

2012-2013 Graduate Catalog

**East Stroudsburg University
of Pennsylvania**

200 Prospect St.
East Stroudsburg, PA 18301
www.esu.edu



Graduate College Office: 570-422-3536
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ESU Main Number (Voice Mail): 570-422-3211

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Policies are subject to change and will be reflected in a catalog revision available on the website, www.esu.edu.

Information is current as of June 13, 2012

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Graduate College Calendar

Academic Year 2012-2013

Fall 2012

Classes begin at 8 a.m.	Monday	August 27
Last day to withdraw from first quarter with no "N" grade	Wednesday	August 29
Last day to add to first quarter	Thursday	August 30
Last day to drop a class with no "N" grade	Saturday	September 1
Last day to add	Sunday	September 2
Labor Day- No classes	Monday	September 3
Last day to withdraw from first quarter	Friday	September 28
Columbus Day – No classes	Monday	October 8
SWITCH DAY – Monday schedule	Tuesday	October 9
First quarter ends	Tuesday	October 16
Second quarter begins	Wednesday	October 17
Last day to withdraw from second quarter with no "N" grade	Friday	October 19
Midterm grades due	Friday	October 19
Last day to add to second quarter	Saturday	October 20
Last day to withdraw	Friday	November 2
Last day to withdraw from second quarter	Monday	November 19
Thanksgiving break begins	Wednesday	November 21
Classes resume	Monday	November 26
Second quarter ends	Friday	December 7
Fifteenth week begins	Monday	December 10
Semester ends at 10 p.m.	Friday	December 14
Commencement	Saturday	December 15

Tentative Winter Session 2013

Begin Date	Monday	December 17
End Date	Friday	January 25

Spring 2013

Classes begin at 8 a.m.	Monday	January 28
Last day to withdraw from third quarter with no "N" grade	Wednesday	January 30
Last day to add to third quarter	Thursday	January 31
Last day to drop a class with no "N" grade	Saturday	February 2
Last day to add	Sunday	February 3
Last day to withdraw from third quarter	Friday	March 1
Third quarter ends	Friday	March 15
Spring Break begins	Monday	March 18
Classes resume	Monday	March 25
Midterm grades due	Monday	March 25
Fourth quarter begins	Monday	March 25
Last day to withdraw from fourth quarter with no "N" grade	Wednesday	March 27

Last day to add to fourth quarter	Thursday	March 28
Last day to withdraw	Friday	April 12
Last day to withdraw from fourth quarter	Friday	April 26
Fourth quarter ends	Friday	May 10
Fifteenth week begins	Monday	May 13
Semester ends at 10 p.m.	Friday	May 17
Commencement	Saturday	May 18

Tentative Summer Sessions 2013

(subject to change by the university without notice)

Session 1

Session 1 & 1A begin	Monday	May 28
Last day Session 1A	Friday	June 14
Session 1B begins	Monday	June 17
Independence Day – no classes	Thursday	July 4
Sessions 1 and 1B End	Friday	July 5

Session 2

Sessions 2 and 2A begin	Monday	July 8
Session 2A ends	Friday	July 26
Session 2B begins	Monday	July 29
Sessions 2 & 2B end	Friday	August 16

Vision, Mission and Values

The University

East Stroudsburg University of Pennsylvania has defined our vision, mission, and values as follows:

University Vision

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.

University Mission

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

University Values

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.

The Graduate College

In addition to embracing the University's vision, mission, and values, the Graduate College has defined its unique vision, mission, and values as follows:

Graduate College Vision

The vision of the Graduate College at East Stroudsburg University of Pennsylvania is to be recognized and respected throughout Pennsylvania, as well as nationally and internationally, for first rate graduate degree and certification programs in education, health sciences, the arts and sciences, and business and management.

Graduate College Mission

The mission of the Graduate College at East Stroudsburg University of Pennsylvania is to advance graduate education in order to develop leaders in their fields who enhance the lives of individuals in our state and nation, as well as globally.

Graduate College Values

The Graduate College at East Stroudsburg University of Pennsylvania is committed to the following underlying principles in all that we do:

- Excellence
- Innovation
- Leadership
- Critical Thinking
- Integrity

General Information

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.

