

Graduate Catalog 2006-2008

**East Stroudsburg University
of Pennsylvania**

A member of the Pennsylvania State System of Higher Education



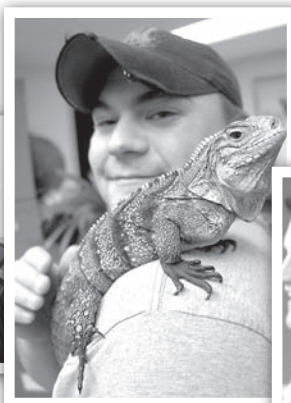
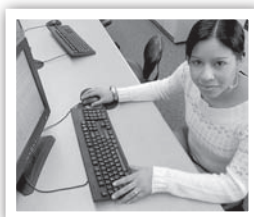
**Visit East Stroudsburg University
of Pennsylvania
on the Web!**

www.esu.edu

Notice of Non-Discrimination

East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, religion, national origin, sex, veteran status, disability or age in its programs and activities in accordance with state and federal laws. The following person has been designated to handle inquiries regarding this policy: Director of Diversity and Equal Opportunity, 200 Prospect Street, 115 Reibman Building, East Stroudsburg, PA 18301, 570-422-3656.

East Stroudsburg University of Pennsylvania



2006-2008 Graduate Catalog

Office of Graduate Studies	570-422-3536
Toll-free	866-837-6130
Graduate School (Fax)	570-422-3711
ESU (General and Voice Mail)	570-422-3211
E-mail	grad@po-box.esu.edu

www.esu.edu

East Stroudsburg University
of Pennsylvania

200 Prospect Street, East Stroudsburg, PA 18301



Information is current
as of December 31, 2006

Table of Contents

Graduate School Calendar	4-6
Mission and Objectives.....	7
General Information	8-13
The University	8
History of the Graduate School.....	8
Academic Buildings.....	8
The Campus.....	9
Library	9
Location.....	9-10
Academic Facilities	10
Administration and Faculty.....	10-11
Graduate School Office.....	11-12
Continuing Education, Off-Campus Classes, Act 48 Credit	12
Accreditations.....	12
Other Requirements.....	13
Admission	14-20
Application Procedures	14-16
Application Deadlines.....	15
Admission Categories and Their Requirements.....	16-19
International Students	19-20
Undergraduate Students Admitted to a Graduate Course	21
Fees and Deposits.....	22-27
Financial Obligations.....	22
Graduate Students Taking Undergraduate Classes.....	22
Summary of University Fees Per Semester	23-24
Insurance for Graduate Students	24
Guidelines for Determining Resident Status	25
Detailed Information on Fees	25
Payment Information.....	26
Delinquent Accounts	26
Refund Policies	26-27
Financial Aid	28-33
Tuition Payment Plan	28
Student Loans.....	28-30
Student Employment.....	30
Scholarships.....	30
Graduate Assistantships	31-33
Academic Policies.....	34-47
General Regulations	34-42
Graduate Records Policies	42
Policies Governing Graduate Courses.....	42-45
Research Requirement	45-47
Student Life and Student and Community Services	48-54
Alumni Association.....	48
ATM Services	48
Campus Card Center	48
Commuter Student Services	50
Continuing Education.....	50
Counseling and Psychological Services	50-51
Disabilities Services	51
Health Services	51
Housing	48-49
Learning Center	51
Office of Diversity and Equal Opportunity	51-52
Publications/Media	49

Recreation Center	52
Religious Life	52
Rose Mekeel Child Care Center	52
Social and Cultural Activities	52
Speech and Hearing Center	52-53
Student and Community Services	49
Student Government	53
Student Organizations	53
Theatre Program	54
University Store	54
Veterans Affairs	53
Women's Center	54
Overview of Graduate Degree and Certification Programs	55-68
Program Admission Requirements 2006-2008	55-58
Commonwealth of Pennsylvania DOE Teacher Certification	59
Initial Teacher Certification	59
Post Baccalaureate Initial Certificate Programs of Education	59
Post Baccalaureate Certification in Education Programs	60
School Nurse Certification Program	61
Additional Requirements for Teacher Education/Certification Programs	61
Teacher Education Council	64
Collaborative Doctor of Education in Educational Administration and Leadership	64
Course Prefix Key	69
Degree Programs and Course Descriptions	66-206
Administration and Leadership Doctoral Program	64, 66-69
Art	70
Athletic Training	71-73
Biology	74-85
Computer Science	86-91
Early Childhood and Elementary Education	92-103
English	104-105
Exercise Science	106-111
General Science	112-115
Health	116-123
History	124-128
Management and Leadership	129-137
Mathematics	138-139
Media Communication and Technology	140-143
Music	144
Nursing	145-147
Physical Education and Safety	148-152
Political Science	153-159
Professional and Secondary Education	160-173
Reading	174-178
Recreation	178
Sociology	179-180
Special Education	181-188
Speech-Language Pathology	189-194
Sport Management	195-199
Theatre	200
State and University Officials	201
Senior Administrators	202
Senior Policy Makers	203
Faculty	204-219
Faculty Emeriti	220
Index	221-223
Campus Map	224-Inside Back Cover

Graduate School Calendar 2006-2008

Fall Semester 2006

Deadline for International Student Applications	Sunday	May 1
Classes Begin	Monday	Aug. 28
Last Day to Drop Class — No Grade	Friday	Sept. 1
Labor Day — No Classes	Monday	Sept. 4
Last Day to Add Class	Monday	Sept. 11
DEADLINE: Application for December Graduation	Friday	Oct. 1
Columbus Day — No Classes	Monday	Oct. 9
Switch Day — Monday Schedule	Tuesday	Oct. 10
Comprehensive Examinations	Saturday	Nov. 6
MSES Comprehensive Examinations	Saturday	Nov. 6
Last Day to Withdraw	Tuesday	Nov. 7
Last Day to Schedule Oral Examinations	Monday	Nov. 20
Thanksgiving Break — No Classes	Wednesday	Nov. 22
Classes Resume	Monday	Nov. 27
Last Day to Take Oral Examinations	Monday	Nov. 29
15th Week Begins *	Monday	Dec. 11
Last Day to Submit Completed Thesis	Wednesday	Dec. 15
Commencement (10 a.m.)	Saturday	Dec. 16

Spring Semester 2007

Deadline for International Student Applications	Monday	Nov. 1
Classes Begin	Tuesday	Jan. 16
Last Day to Drop Class — No Grade	Monday	Jan. 22
Last Day to Add Class	Monday	Jan. 29
DEADLINE: Speech Pathology Admission Application	Tuesday	Feb. 1
Presidents' Weekend — No Classes	Monday/Tuesday	Feb. 19-20
Switch Day — Monday Schedule	Wednesday	Feb. 21
DEADLINE: Application for May Graduation	Tuesday	March 1
Comprehensive Examinations	Saturday	March 5
MSES Comprehensive Examinations	Saturday	March 5
Spring Break Begins	Monday	March 12
Classes Resume	Monday	March 19
DEADLINE: Exercise Science Admission Application	Tuesday	March 15
DEADLINE: Clinical Exercise Physiology Application	Tuesday	March 15
Last Day to Withdraw	Wednesday	April 4
Spring Holiday — No Classes	Thursday/Friday	April 5-6
Last Day to Schedule Oral Examinations	Monday	April 11
Last Day to Take Oral Examinations	Monday	April 18
15th Week Begins *	Monday	May 7
Last Day to Submit Completed Thesis	Wednesday	May 4
DEADLINE: Application for August Graduation	Monday	May 9
Commencement (10 a.m.)	Saturday	May 12

***Summer Sessions 2007**

PreSession Begins	Monday	May 21
Memorial Day — No Classes	Monday	May 28
Last Day PreSession	Friday	June 8
Comprehensive Examinations	Saturday	June 11
Main Session Begins	Monday	June 11
Independence Day — No Classes	Wednesday	July 4
Main Session Ends	Friday	July 20
Post Session Begins	Monday	July 23
Post Session Ends	Friday	Aug. 10

Fall Semester 2007

Deadline for International Student Applications	Sunday	May 1
Classes Begin	Monday	Aug. 27
Last Day to Drop Class — No Grade	Friday	Aug. 31
Labor Day — No Classes	Monday	Sept. 3
Last Day to Add Class	Monday	Sept. 10
DEADLINE: Application for December Graduation	Saturday	Oct. 1
Columbus Day — No Classes	Monday	Oct. 8
Switch Day — Monday Schedule	Tuesday	Oct. 9
Deadline for International Student Applications	Tuesday	Nov. 1
Comprehensive Examinations	Saturday	Nov. 5
MSES Comprehensive Examinations	Saturday	Nov. 5
Last Day to Withdraw	Tuesday	Nov. 6
Last Day to Schedule Oral Examinations	Monday	Nov. 21
Thanksgiving Break — No Classes	Wednesday	Nov. 21
Classes Resume	Monday	Nov. 26
Last Day to Take Oral Examinations	Monday	Nov. 28
15th Week Begins *	Monday	Dec. 10
Last Day to Submit Completed Thesis	Wednesday	Dec. 14
Commencement (10 a.m.)	Saturday	Dec. 15

***Spring Semester 2008**

Classes Begin	Monday	Jan. 14
Last Day to Drop Class — No Grade	Friday	Jan. 18
Martin Luther King Day — No Classes	Monday	Jan. 21
Last Day to Add Class	Monday	Jan. 28
DEADLINE: Speech Pathology Admission Application	Wednesday	Feb. 1
Presidents' Weekend — No Classes	Monday/Tuesday	Feb. 18 & 19
Switch Day — Monday Schedule	Wednesday	Feb. 20
DEADLINE: Application for May Graduation	Wednesday	March 1
Comprehensive Examinations	Saturday	March 4
MSES Comprehensive Examinations	Saturday	March 4
Spring Break Begins	Monday	March 10
DEADLINE: Exercise Science Admission Application	Wednesday	March 15
DEADLINE: Clinical Exercise Physiology Application	Wednesday	March 15
Classes Resume	Monday	March 17
Last Day to Withdraw	Wednesday	April 2
Last Day to Schedule Oral Examinations	Tuesday	April 11
Spring Holiday — No classes	Thursday/ Friday	April 10-11
Last Day to Take Oral Examinations	Monday	April 24
15th Week Begins *	Monday	May 5
DEADLINE: Application for August Graduation	Tuesday	May 9
Last Day to Submit Completed Thesis	Wednesday	May 10
Commencement (10 a.m.)	Saturday	May 10

***Summer Sessions 2008**

PreSession Begins	Monday	May 19
Memorial Day — No Classes	Monday	May 26
Last Day PreSession	Friday	June 6
Comprehensive Examinations	Saturday	June 7
Main Session Begins	Monday	June 9
Independence Day — No Classes	Friday	July 4
Main Session Ends	Friday	July 18
Post Session Begins	Monday	July 21
Post Session Ends	Friday	Aug. 8

*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; and,
- 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 sport management. It is anticipated that new graduate programs will be added in the near future and students should visit the Web site 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.

In 2001 East Stroudsburg University entered into a cooperative agreement with Indiana University of Pennsylvania to offer the Doctoral of Education in Educational Leadership degree on the ESU campus. In 2006, ESU started its third cohort doctoral class.

Academic Buildings

(A campus map is located on the inside back cover)

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 Hall**, 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 61 campus buildings are located on 213 acres in the East Stroudsburg community. In addition to the academic facilities, nine residence halls, housing 2,100 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, which 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 459,000 books and periodical volumes, and 1.4 million pieces of microform material. It currently subscribes to more than 1,000 print periodicals including subscriptions to more than 15,000 periodicals in electronic form. The library is also a depository for both federal and state government documents, with more the 85,000 publications in the collection.

The library's extensive electronic holdings are available both on campus and off campus. Off-campus users will be prompted to enter their e-card number as their password. The library uses an integrated online library system. The system is accessible in the library on the Internet. Remote users cannot only check our catalog online, but also renew their materials, access electronic reserve articles, and request interlibrary loans.

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, kits, and other resources currently used in schools throughout the country and a comprehensive collection of school courses of study.

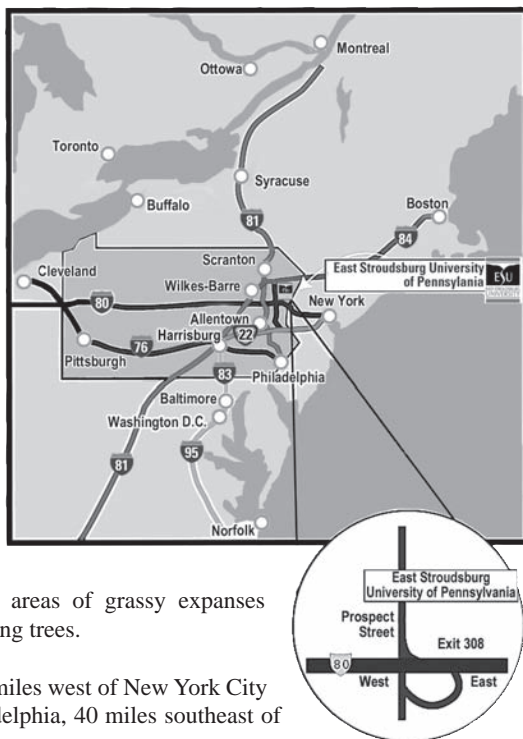
The library Web page, www.esu.edu/library, contains descriptions of all of our services, policies, and resources. User's guides to the library are available on the Web or at the library circulation desk.

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 UNIX and Windows based servers that are connected to 600 computers provided to support instruction, Internet access, and E-mail. They are located in 18 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 300. 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 409 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: *(See chart on next page)*

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	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	570-422-3293	smueller@po-box.esu.edu
History	570-422-3286	lsqueri@po-box.esu.edu
Instructional Technology	570-422-3646	ecamper@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	jweber@po-box.esu.edu
Management and Leadership – Sport Management	570-422-3316	rflesichman@po-box.esu.edu
Off-Campus Classes and Continuing Education Classes (including ACT 48 credit)	570-422-3589	cesmmr@po-box.esu.edu
Political Science	570-422-3286	pcrotty@po-box.esu.edu
Public Health	570-422-3560	lwoodhouse@po-box.esu.edu
Reading	570-422-3416	jmoore@po-box.esu.edu
Secondary Education	570-422-3363	kfoster@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
Ed.D. Educational Leadership	570-422-3431	dlare@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 Abeloff Center for the Performing Arts. 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 insure that students receive this information, they are requested to keep the Graduate School office informed of their latest contact information.

Office of Continuing Education and Off-Campus Classes, Act 48

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. Programs for children include the Aquatots learn to swim program and a summer day- camp in cooperation with Oasis Services for Children. Residents who are over 60 years of age can take up to six hours a semester free of charge through the Senior Citizens Tuition Waiver program. Contact Enrollment Services at 570-422-2800 for more information on Senior Citizen Waivers.

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).

The Master of Science in Speech-Language Pathology is accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

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 Web site, www.esu.edu.

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

Rosenkrans West, Room 107
570-422-3536 or toll free 1-866-837-6130

E-mail: grad@po-box.esu.edu
www3.esu.edu/graduate

The Graduate School Admissions Office coordinates all admission activities for all graduate degree programs and post-baccalaureate certification programs at ESU, and the Indiana University of Pennsylvania Ed.D program in Administration and Leadership Studies offered on the ESU campus. 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 School Admissions Office
East Stroudsburg University
200 Prospect Street
East Stroudsburg, PA 18301-2999

The Application Procedure

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, 200 Prospect Street, 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, master of management and leadership, or speech-language pathology 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, 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 Test of English as a Foreign Language (TOEFL) or International English Language Testing System (ILETS) score. The minimum TOEFL score acceptable for admission is 560 on the paper test or 220 on the computer test. The TOEFL score should be submitted directly from the Educational Testing Service, Princeton, N.J. 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, USA. Call 626-564-2954; e-mail ielts@ceii.org; or visit IELTS Web site, 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) or other service approved by the Graduate School. For further information concerning WES, contact WES at 800-937-3895 or visit its Web site at www.wes.org.
- *For more information, see page xx??*

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 three to six 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 months. If all documentation and fees have not been received after six 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.

<i>To start classes in this semester</i>	<i>Submit application between</i>
Fall	January 1 – July 31
Spring	September 1 – November 30
Summer	January 1 – April 30

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

Speech-Language Pathology	February 1
Clinical Exercise Physiology	March 15

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 570-422-3431 or e-mail dlare@po-box.esu.edu.

International student deadlines:**Submit application by**

May 1
October 1
January 1

To start classes in this semester

Fall
Spring
Summer

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.

When to Apply for Graduate Assistantships

Applications for graduate assistantships should be submitted prior to April 1 for the following academic year. Most departments make their decision regarding graduate assistantships by May 1 or earlier. Students who apply for admission to graduate studies after April 1 may find that all graduate assistantships have been awarded for the following academic year. *For more information, see Pages 32-34.*

Notification of Admission

Applicants to the Graduate School will be notified of the university's admission decision within two to three 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 requires 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 ILETS for international students - see page xx).
- 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:

- the student does not meet the academic criteria for admission to full standing or
- the student does not have all of the necessary prerequisite course work, licenses, or experience necessary for full standing or
- 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 to 12 credits of graduate course work with grades no less than a "B" in each of the courses. After completion of 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 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 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 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 12 credits as a non-degree student. After taking 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) credit hours of graduate course work with a minimum QPA of 3.5 or to 12 credit hours of graduate course work with a minimum of a “B” or better in each class and completing any other required prerequisite course work or achievement such as passing the PRAXIS examination, passing 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 12 credit hours. After 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 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 U.S. 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) or 83 points on the new Internet-based test. A minimum composite score of 6.5 on the IELTS test is required for admission. 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 country 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. Do not assume that you have on campus housing unless you receive a contract from University Housing. *Contact the Office of Residence Life & Housing at 570-422-3138 for more information.*

Undergraduate Students Admitted to a Graduate Course

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

- 1) An overall undergraduate QPA of 3.0 or,
- 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 by 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 graduate credits provided that in addition to the above requirements, they have a letter from their adviser at the PASSHE university that will grant their degree stating they have permission to take the graduate classes.

Undergraduate students from other universities (other than ESU and PASSHE universities) may take a maximum of six 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 on-line 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 graduate credits and six undergraduate credits would be charged at the full-time graduate rate. A graduate student taking 12 undergraduate credits and six 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-Liljenstein Hall, to see how a schedule change in graduate/undergraduate credits will impact your charges.

Summary of University Graduate Fees Per Semester (2006–2007 Fees)**Recurring Fees**

<i>Tuition, General and Instructional Fees:</i> <i>Type of Fee</i>	<i>Amount/ Semester</i>
Full-time tuition, Pennsylvania residents (9–15 semester credit hours)	\$ 3,024.00
Full-time, Pennsylvania residents taking more than 15 semester hours pay this additional fee per semester hour	\$ 336.00
Part-time Pennsylvania residents taking fewer than 9 semester hours pay at the following rate per semester hour	\$ 336.00
Instructional Technology fee for full-time Pennsylvania residents	\$ 62.50
Instructional Technology fee for part-time Pennsylvania residents	\$ 31.00
Full-time, out-of-state residents (9–15 semester credit hours)	\$ 4,839.00
Full-time, out-of-state residents taking more than 15 semester hours pay this additional fee per semester hour	\$ 538.00
Part-time, Pennsylvania residents taking fewer than 9 semester hours pay at the following rate per semester hour	\$ 538.00
Instructional Technology fee for full-time non-residents	\$ 94.00
Instructional Technology fee for part-time non-residents	\$ 47.00
General Fee for full-time students (same for both Pennsylvania residents and non-residents)	\$ 602.00
General Fee for part-time students (same for both Pennsylvania residents and non-residents) pay at the following rate per semester hour	\$ 67.00

Summer Sessions Fees 2007*(Subject to change without notice)****Basic Fee***

Pennsylvania Resident	per semester hour	\$336.00
Out-of-state Resident	per semester hour	\$538.00
General Fee	per semester hour	\$ 67.00

Instructional Technology Fee – Summer

In-state full-time	\$62.50 (maximum charge)
In-state part-time	\$31.00
Out-of-state full-time	\$94.00 (maximum charge)
Out-of-state part-time	\$47.00

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).	\$1,753.00
Room fee for students residing in University Apartments	\$1,878.00
Advance deposit for room	\$ 150.00

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	\$898.00
ANY 15 meals	w/100 Flex dollars	\$866.00
ANY 10 meals	w/150 Flex dollars	\$750.00

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*

<u>Type of Fee</u>	<u>Amount</u>
<i>Application Fee (non-refundable)</i>	\$50.00
<i>ESU Record Transcript Fee (after first)</i>	\$ 2.00
<i>Late Registration Fees</i>	\$50.00
<i>Late Request for Schedule</i>	\$50.00
(Charges apply to students who were registered for and completed the previous academic semester)	
<i>Late Payment of Fees</i>	\$50.00
(Charges apply to those who fail to make payment by the due date indicated in billing instructions)	
<i>Bad Check Fee</i>	\$25.00
(This is a handling fee assessed for all checks drawn in payment of fees that are not honored due to insufficient funds)	
<i>Identification Card Fee</i>	\$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)	
<i>Graduation Fee (non-refundable)</i>	\$30.00
(Thesis Binding: four copies required. Check with the graduate school for current fee schedule — Fall 2005 fee was \$18.20 per copy.)	

**Fees are subject to change*

Insurance for Graduate Students

570-422-3463 Office of Student Affairs

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

(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 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 fee is charged for the second and each subsequent transcript of records.

Late Registration and Late Payment

A charge of \$50 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 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 Policies

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 prorated 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, located in Zimbar-Liljenstein Hall.

Financial Aid

570-422-2800

Forms of Financial Aid for Graduate Students

- Loans
- Student Employment
- Scholarships
- Graduate Assistantships (*see pages 31-33*)

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, located in Zimbar-Liljenstein Hall, welcomes the opportunity to provide information and to assist students. Office hours are 8:00 a.m. to 4:30 p.m. 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 in at least six 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 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 canceled 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 credit hours of undergraduate course work and only three 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 graduate student in fall and 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 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

570-422-3536 or toll free 1-866-837-6130
Rosenkrans West, Room 107

E-mail: grad@po-box.esu.edu
www3.esu.edu/graduate

The Office of Graduate Studies administers the graduate assistant program. There are four types of graduate assistantships:

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

All four 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 assistantships 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 and one week after the end of the semester. 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 under-

represented 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 (part-time) to \$5,000 (full-time) 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. The waiver does not include student fees, the technology fee, or other non-tuition fees. 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 actual amount of the stipend paid 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 or nonrenewal 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 letters of recommendation. In addition 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 or communication with the graduate coordinator, department or office.

The priority deadline for applying for graduate assistantships is April 1. Most graduate assistantship awards will be made by May 1. Application for graduate assistantships are accepted after April 1 but the number of assistantships open is greatly reduced. For additional information, call the Graduate School at 570-422-3536 or visit the Graduate School Web site, www3.esu.edu/graduate.

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, uses any material not authorized by the instructor.
- Provides or receives assistance in an examination, test, assignment, paper or project in a manner not authorized by the instructor.
- Buys, sells, engages in unauthorized exchange, or uses any tests or examinations in advance of their administration.
- Buys, sells, engages in unauthorized exchange or improperly using any assignments, papers or projects.
- Presents as his or her 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 his or her own.
- Falsifies or invents information, data, or research material.
- Obtains information in a way contrary to the stated policies of the course, and/or the university as stated herein.
- Attempts to bribe or coerce any university employee or student in order to gain academic advantage.
- Colludes with others in order to circumvent academic requirements.
- Substitutes for another student, or arranges for substitution by another student, or misrepresents oneself as another person during a test or examination whether in person or using electronic or telephonic communication.
- Alters, changes, or forges university academic records, or forges faculty, staff, or administrative signatures on any university form or letter.
- Submits 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 that will be used in partial fulfillment of the requirements for the graduate degree. 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. Students on academic probation are not in good standing and are not eligible to graduate. 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 a “B” in a 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. A student on academic warning is eligible for graduation.

**For courses other than three-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 graduate course* that will be used in partial fulfillment of the requirements for the graduate degree 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 three-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 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. A student who has been dismissed for academic reasons may reapply for admission after a period of one year.

**For courses other than three-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 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 years old (assuming these classes are not counted toward the current graduate degree) will not count toward determining academic status.

With the approval of the graduate coordinator, grades less than a "B" in classes outside the plan of study will not count in determining academic status. In the case where the student receives a grade less than a "B" in a class outside the plan of study the graduate program 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 (two 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. If the student is able to effect a change of academic status (to academic warning or good standing) prior to the start of the next semester, the student will be eligible to retain their graduate assistantship.

Academic Status and Graduation

A student on academic probation is not eligible to graduate. A student on academic warning is 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 take priority over this policy.

Continuing Education or In-Service Courses

Graduate students may be granted approval to include in their programs of study up to six 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 University 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 earn one semester hour of credit while in other courses three hours of laboratory or fieldwork per week for a semester earn 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 semester hours of credit. It meets for two periods of class lecture and three periods of laboratory per week for one semester. ELED 575 (3:3:0) is a three-credit class that meets for three 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 credit hours of graduate courses per semester. The maximum credit-hour load for students devoting full time to their studies is 15 credit hours during a semester, seven credit hours during the main summer session, and four credit hours each during the summer presession and the summer post-session. Any exceptions to the maximum credit-hour load restrictions must be approved by the dean of graduate studies. (Graduate Assistantship tuition waivers provide only for a maximum waiver of 15 credits per semester.)

