S. Kellow (1991, 1996)

Associate Professor of Early Childhood and Elementary Education

B.S.E.D., 1975, M.S., 1980, Bloomsburg University of Pennsylvania; Ph.D., 1990,
University of Pennsylvania

May Kim (2004, 2004)

Assistant Professor of Movement Studies and Exercise Science

B.A., 1998, Yonsei University; M.S., 2001, Barry University; Ph.D., 2004, Ohio State

Haklin Kimm (1999, 1999)

Associate Professor of Computer Science

B.S., 1979, Korea University at Seoul; M.S., 1984, Ph.D., 1988,
University of Oklahoma

Maria Kitchens-Kintz (2002, 2002)

Assistant Professor of Biological Sciences

B.S., 1991, State University of West Georgia; Ph.D., 1999 University of South Carolina

Pamela Kramer (1991, 2001)

Professor of Early Childhood and Elementary Education

B.A., 1978, Marian College; M.A., 1982, Kean College; Ed.D., 1994,
Lehigh University

Caroline P. Kuchinski (1992, 2003)

Associate Professor of Movement Studies and Exercise Science

B.S., 1980; M.S., 1986, East Stroudsburg University of Pennsylvania, Ph.D., 2003,
Marywood University

Thomas C. LaDuke (1997, 2000)

Associate Professor of Biological Sciences

B.S., 1981; M.S., 1983, Michigan State University; Ph.D., 1991,
City University of New York

Douglas Lare (1998, 2003)

Associate Professor of Professional and Secondary Education

B.A., 1976, Macalester College; M.Ed., 1979, Harvard Graduate School of Education; Ed.D., 1995, Lehigh University

Denise LePage (1992, 1997)

Associate Professor of Early Childhood and Elementary Education

B.S., 1975, M.Ed., 1977, Kutztown University of Pennsylvania; Ed.D., 1991, Lehigh University

Kenneth M. Mash (1997, 2001)

Associate Professor of Political Science

B.A., 1987, Queens College, City University of New York; M.A., 1990; Ph.D., 1997, Penn State University

Terry L. Master (1992, 1998)

Professor of Biological Sciences

B.S., 1976, Muhlenberg College; M.S., 1980, East Stroudsburg University of Pennsylvania; Ph.D., 1989, Lehigh University

Maureen McLaughlin (1990, 1996)

Professor of Reading

B.A., 1973, M.S., 1976, Marywood College; Ed.D., 1983, Boston University

*Edward F. Meehan (1992, 1992)

Assistant Professor of Health

B.S., 1976, Hunter College; M.P.H., 1978, University of North Carolina

Raymond G. Milewski (1979, 1987)

Associate Professor of Biological Sciences

B.S., 1970, Ph.D., 1976, University of Pittsburgh

Todd Miller (2002, 2002)

Assistant Professor of Movement Studies and Exercise Science

B.S., 1995, Pennsylvania State University; Ph.D., 2000, Texas A&M University

Ann F. Millett (1987, 1993)

Assistant Professor of Speech Pathology and Audiology

B.S., 1979, M.S., 1980, College of St. Rose

Jesse C. Moore (1975, 1980)

Professor of Reading

B.A., 1964, Ursinus College; M.A., 1966; D.Ed., 1974, Lehigh University

Suzanne Mueller (1972, 1999)

Professor of Movement Studies and Exercise Science

B.S., 1969, M.Ed., 1973, East Stroudsburg University of Pennsylvania; D.Ed., 1997, Lehigh University

Jane Page (1984, 2000)

Professor of Speech Pathology and Audiology

A.B., 1962, Hunter College; M.S., 1964, University of Michigan; Ph.D., 1991, Temple University

Richard F. Pekala (1988, 1997)

Professor of Biological Sciences

B.S., 1974, University of Vermont; B.A., 1978, North Adams College; M.S., 1981, University of Vermont; Ph.D., 1983, University of Massachusetts

Cummings A. Piatt (1992, 1992)

Associate Professor of Professional and Secondary Education

B.S., 1961, East Stroudsburg University of Pennsylvania; M.Ed., 1966, Lehigh University; Ed.D., 1978, Nova University

Patricia Anne Pinciotti (1985, 1995)

Professor of Early Childhood and Elementary Education

B.A., 1971, Edgecliff College; Ed.M., 1979; Ed.D., 1982, Rutgers University

Frank Michael Pullo (1974, 1993)

Professor of Movement Studies and Exercise Science

B.S., 1973, M.Ed., 1974, East Stroudsburg University of Pennsylvania; Ed.D., 1989, Temple University