History of the University

East Stroudsburg University, a comprehensive university in northeastern Pennsylvania offering nearly 60 undergraduate and more than 30 graduate degree and certification programs, is one of the 14 institutions in the Pennsylvania State System of Higher Education. East Stroudsburg Normal School opened its doors on September 4, 1893. A faculty of 15 greeted a group of 320 students who had entered the two-year programs in Elementary and Science Education.

Although the Normal School was originally privately owned, ownership was transferred to the Commonwealth of Pennsylvania in 1920, and the name was changed to East Stroudsburg State Normal School.

In 1927, the right to confer the degrees of bachelor of science in education and bachelor of science in health education was granted, and the school's name then became the State Teachers College at East Stroudsburg. In 1960, the college's name was changed to East Stroudsburg State College, reflecting the addition of liberal arts and science curricula. In November 1982, the Pennsylvania State System of Higher Education was authorized by Senate Bill 506. The college officially became East Stroudsburg University on July 1, 1983.

History of the Graduate College

East Stroudsburg University inaugurated Graduate Studies in 1962 with three master of education (M.Ed.) programs: Biological Sciences, General Science, and Health and Physical Education. In 1969, the first master of arts (M.A.) programs, in History and Political Science, were approved. Over the years, graduate programs in a variety of fields, including a master of public health (MPH) have been approved and offered. In 2001, East Stroudsburg University entered into a memorandum of understanding with Indiana University of Pennsylvania to offer the doctor of education (D.Ed.) in Administration and Leadership Studies on the ESU campus. In 2004, three new master

of science (M.S.) programs were added: Exercise Science, Management and Leadership, and Sport Management. Also in 2004, the M.S., Cardiac Rehabilitation was revised to the M.S., Clinical Exercise Physiology. In 2007, our first distance education graduate program, M.S., Athletic Training, was approved. In July 2009, the Pennsylvania State System of Higher Education approved a new M.S., Information Security, also to be offered online. In its first graduating class of 1964, the university awarded 10 graduate degrees. At that time, the total annual graduate enrollment was 194 students. Enrollments now exceed 1,100 graduate students each semester. From 1964 to 2012, East Stroudsburg University conferred nearly 8,000 graduate degrees.

Pennsylvania State System of Higher Education

East Stroudsburg University of Pennsylvania is a member of the Pennsylvania State System of Higher Education (PASSHE). Now celebrating its 30th year, PASSHE comprises Pennsylvania's 14 public universities, with a combined enrollment of more than 120,000, making it the largest provider of higher education in the Commonwealth. The 14 PASSHE universities offer more than 250 degree and certificate programs in more than 120 areas of study. Nearly 500,000 PASSHE alumni live and work in Pennsylvania.

The 14 PASSHE universities are Bloomsburg, California, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock and West Chester Universities of Pennsylvania.

Accreditation

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.

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

Accreditations awarded to graduate and other university programs include:

- The Athletic Training program is accredited by the Commission on Accreditation of Allied Health Education Programs in collaboration with the National Athletic Trainers Association.
- The Computer Science program is accredited by the Board of Engineering and Technology (ABET)
- All education programs offered by East Stroudsburg University are accredited by the National Council for Accreditation of Teacher Education and approved by the Pennsylvania Department of Education.
- The Exercise Science program is accredited by the Commission of Allied Health Education Programs.
- The Hotel, Restaurant, and Tourism Management program is accredited by the Accreditation Commission for Programs in Hospitality Management.
- The Nursing program is accredited by the National League for Nursing Accrediting Commission. In addition, the program is approved by the Pennsylvania State Board of Nursing.

- The Public Health program is accredited by the Council on Education for Public Health (CEPH).
- The Recreation and Leisure Services program is accredited by the National Recreation and Park Association/American Association for Leisure and Recreation (NRPA/AALR), a specialized accrediting agency recognized by the Commission on Recognition of Postsecondary Accreditation.
- The Speech-Language Pathology program is accredited by the Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

The Campus and Academic Buildings

The campus of East Stroudsburg University includes 65 buildings located on approximately 256 acres in East Stroudsburg Borough and Smithfield Township.

Forty-six acres of the property in Smithfield Township are leased to University Properties, Inc., which constructed University Ridge, a stunning six-building student apartment complex with 541 beds on 43 acres, and to the Visiting Nurses Association, which built a six-bed Hospice House on three acres.