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; and,
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; or
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 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 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 Web site*) 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 are removed.
- Plans of study and application for graduation by the graduate coordinator to the Graduate School may not be approved by the graduate dean. In case of disapproval, the student will be notified what action(s) needs to be taken to correct the plan of study and/or application for graduation. 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 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 (Non-Academic)

The *Student Handbook* governing non-academic matters is available at the Graduate School Office, Rosenkrans Hall, or from the Office of Judicial Affairs and Commuter Student Services in Flagler/Metzgar Building.

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 (credits per semester during the academic year. During the summer session any combination of classes that totals nine credits is a full-time load. For example, a student who takes three credits in the presession, six 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 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. (Federal financial aid rules may differ from the Graduate School's policy.)

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 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 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 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 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 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

- A baccalaureate degree from a nationally accredited college or university.
- Admission to Degree Candidacy.
- Achievement of 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 on previous page*).
- 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

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

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 re-admission. 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 these courses are not used in partial fulfillment of the graduate degree. 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:

<u>Expected Graduation</u>	<u>Apply Between</u>
Spring Semester (May)	December 1 – March 1
Summer Sessions (August)	April 1 – May 9
Fall Semester (December)	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 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

Registration for course work may be accomplished on-line using a pass phrase and the instructions provided once you have been admitted to the Graduate School. Grades may also be viewed on-line. Requests for ESU transcripts must be in writing. The necessary form is available on the ESU Web site under Enrollment Services or in the Center for Enrollment Services, in Zimbar-Liljenstein Hall. For more information, call 570-422-2800.

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. 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 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 credits 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. This includes graduate courses taken at East Stroudsburg University. 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" will not transfer to ESU and cannot be used to satisfy the requirements of the plan of study.

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.

Incompletes

Policy Until Summer 2007:

The maximum time for completing course requirements to remove incomplete grades 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."

New Policy After Summer 2007:

The maximum time for completing course requirements to remove incomplete grades is one year from the end of the session in which the "I" grade was assigned. After that time, the "I" grade will automatically be converted by the Registrar to an "E," "F," or "U." The student can then only earn credits for the course by registering for it again in another term. If a student applies for graduation in a session before the one-year period has expired, the course requirements must be completed by the end of that session, or the I grade will be converted by the Registrar to an "E," "F," or "U." A faculty member who chooses to deviate from this policy will require the student to sign a contract specifying conditions necessary for course completion, which may include a time period for completion of less than one year or other conditions.

Students taking thesis courses will be assigned the letter "O" (Ongoing) instead of "I" while completing their projects.

Transfer Credits

No more than six 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 that 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 and enrolled in the graduate level 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, Rosenkrans West, Room 107, 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 10th week, a student who withdraws will receive a grade of “W” for that course on the student’s permanent record. After the 10th 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 are:

<u>Type of Action</u>	<u>Regular Semester</u>	<u>Quarter Semester</u>	<u>Summer Sessions</u>	
			<u>3 weeks</u>	<u>6 weeks</u>
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 7½ 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 are available through the graduate coordinator, the Graduate School or ESU's Web site. 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 copies to the Graduate School Office for binding. Additional copies should be submitted at the same time if the student wants personal copies. Theses must be printed on one side of white 8 ½ x 11 inch, 20-pound to 24-pound bond, minimum 25 percent cotton (linen or rag) content paper that can be purchased at the University Store, a stationery store, or possibly from your printer. Recycled paper is not acceptable. 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.

Theses that do not conform to the Graduate School Guidelines will not be accepted and the student will have to correct nonconforming text at his or her own cost. The Graduate School is not responsible for any delay in graduation caused by rejection of a nonconforming thesis.

Visit http://www3.esu.edu/graduate/thesis_guidelines.asp for more information.

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 18 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 before 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 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.

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 state Legislature, rules and policies adopted by the Board of Governors of the Pennsylvania 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 Handbook* outline changes in academic policy and procedure and current deadlines that are important students. Additional policies regarding student conduct can be found in the *Student Handbook*. Policies in the *Student Handbook* apply to undergraduate and graduate students unless otherwise noted.

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. 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.

Student Life

Alumni Association

The Alumni Association serves the university's 40,000 living alumni and promotes their continued involvement with ESU. The Board of Directors state that their mission is to "foster camaraderie, prosperity and the achievement of goals and endeavors set forth by the Association and the University." They have four standing committees (Volunteerism, Administrative, Programs and Communications) to perform the bulk of their work.

Some of the benefits and services alumni can take advantage of are; access to an Online Community where they can see and register for the latest events as well as find classmates and network, receive the Alumni Herald which is produced three times a year and contains information on the happenings in the lives of classmates and University news, and get discounts on car/home/renters insurance, to name a few.

For over 100 years East Stroudsburg University alumni have also financially supported their alma mater. Whenever their help was needed with new initiatives, alumni rose to the challenge. This Comprehensive Campaign, *Today's Dream, Tomorrow's Reality*, is a first for ESU and alumni have been instrumental. The focal point of the campaign is the building of a new state of the art Science and Technology Center. Other areas of the Campaign are Scholarship endowment, Annual Funds, Art and Athletic renovations.

Visit the Henry A. Ahnert, Jr. Alumni Center, located just north of Kemp Library on Smith Street. Office hours are 8:00 a.m. to 4:30 p.m., Monday through Friday. *For more information, visit www.esu.edu and click on the "Alumni" link on the left side of the page, send e-mail to alumni@esu.edu, or call 570-422-3533 or 800-775-8975.*

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 both a campus identification card (e-card) and 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 director of Judicial Affairs and Commuter Student Services at 570-422-3461. Early arrangement for off-campus housing is recommended.

Off-Campus Housing List

The Office of Judicial Affairs and 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 Web site.

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 -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 40s, 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 Web site 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. *For more information call the Office of Judicial Affairs and Commuter Student Services at 570-422-3461 or 570-422-3598.*

Commuter Newsletter

Commuter Student Services and the Office of Student Activities publishes 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 Judicial Affairs and Commuter Student Services at 570-422-3461 or 570-422-3598.*

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 Judicial Affairs and 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 small 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), Educational Testing Service PRAXIS Series, the Certified Health Education Specialist Examination (CHES), and the National Strength and Conditioning Association's CSCS exam are administered by the Counseling Center.

Members of the Counseling and Psychological Services staff are licensed psychologists and supervised professionals in post-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 Web site www.esu.edu/caps.*

Disabilities Services

East Stroudsburg University of Pennsylvania is committed to providing equal educational access to otherwise qualified graduate students with disabilities. Individuals with disabilities are guaranteed certain protections and right of equal access to programs and services under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Academic adjustments and reasonable accommodations are determined by the specific nature and severity of the disability and any functional limitations that may result. Students who wish to request accommodations are responsible for providing documentation of their disability that consist of an evaluation by an appropriate professional and describes the current impact of the disability as it relates to the accommodation request. *For further information, call 570-422-3954 V/TTY or visit our Web site at www3.esu.edu/academics/disabilityservices/index.asp.*

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, to 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.

For more information, call 570-422-3553 or visit www3.esu.edu/studentlife/healthservices/home.asp.

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 or visit www3.esu.edu/academics/learningcenter.asp.*

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 and Equal Opportunity is here to serve students, faculty, and staff at the university as well as guests of the campus. *For more information call 570-422-3656 or e-mail administrative assistant Michelle Keiper at mkeiper@po-box.esu.edu.*

Recreation Center

The Recreation Center is a brand-new, state-of-the-art facility, which opened its doors in August 2003. The facility offers students a four-court arena for basketball, volleyball, and tennis; a fitness center including cardiovascular, free-weight and machine equipment; multipurpose studio for group fitness, dance, martial arts and other exercise programs; fitness arcade featuring Dance Dance Revolution and Game Bike; racquetball courts; elevated track; indoor and outdoor equipment check-out; locker/shower facilities; and seating areas. On a weekly basis, free group fitness classes are provided for members that include kickboxing, abs, yoga, step and other aerobic activities. In addition, the center offers special events that include tournaments (dodgeball, wallyball, wiffleball, tennis, and racquetball to name a few), sports clinics for beginners, and fitness seminar. *For more information and hours of operation, please visit the Recreation Center Web site at www.esu.edu/reccenter or call the membership service desk at 570-422-2970.*

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, located in Zimbar-Liljenstein Hall, is accredited by the National Association for the Education of Young Children and licensed by the Department of Public Welfare. The Center is available to students, faculty and staff of the university. The remaining spaces are filled by the community. The Center is staffed by a director and 6 teachers and work study students. The center is open from 7:45 a.m. to 5:00 p.m. (Monday through Friday). The program is a hands-on, developmentally appropriate program for children between the ages of 18 months and 5 years of age. *Please call 570-422-3514 to obtain information about enrollment and fees.*

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. *Visit www3.esu.edu/aboutesu/calendar.asp, for more information.*

Speech and Hearing Center

The Speech and Hearing Clinic, located in LaRue Hall, is operated by the Department of Speech-Language Pathology in connection with its clinical training program. Graduate 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 subject to a semester tuition fee for members of the community. All services are free of charge for senior citizens. *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. *Call 570-422-3267 or visit www.esu.edu/senate/index.htm.*

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. *Visit www3.esu.edu/studentlife/saa/index.asp or call the Office of Student Activities at 570-422-3055.*

University Store

The University Store, located on the lower level of the University Center (also known as the Student Union building), supports the academic and service mission of East Stroudsburg University through the sale of books, supplies, and technology products to the students, faculty, staff and alumni of the university. The primary function of the store is to provide course books, both new and used, and supplies required for course work as well as other products and services that enhance the collegiate experience. The faculty and store cooperate in the process of making course books available to students.

The store also offers the following products and services: general books, educational-priced computer software, supplies, stationery, campus apparel, prerecorded music, greeting cards, glassware, class rings, gifts, phone cards, shipping, fax, Western Union, money orders, textbook reservation service and many assorted imprinted items. Store hours, during the academic year while classes are in session, are Monday through Friday, 8:00 a.m.- 5:00 p.m. and Saturday, 11:00 a.m.- 3:00 p.m. At the beginning of the semesters, the store is open additional evenings to serve the students' needs.

The Convenience Store features snacks, sodas, juices, frozen and microwavable foods. They also offer health and beauty aids, cards, supplies and film. The entrance is on university walk near the bridge and is open Monday through Friday, 7:30 a.m. 8:00 p.m. and Saturday and Sunday, 11:00 a.m. through 7:00 p.m. *For further information, call 570-422-BOOK or visit www.esubookstore.com.*

Theatre Program

The university provides a comprehensive program in theatre through the coordination of the Theatre Department and Stage 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. Visit www.esu.edu/theatre/ for more information.

Veterans Affairs

The Veterans Certifying Office is located within the Center for Enrollment Services, in Zimbar-Liljenstein Hall. 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 supports student attendance at women's conferences 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 or visit www3.esu.edu/academics/womenscenter.asp.

Overview of Graduate Degree and Certification Program Admission Requirements 2006-2008

The following graduate degree programs are offered for the 2006–2008 academic year. Please check the ESU Web site, www.esu.edu, for new programs that may have been added or changes made 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. Admission to graduate studies requires the student has completed a baccalaureate degree from an accredited college or university. Baccalaureate degrees from colleges and universities outside the United States must be certified as equivalent to U.S. baccalaureate standards. (*Contact the Graduate School for further information.*) 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 Status			
		<i>Minimum GPA (overall / major)</i>	<i>Graduate Record Exam Required</i>	<i>Letters of Recommendation Required</i>	<i>Other Requirements</i>
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 Exercise Physiology	2.5/3.0	No	3 letters	Departmental application Anatomy & physiology and exercise physiology prerequisites
Master of Science	Computer Science	3.0/3.0	No	No	Math and computer science prerequisites

Degree	Program	Requirements for Admission to Full Standing			
		<i>Minimum GPA (overall / major)</i>	<i>Graduate Record Exam Required</i>	<i>Letters of Recommendation Required</i>	<i>Other Requirements</i>
Master of Science	Exercise Science	2.5/3.0	No	No	Anatomy & physiology and exercise physiology prerequisites
Master of Science	Health Education	2.8/3.0	Yes		
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	3 letters of recommendation	Undergraduate management prerequisite coursework or equivalent
Master of Science	Speech-Language Pathology	3.0	Yes		Departmental application, statement of professional goals, appropriate UG prerequisites, TB test, Act 34/FBI and Act 151 clearance, 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	2 letters	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**	PRAXIS or teacher certification	2 letters from persons capable of evaluating the student's academic potential and their performance or potential in education	In addition student must meet Commonwealth of PA Department of Education Certification requirements

Degree	Program	Requirements for Admission to Full Standing			
		<i>Minimum GPA (overall / major)</i>	<i>Graduate Record Exam Required</i>	<i>Letters of Recommendation Required</i>	<i>Other Requirements</i>
Master of Education	Health and Physical Education	2.8/3.0* 3.0/3.0**	No	No	
Master of Education	History	2.8/3.0* 3.0/3.0**	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	2 letters from persons capable of evaluating the student's academic potential and their performance or potential in education	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**	PRAXIS or teacher certification	2 letters from persons capable of evaluating the student's academic potential and their performance or potential in education	In addition, student must meet Commonwealth of PA Department of Education Certification requirements
Master of Education	Secondary Education	2.5/3.0 3.0/3.0*	PRAXIS or teacher certification	2 letters from persons capable of evaluating the student's academic potential and their performance or potential in education	In addition, student must meet Commonwealth of PA Department of Education Certification requirements

Degree	Program	Requirements for Admission to Full Standing			
		<i>GPA</i>	<i>Graduate Record Exam Required</i>	<i>Letters of Recommendation Required</i>	<i>Other Requirements</i>
Master of Education	Special Education	2.8/3.0* 3.0/3.0**	PRAXIS or teacher certification	2 letters from persons capable of evaluating the student's academic potential and their performance or potential in education	Pass initial PRAXIS prior to admission. In addition, student must meet Commonwealth of PA Department of Education Certification requirements
Master of Public Health	Community Health Education	2.8/3.0	Yes	3 letters	
Doctor of Education (Ed.D)	Administration and Leadership Studies (Collaborative program with Indiana University of PA on the ESU campus)	3.0	GRE	3 letters from persons capable of evaluating the student's academic potential and their performance or potential in education	Oral interview, letter of intent, commitment to cohort group for three years of classwork

*GPA required for initial certification students.

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

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 federal regulations 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 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 must complete the post-baccalaureate certificate program prior to the graduate degree program. 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 and may not be eligible for federal financial aid or loans.

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

- 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 by calling 570-422-3559 or e-mailing 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 Masters 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. New cohorts begin each summer.

School Nurse Certification Program

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.

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.

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 perceive 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 credits of undergraduate or graduate courses in (a) mathematics courses and (b) six 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 differs. 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 an 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.

For some certification programs student teaching is only available as an undergraduate course. Students should be aware of the affect of this restriction upon their eligibility for federal student aid and loans.

Also, students cannot have graduate assistantship during their semester of student teacher as the requirements of student teaching do not provide sufficient time for the student to fulfill the duties required of the graduate assistantship.

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 of Pennsylvania. 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 three 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 e-mail: 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 a specific program to determine the admission standards required for full-standing admission to that program.

Course Prefix Key

The following abbreviations are used to identify courses referred to in this catalog:

ART	Art
ATEP	Athletic Training
BIOL	Biology
BIOM	Marine Science
CMST	Communication Studies
CPSC	Computer Science
ELED	Elementary Education
EMGT	Business Management
ENGL	English
EXSC	Exercise Science
GSCI	General Science
HIST	History
HLTH	Health
HRTM	Hotel, Restaurant and Tourism Management
MATH	Mathematics
MCOM	Media Communications
MUS	Music
NURS	Nursing
PETE	Physical Education Teacher Education
POLS	Political Science
PSED	Professional and Secondary Education
RECR	Recreation
REED	Reading
SFTY	Safety
SMGT	Sport Studies
SOC	Sociology
SOCJ	Criminal Justice
SOSW	Social Work
SPED	Special Education
SPPA	Speech Language Pathology
THTR	Theatre

Graduate Degree Programs And Course Descriptions

Doctoral Program in Administration and Leadership

Stroud Hall Room 209
www.esu.edu/psed

570-422-3363
dlare@po-box.esu.edu

Faculty

Doctoral Coordinator: Douglas Lare (dlare@po-box.esu.edu)

Doctor of Education in Educational Administration and Leadership

Purpose of Degree

The doctoral degree program offered on the ESU campus by Indiana University of Pennsylvania (IUP) provides students interested in educational administration the opportunity to obtain the Ed.D. degree

Program Highlights:

- All courses will be taught at East Stroudsburg University
- Doctoral candidates will remain together as a cohort group throughout the program.
- All classes will meet five times per semester on a Friday and Saturday. All classes will be presented in a seminar format that combines theory and application. The program is designed to accommodate the participants' work schedules.
- The fall retreat will take place each October. During the two-day retreat, we invite guest speakers, former doctoral students and professional consultants to provide additional help and advice related to leadership skills and management techniques.
- Students who complete the program receive their doctor of education degree from Indiana University of Pennsylvania.

Outcome expectations of students and degree completion:

Candidates who satisfactorily complete this program, along with the first three chapters of the dissertation, may then apply for the Superintendent's Letter of Eligibility. The Pennsylvania State Department of Education also requires five years of educational administrative experience. Candidates who satisfactorily complete this program and are not eligible for the Superintendent's Letter of Eligibility can still receive a doctoral degree in Administration and Leadership (Ed.D.).

Proposed Schedule:

Year 1—Summer Term

PSED 701	Leadership Theories	3 credit hours
PSED 710	Advanced Topics in Human Development and Learning	3 credit hours

Year 1—Fall Term

PSED 725	Critical Analysis of Issues and Innovations In Education	3 credit hours
----------	--	----------------

Year 1—Spring Term	PSED 720	Doctoral Seminar in Research Methods	3 credit hours
	PSED 783	Analysis of Qualitative Data in Leadership Studies	3 credit hours
	PSED 660	School Finance	3 credit hours
Year 2—Summer Term			
	PSED 702	Leadership: A Case Study Approach	3 credit hours
	PSED 658	School Law and Negotiations	3 credit hours
Year 2—Fall Term			
	PSED 782	Research Instrument Design for Leadership Studies	3 credit hours
	PSED 651	Conflict Resolution	3 credit hours
Year 2—Spring Term			
	PSED 650	School and Community	3 credit hours
	PSED	Writing for Professional Publications	3 credit hours
Year 3—Summer Term			
	PSED 703	Leadership: Applied Practice	3 credit hours
	PSED	Curriculum Analysis	3 credit hours
Year 3—Fall Term			
	PSED 730	Analysis of Effective Instruction	3 credit hours
	PSED 798	Internship	3 credit hours
Year 3—Spring Term			
	PSED	Written and Oral Comprehensive Exams	3 credit hours
	PSED 681	Special Topics in Education	3 credit hours
	PSED 798	Internship	3 credit hours

Required in Year 3—Spring, summer, and fall

- Completion of dissertation

Course Descriptions

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

PSED 650 School and Community (3:3:0)

This course focuses on the development and maintenance of a purposeful program of communication between the school and the community through study of selection, organization, and functions of citizen advisory committees and cooperative use of various community services. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 651 Conflict Resolution (3:3:0)

This is an applied course focusing on the resolution of conflict between groups and a third party. Specifically examined are the techniques of negotiation, mediation, and conciliation. Simulation and role-play are utilized as well as readings in theory and case study. Prerequisites: Admission to

and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 658 School Law and Negotiations (3:3:0)

A case study approach is utilized in this course where students read, present, and discuss cases reflecting current issues of interest in School Law. Case law, as opposed to statutory or administrative law, is emphasized in this approach. Students are expected to assume a leadership role in discussion of the cases they present. The course format features a high degree of student involvement, discussion, and interaction. Due to the non-traditional scheduling format of the course, preparation which must be completed between class sessions is typically much more extensive. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 660 School Finance (3:3:0)

Budgeting procedures for large and small school districts are the focus of this course. School budgeting, accounting, bonding, and various monetary applications are presented as well as the various procedures for acquiring funds. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 681 Special Topics (3:3:0)

This course is designed for the advanced graduate student who wishes to do independent research in special area. Enrollment is limited to students enrolled in the IUP Doctoral Program in Administration and Leadership studies. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 701 Leadership Theories (3:3:0)

The purpose of this course is to explore the concept of leadership and principles of learning. The student will develop a theoretical position regarding personal administrative style. Possible dissertation topics will be explored. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 702 Leadership: A Case Study Approach (3:3:0)

This course examines cases of organizations and individuals in the midst of transition, reorganization, or redesign in order to gain insight into both the psychological and sociological aspects of successful leadership in changing environments. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 703 Leadership: Applied Practice (3:3:0)

This course is designed to prepare doctoral students in leadership studies to develop and implement a field project that incorporates leadership and policy theories learned in previous courses. Various approaches and issues associated with design and implementation of a field project will be examined. Through and exploration of the literature, critique of theories, and direct hands-on exercises, students will be able to build competency in integrating leadership theories and research methods into their own field project. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 710 Advanced Topics in Human Development (3:3:0)

Students will evaluate and apply development theory as it pertains to the adult learner in environments of complex decision-making. Students will apply course readings to contemporary leadership issues. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 720 Doctoral Seminar in Research Methods (3:3:0)

This course is designed to provide doctoral students in educational leadership with basic knowledge and skills in quantitative and qualitative educational research. Student will be required to review and abstract research articles. The students will learn to read and write about educational research in a non-threatening, supportive manner. Through step-by-step, hands-on exercises, students will be able to build competencies in conducting research in the field of educational leadership. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP

Educational Leadership Program.

PSED 725 Critical Analysis of Issues and Innovations in Education (3:3:0)

This course provides doctoral students with the opportunity to critically examine current issues and innovations and to analyze their impact on school reform. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 730 Analysis of Effective Instruction (3:3:0)

The focus of this course is on the development of the skills requisite for effective instructional analysis and supervisory techniques. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 782 Research Instrument Design for Leadership Studies (3:3:0)

This course is designed to prepare doctoral students in leadership studies to critique and develop research instruments for their own dissertations. It will emphasize identifying the key issues associated with instrument reliability and validity analysis. Students will learn to critique and develop instruments through hands-on activities and individual projects. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 783 Analysis of Qualitative Data in Leadership Studies (3:3:0)

This course is designed to prepare doctoral students in leadership studies to conduct qualitative data analysis in dissertation research. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 798 Internship (3:3:0)

This course is designed for the advanced graduate student who wishes to do independent research in special areas. Enrollment is limited to students enrolled in the IUP Doctoral Program in Administration and Leadership studies. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

PSED 950 Dissertation (1:1:0)

This course is designed for the advanced graduate student who wishes to do independent research in special areas. Enrollment is limited to students enrolled in the IUP Doctoral Program in Administration and Leadership studies. Prerequisites: Admission to and satisfactory progress in a cohort group in the IUP Educational Leadership Program.

Art

Fine Arts Building 233
www.esu.edu/art

570-422-3694

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.

Course Descriptions

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

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

Koehler Fieldhouse 1st floor
www.esu.edu/atep/atep.htm

570-422-3231

The Athletic Training Department does not have a graduate degree program or a teacher certification program. Graduate course work is offered in Athletic Training to support other degree programs.

Course Descriptions

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

ATEP 513 Evaluation in Movement Studies and Exercise Science (3:3:0)

This course will include basic statistical techniques for analyzing and interpreting cognitive, psychomotor, and affective variables in movement studies and exercise science. Use of these evaluative tools will be applied to the field of human movement.

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)

ATEP 520 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 sports.

ATEP 529 Measurement and Evaluation 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. Prerequisites: ATEP 100, 202, and 230.

ATEP 530 Measurement and Evaluation of Upper Extremity Injuries (3:2:2)

The primary focus of this course is to present a systematic process of accurately evaluating upper extremity musculoskeletal injuries and illnesses commonly seen in the physical activity 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. Prerequisites: ATEP 100, 202, and 230.

ATEP 531 Organization and Administration in Athletic Training (3:3:0)

This course is a requirement for students in athletic training. It deals primarily with the administrative competencies necessary to accomplish the successful day-to-day operation of an athletic training program and facility. Prerequisite: ATEP 101, 202, and 230.

ATEP 532 Therapeutic Modalities in Sports Medicine (4:3:2)

This course is required for students in athletic training. 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 athletic injuries. Prerequisites: ATEP 100, 202, 230, 301; PHYS 110, 131, or 161.

ATEP 533 Therapeutic Exercise in Sports Medicine (4:3:2)

This course is a requirement for students in athletic training. 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 for injured athletes. Prerequisites: ATEP 100, 202, 230, and 301.

ATEP 536 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.

ATEP 540 Functional Rehabilitation and Sport Specific Conditioning (3:2:2)

This advanced therapeutic exercise course is designed specifically for students admitted into the professional phase of the athletic training education program. The course focuses on the final stage of the rehabilitation process and concentrates specifically on fundamental skills, sport specific training, progressions, and testing and evaluation techniques. Building on competencies and proficiencies acquired in ATEP 120, 122, and ATEP 433, this course facilitates a new understanding of reconditioning and injured athlete and other physically active populations. Prerequisites: ATEP 120, 122, 433 and concurrent enrollment in ATEP 486 or BOC certification.

ATEP 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.

ATEP 545 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. Prerequisites: ATEP 310, 433 and 436.

ATEP 550 Advanced Perspectives in Athletic Injury Recognition, Evaluation, and Management (4:3:2)

This course is designed to explore the identification and treatment of athletic injuries. The information and skills are intended for those students with a relatively high level of sophistication in sports medicine. Prerequisites: ATEP 429, 430, 431, 432, 433, and 436.