Samuel E. Quainoo (1998, 2002)

Associate Professor of Political Science

B.A., 1982, University of Ghana; ICSA, Level 1, 1990, England; M.A., 1993, Ph.D., 1996, SUNY at Binghamton

Patricia Remshifski (2002, 2002)

Assistant Professor of Speech Pathology and Audiology

B.S., 1988, East Stroudsburg University; M.S., 1990, Bloomsburg University

Linda K. Rogers (1998, 2003)

Associate Professor of Early Childhood and Elementary Education

B.A., 1969, Blackburn College; M.S., 1988, University of Scranton; Ed.D., 1997, SUNY at Binghamton

Stephanie A. Romano (2002, 2002)

Assistant Professor of Reading

B.S., 1972, Shippensburg University; M.Ed., 1984, East Stroudsburg University; Ed.D., 1999, Lehigh University

Gina Scala (1993, 1997)

Associate Professor of Special Education and Rehabilitation

B.S., 1979, Bloomsburg University of Pennsylvania; M.Ed., 1981, Ed.D., 1988, Lehigh University

Jeffrey T. Scheetz (2003, 2003)

Assistant Professor of Professional and Secondary Education

B.A., 1971, Montclair State College; M.A., 1980, Ed.D., 1990, Fordham University

N. Paul Schembari (1991, 2001)

Professor of Computer Science

B.S., 1984, Long Island University; M.A., 1987, M.Phil., 1989, Ph.D., 1991, Syracuse University

Jerome W. Sheska (1988, 1996)

Associate Professor of Movement Studies and Exercise Science

B.S., 1968, M.Ed., 1981, East Stroudsburg University of Pennsylvania

Steven Shive (2003, 2003)

Assistant Professor of Health

B.S., 1985, University of Scranton; M.T.S., 1996, Berkley Seminary; M.A., 1996, Fordham University; M.P.H., 1997, East Stroudsburg University; Ph.D., 2000, Temple University.

Elaine M. Shuey (1984, 1996)

Professor of Speech Pathology and Audiology

B.S., 1978, Clarion University of Pennsylvania; M.A., 1980, Ph.D., 1990, Kent State University

Joyce L. Simpson (1972, 1990)

Professor of Speech Pathology and Audiology

B.A., 1969, Morgan State College; M.Ed., 1972, Penn State University; Ed.D., 1988, Rutgers University

Patricia S. Smeaton (1994, 1999)

Associate Professor of Professional and Secondary Education

B.S., 1971, SUNY at Brockport; M.Ed., 1977, Millersville University of Pennsylvania; Ed.D., 1993, Lehigh University

Joanne L. Smith (1969, 1985)

Associate Professor of Movement Studies and Exercise Science

B.S., 1967, SUNY at Brockport; M.S., 1971, Penn State University; M.S., 1984, East Stroudsburg University of Pennsylvania; Ph.D., 2000, Temple University

John S. Smith (1998, 1998)

Assistant Professor of Biological Sciences

B.A., 1975, M.A., 1980, University of South Florida; Ph.D., 1990, University of Texas at Austin

Robert Smith (1993, 1993)

Associate Professor of Movement Studies and Exercise Science

B.S., 1973, M.Ed., 1985, East Stroudsburg University of Pennsylvania; Ph.D., 1998, University of Iowa

Lawrence Squeri (1988, 1988)

Professor of History

B.A., 1964, Fordham University; M.A., 1965, Columbia University; Ph.D., 1976, University of Pennsylvania; M.A., 1986, Temple University

Daniel E. Steere (1995, 2000)

Associate Professor of Special Education and Rehabilitation

B.S., 1977, Southern Connecticut State; M.Ed., 1978, Rutgers University; Ph.D., 1987, University of Connecticut

David G. Trainer (1975, 1982)

Professor of Biological Sciences

B.A., 1967, Washington and Jefferson College; M.S., 1969, University of Maine; Ph.D., 1975, University of New Hampshire

Margot Vagliardo (2000, 2000)

Assistant Professor of Early Childhood and Elementary Education

B.S., 1970, M.S., 1974, SUNY at Oneonta; Ed.D., 2000, SUNY at Binghamton

Matthew Wallace (2003, 2003)

Assistant Professor of Biology

B.S., 1995, University of Connecticut; M.S., 1999, Ph.D., 2003, North Carolina State University

Faith Waters (1989, 1994)

Professor of Professional and Secondary Education

B.S., 1971, Bucknell University; M.Ed., 1973, Trenton State University; Ed.D., 1983, University of Pennsylvania

Michael W. Weaver (1969, 1969)