The 51,000-square-foot Innovation Center is Phase I of the ESU Research and Business Park being developed on 15-acres of property owned by East Stroudsburg University in Smithfield Township. The building is located on the corner of Brown Street and Route 447 in Smithfield Township.

The 65 buildings in East Stroudsburg Borough include academic facilities, eight residence halls, a 1,000-seat dining hall, a Student Center, and 60,000-square-foot Recreation Center.

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.

The newest academic building on campus is the newly renovated, 29,000-square-foot Monroe Hall, which will open in August 2012. Formerly a residence hall, the building contains two computer laboratories, four classrooms, a 68-seat stepped auditorium, and offices. The building will house the Speech-Language Pathology and Communication Studies departments.

The 130,600-square-foot Warren E. '55 and Sandra Hoeffner Science and Technology Center opened in August 2008. Along with a planetarium and observatory, it houses 17 teaching laboratories, nine research laboratories, a multi-use 200-seat auditorium, classrooms, and offices.

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 theaters, a gallery, concert hall, rehearsal areas, various art studios, and classrooms. The Koehler Fieldhouse and Natatorium serves as the primary physical education and intercollegiate athletics facility. Zimbar-Liljenstein Hall houses the Graduate College office, the Center for Enrollment Services, Extended Learning, a teaching gymnasium, and academic classrooms and office areas for physical education and sport management, as well as the Mekeel Child Care Center. The University Center includes a food court, commuter lounge, convenience store, game room, student activities offices, 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, in the near future, exercise science; DeNike Center for Human Services, which houses classrooms and has laboratory areas for the departments of health, nursing, and recreation and leisure services management; Rosenkrans Hall, which houses offices as well as media communications and technology classrooms and labs; and The Center for Hospitality Management, including hotel, restaurant, and tourism management, the Keystone Room, and P & J Café.

Computing and Communication Services

The university Computing and Communications Center supports both administrative and academic computing. Administrative computing is served by a UNISYS mainframe, encompassing more than 30 online systems and providing services to the students, faculty and staff.

The academic computing network consists of 30 UNIX or Windows based servers that are connected to approximately 1,900 PCs provided to support instruction, Internet access, campus network access, and e-mail. They are located in 35 computer laboratories across campus. There is an open access computer lab in each residence hall.

Additionally, many academic departments maintain discipline-specific computer laboratories for their curricula. Wireless computing zones are located throughout the residence halls, University Center, library, Science and Technology building, and the outdoor campus quadrangle. Students can connect to the Internet in these areas using a standard wireless laptop. In addition, faculty and students use wireless laptop technology for conducting specialized labs in a variety of courses. Helpful computing information can be found at www.esu.edu/ac.

Additionally, the Office of Computing and Communication Services support faculty, administration, students, and affiliated businesses with services such as local and long distance telephone, voice mail, cable TV, and Internet. Requests for equipment such as cell phones, two-way radios, paging and other wireless solutions are provided through this office.

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 the center.

Kemp Library

Kemp Library provides students with opportunities to acquire, process and apply information in pursuit of their academic and career goals. Library faculty and staff offer a wide variety of traditional and innovative services. While the library continues building and sharing its print collections, it also provides digital e-books and electronic course reserves. The library licenses a wide variety of full-text databases, most of which are accessible both on- and off-campus. Kemp Library also provides interlibrary loan and document delivery services to supplement its holdings.

Kemp Library is also a repository of federal and state (Pennsylvania) documents and includes an Instructional Materials/Educational Resources collection of textbooks, courses of study, children's and young adult literature and other materials in support of our teacher education programs. Assistive technology is available in the library to make its resources fully accessible to differently abled students.

As Kemp Library takes full advantage of new products, new formats for information, and new delivery systems, its instructional role has

never been more pronounced. The most effective approach to a research project changes from year to year, or even semester to semester. To keep current, students and faculty are invited to take full advantage of the library's reference services, to participate in group instruction offered by its public services librarians, and to check the library Web site, www.esu.edu/library, to see what changes have been made.

The Graduate College Office

The senior administrator for the Graduate College at East Stroudsburg University is the vice provost and graduate dean, who reports directly to the provost and vice president for academic affairs. The vice provost and graduate dean sits on the Provost's Council and is a member of the University Senate. The vice provost and graduate dean is assisted in the daily functioning of the Graduate College by professional and support staff.