ATEP 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.

ATEP 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.

ATEP 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.

ATEP 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 and 574.

ATEP 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 their

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 and 574.

ATEP 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.

ATEP 577 Independent Study (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.

ATEP 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 Athletic Training Department. Prerequisite: Permission of the department.

Biology

Moore Biology Hall
www.esu.edu/biology

570-422-3716

Faculty

Graduate Coordinator:	Jane Huffman, Ph.D. (jhuffman@po-box.esu.edu)
Professors:	Kathleen Brunkard, Ph.D (kbrunkard@po-box.esu.edu) Terry Master, Ph.D. (tmaster@po-box.esu.edu) Richard Pekala, Ph.D. (rpekala@po-box.esu.edu)
Associate Professors:	Abdalla Aldras, Sc.D (aaldras@po-box.esu.edu) Jerilyn Jewett-Smith, Ph.D. (jjsmith@po-box.esu.edu) Thomas LaDuke, Ph.D. (tcladuke@po-box.esu.edu)
Assistant Professors:	Raymond Milewski, Ph.D. (rmilewski@po-box.esu.edu) James Hunt, Ph.D. (jhunt@po-box.esu.edu) Maria Kitchens-Kintz, Ph.D. (mkkintz@po-box.esu.edu) John Smith, Ph.D. (johnsmith@po-box.esu.edu) Matthew Wallace, Ph.D. (mwallace@po-box.esu.edu) Howard Whidden, Ph.D. (hwhidden@po-box.esu.edu) Jennifer White, Ph.D. (jwhite@po-box.esu.edu) Tracy Whitford, Ph.D. (twhitford@po-box.esu.edu) Paul Wilson, Ph.D. (pwilson@po-box.esu.edu)

Master of Education with a major in Biology

30 credits - Thesis option
31 credits – Non-thesis option
39 credits – Non-research option

Purpose of the Degree

The M.Ed. is available for students desiring to become active professionals and master teachers of biology.

Program of Study

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

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

Undergraduate prerequisites required:

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

Master of Science with a major in Biology

30 credits – Thesis option

31 credits – Non-Thesis option

39 credits – Non-research option

Program of Study**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

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

Undergraduate prerequisites required:

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

Master of Science with a major in Biology, emphasis in management of environmental management

30 credits – Thesis option

31 credits – Non-thesis option

39 credits – Non-research option

Purpose of degree

The 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.

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

Undergraduate prerequisites required:

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

Admission

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

Graduate Assistantships:

Graduate assistantships are 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 on-line.

Course Descriptions

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

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: B10L 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 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 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 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 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 Biogeography (3:3:0)

The course deals with the geographical distribution of organisms. It examines the pattern these distributions and the underlying causes for them. The question of what present distributions of organisms indicate about past climates and environments is considered. A secondary area of examination is ecology of invasions which included present day translocation of organisms 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 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 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 inter-relationship 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: Eight 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. Since this course is also offered for graduate credit, a differentiation of requirements will be made.

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)

This course is designed to provide students with hands-on laboratory experimentation using basic immunological techniques. The course will include methods and techniques of: immunization and bleeding of mice, antigen and antibody purification and characterization, immunoelectrophoresis, western blot, ELISA procedures, immunoprecipitation, immunocytochemistry, identification of cellular antigens by immunofluorescence, and isolation of mouse lymphoid tissue (spleen and thymus). Corequisite 537.

BIOL 567 Fish Health Management (3:2:3)

The maintenance of fish health in enclosed, recycling water systems will be studied. The chemical, physical, and biological processes of these enclosed systems will be related to the health of various species of fish. Nutrition, fish handling, and diagnosis of diseases will also be emphasized.

BIOL 568 Principles of Systematics (3:3:0)

This course focuses on the practice of classifying organisms utilizing modern systematic techniques. Particular emphasis is placed on the reconstruction of evolutionary histories of organisms using both molecular and morphological characters. Topics include species concepts, delineation of taxonomic groups, and methods of inferring phylogenies.

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, adaptation, 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 cultur-

ing, 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.

Computer Science

Stroud Hall 310
www.esu.edu/cpsc

570-422-3666

Faculty

Graduate Coordinator:	Richard Amori (ramori@po-box.esu.edu)
Professors:	Richard Amori, Chairman (ramori@po-box.esu.edu) Felix Friedman (ffriedman@po-box.esu.edu) Haklin Kimm (hkimm@po-box.esu.edu) N. Paul Schembari (schembari@po-box.esu.edu)
Associate Professors:	Mary DeVito (mdevito@po-box.esu.edu) Robert Marmelstein (rmarmelstein@po-box.esu.edu) Phyllis Williams (pwilliams@po-box.esu.edu)
Assistant Professor:	James Emert (jemert@po-box.esu.edu)

Master of Science in Computer Science

30 Credits – Thesis Track
33 Credits – Non-Thesis Track

Purpose of degree

The purpose of the degree is to prepare students who will assume leadership roles in computer science which require graduate level knowledge. 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.

Mission statement of the department

The mission of the Computer Science Department is to prepare students to become successful computer science problem solvers.

Special resources of the department

The Computer Science Department has modern, well equipped laboratories and an active externally funded research program.

Program of Study

Undergraduate prerequisites required:

Applicants should have a B.S. in computer science from East Stroudsburg University, or, if not, the computer science skills and mathematical knowledge 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	Non-Linear 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.

Typical time to finish

The equivalent of two years of full-time study is usually required.

Illustrative plan of study

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

Option I – Thesis Option – 30 Semester Hours

- Programming Languages Area
Required:

CPSC 530	Software Engineering	3 credits
----------	----------------------	-----------

At least one of the following:

CPSC 531	Advanced Topics in Software Engineering	3 credits
CPSC 532	Natural Language Processing	3 credits
CPSC 533	Compiler Construction	3 credits
CPSC 534	Compiler Construction II	3 credits
CPSC 535	Parallel Computing	3 credits
- Operating Systems/Architecture Area
Required:

CPSC 541	Computer Architecture	3 credits
----------	-----------------------	-----------

At least one of the following:

CPSC 542	Operating Systems Design	3 credits
CPSC 544	Realtime Systems	3 credits
CPSC 545	Networking and Data Communication	3 credits
CPSC 547	Distributed Object Programming	3 credits
CPSC 548	Applied Network Security	3 credits
- Theory
At least one of the following:

CPSC 562	Theory of Computation	3 credits
CPSC 563	Theory of Abstract Language	3 credits
- Data/File Structures
At least one of the following:

CPSC 550	Algorithmic Graph Theory	3 credits
CPSC 553	Database Systems	3 credits
CPSC 554	Data Structures and Algorithmic Analysis	3 credits
- Topics/Electives
At least one additional course numbered 520 or higher

- **Culminating Activities**

Required:

CPSC 570	Introduction to Research	3 credits
CPSC 574	Research Project I	3 credits
CPSC 575	Research Project II	3 credits
A Thesis Defense		

Option II –Non-Thesis Option 33 Semester Hours

- **Programming Languages Area**

Required:

CPSC 530	Software Engineering	3 credits
----------	----------------------	-----------

At least one of the following:

CPSC 531	Advanced Topics in Software Engineering	3 credits
CPSC 532	Natural Language Processing	3 credits
CPSC 533	Compiler Construction	3 credits
CPSC 534	Compiler Construction II	3 credits
CPSC 535	Parallel Computing	3 credits

- **Operating Systems/Architecture Area**

Required:

CPSC 541	Computer Architecture	3 credits
----------	-----------------------	-----------

At least one of the following:

CPSC 542	Operating Systems Design	3 credits
CPSC 544	Realtime Systems	3 credits
CPSC 545	Networking and Data Communication	3 credits
CPSC 547	Distributed Object Programming	3 credits
CPSC 548	Applied Network Security	3 credits

- **Theory**

At least one of the following:

CPSC 562	Theory of Computation	3 credits
CPSC 563	Theory of Abstract Languages	3 credits

- **Data/File Structures**

At least one of the following:

CPSC 550	Algorithmic Graph Theory	3 credits
CPSC 553	Database Systems	3 credits
CPSC 554	Data Structures and Algorithmic Analysis	3 credits

- **Topics/Electives**

At least three additional courses numbered 520 or higher.

- **Culminating Activities**

Required:

CPSC 570	Introduction to Research	3 credits
CPSC 574	Research Project I	3 credits
A Comprehensive Oral Exam		

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.

Admission requirement and deadlines

Graduate school requirements and deadlines apply.

Graduate Assistantships:

Graduate assistantships are 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 on-line. For more information, contact Professor Amori at 570-422-3666 or by e-mail at ramori@po-box.esu.edu.

Course Descriptions

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

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 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 is a study of the principles of software engineering and various programming methodologies as applied to the development of large, complex software systems. Top-down, structured design and programming will be emphasized. There will be practice in the construction of a large software system. This course is usually offered in the Fall. This is a programming intensive course. Prerequisites: MATH 311, CPSC 111, 251, 330.

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 Networking and Data Communications (3:3:0)

This course gives students a foundation in the study of data communications and computer networking. Topics covered will include basic data communications, Open Systems Interconnect (OSI) Model, Local Area Networks (LAN) and common communications standards. 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 547 Distributed Object Programming (3:3:0)

This course is intended for students who are interested in understanding and developing application projects with an object-oriented programming language such as Java in distributed computing environments. The course begins with a brief introduction to object technology with programming and introduction to computer networking, and is followed by understanding and developing programs in the server/client model, Remote Method Interface (RMI), and Common Object Request

Broker Architecture (CORBA). 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. This course is usually offered in alternate years. This is a programming intensive course. Prerequisites: CPSC 111, 251.

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.

Early Childhood and Elementary Education

Stroud Hall 209
www.esu.edu/eled

570-422-3356

Faculty

Graduate Coordinator:	Paula Kelberman, Ed.D. (pkelberman@po-box.esu.edu)
Professors:	Pamela Kramer, Ed.D. (pkramer@po-box.esu.edu) Patricia Pinciotti, Ed.D. Chair (ppinciotti@po-box.esu.edu)
Associate Professors:	Margaret Benson, Ph.D. (mbenson@po-box.esu.edu) Susan Harlan, Ph.D. (sharlan@po-box.esu.edu) Martha Kellow, Ph.D. (mkellow@po-box.esu.edu) Denise LePage, Ed.D. (dlepage@po-box.esu.edu) Linda Rogers, Ed.D. (lrogers@po-box.esu.edu) Margot Vagliardo, Ed.D. (mvagliardo@po-box.esu.edu) Craig Wilson, Ph.D. (cwilson@po-box.esu.edu)
Assistant Professors:	Alberto Alegre, M.A. (aalegre@po-box.esu.edu) Janet Ferguson, Ph.D. (jferguson@po-box.esu.edu) Marilyn Narey, Ed.D. (mnarey@po-box.esu.edu) Andrew Whitehead, Ed.D. (awhitehead@po-box.esu.edu)

Master of Education in Elementary Education

33 credits

Purpose of Degree

The focus of the M.Ed. in Elementary Education is on becoming a master teacher in the elementary classroom and is based on the Advanced Teacher Education Conceptual Framework. The program is designed 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.

National accreditation(s) of the program

National Council for Accreditation of Teacher Education

Mission statement of the department

The mission of the Early Childhood and Elementary Education department is to develop educators who make reflective and deliberate decisions that support and extend the learning of all students.

Program of Study

Prerequisites required:

Master's degree candidates must hold teacher certification. Candidates must have a must have a 3.0 overall major GPA. Applicants must also submit all necessary documents with the Graduate School application, a Professional Goals Statement that reflects their professional objectives for this program, two letters of recommendation and a copy of their current teaching certificate.

Plan of Study

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

Core Courses: 15 credits required

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

Concentration Courses: 18 credits required (12 in ELED Focus and 6 in Education Electives)

The student shall, in consultation with the Graduate Coordinator, complete 12 ELED graduate credits in one of the following focus areas: Elementary School Teaching; Early Childhood; Middle School Teaching; Language Literacy and the Arts; Mathematics, Science, and Technology; Differentiated Teaching and Learning; the ESL Endorsement or a student designed concentration. In addition, the student shall complete 6 graduate credits of electives.

Elementary School Teaching

Elementary Education Focus 12 credits

- ELED 512 Integrating the Arts in Elem Class
- ELED 515 Individualizing Instruction
- ELED 517 Creative Teaching Methods
- ELED 520 Current Trends in Language Arts
- ELED 521 Children’s Lit. for Advanced Students
- REED Selected by Advisement
- ELED 525 Creative Drama
- ELED 530 Science in Elementary School
- ELED 540 Math in Elementary School
- ELED 544 International Collaborative Learning Project
- ELED 553 Teaching and Motivating
- ELED 585 Planning for Change
- ELED 550 Current Trends in Social Studies

Education Elective Courses 6 credits

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

Early Childhood – Birth through Age 8

Elementary Education Focus 12 credits

- ELED 515 Individualizing Instruction
- ELED 517 Creative Teaching Methods
- ELED 523 Diversity in Children’s Lit
- ELED 557 Reducing Stress in the Classroom*
- ELED 569 Research Laboratory in ECE and ELED

Education Elective Courses 6 credits

- MCOM Selected by Advisement
- SPED 567 Families in Ed. Process of Individuals with Exceptionalities
- SPED 568 Early Intervention in ECE
- PSED 516 Learner and Learning Process
- ELED 574 Prob. and Issues in ECE

REED 521 Language and Reading Process
 REED 550 Foundations of Reading
 in ECE
 ELED 589 Org. and Admin. of ECE Programs

ELED 586 Intern: Methods and Materials
 Recovery

Middle School Teaching

Elementary Education Focus 12 credits

ELED 512 Integrating the Arts
 ELED 515 Individualizing Instruction
 ELED 517 Creative Teaching Methods
 ELED 525 Creative Drama
 ELED 534 Science Seminar
 ELED 542 Current Trends in Mathematics
 ELED 549 Reducing Classroom Conflict*
 ELED 550 Current Trends in Social Studies

Education Elective Courses 6 credits

PSED 510 Teacher and School Com.
 PSED 565 Curr. Dev. in Mid. Schools
 PSED 593 Teaching Techniques in
 Mid. School
 MCOM Selected by Advisement
 SPED 551 Inclusionary Practices
 SPED 570 Collab. in Ed. Process
 REED 527 Reading in Content Areas
 REED 530 Teaching Reading through
 Young Adult Literature

Language, Literature, and the Arts

Elementary Education Focus 12 credits

ELED 512 Integrating the Arts
 ELED 515 Individualizing Instruction
 ELED 517 Creative Teaching Methods
 ELED 520 Current Trends in Language Arts
 ELED 521 Children's Lit. for Advanced
 Students
 ELED 523 Diversity in Children's Lit.
 ELED 525 Creative Drama
 ELED 545 BookArts

Education Elective Courses 6 credits

PSED 516 Learner and Learning Process
 REED Selected by Advisement
 (6-credit maximum)
 SPED 540 Language Arts for
 Exceptional Individuals
 SPED 551 Inclusionary Practices
 MCOM Selected by Advisement

Mathematics, Science, and Technology

Elementary Education Focus 12 credits

ELED 515 Individualizing Instruction
 ELED 517 Creative Teaching Methods
 ELED 530 Science in Elem School
 ELED 531 Life Sci.Wkshp. for Elem Teach*
 ELED 532 Phys. Sci. Wkshp. for Elem Teach*
 ELED 534 Science Seminar
 ELED 540 Math in Elem School
 ELED 542 Current Trends in Mathematics

Education Elective Courses 6 credits

SPED 551 Inclusionary Practices
 PSED 516 Learner and Learning Process
 PSED 565 Curr. Dev. in Mid. School
 PSED 593 Teaching Techniques in
 Mid. School
 MCOM Selected by Advisement

Differentiated Teaching and Learning

Elementary Education Focus 12 credits

ELED 515 Individualizing Instruction
 ELED 523 Diversity in Children's Lit.
 ELED 533 Designing & Implementing
 Programs for Prof. Dev.
 ELED 535 Diversity in the Classroom
 ELED 555 Clinical Supervision
 ELED 560 Adaptive Education

Education Elective Courses 6 credits

SPED 551 Inclusionary Practices
 SPED 570 Collab. in the Ed. Process
 PSED 510 Teacher and School Com.
 PSED 516 Learner and Learning Process
 MCOM Selected by Advisement

*ESL Endorsement***Elementary Education Focus 12 credits**

- ELED 527 Second Language Acquisition
ELED 528 Linguistics for ESL Teachers
ELED 529 Methods and Materials for Teaching ESL
ELED 535 Classroom Diversity (also may
be taken as PSED 535 or SPED 535)

Education Elective Courses 6 credits

Electives selected through advisement

Student Design

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

Final graduation requirement

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, Graduate Seminar, a course taken between 24–27 credits.

Extension of Teaching Certification to Include Elementary Education

39 credits

Purpose of program

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 is guided by the ESU Advanced Teacher Education Conceptual Framework and consists of specific ELED certification courses.

National accreditation(s) of the program:

National Council for Accreditation of Teacher Education

Program of Study**Prerequisites required:**

Candidates must hold teacher certification. 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 all necessary documents with the Graduate School application, a Professional Goals Statement that reflects their professional objectives for this program, two letters of recommendation and a copy of their current teaching certificate.

Plan of Study

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. Field experience in elementary education classrooms may be required as determined by the graduate coordinator. All candidates must meet with ELED Graduate Coordinator to review transcripts and discuss the ELED certification and/or M.Ed. programs, screening requirements, and opportunities.

Certification Courses (Professional Education) – 9 semester hours

PSED 161	Foundations of Education	or	PSED 510	Teacher and the School Community
PSED 242	Educational Psychology	or	PSED 516	Learner and the Learning Process
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)

Apprentice I Semester

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 Childhood Education

Apprentice II Semester (undergraduate courses taken as a cohort semester fulltime)

ELED 344	Science in Childhood Education	or	ELED 530	Science in Elementary School Education
ELED 345	Social Studies in Childhood Education	or	ELED 550	Current Trends in Social Studies
ELED 346	Children's Literature In Childhood Education	or	ELED 521	Children's Literature for Advanced Students
REED 313	Foundations of Reading	or	REED 523	Analysis of Instructional Techniques in Reading

3 additional credits by advisement

Final completion requirements

- 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: Elementary Education: Curriculum, Instruction, and Assessment

Initial Certification in Elementary Education

53 credits

Purpose of program:

The Elementary Education Initial Certification Program is designed for individuals who have successfully completed an undergraduate degree in an area other than education. The purpose of the program is to develop beginning educators who make reflective and deliberate decisions that support and extend the learning of all students. The Certification Program is completed primarily at the undergraduate level with some options for graduate course work that may be applied to the Master of Education degree (individuals working toward their initial certification in Elementary Education may choose to pursue their M.Ed. simultaneously). The Certification Program is guided by the ESU Initial Teacher Education Conceptual Framework.

Program of Study

Prerequisites required:

Candidates for this program are admitted through the Graduate School and must fulfill all criteria for admission as determined by the Graduate School. Candidates must have a 2.85 overall and 3.0 major GPA, demonstrate proficiency on PRAXIS Series I (Reading, Writing and Mathematics), submit a Professional Goals Statement that reflects their professional objectives for entrance into this program, and two letters of recommendation. Candidates must meet with ELED Graduate Coordinator to review transcripts and discuss the ELED certification and/or M.Ed. programs, screening requirements and opportunities.

The candidate's undergraduate degree program is reviewed to see if the coursework meets the General Education requirements. Students are also required to have 6 credits of Mathematics and 6 credits of English composition and literature in order to meet State Standards for certification. Any student whose undergraduate transcript does not meet those requirements will be required to fulfill them, in addition to any other undergraduate deficiencies.

Plan of Study

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

Professional Education — nine 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*)

Apprentice I: Content Areas through Field Based Application

ELED 342	Language Arts in Childhood Education
ELED 343	Mathematics in Childhood Education
ELED 346	Children's Literature in Childhood Education
ELED 351	Music in Childhood Education

Apprentice II: Professional Development School Cohort Semester

ELED 311	Art in Childhood Education*
REED 313	Foundations in Reading Instruction* (six credits) or WITH PERMISSION
ELED 344	Science in Childhood Education*
ELED 345	Social Studies in Childhood Education*
REED 523	Analysis of Reading Instructional Techniques and two other REED credits by advisement
SPED 351	Inclusionary Practices (optional)

Resident Semester/Student Teaching — 12 semester hours

ELED 430 Student Teaching (12 credits)

Final completion requirements

The following are requirements for the successful completion of the program. This list is not inclusive and may change, so it is advised that all candidates regularly with the ELED Graduate Coordinator for advisement and to discuss concerns about your academic program, department admittance procedure, or other advising matters.

Prior to Student Teaching Residency

- Successfully admitted into department
- Successfully complete All ELED Requirements – no Incompletes
- Demonstrate proficiency on PRAXIS II – Fundamental Content Knowledge (0511) prior to Student Teaching Review
- An overall GPA of 3.0
- Complete Professional Field Experiences
- Provide proof of current clearances
- ALL students need Act 34 and 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 Elementary Education: Curriculum, Instruction and Assessment test

Admissions requirements and deadlines

Program candidates must submit all necessary documents with the Graduate School application, a Professional Goals Statement that reflects their professional objectives for the program, two letters of recommendation, and a copy of their current teacher certificate if required by the following deadlines:

Fall:	March 15
Spring:	September 15
Summer:	January 15

For the initial certification program the department admittance process will be discussed during advisement with the Graduate Coordinator. Department admittance is a separate process after admission to the Graduate Program. Students will meet with the Graduate Coordinator to determine the necessary requirements and timetable for department admission. The following checklist list is not inclusive and may change, so it is advised that all candidates regularly with the ELED Graduate Coordinator for advisement and to discuss concerns about your academic program, department admittance procedure, or other advising matters.

- Graduate School Admission
- PRAXIS I
- Completed General Education
- Clearances including Negative TB test, Act 34 and Act 151 and FBI Clearance (non-PA residents)
- SPSEA Membership
- Professional Goals Statement
- Interview with Graduate Coordinator
- Departmental and Teacher Education Council Approval

Graduate Assistantships:

Graduate assistantships are 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 on-line. Full consideration will be given to those students who meet the Application Deadlines. Candidates

will be selected and interviewed by the department chair and/or graduate coordinator. *Contact the department chair and/or graduate coordinator at 570-422-3356 for additional information.*

Course Descriptions

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

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; 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, sociocultural, 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*, *Identify 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

Stroud Hall 309

570-422-3398

www.esu.edu/english/index.html

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.

Course Descriptions

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

ENGL 500 Workshop in Writing Pedagogy and Instructional Practices (6:6:0)

This is an intensive, by invitation only, four-week Summer Institute for teachers of all disciplines and grade levels that focuses on three related activities: (1) demonstrations by teachers of their most successful method for teaching writing; (2) study of current theory and research in the teaching of writing and thinking; (3) practice in writing and responding in small groups. Teachers must apply and be accepted to the Institute before enrolling. Prerequisites: B.A. or B.S. in any academic discipline and invitation to attend.

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 513 Seminar in Writing Pedagogy and Instructional Practices (6:6:0)

This is an intensive four-week summer course for teachers of all disciplines and grade levels that focuses on three related activities: (1) teacher demonstrations of classroom practice; (2) study of current theory and research in writing, thinking, diversity, and teaching; and (3) practice in writing and responding. Prerequisites: B.A. or B.S. in any academic discipline and consent of instructor.

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 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 Topics in British Literature (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. Students may take this course for credit more than once if they wish to study more than one approach or period.

ENGL 562 Topics in American Literature (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. Students may take this course for credit more than once if they wish to study more than on approach or period.

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 Topics in World Literature (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. Students may take this course for credit more than once if they wish to study more than one tradition or period.

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

Koehler Fieldhouse

570-422-3302

www3.esu.edu/academics/hshp/es/newhome.asp

Faculty

Graduate Coordinator:	Shala E. Davis, Ph.D. (sdavis@po-box.esu.edu)
Professor:	Donald M. Cummings, Ph.D. (dcummings@po-box.esu.edu)
Associate Professor:	Eli Berman, M.D. (eberman@po-box.esu.edu)
	Gregory B. Dwyer, Ph.D. (gdwyer@po-box.esu.edu)

Master of Science With a Major in Clinical Exercise Physiology

45 Credits

Purpose of degree:

The purpose of the Clinical Exercise Physiology program is to provide classroom and laboratory experiences that take full advantage of current knowledge and trends in rehabilitation of populations with cardiac, pulmonary and metabolic disorders through assessment and exercise programming. 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

National accreditation(s) of the program:

The MS in Clinical Exercise Physiology is accredited by the Commission on Accreditation of Allied Health Educational Programs ([CAAHEP](#))

Program of Study

Required:

Summer I Courses

EXSC 551	Aerobic Fitness Workshop
EXSC 552	Exercise and Weight Control Workshop

Fall Semester Courses

EXSC 527	Physiology of Human Performance
CEXP 530	Electrocardiography, Non-Invasive Cardiac Evaluations, and Implications in Exercise and Rehabilitation
CEXP 531	Clinical Exercise Physiology Laboratory I
CEXP 539	Coronary Heart Disease: Its Medical Diagnosis and Management
EXSC 586	Field Experience and Internship

Spring Semester Courses

EXSC 513	Evaluation in Movement Studies and Exercise Science
CEXP 532	Clinical Exercise Physiology Laboratory II
CEXP 537	Exercise Testing and Programming
CEXP 538	Cardiac Pathology and Pharmacology
EXSC 586	Field Experience and Internship

Summer II Courses

EXSC 528	Advanced Exercise Physiology Laboratory Techniques
CEXP 533	Health and Fitness Clinical Laboratory III
CEXP 536	Organization and Administration of Cardiac Rehabilitation and Primary Prevention Programs
CEXP 558	American College of Sports Medicine Exercise Specialist Workshop
CEXP 595	Clinical Exercise Physiology Seminar

Final graduation requirement

Students must pass a written comprehensive examination at the conclusion of coursework..