Associate Professor of Media Communication and Technology

B.S., 1963, Millersville University of Pennsylvania; M.Ed., 1966, Temple University

Tracy A. Whitford (1995, 1995)

Assistant Professor of Biological Sciences

B.S., 1984, Wright State University; Ph.D., 1993, SUNY at Stony Brook

Gene D. White Jr. (2000, 2000)

Assistant Professor of Movement Studies and Exercise Science

B.S., 1975, M.Ed., 1980, West Chester University of Pennsylvania; Ph.D., 1999, Temple University

Andrew Whitehead (2002, 2002)

Assistant Professor of Early Childhood and Elementary Education

B.A., 1986, Pennsylvania State University; M.A., 1993, M.S., 1996, Ph.D., 2002, Marywood University

Phyllis A. Williams (1984, 1989)

Associate Professor of Computer Science

B.S., 1964, East Stroudsburg University of Pennsylvania; M.S., 1965, Bucknell University; B.S., 1983, East Stroudsburg University of Pennsylvania

Craig A. Wilson (1992, 1997)

Associate Professor of Early Childhood and Elementary Education

B.S., 1971, Baptist Bible College; M.A., 1982; Ph.D., 1988, University of Toledo

Martin W. Wilson (2002, 2002)

Assistant Professor of History

B.A., 1976 Lock Haven University of Pennsylvania; M.A., 1984 East Stroudsburg University of Pennsylvania; Ph.D., 2000, Temple University

Paul B. Wilson (2000, 2000)

Assistant Professor of Biological Sciences

B.S., 1988, Lafayette College; Ph.D., 1996, Washington University

Carolyn D. Woodhouse (1987, 1993)

Professor of Health

B.A., 1973, University of Connecticut; M.Ed., 1982, Ed.D., 1987, University of Cincinnati; M.P.H., 2002, University of South Florida

East Stroudsburg University Affiliations

American Association of Colleges for Teacher Education
 American Association of Collegiate Registrars and Admissions Officers
 American Association for Health Education
 American Association of State Colleges and Universities
 American Association of University Women
 American Chemical Society
 American Council of Education
 American Hotel and Motel Association
 American Library Association
 American Speech-Language-Hearing Association
 Association for Gerontology in Higher Education
 Association of College and University Telecommunication Administrators
 Association of College Unions - International
 Association of Departments of English
 Association of Departments of Foreign Languages
 Association of Governing Boards
 Association of University Technology Managers
 College Board
 Council for Advancement and Support of Education (CASE)
 Commission on Accreditation of Allied Health Education Programs
 Council of Accredited MPH Programs
 Council of Colleges of Arts and Sciences
 Council on Education for Public Health
 Council on Hotel Restaurant and Institutional Education
 Council on Rehabilitation Education
 Eastern College Athletic Conference
 Economic Development Council of Northeastern Pennsylvania
 Elderhostel Network Institute
 Marine Science Consortium
 Middle States Association of Colleges and Schools
 Mid-Eastern Association of Opportunity Program Personnel
 National Association for Campus Activities
 National Association for Foreign Student Affairs
 National Association for Sport and Physical Education
 National Association for Women in Education
 National Association of College Stores
 National Association of Collegiate Directors of Athletics
 National Association of Women's Centers
 National Athletic Trainers Association
 National Communication Association
 National Collegiate Athletic Association

National Collegiate Honors Council
National Council for Accreditation of Teacher Education
National Council for Research
National Council of Educational Opportunity Associations
National Institute for Environmental Renewal
National League for Nursing Accrediting Commission
National Recreation and Park Association
National Student Exchange
National Women's Health Network
National Women's Studies Association
Nursing Education Consortium for Northeastern Pennsylvania
Pennsylvania Association of Colleges and Teacher Educators
Pennsylvania Higher Education Nursing Schools Association
Pennsylvania Speech-Language-Hearing Association
Pocono Mountains Chamber of Commerce
Pocono Mountains Vacation Bureau
Society for Public Health Education
Teacher Education Council of State Colleges and Universities