Master of Science With a Major in Exercise Science**33 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 Exercise Science. Students who seek admission to this degree program must develop and write an appropriate "Statement of Intent" that is rationale for undertaking this course of study and an indication of the overall plan for academic progress.

Hours in Exercise Science

EXSC 513	Evaluation in Movement Studies and Exercise Science	3 credits
EXSC 524	Advanced Biomechanics Laboratory Techniques	1 credit
EXSC 525	Psychology of Human Performance	3 credits
EXSC 526	Biomechanics of Human Performance	3 credits
EXSC 527	Physiology of Human Performance	3 credits
EXSC 528	Advanced Exercise Physiology Laboratory Techniques	1 credit
EXSC 547	Advanced Topics in Sports Nutrition and Exercise Metabolism	3 credits
EXSC 560	Physical Activity Across the Lifespan	3 credit
EXSC 565	Seminar in Strength and Conditioning	3 credits
EXSC 570	Introduction to Research	3 credits
EXSC 572	Thesis Seminar	3 credits
EXSC 574	Research Laboratory	1 credit
ATEP 520	Sports Medicine	3 credits

NOTE: Additional coursework may be selected above aforementioned requirements to support research interests.

Final graduation requirement

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

Admissions requirements and deadlines

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.

Graduate Assistantships:

Graduate assistantships are 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 on-line.

Course Descriptions

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

EXSC 513 Evaluation in Movement Studies and Exercise Science (3:3:0)

Course content will include basic statistical techniques for analyzing and interpreting cognitive, psychomotor and affective variables in movement studies and exercise science. Use of these evaluative tools will be applied to the field of human movement.

EXSC 520 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.

EXSC 524 Advanced Biomechanics Laboratory Techniques (1:0:2)

This course is designed to provide biomechanics laboratory experiences related to the understanding of data acquisition, processing and biomechanical analysis of selected human movement. Laboratory experiences will include advanced measurement of kinematic and kinetic variables using the Peak motion analysis system, force platform and electromyographic equipment. The students will gain knowledge of the signal processing techniques commonly encountered in biomechanics.

EXSC 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.

EXSC 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: EXSC 203

EXSC 527 Physiology of Human Performance (3:3:0)

Emphasis is given to study of metabolism and cardiovascular and respiratory human physiology. Prerequisite: EXSC 310

EXSC 528 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. Prerequisite: Completion or co-enrollment of Physiology of Exercise (EXSC 527).

CEXP 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. Clinical Exercise Physiology students only/permission of instructor.

CEXP 531 Clinical Exercise Physiology Laboratory I (3:1:4)

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. Clinical Exercise Physiology students only.

CEXP 532 Clinical Exercise Physiology Laboratory II (3:1:4)

This lecture/lab experience is conducted in the Human Performance Lab continues the discussion and development of skills necessary to continue preparation of Clinical Exercise Physiology students for clinical rotations of area hospitals and medical facilities. Clinical Exercise Physiology students only.

CEXP 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.

CEXP 536 Organization & Administration of Cardiac Rehabilitation & 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 programs will be discussed. Clinical Exercise Physiology students only.

CEXP 537 Exercise Testing and Programming (3:3:0)

An in-depth analysis of exercise stress testing for cardiac patients, symptomatic and asymptomatic, is presented along with principles and practices of exercise programming. Traditional as well as more recently developed exercise testing and programming procedures are discussed. Clinical Exercise Physiology students only/permission of instructor.

CEXP 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. Clinical Exercise Physiology students only/permission of instructor.

CEXP 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. Clinical Exercise Physiology students only/permission of instructor.

EXSC 541 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 including: 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: EXSC 310 and 311.

EXSC 547 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 and commercial nutritional supplements, meal planning, and exercise metabolism as they relate to sports competition and physical activity.

EXSC 551 Aerobic Fitness Workshop (2:1.5:1)

This workshop provides a theoretical and practical framework for measurement and evaluation of aerobic fitness across the lifespan. Field tests that can be administered by exercise professionals 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. Prerequisites: EXSC 100, 310 and/or advanced standing of 90 credits.

EXSC 552 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. The 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 fitness provides practical as well as theoretical experience. Prerequisites: EXSC 100, 310 and/or advanced standing of 90 credits.

EXSC 553 Reducing Coronary Heart Disease Workshop (2:1.5:1)

This workshop examines exercise as a means of evaluation, prescription, and diagnosis of 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 the necessity for changing life styles. Prevention rather than treatment for heart disease will be stressed. Prerequisites: EXSC 100, 310 and advanced standing of 90 credits.

EXSC 554 Anaerobic Training Workshop (2:1.5:1)

This workshop provides a theoretical and practical framework for measurement and evaluation of anaerobic conditioning, flexibility, strength training, and plyometrics. Field and laboratory tests that can be administered by athletic coaches, teachers, and fitness professionals are practiced, analyzed, and discussed. Prerequisites: EXSC 100, 310 and/or advanced standing of 90 credits.

EXSC 556 Certified Strength and Conditioning Specialist Workshop (1:0:2)

This workshop will provide structured experiences through instruction in the specific theoretical and practical concepts of strength and conditioning as they relate to the National Strength and Conditioning Association certification requirements. Upon completion of the workshop the student will be eligible to take the Certified Strength and Conditioning Specialist exam offered through the NSCA. Prerequisites: EXSC 310 and 322.

CEXP 558 ACSM Exercise Specialist 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.

EXSC 560 Physical Activity Across the Lifespan (3:3:0)

This course will explore the scientific evidence relating the role of physical activity and exercise across the lifespan. The risks and benefits of physical activity from birth to death will be explored. The developmental processes of maturation and aging will be considered. The role of physical activity in various health and disease processes associated with development and maturation will be discussed. Prerequisite: Prior background in either Physical Education or Gerontology.

EXSC 561 Experimental Exercise Physiology (3:2:2)

This course will address various physiology conditions which impact physical performance. Experimental design and data collection techniques commonly used in Exercise Science literature will be addressed. Mini-experiments (sleep deprivation, carbohydrate ingestion, oxygen supplementation, caffeine ingestions, etc.) will be utilized to demonstrate various physiological responses in the exercise arena. Prerequisites: EXSC 310 and 311.

EXSC 563 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: EXSC 202, 310, 311.

EXSC 565 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.

EXSC 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. Permission of Graduate Coordinator.

EXSC 571 Independent Research Problem (Semester hours arranged)

This course utilizes selected research techniques to investigate a specific professional or academic problem. It includes preparation and presentation of a formal report. The student 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. Prerequisites: EXSC 570, 574.

EXSC 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 their 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. Prerequisites: EXSC 570, 574.

EXSC 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: EXSC 570 or current enrollment.

EXSC 577 Independent Study (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 department.

EXSC 586 Field Experience and Internship (Semester hours arranged)

This course is designed to provide the student with practical experience with public 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 Exercise Science Department. Prerequisite: Permission of the department.

CEXP 595 Clinical Exercise Physiology Seminar (3:3:0)

This course focuses on current concepts, controversies, and issues in clinical exercise physiology. 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. Clinical Exercise Physiology students only.

General Science

This area does not a graduate degree program, the Master of Science degree in General Science has been placed in moratorium and new students are not being accepted into the program. This graduate course work is offered to support the existing certification programs in other departments.

Course Descriptions

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

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 evaluation, 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 three 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, 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 tenants.

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, 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

DeNike 250

570-422-3702

www.esu.edu/hlth and www.esu.edu/mph

Faculty

MPH Graduate Coordinator:	Lynn Woodhouse, Ed.D., M.P.H. (cwoodhouse@po-box.esu.edu)
MS Graduate Coordinator:	Kathy Hillman, Ph.D., M.P.H. (khillman@po-box.esu.edu)
Professors:	Steven Godin, Ph.D., M.P.H. (sgodin@po-box.esu.edu) Lynn Woodhouse, Ed.D., M.P.H. (cwoodhouse@po-box.esu.edu)
Associate Professors:	Adenike Bitto, Dr. P.H., M.P.H. (abitto@po-box.esu.edu) Alberto Cardelle, Ph.D., M.P.H. (acardelle@po-box.esu.edu)
Assistant Professors:	Steven Shive, Ph.D, M.P.H. (sshive@po-box.esu.edu) Kimberley Razzano, M.P.H. (krazzano@po-box.esu.edu)

Master of Public Health (MPH)

45 semester hours

Purpose of Degree

The purpose of the degree is to prepare students in the core public health competencies (Epidemiology, Health Administration, Environmental Health, Social and Behavioral Sciences and Biostatistics), and 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.

National accreditation(s) of the program:

The MPH program is accredited by the Council on Education for Public Health (CEPH). CEPH is the independent agency recognized by the U.S. 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.

Mission statement of the program:

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.

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.

Program of Study

The Master of Public Health degree in Community Health Education is a 45-credit program that includes a nine-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.

Illustrative plan of study:

Required courses:

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

Final graduation requirement

All M.P.H. graduate candidates will be required to complete an oral comprehensive exam at the end of their coursework.

Master’s of Science in Health Education

30-36 semester hour program

Purpose of Degree

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 Mission of the program

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.

Program of Study

Undergraduate prerequisites required:

Completion of Anatomy and Physiology coursework.

Plan of Study

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 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 <i>OR</i> Biometry

MS graduate candidates must select from five to eight credits of health education electives, and three 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 nine to 15 credits of health education electives, and six credits of general and professional education electives.

Typical time to finish:

Completion of the degree is often within two to three years full time and as long as six years part-time.

Final graduation requirement

All M.S. graduate candidates will be required to complete an oral comprehensive exam at the end of their coursework.

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.

Admissions requirements and deadlines

All students must meet the current graduate school 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

Graduate Assistantships

Graduate assistantships are 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 on-line.

Course Descriptions

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

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 Skills for Applied Community Health Practice (2:2:0)

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, and 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)

The 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)

This 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. (Prerequisites: HLTH 538, 555, 560, 561, 562, 570)

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 students experience and programmatic needs; however, no more than 3 credits may be applied to health education degree programs.

History

Stroud 409
www.esu.edu/history

570 422-3286
lsqueri@po-box.esu.edu

Faculty

Graduate Coordinator:	Lawrence Squeri (lsqueri@po-box.esu.edu)
Professor:	Neil Hogan (nhogan@po-box.esu.edu)
Associate Professor:	Marie Donaghay (mdonaghay@po-box.esu.edu) Martin Wilson (mwilson@po-box.esu.edu)
Assistant Professors:	Michael Gray (mpgray@po@po-box.esu.edu) Stephen Ortiz (sortiz@tiz@po-box.esu.edu) Nita Prasad (nprasad@po-box.esu.edu)

Master of Arts in History

30 credits

Purpose of degree

To develop the analytical, literary, and verbal skills of students and to familiarize them with historical literature. Thesis students will learn to conduct original research and they will learn to organize large amounts of information into presentable form.

Outcome expectations of students and degree completion

Students will attain a better understanding of history. They will become familiar with historical methodology and literature. They will improve their verbal and written communication skills.

Most of our M.A. graduates teach in the high schools; some have obtained Ph.D.s and teach on the college level; others work for historical societies, museums, publishing houses, and the National Park Service.

Mission statement of the department

The mission of the department is to provide a program that is grounded in teaching excellence. Although department faculty are involved in research and publishing, the History Department faculty see teaching and student advising as their primary mission. The department is also committed to an involvement in the life of the Pocono region and in global studies. Internships and study abroad programs allow students the opportunity to engage not only in the immediate Pocono community but also in the broader global community.

Special resources of the department

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. Internships are also available at local historical societies.

Program of Study

Undergraduate prerequisites required:

A bachelor's degree in history is preferable. Students with fewer than 15 credits in history can

be admitted on a conditional basis.

Typical time to finish:

Full-time students can finish in a calendar year.

Plan of Study

Required classes:

HIST 570 Introduction to Research	3 credit hours
<i>(Offered only in the fall semester)</i>	
HIST 571 Thesis I	3 credit hours
HIST 572 Thesis II	3 credit hours

Electives:

15-21 semester hours in history. Students must elect a minimum of nine semester hours in either Group A – United States History, or Group B – European History, and a minimum of three semester hours in each of the two remaining groups, including Group C – Area Studies. Related Areas (other social sciences) are optional: 0-6 semester hours.

Final graduation requirements

Comprehensive examination, thesis, thesis defense.

Master of Education in History

- 30 credits – Thesis program
- 34 credits – Non-Thesis program

Program of Study

Undergraduate prerequisites required:

A bachelor’s degree in history is preferable. Students with fewer than 15 credits in history can be admitted on a conditional basis.

Typical time to finish:

Full-time students can finish in a calendar year.

Plan of Study

Required classes: Thesis Program

HIST 570 Introduction to Research	3 credit hours
HIST 572 Thesis I	3 credit hours.

Electives:

History	12-18 credits
Related electives	0-6 credits
General Education and Professional Education Courses	6 credits

Required classes: Non-Thesis Program

HIST 570 Introduction to Research	3 credit hours
HIST 571 Independent Research Problem	1 credit hour

Electives: Non-Thesis Program

History	18-21 credits
Related electives in other social sciences:	3-6 credits
General Education and Professional Education Courses	6 credits

Final graduation requirements**Thesis Program:**

Comprehensive examination, thesis, thesis defense

Non-Thesis Program:

Comprehensive examination, completion of Research Problem

Admissions requirements and deadlines

Graduate school requirements and deadlines apply; in addition, candidates must have undergraduate major GPA of 3.0, and undergraduate overall GPA of 2.5.

Graduate Assistantships:

Graduate assistantships are 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 on-line. For more information, contact Professor Lawrence Squeri at 570-422-3284 or by e-mail at lsqueri@po-box.esu.edu.

Course Descriptions

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

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, 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, the post Stalinist years, and the fall of the Soviet Union.

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 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,, 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 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

Hotel, Restaurant and Tourism Management

Sport Management

Public Administration

570-422-3568

www.esu.edu

lfehervari@po-box.esu.edu

This is an interdepartmental program encompassing faculty and coursework from the departments of: Sport Studies; Hotel, Restaurant, and Tourism Management; Political Science; and Business Management & Economics.

Co-Directors: Robert P. Fleischman, J.D., Ed.D. (570-422-3316)
(bflfleischman@po-box.esu.edu)
Albert Moranville, MBA (570-422-3049)
(amoranville@po-box.esu.edu)

Faculty

Graduate Coordinators: Robert P. Fleischman, J.D., Ed.D., Sport Management
(bflfleischman@po-box.esu.edu)
Albert Moranville, MBA, Hotel, Restaurant, and Tourism
Management (amoranville@po-box.esu.edu)
Jeffrey Weber, Ph.D., Public Administration
(jweber@po-box.esu.edu)

Professors: John Kercksmar, Ph.D. (jkercksmar@po-box.esu.edu)
Frank M. Pullo, Ed.D. (fpullo@po-box.esu.edu)
Patricia M. Crotty, Ph.D. (pcrotty@po-box.esu.edu)
Robert P. Fleischman, J.D., Ed.D.
(bflfleischman@po-box.esu.edu)
Robert J. McMullin, Ph.D. (rmcmullin@po-box.esu.edu)

Associate Professors: Albert Moranville, MBA (amoranville@po-box.esu.edu)
Carol Miller, MBA (cmiller@po-box.esu.edu)
Jerome W. Sheska, MEd. (jsheska@po-box.esu.edu)
Kenneth M. Mash, Ph.D. (kmash@po-box.esu.edu)
Samuel E. Quainoo, Ph.D. (squainoo@po-box.esu.edu)
Kathleen J. Barnes, Ph.D. (kbarnes@po-box.esu.edu)

Assistant Professors: Jeffrey Weber, Ph.D. (jweber@po-box.esu.edu)
Johan Eliasson, Ph.D. (jeliasson@po-box.esu.edu)
Kimberly Adams, Ph.D. (kadams@po-box.esu.edu)
Margaret J. Persia, Ph.D. (mpersia@po-box.esu.edu)
Michael J. McCorkle, Ph.D. (mccorkle@po-box.esu.edu)
Paula A. Parker, Ed.D. (pparker@po-box.esu.edu)
Stephen W. Dittmore, M.A. (sdittmore@po-box.esu.edu)

Master of Science Degree in Management and Leadership (MML)

33-37 credits

Purpose of Degree

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.

The Master of Science Degree in Management and Leadership offers 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.

Outcome expectations of students and degree completion

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.

Mission Statement of the Program

The mission of the Master of Science Degree in Management and Leadership is to provide graduate level instruction based in theory with professional application, which 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.

Program of Study

Undergraduate prerequisites required:

Students should possess a common body of knowledge essential for successful advanced study in management and leadership. This body of knowledge typically includes undergraduate coursework 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 coursework-providing competencies in these areas. Students with non-business undergraduate degrees will usually lack at least some of these competencies and therefore should seek alternative means to satisfy them.

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:

- i) Submission of a portfolio/dossier that consists of an updated vita;
- ii) Successful completion of undergraduate coursework or demonstration of work product generated during the course of employment and/or other professional experiences. The faculty intends to work toward offering coursework to satisfy these competencies via non-traditional alternative delivery methods; or
- iii) Passing the relevant graduate level coursework. Students admitted under the latter criteria would need to demonstrate prerequisite knowledge and competencies by

satisfactorily completing MML coursework 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.

Plan of Study

Based on the Outcomes established above, the following coursework 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. The Curriculum consists of a 33 to 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; and (3) Public Administration.

Common Area of Study

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

Total	15 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 Total	21 Credits
------------------------	-------------------

Total	36 Credits
--------------	-------------------

(2) Sport Management:*Major and major-related courses (Core Area)*

SMGT 547 Sport Business & Finance	(3)
SMGT 548 Sport Marketing	(3)
SMGT 549 Sport and the Law	(3)
**Electives (Select one of the following)	
SMGT 546 Planning and Management Facilities	(3)
SMGT 550 Sport Personnel Management	(3)
*SMGT 586 Internship	(7-10)

Core Area Total **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 9-12 credits of electives can be taken from the following courses based on whether the student is interested in public sector management on the local, state, or federal level, or international public sector management. The student can select from the following courses:

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 **18 Credits**

Total **33 Credits**

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

Admissions Requirements and Deadlines

Students applying for admission to the MML program are strongly encouraged to apply by March 15th prior to the academic year in which they are seeking admission.

Incoming students who are granted conditional status based upon prerequisite competency deficiencies (listed above) 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 listed below. 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.

Students enrolling in the program on a full-time basis will have an opportunity to complete the required common area and co-requisite area coursework within a full academic year and, depending on their internship and other program requirements, will typically complete all their degree requirements in three full semesters.

Graduate Assistantships:

The MML degree program offers a variety of Graduate assistantships. 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 on-line. Graduate Assistant have positions across the campus, including, but not limited to, work in the Department of Intercollegiate Athletics, Office of Admissions, Enrollments Services, and the Graduate School Office. For more information, contact: Professor Robert P. Fleischman, J.D., Ed.D., at 570-422-3316 or by e-mail at: bfleischman@po-box.esu.edu

Course Descriptions

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

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. Case 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 Management (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 coursework. The student is responsible for securing their 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 issue/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:**SMGT 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.

SMGT 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.

SMGT 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.

SMGT 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.

SMGT 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.

SMGT 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 SMGT 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

Stroud Hall 408 C

570-422-3447

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

Course Descriptions

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

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 fall term – odd 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, congruencies, 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. (Offered spring term)

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

Rosenkrans Hall-East

570-422-3646 or 570-422-3763

www3.esu.edu/graduate/Itechnology.index.asp

Faculty

Graduate Coordinator:	Elzar Camper, Jr., Ed.D. (elzar.camper@po-box.esu.edu)
Professor:	Elzar Camper, Jr., Ed.D. (elzar.camper@po-box.esu.edu)
Associate Professor:	Gary Braman, Ed.S. (gbraman@po-box.esu.edu)
Assistant Professors:	Susan Amirian, Ed.D. (samirian@po-box.esu.edu)
	Steven Koehn, Ph.D. (skoehn@po-box.esu.edu)
	Beth Rajan Sockman, BA. (bsockman@po-box.esu.edu)

Master of Education in Instructional Technology

The M.Ed. in Instructional Technology is a joint cooperative degree with Kutztown University.
33 credits

Purpose of degree:

The 33-credit program is designed to prepare instructional technologists who are catalysts for integrating technology into schools and/or training situations. These individuals may then serve in one or more of the following roles as district-wide technology coordinators, classroom teachers and educators using technology, intermediate unit technology administrators and industrial trainers.

Outcome expectations of students and degree completion:

The goal of these programs is to develop professional educators for academic institutions and trainers in business and industry who are proficient in the selection and implementation of instructional technologies.

National accreditation(s) of the program:

- National Council for the Accreditation of Teacher Education
- Association for Educational Communication and Technology

Special resources of the department:

This is a joint cooperative program with the Instructional Technology Department at Kutztown University. East Stroudsburg University has student-accessible media classrooms, convergence center for multimedia, computer labs, video editing suite, photographic studio, audio/video and digital still and motion equipment that are maintained by on-site technical staff.

Program of Study

Maximum time to finish

Four years for degree.

Plan of study for degree

Required classes — Successful submission of optional portfolio may permit substitution of alternate courses

- | | | |
|------------|---|-----------|
| • MCOM 520 | Selection and Utilization of Instructional Media | 3 credits |
| • ELED 570 | Introduction to Research | 3 credits |
| • MCOM 526 | Organization and Administration of Instructional Technology | 3 credits |
| • MCOM 585 | Internship | 3 credits |

Electives — Select seven courses. These are cooperative programs that permit students to complete degree and/or certification requirements at either East Stroudsburg University and/or Kutztown University. Contact the graduate coordinator for details.

•	PSED 516	The Learner and Learning Process	3 credits
•	MCOM 501	Current Applications	1 credit
•	MCOM 510	Computers in Education	3 credits
•	MCOM 532	Digital and Still Photography	3 credits
•	MCOM 534	Video Production	3 credits
•	MCOM 536	Internet for Educators	3 credits
•	MCOM 538	Desktop Publishing for Educators	3 credits
•	MCOM 540	Multimedia for Educators	3 credits
•	MCOM 545	Interactive Media	3 credits
•	MCOM 580	Research Project I	3 credits
•	MCOM 581	Research Project II	3 credits
•	MCOM 589	Thesis	6 credits

Final graduation requirement

Submission of comprehensive portfolio and internship

Instructional Technology Specialist Certification

The Certification in Instructional Technology is a joint cooperative program with Kutztown University. Compliance with Pennsylvania Department of Education Instructional Technology Specialist Certification Standards and/or 24 credits.

Purpose of certification

The instructional technology specialist certification is a non-instructional certification permitting the holder to function in a support role for K-12 classroom and school activities.

Program of Study

Maximum time to finish

Three years for certification.

Plan of study for certification

Foundation Classes

•	MCOM 520	Selection and Utilization of Instructional Media	3 credits
•	ELED 570	Introduction to Research	3 credits

Major classes (12 credits)

•	MCOM 510	Computers in Education	3 credits
•	MCOM 526	Organization and Administration of Instructional Technology	3 credits
•	MCOM 532	Digital and Still Photography	3 credits
•	MCOM 534	Video Production	3 credits
•	MCOM 536	Internet for Educators	3 credits
•	MCOM 538	Desktop Publishing for Educators	3 credits
•	MCOM 540	Multimedia for Educators	3 credits
•	MCOM 545	Interactive Media	3 credits

Capstone class (3 credits)

•	MCOM 585	Internship	3 credits
---	----------	------------	-----------

Electives — Select 3 credits

•	PSED 516	The Learner and Learning Process	3 credits
•	MCOM 501	Current Applications	1 credit
•	MCOM 536	Internet for Educators	3 credits
•	MCOM 538	Desktop Publishing for Educators	3 credits
•	MCOM 545	Interactive Media	3 credits

Admissions requirements and deadlines

For M.Ed. degree:

- Two letters of recommendation
- Portfolio or interview
- For full admission a minimum overall undergraduate 2.5 QPA
- Rolling deadline

For certification:

- Contact the graduate coordinator for additional admission information to comply with Pennsylvania Department of Education requirements.
- Minimum overall undergraduate QPA 3.0 (Pennsylvania Act 354)
- If not 3.0 QPA then completion of nine credits of Media Communication and Technology Department courses with prior written approval of department faculty adviser
- Two letters of recommendation
- Rolling deadline

Graduate Assistantships

Graduate assistantships are available through the department. These are awarded based upon merit and achievement to 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 on-line. The 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 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 enhancement.

The person selected to hold the position of graduate assistant should have a range of qualifications and/or be willing to learn:

- word processing
- media design, production and manipulation of computer graphics, photography and video
- Internet access and searching
- Office etiquette, organization, implementation, and completion of assigned tasks.

For more information, applicants are encouraged to check with Dr. Elzar Camper, Jr., graduate coordinator, for a current description at 570-422-3646 or by e-mail at elzar.camper@po-box.esu.edu.

Course Descriptions

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

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 on non-print media.

MCOM 526 Organization and Administration of Instructional Technology (3:3:0)

This course defines the organization, administrative and management roles, responsibilities and tasks of an instructional technologist. Also this course provides an introduction to and overview of the challenges, opportunities, and issues 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 (3:0:0)

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. Prerequisite: MCOM 580

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 six semester hours in one semester with approval of adviser.

Music

Fine Arts Building 205

570-422-3759

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

Course Descriptions

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

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)

The course will be a comprehensive choral 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 master class 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 from 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 fine arts, 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

DeNike 202 570-422-3474

www.esu.edu/nursing

The Nursing Department does not have a graduate degree program. It does offer a school nurse certification program, which is not considered a graduate-level curriculum, although courses are offered at both the undergraduate and graduate levels. It also offers graduate course work to support other degree programs. Graduate courses in Nursing are not regularly offered.

School Nurse Certification Program

15 credits

Purpose of program

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.

Outcome expectations of students and program completion

- 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 requires 15 credit hours divided into the following five course 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 (135 hours) – School Nursing (3 credits)

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. Additional requirements include:

- Interview
- Letter of recommendation
- QPA 3.0
- Mathematics requirement: six semester-hour credits or the equivalent in college-level mathematics.
- English requirement: three semester-hour credits or the equivalent in college-level English composition and three 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

- 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 pre-requisite 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.).

Course Descriptions

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

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

Zimbar-Liljenstien Hall
www.esu.edu/academics/hshp/pete/overview.asp

570-422-3293

Faculty

Graduate Coordinator: Suzanne Mueller, Ed.D. (smueller@po-box.esu.edu)
Associate Professors: Caroline Kuchinski, Ph.D. (ckuchinski@po-box.esu.edu)
 Robert Smith, Ph.D. (bsmith@po-box.esu.edu)
 Gene White Jr., Ph.D. (gwhite@po-box.esu.edu)

Master of Education with a Major in Health and Physical Education

35 Semester Hours

Purpose of degree:

The M.Ed. is designed to ensure that teachers gain research-based knowledge and skills that will enhance their ability to teach and contribute to the profession through curriculum development, presentations, publications, research and mentoring.

National Accreditations:

National Association of Sport and Physical Education (NASPE)
 National Council for Accreditation of Teacher Education (NCATE)

Program of Study

Prerequisites required:

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

Illustrative Plan of Study

Students take a sequence of nine credits each for three summer sessions and complete a health course during each fall or spring. Cohorts begin every other summer.

PETE 561	Seminar in Adapted Physical Education	3	summer 1
PETE 517	Analysis of Teaching	3	summer 1
PETE 522	Advanced Theory and Techniques	3	summer 1
HLTH 539	Health Education Methods Workshop	3	fall/spring
PETE 570	Introduction to Research	3	summer 2
PETE 513	Evaluation of Teaching & Learning Process	3	summer 2
PETE 510	Curriculum Development in P.E.	3	summer 2
HLTH 550	School Health Administration & Curriculum	3	fall/spring
PETE 574	Research Lab	1	fall/spring
PETE 520	Seminar in PE Literature	3	summer 3
PETE 565	Supervision of HPE	3	summer 3
PETE 571	Independent Research Problem	1	summer 3
HLTH 555	Health Education Evaluation	3	fall/spring
OR HLTH 560	Scientific Foundations of HLTH Behavior	3	fall/spring

Final Graduation Requirement

Students will complete a Portfolio Exhibition as their exiting research project. All graduate students in the Physical Education Department will have to demonstrate computer literacy.

Admissions requirements and deadlines

Students entering the program are certified teachers of physical education or health and physical education, otherwise the Department follows the requirements of the Graduate School for admission.

Drivers Education Certification

12 credits

Plan of Study

SFTY 505 Principles of Safety
SFTY 511 Safety in Sports
SFTY 515 Human Factors in Accident Prevention

SFTY 531 Traffic Safety

Physical Education Course Descriptions

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

PETE 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.

PETE 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 therapist, 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.

PETE 510 Curriculum Development in Physical Education (3:3:0)

This course will emphasize the role of physical education in the context of school programs. Students will analyze concepts underlying theories of curriculum construction and understand frameworks to develop collaborative and interdisciplinary activities for K-12 students. Portfolio assessment, performance assessment and standardized tests will be discussed. National Standards and Commonwealth of Pennsylvania Standards will be presented and infused into constructs to be included in school programs.

PETE 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.

PETE 512 Constructing Sequential Learning to Implement a Conceptual Approach to the Teaching of Physical Education (2:2:0)

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).

PETE 513 Evaluation in Movement Studies and Exercise Science (3:3:0)

This course will include basic statistical techniques for analyzing and interpreting cognitive, psychomotor and affective variables in movement studies and exercise science. Use of these evaluative tools will be applied to the field of human movement.

PETE 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.

PETE 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 implications 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.

PETE 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: adapted, administration, athletics, culture, facilities, philosophy, psychology, sport skills, and sociology.

PETE 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.

PETE 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.

PETE 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.

PETE 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.

PETE 561 Seminar: Adapted Physical Education (3:3:0)

The anatomic and physiologic bases for identifying and programming the handicapped child are studied. Both modified and remedial procedures are considered. Selected handicapped individuals serve as subjects for the practical aspects of the course.

PETE 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.

PETE 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.

PETE 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. Students must consult their adviser prior to registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisites: PETE 570, 574.

PETE 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 their adviser prior to registration. This course is required for all students in the research or project program, and it may be repeated with permission. Prerequisites: MSES 570, 574.

PETE 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.

PETE 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.

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)

PETE 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 PETE Department. Prerequisite: Permission of the department.

Safety Course Descriptions

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

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.

Political Science

Stroud Hall, Room 409
www.esu.edu/pols

570-422-3286
pcrotty@po-box.esu.edu

Faculty

Graduate Coordinator: Patricia Crotty (pcrotty@po-box.esu.edu)
Professor: Patricia Crotty (pcrotty@po-box.esu.edu)
Associate Professors: Kenneth Mash (kmash@po-box.esu.edu)
Samuel Quainoo (squainoo@po-box.esu.edu)
Assistant Professors: Kimberly Adams (kadams@po-box.esu.edu)
Johan Eliasson (jeliasson@po-box.esu.edu)
Jeffrey Weber (jweber@po-box.esu.edu)

Master of Arts in Political Science

30 credits

Purpose of degree:

This degree allows students to work in the public, non-profit, or private sector at various levels – domestic, foreign, or international. The political science curriculum comprises the systematic study of the theory and practice of politics at various levels – domestic, foreign, and international. Depending on their interests, students can focus on questions of a theoretical nature, the role and performance of political institutions and political systems, or the behavior of individuals and groups. Our political science degree prepares students to work in both the public and private sectors. Many majors also use this preparation as a basis for further study both in graduate school and law school.

Outcome expectations of students and degree completion:

To understand the basic research methodologies used in the discipline, develop a research problem which is theoretically and conceptually sound, and execute an acceptable Master's Thesis.

Special resources of the department:

The Department provides internship opportunities for students who are interested in exploring employment in the public or private sectors.

Program of Study

Illustrative plan of study:

Required classes

- POLS 570 Introduction to Research 3
- POLS 572 Thesis I 3
- POLS 573 Thesis II 3
- Political Science Electives, 15-21 semester hours (minimum). 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 six semester hours from related areas: history, economics, sociology, geography, or other courses by permission of the chairperson of the degree faculty.*

Language requirement

A knowledge of the fundamentals of one foreign language is required unless waived under the provisions set forth in the Graduate Catalog.

Final graduation requirement

Successfully complete the research methods course, satisfactorily pass a comprehensive exam and complete an acceptable Masters Thesis.

Admissions requirements and deadlines

The Department follows the requirements of the Graduate School for admission.

Master of Education Degree: Thesis Program

30 Credits

Purpose of degree:

This degree allows students who are presently teaching to obtain further credentials in their field or to begin taking classes they can use toward certification.

Outcome expectations of students and degree completion:

To understand the basic research methodologies used in the discipline, develop a research problem which is theoretically and conceptually sound, and execute an acceptable Master's Thesis.

Illustrative plan of study:*Required classes*

- POLS 570 Introduction to Research 3
- POLS 572 Thesis I 3
- Political Science Electives, 12-18 semester hours (minimum). Students must elect at least one course from each group: 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.** Up to 6 semester hours may be taken in related fields.
- General and Professional Education — 6 semester hours

Final graduation requirement

Successfully complete the research methods course, satisfactorily pass a comprehensive exam and complete an acceptable Masters Thesis.

Admissions requirements and deadlines

The Department follows the requirements of the Graduate School for admission.

Master of Education Degree: Non-Thesis Program

34 Credits

Purpose of degree:

This degree allows students who are presently teaching to obtain further credentials in their field or to begin taking classes they can use toward certification.

Outcome expectations of students and degree completion:

To understand the basic research methodologies used in the discipline, develop a research problem which is theoretically and conceptually sound, and complete an acceptable Independent Research Project.

Illustrative plan of study:

Required classes

- POLS 570 Introduction to Research 3
- POLS 571 Independent Research Problem 1
- Political Science Electives, 12-18 semester hours (minimum). Students must elect at least one course from each group: 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.** Up to 9 semester hours may be taken in related fields.
- Related Electives, up to 9 semester hours.
- General and Professional Education, 9 semester hours.

Final graduation requirement

Successfully complete the research methods course, satisfactorily pass a comprehensive exam and complete an acceptable Independent Research Project.

Admissions requirements and deadlines

The Department follows the requirements of the Graduate School for admission.

Graduate Assistantships:

Graduate assistantships are 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 on-line.

Course Descriptions

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

POLS 514 Seminar on 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 actions, 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 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 s.h. completed on the graduate level in political science with at least a "B" average. The student must be enrolled in the department graduate program.

Professional and Secondary Education

Stroud Hall
www.esu.edu/psed

570-422-3363

Faculty

Graduate Coordinator:	Kathleen Foster, Ed.D (kfoster@po-box.esu.edu)
Professors:	Patricia Smeaton, Ed.D. (psmeaton@po-box.esu.edu) Faith Waters, Ed.D (fwaters@po-box.esu.edu)
Associate Professor:	Douglas Lare, Ed.D. (dlare@po-box.esu.edu)
Assistant Professors:	Philip Griswold, Ed.D. (pgriswold@po-box.esu.edu) Jeffrey Scheetz, Ed.D. (jscheetz@po-box.esu.edu) Angelo Senese, Ed.D (asenese@po-box.esu.edu)

Master of Education in Secondary Education

31 to 36 credits

Purpose of degree:

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.

National accreditation(s) of the program:

National Council for Accreditation of Teacher Education

Special resources of the department:

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.

Program of Study

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 currently include any academic area, administration, affective education, , 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 six 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.

Certification in Secondary Education

Purpose of program

The programs for certification in secondary education are designed for individuals who have successfully completed an undergraduate degree in an area other than education. The programs are planned and supervised by the Department of Professional and Secondary Education and by the department responsible for the academic major.

Program of Study

Certification areas are the following:

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

Candidates 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.

Plan of Study

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. 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.

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

Student teaching may be taken at either the undergraduate or graduate level – graduate level student teaching may not be used to fulfill Master of Education Degree requirements.

- PSED 430: Student Teaching in Secondary Education/Middle School/Junior High School, 6 credits and
 PSED 431: Student Teaching in Secondary Education/Senior High School, 6 credit
OR
 PSED 518: Student Teaching in Secondary Education: Middle School/Junior High School, 6 credits and
 PSED 519: 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

Final completion requirements

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.

Certification in Secondary Education -- Professional Development School**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 two 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.

Teacher Intern Program

Program Purpose

The Teacher Intern Program is an opportunity for college graduates to enter the teaching profession in the secondary schools of Pennsylvania, by allowing candidates 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.

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.

Principal Certification Elementary and/or Secondary

Variable up to 42 credits

Program Purpose

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 either a Master's Degree or an add-on certificate 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.

Doctoral Program in Administration and Leadership Studies

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.

Admission Requirements and Deadlines

Standards for admission are as follows:

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. All recommendations must be sealed and bear the signature of the author.
3. 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 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:
 - (a) required undergraduate or graduate courses
 - (b) proficiency examinations
 - (c) 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:
 - a. Completion of a faculty interview with portfolio demonstration
 - b. Satisfactorily pass the Praxis I Academic Skills Assessments in reading, writing, and mathematics
 - c. Earn a minimum overall ESU QPA as identified by PA law (3.0)
 - d. Complete 6 credits of mathematics courses and 6 credits of English (including one composition and one literature) courses
 - e. Complete Act 34 and/or FBI clearance and Act 151 child abuse clearance
 - f. Any other specific departmental requirements or prerequisites and, being recommended by departmental faculty and approved by the Teacher Education Council.

Students must be accepted to the Graduate School, which includes the review of all undergraduate course work.

Teacher Intern Program

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 and candidates must meet state/district designated requirements.

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).

Deadlines

Fall:	March 15
Spring:	September 15
Summer:	January 15

Consideration will be given to all applications as they are received.

Graduate Assistantships:

Graduate assistantships are 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 on-line. Graduate Assistants must maintain satisfactory academic progress and meet all requirements stipulated by the Graduate School.

Course Descriptions

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

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 513 Seminar in Writing Pedagogy and Instructional Practices (6:6:0)

This is an intensive four-week summer course for teachers of all disciplines and grade levels that focuses on three related activities: (1) teacher demonstrations of classroom practice; (2) study of current theory and research in writing, thinking, diversity, and teaching; and (3) practice in writing and responding. Prerequisite: B.A. or B.S. in any academic discipline and consent of instructor.

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 518 Student Teaching in Secondary Education: Middle School-Junior High School (6:0:15)

This course is part of a guided teaching experience in the secondary schools which typically consists of PSED 518 and 519 for a full semester. This field experience is designed to provide the opportunity to demonstrate the competencies and understandings of the teaching/learning process in the middle/junior high school. This course will not be permitted to fulfill MEd. requirements. Prerequisites: 1) students must meet all requirements described under the Student Teaching section, 2) students must have approval of the adviser and department chair in the major field, 3) students must have the approval of the Department of Professional and Secondary Education, and 4) students must have completed at least 24 semester hours of credit in the major field.

PSED 519 Student Teaching in Secondary Education: Senior High School (6:0:15)

This course is part of a guided teaching experience in the secondary schools which typically consists of PSED 518 and 519 for a full semester. This field experience is designed to provide the opportunity to demonstrate the competencies and understandings of the teaching/learning process in the high school. This course will not be permitted to fulfill MEd. requirements. Prerequisites: 1) students must meet all requirements described under the Student Teaching section, 2) students must have approval of the adviser and department chair in the major field, 3) students must have the approval of the Department of Professional and Secondary Education, and 4) students must have completed at least 24 semester hours of credit in the major field.

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. Prerequisites: 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 Prerequisites: 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 Second 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.

Reading

Stroud Hall, Room 112
www.esu.edu/graduate/reading.asp

570-422-3416

Faculty:

Graduate Coordinator:	Jesse Moore, Ed. D. (jmoore@po-box.esu.edu)
Professors:	Maureen McLaughlin, Ed.D. (mmclaughlin@po-box.esu.edu) Jesse C. Moore, Ed.D., Chair (jmoore@po-box.esu.edu)
Associate Professor:	Mary Beth Allen, Ed. D. (mballen@po-box.esu.edu) Rhonda Sutton, Ed. D. (Rhonda.Sutton@po-box.esu.edu)
Assistant Professors:	Stephanie Romano (sromano@po-box.esu.edu)

Master of Education

39 credits

Program Purpose

The Reading Department of East Stroudsburg University offers a graduate program of study leading to a Master of Education, which qualifies students for the Pennsylvania Reading Specialist Certificate. This certificate enables a teacher to provide reading instruction in kindergarten through grade 12.

National Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Outcomes

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

- Understand the major theories of reading and 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.

Mission Statement

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 of Study

Typical time to finish

As a full-time student, a candidate for the Master of Education can usually complete the program in one calendar year. 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 late afternoon and evening.

Plan of Study

Sequence of Required Courses:

REED 523	Analysis of Instructional Techniques in Reading
REED 522	Theoretical Models of Reading and Literacy Processes
REED 521	Language and the Reading Process
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
REED 524	Reading Clinic Practicum, 6 credits
Up to 3 elective graduate courses	
Final Program Requirement: Portfolio Exhibition	

Electives:

Up to nine semester hours of electives may be taken in reading education, elementary education, secondary education, special education, and media, communication and technology.

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).

Reading Specialist Certification

27 Credits

Purpose of program:

The certification program is designed to qualify candidates for the Pennsylvania Reading Specialist K–12 Certificate.

Program of Study

Typical time to finish

As a full-time student, a candidate for the Reading Specialist can usually complete the program in one calendar year. 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.

Plan of Study

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 30-36 credit hours. Programs are planned for students on the basis of an individual's previous course work and professional experiences.

Sequence of Required Courses:

REED 523	Analysis of Instructional Techniques in Reading
REED 522	Theoretical Models of Reading and Literacy Processes
REED 521	Language and the Reading Process
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
REED 524	Reading Clinic Practicum, 6 credits

Final Program Requirement: Portfolio Exhibition

Admissions requirements and deadlines

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. 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 Reading Department.

Graduate Assistantships:

Graduate assistantships are 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 they assist with research and complete projects assigned by professors. 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 on-line. Responsibilities of the graduate assistant may include conducting research, preparing learning centers, proofreading, and editing.

Course Descriptions

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

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 research 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 assessing and 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)

This course focuses on how teachers can help students understand content area texts and related materials. Reading as a thinking process, comprehension skill and strategy instruction, and the evaluation of instructional materials are emphasized in this course.

REED 529 Assessment and Evaluation of Literacy (3:3:0)

This course is designed to provide practice in the use of formal and informal assessments in appraising a child's abilities in reading and related areas. The creation of a Literacy Profile, which includes assessment results and diagnostic information serves as the basis for instructional practices. 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 (3:3:0)

This course addresses contemporary issues in reading. Designed to be taught in an interactive workshop format, Reading Colloquium emphasizes learning, application, and performance assessment.

REED 577 Independent Study in Reading (Semester hours arranged)

Under the auspices of a professor in the Reading Department, 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 & Leisure Management

Denike Building 231

570-422-3305

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

Course Descriptions

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

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)

Sociology

Stroud Hall 414 570-422-3453

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.

Course Descriptions

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

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 531 Foreign Study Tour: South America (6:0:12) (Not regularly offered)

SOC 532 Foreign Study Tour: Africa (6:0:12) (Not regularly offered)

SOC 533 Foreign Study Tour: Western Europe (6:0:12) (Not regularly offered)

SOC 534 Foreign Study Tour: Eastern Europe (6:0:12) (Not regularly offered)

SOC 535 Foreign Study Tour: Asia (6:0:12) (Not regularly offered)

SOC 536 Foreign Study Tour: Australia and New Zealand (6:0:12) (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 reformative 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 (3:3:0)

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

Stroud Hall—Rooms 105, 107, 108
<http://www.esu.edu/sped/grad>

570-422-3558

Faculty

Graduate Coordinator:	T. Burcroff, Ph.D., BCBA (tburcroff@po-box.esu.edu)
Professor:	D. Cavanagh, Ed.D (cavanagh@po-box.esu.edu) G. Scala, Ed.D. (gscala@po-box.esu.edu) D. Steere, Ph.D (dsteere@po-box.esu.edu)
Associate Professor:	D. Cavauiolo, Ph.D. (dcavauiolo@po-box.esu.edu)

Master of Education

36 Credits – Non-Thesis

30 Credits – Thesis

Purpose of Degree

This program of study is designed for the candidate who holds certification in Special Education and is seeking to enhance and improve upon their professional practice.

National Accreditation

The graduate special education programs are 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.

Program of Study

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.

Thesis option

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

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 (6 credits)
SPED Elective	Three Courses (9 credits)

Program Electives:

Select two courses (6 credits) from related field.

Non-thesis option

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

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	Tesis I
and	
SPED Elective	
or	
SPED 573	Tesis II

Program Electives:

Select two courses (6 credits) from related field.

Master of Education with Certification

36 Credits

Purpose of Degree

This program of study is designed for the candidate that in addition to seeking an M. Ed., is interested in seeking Instructional I certification.

Program of Study

The program of study includes the following courses plus eight Special Education courses listed under the certification coursework, that will serve as the major coursework.

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.

Special Education Certification (Instructional I)

30-59 credits (dependent upon previous coursework)

Purpose of program

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.

Program of Study

Undergraduate prerequisites required:

Undergraduate prerequisites include two courses in each of Math and English. Undergraduate course work/certification will be examined to determine the individual course work requirements for each prospective candidate. 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.

Professional Requirements

ELED 502	Psychology of the Elementary School Child
PSED 516	The Learner and the Learning Process
MCOM 510	Computers in Education
REED 521	Language and the Reading Process
REED 527	Reading in the Content Areas

Select one from the following four courses:

PSED 504	Philosophy of Education
PSED 509	History of Education
PSED 510	The Teacher and the School Community
PSED 511	Educational Sociology

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

18 credits

Purpose of program

This program prepares candidates to function as a liaison between the school administration and certified professional staff of a public school in a fashion that will enhance the attainment of the institution's goals and objectives.

Program of Study

Prerequisites required:

Prerequisite to admission in the Supervisory Certification program is a minimum of three 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.

Plan of study:

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 Analyst Certification

15 credits

Purpose of program

Completion of course work makes the candidate eligible to apply to the Behavior Analyst Certification Board (BACB) for entrance into the Board Certification examination.

Program of Study

Prerequisites required:

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.

Plan of study:

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

Typical time to finish:

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 numerous times per year.

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.

Entry into the program as a full-standing graduate student requires undergraduate certification in Special Education.

GPA undergraduate minimum 3.0

The following admission criteria will be applied for special Education Certification programs:

- 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.
- Passing scores on Praxis I tests.

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.

Graduate Assistantships

Graduate assistantships are 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 on-line.

Course Descriptions

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

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, gender, 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. (Offered fall, summer pre session)

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 pre session, 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 pre session)

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. (Not regularly offered)

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, 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. (Offered spring term)

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 pre-session)

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 enrolled in the Special Education Supervisory Certificate Program. (Offered summer pre session)

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 complimented 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 pre session)

Speech-Language Pathology

LaRue Hall
www.esu.edu/sppa

570-422-3247

Faculty

Graduate Coordinator:	Jane Page, Ph.D., CCC-A/SLP (jpage@po-box.esu.edu)
Professors:	Robert Ackerman, Ph.D., CCC-SLP (rackerman@po-box.esu.edu) Jane Page, Ph.D., CCC-A/SLP (jpage@po-box.esu.edu) Elaine Shuey, Ph.D., CCC-SLP (eshuey@po-box.esu.edu) Joyce Simpson, Ed.D., CCC-SLP (jsimpson@po-box.esu.edu)
Assistant Professors:	Ann Millett, M.S., CCC-SLP (amillett@po-box.esu.edu) Patricia Remshifski, M.S., CCC-SLP (premshifski@po-box.esu.edu)

Master of Science in Speech-Language Pathology

51 Credits

Purpose of degree:

The Department of Speech-Language Pathology offers a Master of Science in Speech-Language Pathology. 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 students' degree program.

National accreditation(s) of the program:

The program is fully accredited in Speech-Language Pathology by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Outcome expectations of students and degree completion:

To meet the minimum competencies required by the Knowledge and Skills Assessment (KASA) of ASHA, and, upon completion of degree, to successfully pass the Praxis examination in speech-language pathology.

Mission statement of the department:

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.

Special resources of the department:

- Eight fully equipped therapy rooms
- A state of the art audiology suite
- Observation rooms for both parents and students
- A state-of-the-art voice laboratory
- A research laboratory
- Class and study rooms

Program of Study

Undergraduate prerequisites required:

- 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
- Natural sciences (6 credits), including a physical science
- Behavioral sciences (6 credits)
- Composition/writing
- College level math course

Students who do not meet all of the criteria listed under undergraduate prerequisites above may gain conditional admission but must remedy any deficiencies prior to filing a plan of study with the Graduate School.

Typical time to finish:

Full-time students will complete the program in five semesters, which includes the middle summer. Those students choosing the teacher certification option will require an extra 12 week placement and will graduate in the second August following entry into the program.

Part-time students will require a minimum of three years plus summers, depending on course availability compatible with their personal schedule. A degree is no longer available by attending classes in evenings and summers only.

Cohort

The class of full-time students which enters each fall semester moves through the program as a cohort.

Illustrative plan of study:

The academic course work requirements are designed to meet the ASHA requirements for the CCC-SLP. Students may transfer up to six credit hours of appropriate graduate course work from another ASHA accredited program, subject to department approval. No more than three 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.