Index

A		Clinical Exercise Physiology (formerly Cardiac Rehabilitation and Exercise)	
Academic Buildings	8		
Academic Facilities	10	77	
Academic Integrity Policy	34	Communication Studies Courses	128
Academic Policies	34	Community Services	49
Academic Status	35	Commuter Lounge	49
Academic Warning	35	Commuter Newsletter	50
Accreditations	12	Commuter Student Services	50
Act 48 Credit	50	Comprehensive Examinations	46
Administration and Faculty	10	Computer Science (Degree)	67
Admission of Undergraduate Students		Computer Science Courses	128
(Graduate Courses)	21	Continuing Education Office	12
Admission Procedures	14	Continuing Education	50
Admission Requirements	16, 60	Counseling and Psychological Services	50
Advisers	38	Course Credit	37
Affiliations	196	Course Descriptions	115
Alumni Association	48	Course Repeats	43
Application Fee	14	Credit Hour Load	38
Application for Graduation	42	Cultural Activities	53
Art Courses	115		
Assistantships	31		
Athletic Training Courses	115	D	
ATM Services	48	Degree Candidacy	38
Attendance	43	Delinquent Accounts	26
Auditing Courses	43	Disabilities Services	51
		Disciplinary Procedures	40
		Dismissal	30
B		Diversity and Equal Opportunity	51
Bad Check Fee	24	Double Degrees	40
Basic Fees	23		
Biology	65		
Biology Courses	117	E	
		Early Childhood and Elementary Education (Degree)	70
C		Education, Collaborative	
Calendar (Graduate School)	4	Doctoral Degree	64
Campus	9	Education, Post-Baccalaureate	
Campus Card Center	48	Certification Programs	57
Career Planning and Placement Services	49	Elementary Education Courses	131
Catalog Policy	36	English Courses	136
Center for Enrollment Services	8, 22	ESU Affiliations	196
Certification Programs	61	Exercise Science (Degree)	77
Changes in Registration	43	Exercise Science Courses	137
Child Care Center	52		

F		M	
Faculty	10, 188	Management and Leadership (Degree)	85
Fees and Deposits	22	Management and Leadership Courses	151
Financial Aid	28	Mathematics Courses	155
Full-time Status	40	Media Communication and Technology Courses	156
G		Media Communication and Technology Program	88
General Fee	25	Mission and Objectives	7
General Information	8	Music Courses	158
General Regulations	34		
General Science (Degree)	79	N	
General Science Courses	141	Non-Recurring Fees	24, 25
Grades	43	Nursing Courses	159
Graduate Assistantships	31		
Graduate Records Policy	42	O	
Graduate School Office	11	Off-Campus Classes	50
Graduation, Application for	42	Off-Campus Housing List	48
		Off-Campus Housing Guide	49
H		Oral Examinations	46
Health and Physical Education (Degree)	94	Overview of Graduate School	55
Health Education (Degree)	79		
Health Education Courses	145	P	
Health Services	51	Payment Information	26
History (Degree)	83	Personnel	186
History Courses	149	Physical Education Courses	159
History of the Graduate School	8	Plan of Study	71
Hotel, Restaurant and Tourism Management Courses	152	Policies, Changes in	37
Housing	48	Political Science (Degree)	95
		Political Science Courses	162
I		Principal Certification	102
Identification Card Fee	24	Probation	35
Incompletes	44	Professional and Secondary Education	98
In-Service Courses	37	Psychological Services	50
Instructional Technology	89	Public Administration Courses	154
Insurance for Graduate Students	24	Publications/Media	49
International Students	19	Public Health (Degree)	103
J		Q	
Judicial and Student Commuter Affairs	40	Quality Point System	42
L			
Late Registration Fees	24		
Learning Center	51		
Library	9		
Location	9		

R		T	
Radio Station	49	Theatre Courses	185
Reading (Degree)	103	Theatre Program	54
Reading Courses	165	Thesis Binding Fee	24
Reading Specialist Certification	105	Transfer Credits	44
Readmission	42		
Record Transcript Fee	26		
Recreation Center	52	U	
Recreation Courses	167	University Store	54
Recurring Fees	23		
Refund Policies	26		
Registration	43	V	
Religious Life	52	Veterans Affairs	54
Requirements for Master's Degree	41		
Research Requirement – Thesis or Problem	45	W	
Resident Status for Students	25	Withdrawals	45
Rules, Changes in	37	Women's Center	54
S			
Safety Courses	167		
Scholarships	30		
School Nurse Certification Program	59		
Secondary Education Courses	168		
Social and Cultural Activities	53		
Sociology Courses	175		
Special Education (Degree)	105		
Special Education Courses	177		
Special Education Supervisory Certification	107		
Speech and Hearing Center	53		
Speech-Language Pathology (Degree)	109		
Speech-Language Pathology Courses	180		
Sport Management (Degree)	112		
Sport Management Courses	183		
Sport Management Courses (MML)	153		
<i>Stroud Courier</i>	49		
Student and Community Services	49		
Student Employment	30		
Student Government	53		
Student Handbook	49		
Student Life	48		
Student Loans	28		
Student Organizations	53		
Student Services	50		
Summer Sessions Fees	23		