Plan of study for a full-time student

• Fall 1

- SPPA 580 Preschool Language Skills as a Precursor to Literacy (2)
- SPPA 541 Phonological Disorders, Assessment and Intervention (3)
- SPPA 542 Language Disorders in Preschool Children (2)
- SPPA 546 Voice Disorders (3)
- SPPA 534 Clinical Audiology (2)
- SPPA 562 Dysphagia (3)

- **Spring 1**
 - SPPA 535 Auditory Based Communication Disorders (3)
 - SPPA 543 Language Disorders of Adults (4)
 - SPPA 544 Fluency Disorders (2)
 - SPPA 563 Language Learning Disabilities in School Aged Children (2)
 - SPPA 564 Pediatric Dysphagia (2)
 - SPPA 584 Research Methods & Materials in Speech-Language Pathology(2)
 - SPPA 550 Advanced Clinical Practicum (2)
- **Summer 1 Pre-session**
 - SPPA 500 Special Topic (elective) (2)
 - SPPA 500 Special Topic (elective) (2)
- **Summer 1 Main session**
 - SPPA 550 Advanced Clinical Practicum (2)
 - SPPA 560 Diagnostic Procedures in Speech-Language Pathology (1)
 - SPPA 561 Diagnostic Practicum (2)
- **Fall 2**
 - SPPA 569 Motor Speech Disorders (3)
 - SPPA 581 Communication Skills Related to Autism Spectrum Disorders (2)
 - SPPA 583 Caseload Management in Medical Speech-Language Pathology(2)
 - SPPA 521 Augmentative/Alternative Communication (2)
 - SPPA 582 Management of School Programs in Speech-Language Pathology (if teacher certification) (2)
 - SPPA 574 Orofacial Anomalies (2)
 - SPPA 550 Advanced Clinical Practicum (2)
- **Spring 2**
 - SPPA 586 Advanced Clinical Externship (non-school placement) (1)
- **Summer 2**
 - SPPA 586 Advanced Clinical Externship (school placement required for those choosing teacher certification) (6)

*All the above classes are required unless designated an elective.

Electives

- SPPA 500 Special Topics (2)
- SPPA 572 Thesis (3)
- SPPA 577 Independent Study (1-3)

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 are 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 the school setting).

Final graduation requirement

Submission of a portfolio documenting achievement of competencies required by the KASA.

Admissions requirements and deadlines

Students must be admitted both 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-Language Pathology Department at 570-422-3247 to request an application. Application deadline is February 1 for fall admission. All application documents, transcripts, and supporting material 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 3.0 overall; QPA 3.0 in undergraduate major
- GRE scores
- Three letters of recommendation
- Statement of professional goals

Graduate Assistantships:

Graduate assistantships are 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 on-line.

Course Descriptions

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

SPPA 521 Augmentative/Alternative Communication (2:2:0)

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 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 Auditory Based Communication Disorders (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 or 534.

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 Preschool (2:2:0)

This course will address the nature, etiology, and clinical management of language disorders in preschool children from birth through age 5 years. Prerequisite: SPPA 101 or equivalent.

SPPA 543 Language Disorders in Adults (4:4:0)

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.

SPPA 544 Fluency Disorders (2:2:0)

This course is designed to provide a comprehensive analysis of the theories of fluency disorders, diagnostic procedures, and treatment strategies. Behaviors related to fluency disorders will be examined. Current research literature for the management of fluency disorders will be included. Prerequisites: SPPA 457 and 458. (Offered spring semester)

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. Alaryngeal communication also will be addressed. Prerequisite: SPPA 214.

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 (1:1:0)

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. Prerequisite: concurrent enrollment in SPPA 561.

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 Language Learning Disabilities in School Aged Children (2:2:0)

This course addresses the etiologies, characteristics, assessment, and intervention for language learning disabilities common in school-aged children, with particular emphasis on academic and cognitive aspects of language use in classroom contexts. Prerequisite: SPPA 214 or equivalent.

SPPA 564 Pediatric Dysphagia (2:2:0)

This course addresses the nature, etiology, and clinical management of swallowing disorders in pediatric clients. Prerequisite: SPPA 562.

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 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 Skills as Precursor to Literacy (2:2:0)

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 and phonemic awareness skills in preschoolers. Prerequisite: Undergraduate or graduate degree in related field.

SPPA 581 Communication Skills Related to Autism Spectrum Disorders (2:2:0)

This course is designed to provide a comprehensive analysis of various types of autism spectrum disorders (ASD) with special consideration given to communication needs and service delivery models. The roles and responsibilities of the speech-language pathologist will be examined. Prerequisite: SPPA 121 and 241.

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: PSSED 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 (2:2:0)

The course addresses research methodologies and problem solving related to speech pathology and audiology and its literature with an emphasis on application.

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

Department of Sport Studies
www.esu.edu

Zimbar-Liljenstein Hall

570-422-3495
cstranger@po-box.esu.edu

Faculty

Graduate Coordinator:	Robert P. Fleischman, J.D., Ed.D.. (bfleischman@po-box.esu.edu)
Professors:	Frank M. Pullo, Ed.D.(fpullo@po-box.esu.edu) Robert P. Fleischman, J.D., Ed.D.. (bfleischman@po-box.esu.edu)
Associate Professor:	Jerome W. Sheska, MEd. (jsheska@po-box.esu.edu)
Assistant Professor:	Paula Parker, Ed.D.. (pparker@po-box.esu.edu) Stephen W. Dittmore, M.A. (sdittmore@po-box.esu.edu)

The Master of Science Degree in Sport Management

34 Credits

Purpose of Degree

The purpose of the Master of Science Degree in Sport Management 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 Master of Science degree program in Sport Management offers curriculum to prepare students for professional careers in the sport management industry. Students who successfully complete the program pursue career interests that 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 seven credit hours and the successful completion of the Sport Management Comprehensive Examination.

Outcome expectations of students and degree completion:

This program is structured in accordance with emerging National Association of Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM) Guidelines.

Specifically, students graduating from the Master of Science Degree program in Sport Management will be able to:

- 1.) Apply content knowledge of the professions of sport management and business management to an internship experience.
- 2.) Prior to the beginning of their internship experience, apply knowledge of the sport management profession and demonstrate the appropriate skills of the sport management profession.
- 3.) Demonstrate competencies associated with the contemporary field of sport management (e.g. ability to perform the various management functions.)

Mission Statement of the Program

The Master of Science Degree program with a major in sport management provides students with the foundation of professional preparation in sport management within an academic mission that offers high quality programs and prepares graduates to enter a complex, changing global world with competence and confidence. The area of study is consistent with the North American Society of Sport Management (NASSM) review protocol.

Program of Study

Student Qualifications/Undergraduate Prerequisites/Support/Advisement

Students should possess a common body of knowledge essential for successful advanced study in sport management. This body of knowledge typically includes undergraduate coursework or life experience contributing to a foundation of knowledge in the following areas: sport studies; health and physical education; and hotel and tourism.

Typical time to finish

Students enrolling in the program on a full-time basis will have an opportunity to complete the required coursework within a full academic year and, depending on their internship and other program requirements, will typically complete all their degree requirements in three full semesters.

Illustrative Plan of Study

All graduate students pursuing a Master of Science degree with a Major in Sport Management will complete the following coursework (34 total credits required):

The minimum course requirements are as follows:

*****Required Core (27 Credits):***

SMGT 513	Evaluation in the Teaching-Learning Process in Health and Physical Education
SMGT 519	Sport and Society
SMGT 523	Administration: Physical Education and Sport Programs
SMGT 546	Planning and Management of Sports Facilities
SMGT 547	Sports Business and Finance
SMGT 548	Sports Marketing
SMGT 549	Sports and the Law
SMGT 550	Sport Personnel Management
SMGT 570	Introduction to Research
*SMGT 586	Field Experience and Internship (7 semester hours arranged)

Elective Courses - Students may choose the following elective coursework:

SMGT 551	Application of Computers to Sports Management
SMGT 553	Ethical Issues in Sports Management
SMGT 559	Public Relations in Sport Management

**Students are required to complete an internship (SMGT 586) 7-10 Credits*

Final graduation requirement

Students are required to take a comprehensive exam based on the required coursework.

Admissions Requirement and Deadlines

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 include successful completion of the GRE and/or GMAT exams. Students applying for admission to the Master of Science degree program in Sport Management are strongly encouraged to apply by March 15th prior to the academic year in which they are seeking admission.

Graduate Assistantships

Graduate assistantships are 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 on-line. . For more information, contact: Professor Robert P. Fleischman, J.D., EdD. at 570-422-3316 or by e-mail at bfleischman@po-box.esu.edu

Course Descriptions

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

SMGT 506 Theory and Techniques of Coaching (3:3:0)

This course is designed to provide an overview of the theories and strategies necessary to become a successful coach. The welfare of the athlete will be the primary focus. Sport areas covered will be philosophy, pedagogy, physiology, medicine, and management. Prerequisite: 96 credits.

SMGT 513 Evaluation in Movement Studies and Exercise Science (3:3:0)

This course will include basic statistical techniques for analyzing and interpreting cognitive, psychomotor and affective variables in movement studies and exercise science. Use of these evaluative tools will be applied to the field of human movement.

SMGT 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 will be studied. Also attitudes toward competition for women, roles of women's sport organizations, and motivations of sportswomen examined.

SMGT 518 Philosophy and Physical Education (3:3:0)

This course is a review of contemporary philosophical positions and implications for professional decision-making in physical education. Focus is upon an awareness and a concern for the development of the student's personal professional philosophy.

SMGT 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, the social variables which affect participation are studied.

SMGT 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.

SMGT 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.

SMGT 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 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.

SMGT 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.

SMGT 548 Sports Marketing (3:3:0)

The course is designed to provide the student with knowledge of sports marketing as it relates to the spectator and the 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.

SMGT 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.

SMGT 550 Sport Personnel Management (3:3:0)

This course focuses on various leadership styles, managerial communication, and interaction skills and 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.

SMGT 551 Application of Computers to Sports 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.

SMGT 553 Ethical Issues in Sports 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.

SMGT 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.

SMGT 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.

SMGT 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. Students must consult with their 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: SMGT 570, 574.

SMGT 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 their 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: SMGT 570, 574.

SMGT 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.

SMGT 577 Independent Study (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.

SMGT 581 Analysis of Gymnastics I Workshop (3:3:0)

The critical analysis of biomechanical principles as they apply to both gross and fine gymnastic movement patterns will be studies. Additional emphasis will center around 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. Prerequisite: PETE 160, 260 or equivalent.

SMGT 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 on a critical review of the research relevant to the gymnastic discipline. Both lecture-demonstration and seminar methods of instruction will be employed. Prerequisite: PETE 160, 260, 360, or equivalent.

SMGT 586 Field Experience and Internship (Semester hours arranged)

This course is designed to provide the student with practical experience with a public or private organization in some related aspect of sport management. 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 Sport Studies Department. Prerequisite: Permission of the department.

Theatre

Fine Arts Building 207

570-422-3759

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

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

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)

State and University Officials

Pennsylvania State System of Higher Education Board of Governors

Kenneth M. Jarin , Newtown, <i>Chair</i>	Rep. Michael K. Hanna , Lock Haven
Kim E. Lyttle , Indiana, <i>Vice Chair</i>	Sen. Vincent J. Hughes , Philadelphia
C.R. “Chuck” Pennoni , Bryn Mawr, <i>Vice Chair</i>	Kyle J. Mullins , Peckville
	Joshua A. O’Brien , Harrisburg
	Allison Peitz , Henryville
	Guido M. Pichini , Wyomissing
	Gov. Edward G. Rendell , Harrisburg
Rep. Matthew E. Baker , Wellsboro	Sen. James J. Rhoades , Mahanoy City
Marie Conley Lammando , Harrisburg	Christine J. Toretti Olson , Indiana
Paul S. Dlugolecki , Mechanicsburg	Aaron A. Walton , Allison Park
Daniel P. Elby , York	Gerald L. Zahorchak , Harrisburg

Pennsylvania State System of Higher Education Office of the Chancellor

Judy G. Hample	Chancellor
Peter H. Garland	Vice Chancellor for Academic and Student Affairs
James Dillon	Vice Chancellor for Administration and Finance
Khalil Yazdi	Vice Chancellor for Information Technology and Research
Thomas M. Krapsho	Acting Vice Chancellor Human Resources and Labor Relations
Jeffrey Cooper	Chief Counsel

East Stroudsburg University of Pennsylvania Council of Trustees

Amy Schaeffer Welch ’85, New Hope, *Chair*
Darell T. Covington, East Stroudsburg, *Vice Chair*
L. Patrick Ross ’66, Tannersville, *Secretary*

Trudi Denlinger ’70, Bethlehem
Eli Berman, Stroudsburg
Kelly Dries, East Stroudsburg
Harry F. Lee, Esq., Stroudsburg
Hussain G. Malik, East Stroudsburg
Nancy V. Perretta, Stroudsburg
David M. Sanko ’81, Harrisburg
Robert H. Willever ’75, Easton
Judy G. Hample, Harrisburg, *Ex-Officio*

Senior Administration

President's Office

Robert J. Dillman

President of the University

Victoria Sanders

Associate Vice President for Special Projects, Diversity and Equity

Mary Frances Postupack

Chief Operating Officer/Executive Director,

Center for Research and Economic Development

Douglas F. Smith

Director, University Relations

Academic Affairs

Kenneth W. Borland, Jr.

Provost/Vice President for Academic Affairs

Alberto J. Cardelle

Interim Associate Provost for Academic Affairs

Henry A. Gardner

Associate Provost for Enrollment Management

Michael Southwell

Assistant Vice President for Instructional Support and Outreach

Peter J. Hawkes

Dean, School of Arts and Sciences

Mark J. Kilker

Dean, School of Health Sciences and Human Performance

Pamela Kramer

Interim Dean, School of Professional Studies

Alberto J. Cardelle

Interim Dean, School of Graduate Studies and Researchs

Curtis D. Bauman

Director, Institutional Research and Planning

David G. Schappert

Director, Library

Finance and Administration

Richard A. Staneski

Vice President for Finance and Administration

Donna Bulzoni

Director of Financial Affairs and Controller

Robert D'Aversa

Director, Computing and Communication Services

Dawn MacIntire Kohl

Director, Human Resource Management

William Hodge

Interim Director, Facilities Management Operations

William P. Pierson

Interim Director, Facilities Management Planning and Construction

Robin T. Olson

Director of Police and Safety Services

Ann Zaffuto

Director, Procurement and Contracting

University Advancement

Isaac W. Sanders

Vice President for University Advancement

Carolyn Bolt

Assistant Vice President for Development

Vincent Dent

Director of Major Gifts and Planned Giving

Robert A. Kelley

Major Gifts and Planned Giving Officer

John J. Ross

Director, Alumni Engagement

Vacant

Director, Corporate and Community Relations

Student Affairs

Doreen M. Tobin

Interim Vice President for Student Affairs

Maria Hackney

Director, University Health Services

Fredric Moses

Director, Student Activity Association, Inc.

Robert Moses

Director, Residence Life

Dennis B. Steigerwalt

Director, Career Services

Senior Policy Administrators

Robert J. Dillman (1996, 1996)

President of the University

B.S., 1963, SUNY at New Paltz; M.S., 1970, Penn State University; Ph.D., 1976, Clark University

Kenneth W. Borland, Jr. (2001, 2005)

Provost, Vice President for Academic Affairs

B.S., 1980, Toccoa Falls College; M.A., 1985, Southwestern Baptist Theological Seminary; D.Ed., 1996, The Pennsylvania State University

Richard A. Staneski (1998, 1998)

Vice President for Finance and Administration

B.A., 1972, Claremont McKenna College; M.A., 1974, California State University at San Jose

Isaac W. Sanders (2000, 2000)

Vice President for University Advancement

B.S., 1971, Tuskegee Institute; M.S., 1973, Cornell University; Ph.D., 1984, Kansas State University

Doreen Tobin (2006, 2006)

Interim Vice President for Student Affairs

B.S., M.Ed., St. Lawrence University; Doctor of Education, 2003, The Pennsylvania State University - Harrisburg

Alberto J. Cardelle (1999, 2006)

Interim Associate Provost for Academic Affairs and Interim Dean of Graduate Studies and Research

B.S., 1986, Tulane University; MPH, 1989, Boston University; Ph.D., 1999, University of Miami

Henry A. Gardner (2006, 2006)

Associate Provost for Enrollment Management

B.S., 1968, Kent State University; M.S., 1971, Indiana University; Ed.D., 1974, Indiana University

Peter J. Hawkes (1986, 2004)

Dean, School of Arts & Sciences

B.A., 1968, Fordham University; M.A., 1972, New York University; M.Phil., 1976, Ph.D., 1986, Columbia University

Mark J. Kilker (1981, 1991)

Dean, School of Health Sciences and Human Performance

B.S.N., 1975, Trenton State College; M.S.N., 1980, University of Pennsylvania;

Ed.D., 1994, Teachers College, Columbia University

Pamela Kramer (1991, 2001)

Interim Dean, School of Professional Studies

B.A., 1978, Marian College; M.A., 1982, Kean College ; Ed.D., 1994, Lehigh University

David G. Schappert (1993, 1993)

Director, Library

B.A., 1977, Michigan State University; M.L.S., 1983, Drexel University

Faculty

The following list of permanent faculty members is current as of November 30, 2006. Two dates follow 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.

John A. Abbruzzese, III (1996, 2000)

Associate Professor, Psychologist and Director of Counseling and Psychological Services
A.B., 1978, Brown University
Ph.D., 1989, University of Pittsburgh

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

Elaine Ackroyd-Kelly (2002, 2002)

Assistant Professor, Library
B.S., 1968, James Madison University
M.L.S., 1984, Rutgers University
M.A., 1995, Marywood University

Ian H. Ackroyd-Kelly (1974, 1977)

Professor of Geography
B.A., 1966, Virginia Military Institute
M.A., 1972, University of North Carolina
Ph.D., 1975, University of North Carolina

Kimberly S. Adams (2006, 2006)

Assistant Professor in Political Science
B.S., 1995, University of Southern Mississippi
M.S., 1997, University of Southern Mississippi
Ph.D., 2003, University of Mississippi

Alfredo Ahumada (1996, 2000)

Associate Professor of Foreign Languages
B.A., 1983; M.A., 1988, Hunter College
M.Phil., 1993, City University of New York
Ph.D., 1995, City University of New York

Julianne Albiero-Walton (1995, 2002)

Associate Professor, Academic Enrichment and Learning and Disabilities Specialist
B.S., 1988, University of Scranton
M.S., 1989, University of Scranton
Ed.D., 2001, Argosy University/Sarasota

Abdalla Aldras (1997, 2001)

Associate Professor of Biological Sciences
B.S., 1981, Jordan University;
M.S.P.H., 1987,
Sc.D., 1991, Tulane University

Alberto Alegre (2006, 2006)

Assistant Professor of Early Childhood and Elementary Education
B.S., 1980, Universitat de Barcelona
B.S., 1985, Universitat de Barcelona
M.S., 1991, Universitat de Barcelona
M.A., 2002, Universitat de Barcelona

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 Southeastern 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

Angella D. Angelini (1970, 1975)

Assistant Professor, Librarian
B.A., 1969, Caldwell College
M.S.L.S., 1971, Villanova University

Leslie D. Antonette (1996, 2001)

Associate Professor of English
B.A., 1990, University of California at Riverside
M.A., 1992, University of California at Riverside
Ph.D., 1996, University of California at Riverside

Joseph Ashcroft (1977, 1992)

Distinguished Professor of Communication Studies
A.B., 1969, University of Scranton
M.A., 1978, East Stroudsburg University of Pennsylvania
Ph.D., 1990, New York University

Margaret Ball (2005, 2005)*Assistant Professor of Theatre*

B.M., 1987, University of Toronto

M.M., 1992, McGill University

Ph.D., 1999, The Catholic University of America

R. Squier Ball (1969, 1973)*Professor of Foreign Languages*

B.A., 1959, Princeton University

M.A., 1963, Middlebury College

U. de Paris License es' Lettres, 1965

D.M.L., 1969, Middlebury College

Paul Bartoli (2001, 2001)*Assistant Professor of Psychology*

B.A., 1988, The Pennsylvania State University

M.A., 1990, Marywood University

Ph.D., 2002, Walden University

Todd Behr (1989, 2003)*Associate Professor of Economics*

B.A., 1973, Gettysburg College

M.B.A., 1978, Lehigh University

Allan N. Benn (1985, 1995)*Professor of English*

B.A., 1974, Mercer University

M.A., 1976, Case Western Reserve University

Ph.D., 1983, Case Western Reserve 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, Florida State University

Ph.D., 1995, Florida State University

Leslie A. Berger (1979, 1986)*Assistant Professor, Librarian*

B.A., 1975, Lebanon Valley College

M.L., 1976, University of South Carolina

Conrad H. Bergo (1980, 1994)*Professor of Chemistry*

B.A., 1965, St. Olaf College

Ph.D., 1972, University of Minnesota

Eli Berman (1982, 1982)*Associate Professor of 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, Johns Hopkins University

Dr.P.H., 1994, Johns Hopkins University

Renee Boburka (2002, 2002)*Assistant Professor of Psychology*

B.S., 1989, University of Pittsburgh

M.S., 1994, Pennsylvania State University

Ph.D., 1998, Pennsylvania State University

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, Indiana University

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

David Buckley (1990, 2000)*Professor of Physics*

B.A., 1981, Rutgers College

M.S., 1983, Penn State University

Ph.D., 1994, University of Massachusetts

Seewoonundun Bunjun (1979, 1989)*Professor of Economics*

B.A., 1968, University of Delhi

M.A., 1970, Delhi School of Economics

Ph.D., 1979, Penn State University

Teri L. Burcroff (1992, 2004)*Professor of Special Education and Rehabilitation*

B.A., 1981, SUNY at Fredonia

M.S., 1983 SUNY at Buffalo

Ph.D., 1991, SUNY at Buffalo

Elizabeth Abrams Buzzelli-Clarke (1980, 2003)*Instructor of Music*

B.M., 1975, Ithaca College

M.Ed., 1977, Indiana University of Pennsylvania

M.A., 1978, Indiana University of Pennsylvania

Sharmaine Cady (1989, 2001)*Professor of Chemistry*

B.S., 1970, Muhlenberg College

Ph.D., 1976, Michigan State University

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, Temple University

Ed.D., 1983, Temple University

Alberto Jose Cardelle (1999, 2004)*Associate Professor of Health*

B.S., 1986, Tulane University

M.P.H., 1989, Boston University

Ph.D., 1999, University of Miami

Olivia Carducci (2005, 2005)*Assistant Professor of Mathematics*

B.S., 1983, Saint Mary's College

M.S., 1985, Carnegie Mellon University

Ph.D., 1989, Carnegie Mellon University

Kevin Casebolt (1999, 2004)*Associate Professor of Movement Activities and Lifetime Fitness*

B.S., 1992, Northern Illinois University

M.S. Ed., 1995, University of Kansas

Ph.D., 1998, University of Kansas

Domenico Cavauiuolo (1998, 2003)*Associate Professor of Special Education and Rehabilitation*

B.S., 1981, SUNY at Buffalo

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

Joseph M. Cavanaugh (1974, 1981)*Distinguished Professor of Mathematics*

B.S., 1965, Siena College

M.A., 1967, Syracuse University

Ph.D., 1970, Syracuse University

Constantinos A. Christofides (1971, 1981)*Distinguished Professor of Economics*

B.S., 1967, Rider College

M.S., 1968, Lehigh University

Ph.D., 1977, Lehigh University

Robert Cohen (1994, 2005)*Professor of Physics*

B.S., 1985, Penn State University

M.S., 1988, Drexel University

Ed.M., 1991, Temple University

Ph.D., 1993, Drexel University

Charles L. Cole (1986, 1986)*Associate Professor of Computer Science*

B.S., 1969, East Stroudsburg University of Pennsylvania

M.Ed., 1973, East Stroudsburg University of Pennsylvania

M.S., 1979, Rutgers University

B.S., 1984, East Stroudsburg University of Pennsylvania

Barbara G. Collins (1977, 1989)*Professor of Sociology*

B.A., 1974, Kutztown University of Pennsylvania;

M.S.W., 1975, Rutgers University

Ph.D., 1988, Rutgers 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

Catherine Culnane (2002, 2002)*Instructor of Movement Activities and Lifetime Fitness*

B.S., 1974, University of Minnesota

M.Ed., 1996, East Stroudsburg University of Pennsylvania

Donald M. Cummings (1985, 2004)*Professor of Exercise Science*

B.S., 1984, College of Charleston

M.S., 1985, East Stroudsburg University of Pennsylvania

Ph.D., 1997, Temple University

Marianne Cutler (2005, 2005)*Assistant Professor of Sociology*

B.A., 1985, Boston University

M.Ed., 1990, University of Massachusetts-Amherst

M.A., 1998, University of North Carolina-Chapel Hill

Ph.D., 2003, University of North Carolina-Chapel Hill

Shala E. Davis (1996, 2001)*Associate Professor of Exercise Science*

B.S., 1987, University of Delaware

M.S., 1989, Wake Forest University

Ph.D., 1994, University of Virginia

Michael C. Decosmo (1984, 1993)*Associate Professor of Economics*

B.S.A., 1976, Villanova University

M.B.A., 1984, Lehigh University

Dominic (Don) J. Dellipriscoli (2000, 2005)*Assistant Professor of History*

B.S., 1993, East Stroudsburg University of Pennsylvania

M.A., 1995 East Stroudsburg University of Pennsylvania

Mary DeVito (2001, 2001)*Associate Professor of Computer Science*

B.S., 1984, East Stroudsburg University of Pennsylvania

M.S., 1987, East Stroudsburg University of Pennsylvania

Ph.D., 1998, Rensselaer Polytechnic Institute

Stephen Dittmore (2006, 2006)*Assistant Professor of Sports Studies*

B.A., 1991, Drake University

M.A., 1996, Drake University

Michael P. Doherty (1989, 2000)*Professor of Chemistry*

B.A., 1979, Wabash College

M.S., 1982, Indiana University at Bloomington

Ph.D., 1989, Purdue University

Marie M. Donaghy (1992, 1992)*Associate Professor of History*

B.A., 1965, University of Delaware

M.A., 1967, Ph.D., 1970, University of Virginia

Richard Donnelly (2005, 2005)*Assistant Professor of Hotel, Restaurant, and Tourism Management*

B.S., 1986, Florida International University

M.S., 1991, Florida International University

Ph.D., 2002, Colorado State University

Patrick C. Dorian (1990, 1999)*Associate Professor of Music*

B.M., 1978, Ithaca College

M.M., 1979, Northwestern University

Dennis C. Douds (1966, 1966)*Assistant Professor of Sports Studies*

B.S., 1963, Slippery Rock University of Pennsylvania

M.S., 1966, West Virginia University

Anthony L. Drago (1992, 2002)*Professor of Psychology*

B.A., 1976, East Stroudsburg University of Pennsylvania

M.A., 1980, Marywood College

Ed.D., 1986, Lehigh University

Kathleen M. Duguay (1997, 2002)*Associate Professor of English*

B.A., 1981, North Adams State College

M.A., 1985, SUNY at Binghamton

Ph.D., 1997, SUNY at Albany

Gregory B. Dwyer (1998, 2003)*Associate Professor of Exercise Science*

B.A., 1982, University of Texas at Austin

M.A., 1983, Wake Forest University

Ph.D., 1992, Indiana University

Sandra Eckard (2005, 2005)*Assistant Professor of English*

B.A., 1994, Frostburg State University

M.A., 1996, West Virginia University

Ph.D., 2001, Indiana University of Pennsylvania

Johan Eliasson (2005, 2005)*Assistant Professor of Political Science*

B.S., 1997, California State University

M.A., 1999, Syracuse University

Ph.D., 2005, Syracuse University

John Elwood (1999, 2005)*Associate Professor of Physics*

B.A., 1991, Cornell University

M.S., 1993, California Institute of Technology

Ph.D., 1996, California Institute of Technology

James W. Emert (1981, 1981)*Assistant Professor of Computer Science*

A.A., 1972, Montgomery County Community College

B.A., 1974, East Stroudsburg University of Pennsylvania

M.A., 1981, Temple University

Dennis J. Erb (1979, 1990)

Professor of Chemistry

B.A., 1973, East Stroudsburg University of Pennsylvania

Ph.D., 1978, SUNY at Buffalo

Sussie Eshun (1996, 2001)

Associate Professor of Psychology

B.A., 1989, University of Ghana

M.A., 1992, SUNY at Stony Brook

Ph.D., 1996, SUNY at Stony Brook

Janet Curley Ferguson (2003, 2003)

Assistant Professor of Early Childhood and Elementary Education

B.Ed., 1978, University of British Columbia

Ed.M., 1993, Washington State University

Ph.D. 1999, University of Oregon

Terry L. Flatt (1985, 1991)

Associate Professor of Music

B.M.Ed., 1961, Phillips University

M.M.Ed., 1964, University of Oklahoma

M.S., 1979, Indiana University

Robert P. Fleischman (1996, 2005)

Professor of Sports Studies

B.A., 1980, University of Michigan

J.D., 1985, Hofstra University School of Law

M.S., 1995, University of Massachusetts

Ed.D., 2006, Binghamton University

Kathleen Foster (1997, 2002)

Associate 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

Germain E. Francois (1979, 1987)

Distinguished Professor of Academic Enrichment and Learning

B.A., 1972, Tufts University

Ed.M., 1973, Tufts University

Ph.D., 1979, University of Connecticut

John Freeman (2005, 2005)

Assistant Professor of Chemistry

B.S., 1983, Whitworth College

Ph.D., 1989, Arizona State University

Mark Freitag (2002, 2002)

Assistant Professor of Mathematics

B.A., 1992, Edinboro University of Pennsylvania

M.S., 1994, Memphis State University

Ph.D., 2000, University of Georgia

Stephanie Davenport French (2001, 2001)

Assistant Professor of Theatre

B.A., 1992, San Francisco State University

M.F.A., 1996, University of California, San Diego

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

Yevgeniv V. (Eugene) Galperin (2003, 2003)

Assistant Professor of Mathematics

B.A., 1993, Connecticut College

M.S., 1996, University of Connecticut

Ph.D., 2000, University of Connecticut

Marcia L. Gasper (2003, 2003)

Assistant Professor of Nursing

B.S.N., 1976, Pennsylvania State University

M.S.N., 1982, University of Pittsburgh

Ed.D., 2003, University of Pittsburgh

Melissa Geiger (2004, 2004)

Assistant Professor of Art

B.A., 1995, Manhattanville College

M.A., 1998, Penn State University

Ph.D., 2005, Penn State University

Glenn C. Geiser-Getz (1994, 2004)

Professor of Communication Studies

B.A., 1988, University of Puget Sound

M.A., 1990, University of Arkansas

Ph.D., 1994, University of Iowa

Elizabeth Gibbons (1992, 1997)

Associate Professor of Movement Activities and Lifetime Fitness

B.F.A., 1978, University of N. Carolina at Greensboro

M.F.A., 1981, University of N. Carolina at Greensboro

Ph.D., 1989, Texas Woman's University

Thomas Gioglio (2004, 2004)

Associate Professor, Director of Athletics
 B.S., 1986, Montclair State University
 M.S., 1988, Mansfield University
 Ed.D., 1993, West Virginia University
 M.S., 1996, Northern State University

Marcia V. Godich (1987, 1996)

Associate Professor of Communication Studies
 B.A., 1964, University of Pittsburgh
 M.A., 1969, University of Pittsburgh
 Ph.D., 1994, University of Pittsburgh

Steven Godin (1991, 1997)

Professor of Health
 B.A., 1980, California State University-Fullerton
 M.S., 1983, Illinois Institute of Technology
 Ph.D., 1989, Illinois Institute of Technology
 M.P.H., 1994, Robert Wood Johnson Medical School
 and Rutgers University

Jon S. Gold (1995, 2004)

Professor of Chemistry
 B.S., 1980, University of California at Santa Cruz
 M.S., 1981, University of California at Santa Cruz
 Ph.D., 1987, University of California at Santa Cruz

Beverlyn Grace-Odeleye (2005, 2005)

Assistant Professor, Academic Enrichment and Learning
 B.S., 1976, Southern Illinois University
 M.Ed., 1980, Howard University
 Ph.D., 2003, Regent University

Patricia Graham (1977, 1999)

Professor, Academic Enrichment and Learning
 B.A., 1972, Rutgers University
 M.Ed., 1974, Antioch University
 D.Ed., 1995, University of Massachusetts Amherst

Paul Graham (1988, 1994)

Associate Professor, Librarian
 B.A., 1971, SUNY at Fredonia
 M.L.S., 1975, SUNY at Albany

Mary Tod Gray (1991, 2004)

Associate Professor of Nursing
 B.S.N., 1965, University of Michigan
 M.A., 1969, New York University
 Ph.D., 2003, New York University

Michael P. Gray (2004, 2004)

Assistant Professor of History
 B.A., 1990, East Stroudsburg University of Pennsylvania
 M.A., 1991, East Stroudsburg University of Pennsylvania
 Ph.D., 1998, Kent State University

Bonnie A. Green (2004, 2004)

Assistant Professor of Psychology
 B.S., 1986, Penn State University
 M.S., 1998, Ph.D., 2002, Lehigh University

Nancy Jo Greenawalt (2003, 2003)

Academic Coordinator for Intercollegiate Athletics
 A.B., 1978, Albright College
 M.S., 1981, Penn State University

Philip Griswold (2002, 2002)

Associate Professor of Professional Studies
 B.S., 1969, Cornell University
 M.S., 1972, University of Vermont
 M.Ed., 1978, Ed.D., 1981, Rutgers University

Diane M. Haleem (2005, 2005)

Assistant Professor of Nursing
 B.S., 1984, Boston College
 M.N., 1990, University of California at Los Angeles
 Ph.D., 2003, Boston College

Patty O. Hannon (1990, 1990)

Assistant Professor of Nursing
 B.S.N., 1975, Medical College of Georgia
 M.S.N., 1976, Medical College of Georgia
 Ph.D., 2004, Pennsylvania State University

Jeffrey W. Hardy (1998, 1998)

Assistant Professor of Geography
 B.S., 1991, Mississippi State University
 M.S., 1993, Louisiana State University
 Ph.D., 1998, Louisiana State 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

Kelly A. Harrison (1993, 1996)

Assistant Professor of Athletic Training
 B.S., 1988, University of Delaware;
 M.S., 1989, Ohio University

John M. Hauth (1985, 2004)*Associate Professor of Athletic Training*

B.S., 1983, East Stroudsburg University of Pennsylvania

M.S., 1984, University of Arizona

Ed.D., 2001, University of Sarasota

T. Storm Heter (2005, 2005)*Assistant Professor of Philosophy*

B.A., 1997, University of Illinois

M.A., 1999, University of Illinois

Ph.D., 2003, University of Illinois

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

Donna L. Hodge (1986, 1993)*Professor of Psychology*

B.A., 1978, Connecticut College

M.A., 1981, University of Michigan

Ph.D., 1984, University of Michigan

Neil W. Hogan (1970, 1977)*Professor of History*

B.S., 1958, John Carroll University

M.A., 1965, John Carroll University

Ph.D., 1971, Ohio State University

Paul N. Houle (1975, 1981)*Professor of Physics*

B.S., 1968, Lowell Technical Institute

M.S., 1973, Lowell Technical Institute

Ph.D., 1975, Lowell Technical Institute

Shixiong Hu (2004, 2004)*Assistant Professor of Geography*

B.A., 1990, Henan University

M.S., 1995, South China Normal University

Ph.D., 2004, State University of New York at Buffalo

Jane E. Huffman (1986, 1995)*Professor of Biological Sciences*

B.A., 1973, University of Connecticut

M.S., 1976, University of Connecticut

Ph.D., 1983, Rutgers University

Ramona Hylton (1999, 1999)*Assistant Professor, Librarian*

B.A., 1979, Spelman College

M.S., 1983, Long Island University

Patricia J. Jersey (1974, 1991)*Distinguished Associate Professor, Librarian*

B.S., 1968, West Virginia University

M.L.S., 1969, University of Pittsburgh

Cert. of Advanced Studies in Library Science,

1990, University of Pittsburgh

Jerilyn Jewett-Smith (2001, 2001)*Associate Professor of Biological Sciences*

B.A., 1977, University of South Florida, Tampa

M.S. 1983, University of South Florida

Ph.D., 1989, University of Texas at Austin

Teresa Michelle Jones-Wilson (2000, 2005)*Associate Professor of Chemistry*

B.S., 1988, Lafayette College

M.A., 1990, Washington University

Ph.D., 1995, Washington University

Mamadou K. Kane (1973, 1982)*Associate Professor of Economics*

B.A., 1970, New York University

M.A., 1972, New York University

Jonathan Keiter (2005, 2005)*Assistant Professor of Mathematics*

B.A., 1995, Wittenberg University

M.S., 1999, University of Connecticut

Ph.D., 2003, University of Connecticut

Paula M. Kelberman (1990, 1999)*Professor of Early Childhood and Elementary Education*

B.A., 1973, Douglass College

M.Ed., 1975, Rutgers University

Ed.D., 1988, Rutgers University

Martha S. Kellow (1991, 1996)*Associate Professor of Early Childhood and
Elementary Education*

B.S.E.D., 1975, Bloomsburg University of Pennsylvania

M.S., 1980, Bloomsburg University of Pennsylvania

Ph.D., 1990, University of Pennsylvania

Richard Kelly (2000, 2005)*Associate Professor of Chemistry*

B.S., 1979, Davidson College

Ph.D., 1984, University of Vermont

Patricia Kennedy (2005, 2005)*Assistant Professor of Communication Studies*

B.A., 1971, State University of New York,

College at Oneonta

J.D., 1981, Syracuse University

John Kercksmar (1989, 1995)*Professor of Economics*

B.B.A., 1971, University of Texas at El Paso

M.B.A., 1981, University of Houston

Ph.D., 1985, University of Houston

Haklin Kimm (1999, 1999)*Associate Professor of Computer Science*

B.S., 1979, Korea University at Seoul

M.S., 1984, University of Oklahoma

Ph.D., 1988, University of Oklahoma

Maria Kitchens (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

John Kraybill-Greggo (2004, 2004)*Assistant Professor of Sociology*

B.S.W., 1984, Mansfield University of Pennsylvania

M.S.W., 1986, Marywood College

Ph.D., 2004, Rutgers University

Caroline P. Kuchinski (1992, 2003)*Associate Professor of Physical Education*

B.S., 1980, East Stroudsburg University of Pennsylvania

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, Michigan State University

M.S., 1983, Michigan State University

Ph.D., 1991, City University of New York

Miharu Lane (1998, 1998)*Assistant Professor of Art*

B.A., 1991, East Stroudsburg University of Pennsylvania

M.F.A., 1995, Marywood University

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

David A. Larrabee (1995, 1999)*Associate Professor of Physics*

B.S., 1976, Cornell University

M.S., 1978, Cornell University

M.B.A., 1993, Philadelphia College of Textiles and Science

Ph.D., 1980, Cornell University

Mary Kay Lavelle (1990, 1990)*Assistant Professor, Librarian*

B.A., 1975, Marywood College

M.A., 1977, University of Denver

M.B.A., 1982, Wilkes College

Cynthia Leenerts (2005, 2005)*Assistant Professor of English*

B.A., 1987, George Mason University

M.A., 1990, George Mason University

Ph.D., 1997, George Washington University

Donna L. Leitner (1998, 2004)*Associate Professor and Psychologist of Counseling and Psychological Services*

B.A., 1982, M.A., 1985, Lehigh University

M.S., 1991, University of Pennsylvania

Ph.D., 1999, University of Georgia

Denise LePage (1992, 1997)*Associate Professor of Early Childhood and Elementary Education*

B.S., 1975, Kutztown University of Pennsylvania

M.Ed., 1977, Kutztown University of Pennsylvania

Ed.D., 1991, Lehigh University

Paul Lippert (1985, 1998)*Professor of Communication Studies*

B.A., 1977, University of Michigan

M.A., 1980, New York University

Ph.D., 1990, New York University

William M. Loffredo (1994, 2002)*Professor of Chemistry*

B.S., 1982, Lebanon Valley College

Ph.D., 1988, Ohio State University

Wilfredo Lopez (1976, 1979)*Associate Professor, Director of Upward Bound*

B.A., 1970, Montclair State College

M.A., 1973, Montclair State College

Richard Madigan (1995, 1999)

Associate Professor of English
B.A., 1989, University of Florida
M.F.A., 1990, Indiana University

Robert E. Marmelstein (2005, 2005)

Associate Professor of Computer Science
B.S., 1985, Michigan Technological University
M.S., 1991, University of Lowell
Ph.D., 1999, Air Force Institute of Technology

James F. Maroney (2002, 2002)

Assistant Professor of Music
B.S., 1978, Western Connecticut State College
M.M., 1981, Ithaca College
Artist Diploma, 1987, Hartt School, University of Hartford
Ed.D., 1995, Teachers College, Columbia University

Kenneth M. Mash (1997, 2001)

Associate Professor of Political Science
B.A., 1987, Queens College, City University of New York
M.A., 1990, Penn State University
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

Claranne Mathiesen (1995, 1995)

Assistant Professor of Nursing
B.S., 1985, East Stroudsburg University of Pennsylvania
M.S., 1993, Villanova University

Mary Ann Matras (1988, 1998)

Professor of Mathematics
B.S., 1970, University of Illinois
M.A., 1974, Governors State University
Ph.D., 1988, University of Maryland

Andrea McClanahan (2003, 2003)

Assistant Professor of Communication Studies
B.A., 1998, Bloomsburg University
M.A., 1999, Ball State University
Ph.D., 2003, Ohio University

Michael J. McCorkle (2003, 2003)

Assistant Professor of Hotel, Restaurant and Tourism Management
B.S., 1975, Rutgers University
M.B.A., 1985, University of New Haven
Ed.D., 1998, University of Kentucky

Kim L. McKay (1992, 1995)

Associate Professor of English
B.S., 1984, East Stroudsburg University of Pennsylvania
M.A., 1987, Lehigh University
Ph.D., 1990, Lehigh University

Robert M. McKenzie (1992, 2000)

Professor of Communication Studies
B.A., 1984, Millersville University of Pennsylvania
M.A., 1987, Penn State University
Ph.D., 1990, Penn State University

Maureen McLaughlin (1990, 1996)

Professor of Reading
B.A., 1973, Marywood College
M.S., 1976, Marywood College
Ed.D., 1983, Boston University

Robert A. McMullin (1987, 2001)

Professor of Hotel, Restaurant and Tourism Management
B.S., 1980, Bloomsburg University of Pennsylvania
M.B.A., 1987, Phila. College of Textile & Science
M.A., 1994, East Stroudsburg University of Pennsylvania
Ed.D., 1998, Widener University

Ronald Meyers (1966, 1970)

Professor of English
A.B., 1957, Brooklyn College
A.M., 1959, Columbia University
Ph.D., 1963, New York University

Barbara Miccio (1997, 1997)

Assistant Professor of Academic Enrichment and Learning
B.A., 1984, Rutgers College
M.A., 1987, Radford University
Ph.D., 1993, The American University

Joseph L. Miele (1990, 1995)

Associate Professor of Psychology
B.A., 1982, Rider College
Ph.D., 1986, SUNY at Albany

Raymond G. Milewski (1979, 1987)*Associate Professor of Biological Sciences*

B.S., 1970, University of Pittsburgh

Ph.D., 1976, University of Pittsburgh

Carol Miller (1991, 1997)*Associate Professor of Hotel, Restaurant and Tourism Management*

B.S., 1981, East Stroudsburg University of Pennsylvania

M.B.A., 1990, Seton Hall University

Edith F. Miller (1987, 2000)*Professor, Academic Enrichment and Learning, and Director of Disability Services*

B.A., 1968, Gettysburg College

M.Ed., 1985, East Stroudsburg University of Pennsylvania

Ed.D., 1994, Temple University

Robert W. Miller (1977, 1985)*Distinguished Professor of Music*

B.M., 1973, University of Michigan

M.M., 1974, Peabody Conservatory of Music

D.M.A., 1979, Peabody Institute of Johns Hopkins University

Ann F. Millett (1987, 1993)*Assistant Professor of Speech Pathology and Audiology*

B.S., 1979, College of St. Rose

M.S., 1980, College of St. Rose

Fred Misurella (1978, 1985)*Professor of English*

B.A., 1962, Montclair State College

M.A., 1963, University of Iowa

Ph.D., 1975, University of Iowa

Irene Mitchel (1961, 1969)*Professor of Art*

B.S., 1954, Kutztown University of Pennsylvania

M.S., 1958, Penn State University

D.Ed., 1968, Penn State University

Gavin Moir (2005, 2005)*Assistant Professor of Exercise Science*

B.S., 1996, Leicester University

M.M.S., 1997, The University of Sheffield

Ph.D., 2004, University of Edinburgh

Jesse C. Moore (1975, 1980)*Distinguished Professor of Reading*

B.A., 1964, Ursinus College

M.A., 1966, Lehigh University

D.Ed., 1974, Lehigh University

Mary Ann Moore (1999, 1999)*Assistant Professor of Physics*

B.M., 1973, State University at Potsdam

M.S., 1976, University of Tennessee

B.A., 1983, University of Tennessee

Ph.D., 1988, University of Tennessee

Albert J. Moranville (1986, 2003)*Associate Professor of Hotel, Restaurant and Tourism Management*

B.S., 1983, East Stroudsburg University of Pennsylvania

M.B.A., 1986, University of Scranton

Tyler C. Morgus (2003, 2004)*Assistant Professor of Physics*

B.S., 1996, Montana State University

M.S., 1998, Lehigh University

Ph.D., 2002, Lehigh University

Suzanne Mueller (1972, 1999)*Professor of Physical Education*

B.S., 1969, M.Ed., 1973, East Stroudsburg University of Pennsylvania; D.Ed., 1997, Lehigh University

Reto Muller (2002, 2002)*Assistant Professor of Sociology*

B.A., 1980, University of Massachusetts

M.A., 1984, Boston College

Ph.D., 1997, Boston College

Michael Muth (1990, 1990)*Assistant Professor of Sociology*

B.G.S., 1972, Ohio University

J.D., 1975, University of North Carolina School of Law

Marilyn Narey (2006, 2006)*Assistant Professor of Early Childhood and Elementary Education*

B.S., 1977, Indiana University of Pennsylvania

M.S., 2001, Duquesne University

Pattabiraman Neelakantan (1992, 2002)*Professor of Economics*

B.S., 1981, Indian Institute of Technology;

M.S., 1983, National Institute for Training in Industrial Engineering

Ph.D., 1992, SUNY at Buffalo

Gary Neist (2004, 2004)

Assistant Professor of Physical Education

B.A., 1969, Luther College

M.A., 1975, Minnesota State University at Mankato

Ph.D., University of Nebraska at Lincoln

Richard Nyamwange (1987, 2003)

Professor of Economics

B.A., 1978, Jersey City State College

B.S., 1979, Jersey City State College

M.B.A., 1980, Long Island University

M.A., 1982, Long Island University

Ph.D., 1991, Fordham University

Susan P. O'Hearn (1992, 2004)

Professor of Theatre

B.S., 1980, East Stroudsburg University of Pennsylvania

M.F.A., 1985, Catholic University

Stephen Ortiz (2005, 2005)

Assistant Professor of History

B.A., 1990, University of Florida

M.A., 2001, University of Florida

Ph.D., 2004, University of Florida

Joni Oye-Benintende (1998, 1998)

Assistant Professor of Art

B.F.F., 1972, Washington University

M.F.A., 1985, Tama Fine Art University, Japan

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

Paula Parker (2005, 2005)

Assistant Professor of Sports Studies

B.A., 1999, University of North Carolina at Chapel Hill

M.S., 2001, Georgia Southern University

Ed.D., 2005, West Virginia University

S. Hooshang Pazaki (2005, 2005)

Associate Professor of Sociology

B.S., 1977, University of Esfahan

M.S., 1981, University of Missouri-Columbia

Ph.D., 1992, University of Missouri-Columbia

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

Fernando Perez (1991, 1991)

Assistant Professor, Academic Enrichment and

Learning/Director of Student Support Services

B.A., 1974, Johnson State College

M.S., 1982, Florida State University

Margaret A. Persia (1992, 1994)

Assistant Professor of Hotel, Restaurant and Tourism Management

B.A., 1973, Penn State University

M.S., 1990, Penn State University

Ph.D., 1994, Clemson 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

Nita Verma Prasad (2006, 2006)

Assistant Professor of History

B.A., 1993, University of California at Berkeley

M.A., 1998, Georgetown University

Janet Primrose (1992, 1992)

Assistant Professor of Nursing

B.S., 1977, East Stroudsburg University of Pennsylvania

M.S., 1981, Northern Illinois University

Deborah E. Prince (1981, 1993)

Distinguished Professor of Mathematics

B.A., 1965, College of Wooster

M.A., 1966, University of Kansas

Ph.D., 1970, University of Kansas

Peter Pruim (1997, 2002)

Associate Professor of Philosophy

B.A., 1976, Hope College;

M.A., 1985, University of Wisconsin at Madison

Ph.D., 1989, University of Wisconsin at Madison

Frank Michael Pullo (1974, 1993)

Professor of Sport Studies

B.S., 1973, East Stroudsburg University of Pennsylvania

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, SUNY at Binghamton
 Ph.D., 1996, SUNY at Binghamton

Rhonda Ray (1989, 2001)

Professor of English
 B.A., 1974, North Carolina State University
 M.A., 1986, Emory University
 Ph.D., 1989, Emory University

Kimberly Razzano (2004, 2004)

Instructor of Health
 B.S., 1993, Health Education, Psychology
 M.P.H., 1994, East Stroudsburg University of Pennsylvania

Patricia Remshifski (2002, 2002)

Assistant Professor of Speech Pathology and Audiology
 B.S., 1988, East Stroudsburg University of Pennsylvania
 M.S., 1990, Bloomsburg University

David C. Rheinheimer (1983, 2000)

Professor of Academic Enrichment and Learning
 B.S., 1970, Drexel University
 M.S., 1978, East Stroudsburg University of Pennsylvania
 M.S., 1989, Rutgers University
 Ed.D., 1999, Rutgers 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

Susan Elaine Rogers (1978, 1985)

Professor of Recreation and Leisure Services Management
 B.S., 1972, North Georgia College
 M.S.Ed., 1975, Northern Illinois University
 M.S., 2004, East Stroudsburg University of Pennsylvania
 D.Ed., 1978, University of Oregon

Stephanie A. Romano (2002, 2002)

Assistant Professor of Reading
 B.S., 1972, Shippensburg University
 M.Ed., 1984, East Stroudsburg University of Pennsylvania
 Ed.D., 1999, Lehigh University

Jeffrey Ruth (2001, 2005)

Associate Professor of Foreign Languages
 B.A., 1981, Northwestern University
 M.A., 1990, New York University
 Ph.D., 2002, City University of New York

Alison Rutter (2005, 2005)

Assistant Professor of Early Childhood and Elementary Education
 B.A., 1978, Vassar College
 M.A., 1994, Columbia University
 M.Ed., 1994, Columbia University
 Ed.D., 1999, Columbia University

Gina Scala (1993, 2002)

Professor of Special Education and Rehabilitation
 B.S., 1979, Bloomsburg University of Pennsylvania
 M.Ed., 1981, Lehigh University
 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, Fordham University
 Ed.D., 1990, Fordham University

N. Paul Schembari (1991, 2001)

Professor of Computer Science
 B.S., 1984, Long Island University
 M.A., 1987, Syracuse University
 M.Phil., 1989, Syracuse University
 Ph.D., 1991, Syracuse University

Robert F. Schramm (1970, 1975)

Distinguished Professor of Chemistry
 B.S., 1964, St. Joseph's College
 Ph.D., 1969, University of Pennsylvania

Bradford S. Seid (1980, 1996)

Professor of Recreation and Leisure Services Management
 B.S., 1976, SUNY at Albany
 M.S., 1980, Michigan State University
 Ed.D., 1994, Temple University

Angelo Senese (2005, 2005)

Assistant Professor of Professional and Secondary Education
 B.S., 1974, Central Connecticut State College
 M.A., 1985, Kean University
 Ed.D., 1994, Nova Southeastern University

Alan A. Shaffer (1999, 2004)

Associate Professor of Chemistry
B.A., 1973, Otterbein College
M.S., 1975, Miami University of Ohio
Ph.D., 1988, Memphis State University

Mertice M. Shane (1974, 1978)

Associate Professor of Athletic Training
B.S., 1973, University of Evansville
M.A.Ed., 1974, Tennessee State University
M.A., 1991, Marywood University

Jerome W. Sheska (1988, 1996)

Associate Professor of Sport Studies
B.S., 1968, East Stroudsburg University of Pennsylvania
M.Ed., 1981, East Stroudsburg University of Pennsylvania

Niandong Shi (1992, 2003)

Professor of Mathematics
M.S., 1982, Henon University
Ph.D., 1992, University of Illinois at Chicago

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 of Pennsylvania
Ph.D., 2000, Temple University

Colleen Shotwell (2002, 2002)

Assistant Athletic Trainer
B.S., 1997, University of Pittsburgh
M.S., 2000, University of Pittsburgh

Elaine M. Shuey (1984, 1996)

Professor of Speech Pathology and Audiology
B.S., 1978, Clarion University of Pennsylvania
M.A., 1980, Kent State University
Ph.D., 1990, Kent State University

Q. Brian Sickels (1993, 2000)

Associate Professor of Theatre
B.A., 1975, Central Michigan University
M.F.A., 1980, Michigan 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

Eugenia Skirta (2005, 2005)

Assistant Professor of Mathematics
Ph.D., 1983, Kharkov State University

Patricia S. Smeaton (1994, 2004)

Professor of Professional and Secondary Education
B.S., 1971, SUNY at Brockport
M.Ed., 1977, Millersville University of Pennsylvania
Ed.D., 1993, Lehigh University

Elizabeth Leigh Smith (2002, 2002)

Assistant Professor of English
B.A., 1991, Rice University
M.A., 1994, University of Houston
Ph.D., 1999, University of Houston

John S. Smith (1998, 1998)

Assistant Professor of Biological Sciences
B.A., 1975, University of South Florida
M.A., 1980, University of South Florida
Ph.D., 1990, University of Texas at Austin

Robert Smith (1993, 1993)

Associate Professor of Physical Education
B.S., 1973,
M.Ed., 1985, East Stroudsburg University of Pennsylvania
Ph.D., 1998, University of Iowa

Carey J. Snyder (1987, 1994)

Associate Professor, Associate Athletic Director
B.S., 1976, Springfield College
M.A., 1981, University of Southern California
Ph.D., 1985, University of Southern California

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

Lucy E. Stanovick (2003, 2003)

Assistant Professor of English, English Education
B.S., 1987, Shippensburg University
M.Ed., 1995, University of Missouri – Columbia
Ph.D., 2002, University of Missouri – Columbia

Michelle P. Star (1992, 1997)

Assistant Professor, Librarian
B.A., 1980, SUNY at Oswego;
M.L.S., 1989, Clarion University of Pennsylvania

Daniel E. Steere (1995, 2005)*Professor of Special Education and Rehabilitation*

B.S., 1977, Southern Connecticut State

M.Ed., 1978, Rutgers University

Ph.D., 1987, University of Connecticut

Craig Kee Strete (1999, 1999)*Assistant Professor of English*

B.A., 1975, Wayne State University

M.F.A., 1978, University of California at Irvine

Sharon Switzer (2004, 2004)*Assistant Professor of Early Childhood and Elementary Education*

B.A., 1969, Fontbonne College

M.Ed., 1975, Lesley College

Ph.D., 2003, Lesley College

Monica Thomas (2005, 2005)*Assistant Professor of Physical Education*

B.S., 1990, Slippery Rock University

M.S., 1994, Elmira College

Ph.D., 2005, Marywood University

George W. M. Thompson Jr. (1972, 1975)*Professor of Philosophy and Religious Studies*

B.A., 1954, Virginia Union University

M.Div., 1957, Southern Baptist Theological Seminary

M.A., 1962, University of Chicago

Ph.D., 1974, University of Chicago

Daniel Tripp (2005, 2005)*Assistant Professor of English*

B.A., 1996, State University of New York at Buffalo

M.A., 1998, West Virginia University

Jack H. Truschel (1989, 2004)*Associate Professor, Academic Enrichment and Learning/Undeclared Major Adviser*

B.A., 1981, King's College

M.A., 1983, Marywood College

M.P.A., 1985, Marywood College

Ed.D., 1996, Temple University

Psy.D., 2004, Philadelphia College of Osteopathic Medicine

Margot Vagliardo (2000, 2005)*Associate Professor of Early Childhood and Elementary Education*

B.S., 1970, SUNY at Oneonta

M.S., 1974, SUNY at Oneonta

Ed.D., 2000, SUNY at Binghamton

Nancy P. VanArsdale (1990, 1999)*Professor of English*

B.A., 1979, Bucknell University

M.A., 1981, New York University

Ph.D., 1991, New York University

Linda Van Meter (1994, 1995)*Assistant Professor and Psychologist of Counseling and Psychological Services*

B.A., 1972, East Stroudsburg University of Pennsylvania;

M.A., 1985, Marywood College

Keith Vanic (2005, 2005)*Assistant Professor of Athletic Training*

B.S., 1994, East Stroudsburg University

M.S., 1996, James Madison University

Ph.D., 1998, University of Southern Mississippi

Angela Vauter (1989, 2000)*Associate Professor of Recreation and Leisure Services Management*

B.A., 1974, Wilkes College;

Ed.M., 1981, Temple University

Ed.D., 1998, Temple University

Ralph Vitello (1989, 1989)*Associate Professor of Foreign Languages*

B.A., 1971, SUNY at Buffalo

M.Phil., 1976, Yale University

Ph.D., 1980, Yale University

Victor S. Walker (1987, 1991)*Associate Professor of English*

B.S., 1969, University of Illinois

M.F.A., 1973, Bowling Green State University

Matthew Wallace (2003, 2003)*Assistant Professor of Biology*

B.S., 1995, University of Connecticut

M.S., 1999, North Carolina State University

Ph.D., 2003, North Carolina State University

Charles R. Warner (1991, 1999)*Professor of Communication Studies*

B.A., 1978, Kent State University

M.A., 1983, Kent State University

Ph.D., 1993, Bowling Green 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

Martin Weatherston (1992, 2003)*Professor of Philosophy and Religious Studies*

B.A., 1979, University of Toronto

M.A., 1982, University of Toronto

Ph.D., 1988, University of Toronto

Jeffrey Weber (2005, 2005)*Assistant Professor of Political Science*

B.A., 1983, The Citadel Military College of South Carolina

M.P.A., 1993, Western Kentucky University

Ph.D., 1999, Pennsylvania State University

Herbert M. Weigand (1986, 2000)*Professor of Art, Director, Madelon Powers Art Gallery*

B.A., 1973, Southampton College

M.F.A., 1979, Syracuse University

Ph.D., 1984, Penn State University

Richard K. Wesp (1997, 2001)*Associate Professor of Psychology*

B.A., 1972, Washington College

M.A., 1975, West Virginia University

Ph.D., 1978, West Virginia University

Mollie B. Whalen (1992, 2001)*Distinguished Professor and Coordinator of Women's Studies, Director of Women's Center*

B.A., 1978, East Stroudsburg University of Pennsylvania

M.A., 1980, Fairleigh Dickinson University

Ph.D., 1992, New York University

Howard Whidden (2002, 2002)*Assistant Professor of Biology*

B.S., 1981, Hobart College

M.S., 1987, University of Vermont

M.S., 1989, University of Florida, Gainesville

Ph.D., 1995, University of Massachusetts

Gene D. White Jr. (2000, 2005)*Associate Professor of Physical Education*

B.S., 1975, West Chester University of Pennsylvania

M.Ed., 1980, West Chester University of Pennsylvania

Ph.D., 1999, Temple University

Jennifer White (2005, 2005)*Assistant Professor of Biological Services*

B.A., 1986, Dartmouth College

Ph.D., 1993, State University of New York at Stony Brook

Andrew Whitehead (2002, 2002)*Assistant Professor of Early Childhood and Elementary Education*

B.A., 1986, Pennsylvania State University

M.A., 1993, Marywood University

M.S., 1996, Marywood University

Ph.D., 2002, Marywood University

Tracy A. Whitford (1995, 1995)*Assistant Professor of Biological Sciences*

B.S., 1984, Wright State University

Ph.D., 1993, SUNY at Stony Brook

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, University of Toledo

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

Terry C. Wilson (2004, 2004)*Associate Professor of Business Management*

B.B.A., 1971, University of Miami

M.A., 1973, University of South Florida

Ph.D., 1976, Michigan State University

Chad A. Witmer (2000, 2005)

Assistant Professor of Movement Activities and Lifetime Fitness

B.S., 1995, East Stroudsburg University of Pennsylvania
M.Ed., 1998, East Stroudsburg University of Pennsylvania

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

Wenjie Yan (1993, 1998)

Associate Professor of Communication Studies

B.A., 1984, 1986, Shanghai Int'l Studies University
M.A., 1990, SUNY at Buffalo
Ph.D., 1992, SUNY at Buffalo

Jennifer K. Young (2002, 2002)

Assistant Professor, Counseling and Psychological Services

B.A., 1994, Marist College
M.A., 1998, Suffolk University
Ph.D., 2002, Suffolk University

William A. Yurvati (2003, 2003)

Assistant Professor, Librarian

B.A., 1982, Kutztown University
M.S., 1984, Millersville University
M.L.I.S., 2003, University of Pittsburgh

Andrzej Zarach (1991, 1997)

Professor of Mathematics

M.S., 1971, Warsaw University
Ph.D., 1973, Warsaw University

Faculty Emeriti

This recognition is awarded for outstanding service during the faculty members' University Tenure. The criteria considered for Faculty Emeriti rank include the following:

- a minimum of ten years of service at ESU;
- retirement from the State System of Higher Education;
- recommendation of the appropriate ESU department;
- recommendation of the Faculty Emeriti Committee; and
- Presidential approval.

Paul Allen III
Neil Anderson
Arthur E. Arnold, II
Mary Sue Balducci
Mary E. Banzhof
Charles O. Baughman
John J. Baxevanis
M. Paul Beaty, Jr.
Peter Bedrosian
Alvin C. Berger
Anne Berkman
Donald R. Bortz
Lester J. Bowers
Joseph Brennan
Phillip J. Briggs
Blossom S. Brooks
Helen G. Brown
Deidre Burnstine
Barbara J. Burris
William Burt
Jones J. Bush
Orrin Cafferty
David S. Campbell
Roseanne Cappella
Angelo Carniel
Joseph Catanzaro
Cecile B. Champagne
C. S. Cheng
Cheng Y. Cheng
Merlyn Clarke
John H. Condit
Quentin P. Currie
Edward P. Demansky
Richard L. DeSchriber
Donna Deutsch
Albert DiJohnson
Fred Dixon
Nova S. Dowden
John R. Eiler
Thomas Eshelman
Lura E. Evans
Frederick Fedorko
Judith Feller
Walter Feller
Jan Felshin
Jack D. Ferrara
Donald P. Fetterman

Larry Fisher
David S. Forth
Henry N. Fremount
Beverly A. Fuller
Beverly H. Gaglione
Janet Garman
John Garman
Marion Gates
Norman Gelber
William E. Gessner
Arnold J. Goldfuss
Aurora A. Gonzalez
David Gumpfer
Bruce L. Haase
John Haddon
Wilbur Hahn
Harrison G. Hartman
Mary Hartman
Glenn Hayes
James N. J. Henwood
Edward Hogan
Aimee Hossler
Ardath E. Houser
Robert Howell
Harold Jacobs
Joseph Jarvis
Robert H. Jones
Lewis A. Judy
Karen Karner
Stuart Katzman
Theodore Keller
Michael L. Kelly
R. Clifford Kelsey
C. David Kern
Joseph B. Kernaghan
Peter Kidman
A. Beatrice Kingsbury
Bruno Klaus
Joseph Kovarick
David B. Kresge
Mark Eric Kruger
Jamie Kushman
John B. Lalley
Linda J. Lambert
George A. Learn, Jr.
Hamilton H.T. Lee
James Leiding

Richard W. Leland
Michael Liberman
Nettie K. Lind
Daniel G. Luongo
Charles MacLay
Robert F. Macmillan
Arthur Mark
Mary McClanahan
Florence McCormick
Nina McCullough
Robert A. McDonald
Kathryn B. McFarland
John M. McIntyre
John McLaughlin
Rosemary McMahon
John A. Mikula
Mary Ann Mogus
Tara N. Mohfanz
Paul Morton
John Muncie
Betty Lou Murphy
Clarence J. Murphy
Theodore Newton
Barbara J. Oberlander
Arne L. Olson
Philip H. Pfatteicher
John C. Pooley
Clifford Poutre
Mary Faith Puskar
Spas T. Raikin
Swamini Ramananda
Balakrishna Rao
Robert W. Reed
Charles R. Reese
Gwynne H. Reese
Ellis Riebel
Joanne Riebel
Peter Roche de Coppens
Sally A. Ross
Larry M. Rymon
Richard Salch
Maryanne Schumm
Richard L. Sheeley
Earl Shive
Joseph Shultz
Hla Shwe

Frank D. Sills
Kenneth Sisson
Dolores Smith
James A. Smith
Joanne L. Smith
Judith A. Smith
Elizabeth Snyder
Numa J. Snyder
Eugene S. Stine
Margaret Stish
Jane W. Stoddard
Nicholas Stowell
Robert Sutton
Robert T. Sweeney
Frank N. Tancredi
David Trainer
Donald Tshudy
Carol Sue Underwood
Raymond A. Vanderslice
Ouseph Varkey
Feno S. Volpe
Lois Wagner
Timothy Wagner
Robert C. Walker
J. Marguerite Wallace
Samuel P. Wallace
Berticia Waring
David C. Wartinbee
Michael W. Weaver
Herbert Weber
Clifford Wester
Mildred A. Wheatley
Charles F. Wieder
Barbara J. Wilke
Robert L. Williams
Robert Willis
Florence J. Willis
Kurt Wimer
Kenneth Winfield
Clyde H. Witman
Mary Jane Wolbers
Leonard Zettlemoyer
Susan Ziegenfus
Leon Zinkler

Index

A

Academic Buildings	8
Academic Facilities	8-9
Academic Integrity Policy	34
Academic Policies	34-47
Academic Status	34-36
Academic Warning	34-35
Accreditations	13, 92, 95, 106, 116, 148, 160, 174, 175, 181, 189
Act 48 Credit	8, 11, 12, 50
Administration and Faculty	10, 202-219
Administration and Leadership Doctoral Program	64, 66-69
Admission of Undergraduate Students to Graduate Courses	21
Admission Procedures	14-21
Admission Requirements	14-21
Advisers	38
Alumni Association	48
Application Fee	14, 15, 18, 19, 24, 26, 27
Application for Graduation	39, 42
Art Courses	70
Assistantships	31-33
Athletic Training Courses	71-73
ATM Services	48
Attendance	42-43
Auditing Courses	43

B

Bad Check Fee	24, 26
Basic Fees	23
Biology	74-85
Biology - Marine Science	83-85

C

Calendar (Graduate School)	4-6
Campus	9, inside back cover
Campus Card Center	48
Career Planning and Placement Services	49
Catalog Policy	36

Center for Enrollment Services	8, 22, 224
Certification Programs	59-64
Changes in Registration	42
Child Care Center	52
Clinical Exercise Physiology	4, 6, 8, 11, 15, 55, 106-111
Community Services	49
Commuter Lounge	49
Commuter Newsletter	49-50
Commuter Student Services	50
Comprehensive Examinations	46
Computer Science	86-91
Continuing Education Office	12
Continuing Education	50
Counseling and Psychological Services	50
Course Credit	37
Course Repeats	43
Credit Hour Load	38
Cultural Activities	53

D

Degree Candidacy	38
Delinquent Accounts	26
Disabilities Services	51
Disciplinary Procedures	39
Dismissal	30
Diversity and Equal Opportunity	51
Doctoral Program in Administration and Leadership	64, 66-69
Double Degrees	39

E

Early Childhood and Elementary Education	92-103
Education, Collaborative Doctoral Degree	64, 66-69
Education, Post-Baccalaureate Certification Programs	61
Elementary Education Courses	92-103
English	104-105
Exercise Science	106-111

F

Faculty.....	204-219
Faculty Emeriti.....	220
Fees and Deposits	22-27
Financial Aid	28-30
Full-time Status.....	40

G

General Fee.....	25
General Information	8
General Regulations	34
General Science	112-115
Governance	64
Grading Policy	42
Graduate Assistantships.....	31-33
Graduate Records Policy.....	42
Graduate School Office	12
Graduation, Application for	42

H

Health Program	116-123
Health Services, Campus.....	51
History Program	124-128
History of the Graduate School	8
Hotel, Restaurant and Tourism Management program	134-135
Housing	48

I

Identification Card Fee	24
Incompletes	44
In-Service Courses	37
Instructional Technology	140-141
Insurance for Graduate Students	25
International Students	19-20

J

Judicial and Student Commuter Affairs	40
---	----

L

Late Registration Fees	24
Learning Center	51
Library.....	9
Location	9

M

Management and Leadership	129-137
Mathematics Courses.....	138-139
Media Communication and Technology	140-143
Mission and Objectives	7
Music Courses.....	144

N

Non-Recurring Fees	24
Nurse (School) Certification.....	145-147

O

Off-Campus Classes	50
Off-Campus Housing List	48
Off-Campus Housing Guide	49
Oral Examinations	46
Overview of Graduate School	55

P

Payment Information	26
Physical Education Courses.....	149-152
Policies, Changes in	37
Political Science	153-159
Principal Certification.....	164
Probation	35
Professional and Secondary Education	161-173
Psychological Services.....	50-51
Publications/Media, Campus	49
Public Administration (MML Concentration).....	136-137
Public Health	116-123

Q

Quality Point System 41

R

Radio Station 49
Reading 174-178
Reading Specialist Certification 175-177
Readmission 41
Record Transcript Fee 26
Recreation Center 52
Recreation & Leisure Management 178
Recurring Fees 23
Refund Policies 26
Registration 42
Religious Life 52
Requirements for Master's Degree 41
Research Requirement – Thesis or Problem 45
Resident Status for Students 25
Rules, Changes in 37

S

Safety Courses 152
Scholarships 30
School Nurse Certification Program 145-147
Secondary Education Courses 160-173
Social and Cultural Activities 52
Sociology Courses 179-180
Special Education 181-188
Special Education Supervisory Certification 184
Speech and Hearing Center 52
Speech-Language Pathology 189-194
Sport Management
 (MML Concentration) 129-137
Sport Management Program 195-199
Stroud Courier 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 49
Summer Sessions Fees 23

T

Theatre Courses 200
Theatre 54
Thesis Binding Fee 24
Transfer Credits 44

U

University Store 53

V

Veterans Affairs 54

W

Withdrawals 44
Women's Center 54

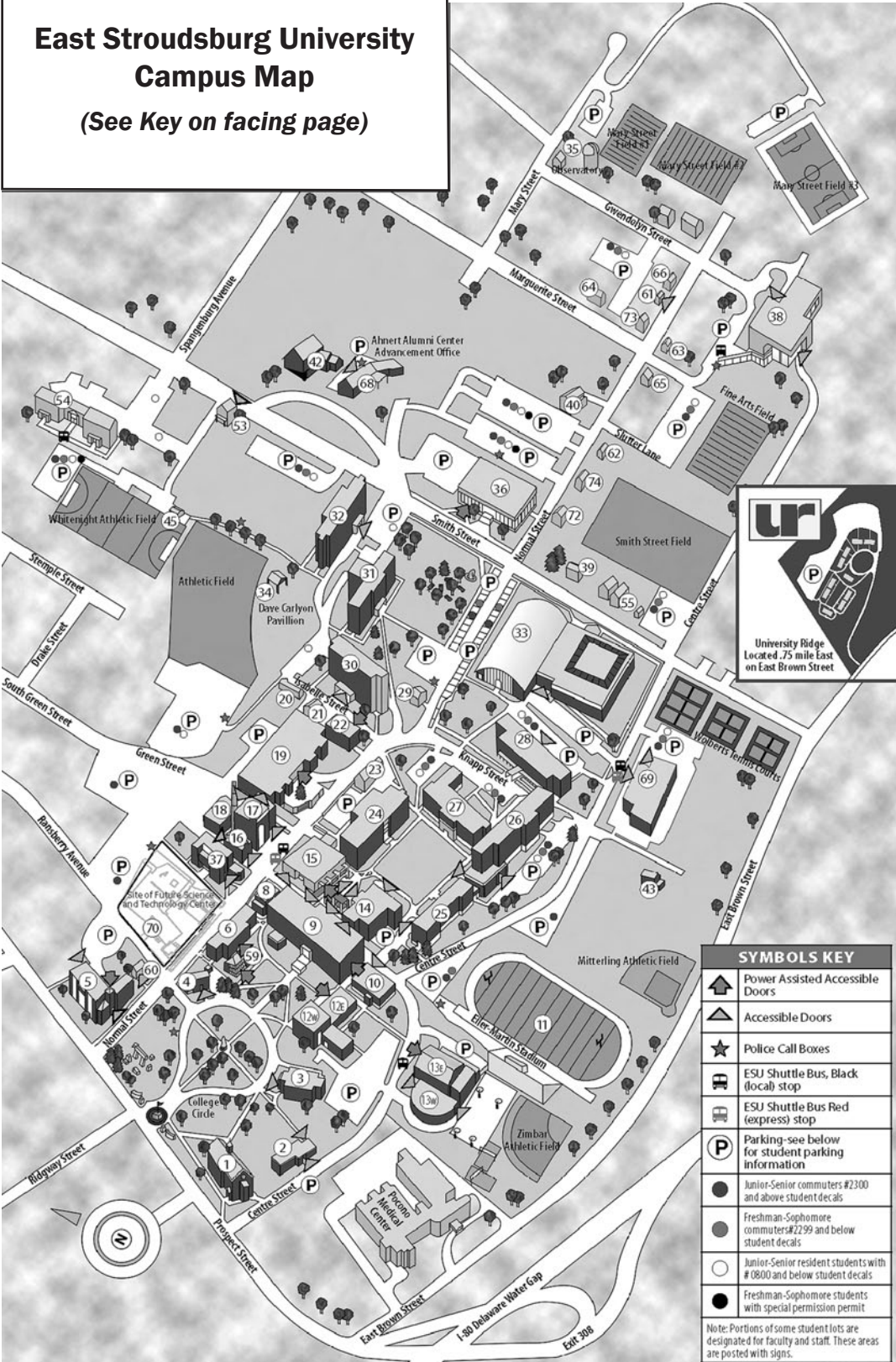
Campus Map Key

Following is a key to campus buildings located in the map on the facing page.

- | | |
|---|--|
| 1 DeNike Center for Human Services | 33 Koehler Fieldhouse & Natatorium |
| 2 LaRue Hall | 34 Dave Carlyon Pavilion |
| 3 Abeloff Center for the Performing Arts | 35 Observatory |
| 4 One College Circle
[President's Residence] | 36 Kemp Library |
| 5 Reibman Administration | 37 Moore Biology Hall |
| 6 Gessner Science Hall | 38 Fine and Performing Arts Center |
| 8 Computing Center | 39 208 Smith Street |
| 9 Stroud Hall | 40 420 Normal Street |
| 10 McGarry Communication Center | 42 106 Smith St. (Spangenburg)
Farm Barn & Storage |
| 11 Eiler Martin Stadium | 43 Mitterling Field Storage |
| 12 Rosenkrans Hall | 45 Whitenight Field Storage |
| 13 Zimbar-Liljenstein Hall | 53 103 Smith Street
[United Campus Ministries] |
| 14 Center for Hospitality Management | 54 University Apartments |
| 15 University Center | 55 216 Smith Street |
| 16 Facilities Management Complex | 59 Joseph H. & Mildred E. Beers
Lecture Hall |
| 17 Utility Plant | 60 96 Normal Street |
| 18 Institutional Storeroom & Garage | 61 434 Normal Street |
| 19 Dansbury Commons | 62 411 Normal Street |
| 20 D.G.S. Field Office | 63 427 Normal Street |
| 21 Facilities Management Annex | 64 162 Marguerite Street |
| 22 Flagler-Metzgar Center | 65 417 Normal Street |
| 23 285 Normal Street
[Upward Bound Center] | 66 432 Normal Street |
| 24 Laurel Residence Hall | 68 The Henry A. Ahnert, Jr. Alumni
Center (108 Smith St.) |
| 25 Monroe Hall | 69 Student Recreation Center |
| 26 Minsi Residence Hall | 70 Science and Technology Center |
| 27 Shawnee Residence Hall | 72 403 Normal Street |
| 28 Linden Residence Hall | 73 428 Normal Street |
| 29 University Police Station | 74 407 Normal Street |
| 30 Hawthorn Residence Hall | |
| 31 Hemlock Residence Hall | |
| 32 Lenape Residence Hall | |

East Stroudsburg University Campus Map

(See Key on facing page)





www.esu.edu



www.esu.edu ■ 877-230-5547 ■ www.esu.edu ■ 877-230-5547