The Graduate College professional and support staff provide essential services for all graduate faculty and students at ESU, from application through program completion, and beyond. Additionally, the Graduate College offers special academic opportunities for graduate students, including research and travel support, and professional development seminars.

The Graduate Advisory Council provides guidance and recommendations to the vice provost and graduate dean on policies and procedures for admission, assistantships, academic status, degree candidacy, and other matters related to graduate studies. Committee membership includes the graduate coordinator from each academic department offering a graduate degree program. Graduate coordinators are appointed by the department chair. For a current list of graduate coordinators, contact the Graduate College office at 570-422-3536.

All areas of graduate curricula, including the review and approval of new courses, programs, or methods of delivery are the role of the university curriculum process. Curriculum proposals are initiated by the academic departments for consideration by the University Curriculum Committee. Following approval 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 university faculty totals 357. Each academic department identifies its graduate faculty according to established criteria. Faculty members hold high academic credentials and a long-standing commitment to teaching excellence; collectively, they are recipients of numerous grants and honors. ESU's faculty are diverse and represent many prestigious institutions of higher education in the United States and internationally. The terminal degree is held by 88 percent of the instructional faculty. Another 486 employees make up the management and non-instructional staff.

The Graduate College office is located in Zimbar-Liljenstein Hall, Room 154, and can be contacted via telephone at 570-422-3536 or email at grads@esu.edu.

The mailing address is:

**The Graduate College
East Stroudsburg University
200 Prospect St
East Stroudsburg, PA 18301**

Admission

Requirements

All applicants to the Graduate College at East Stroudsburg University must meet the following requirements:

1. An applicant must have an earned baccalaureate degree from a regionally accredited college or university.
2. The applicant's undergraduate grade point average must be at least 2.50 (on a 4.0 scale) overall, and 3.0 in the major. Some graduate programs require higher overall and major grade point averages.
3. **Additional Program Requirements** – Some programs have additional admission requirements, such as Graduate College admission test (e.g., GRE, MAT, etc.) scores, specific undergraduate degree or prerequisite coursework, Pennsylvania Department of Education certification, or other requirements. Please refer to the section, Overview of Graduate Program Admission Requirements for additional, program-specific requirements.

Application for Admission

A completed application for admission to the Graduate College at East Stroudsburg University will include the following components:

1. **Application Form** – All degree and post-baccalaureate certification programs require a Graduate College Admission Application Form, to be submitted online. Prospective students interested in pursuing coursework for professional development or extended learning, or to explore graduate study prior to applying to a degree or certification program, should complete the Special Status Application.
2. **Official Transcripts** – Official transcripts from each undergraduate and graduate institution attended, regardless whether a degree was earned, must be submitted as part of the application package for degree and post-baccalaureate certification programs. Transcripts must be sealed by the registrar and remain sealed until their arrival at the Graduate College. Electronic transcripts sent by the registrar via an official transcript service directly to the Graduate College are acceptable.
3. **Letters of Recommendation** – Three professional and current letters of recommendation are required of each applicant. Letters are to speak to your ability to be successful in Graduate College, career and academic goals, and your professional work experiences and skills. Recommendations should state how long and in what capacity the individual writing the recommendation has known the applicant, and are to be submitted on official letterhead or on the Graduate Application Recommendation Form. Recommendations may be included with the application in sealed envelopes with a signature across the envelope seal or mailed directly to the Graduate College. The Special Status Application does not require the submission of letters of recommendation.
4. **Professional Goal Statement** – A statement of your perception of your ability to be successful in Graduate College, career and academic goals, commitment to your field of study, and your professional work experiences and skills is to accompany the application package. The statement, dated and signed, is an important component of the application. The Special Status Application does not require the submission of a goal statement.
5. **Application Fee** – A non-refundable application fee in the amount of \$50 must accompany the online application.

6. **Documentation of Additional Program Requirements** – Documentation of additional admission requirements (e.g., Graduate College admission test – GRE, MAT, etc. – scores, PRAXIS test scores, undergraduate degree or prerequisite coursework, Pennsylvania Department of Education certification, etc.), where required, must be included in the application package.

Admission Classifications

Applicants to the Graduate College at East Stroudsburg University are notified of their admission status by a letter from the vice provost and graduate dean prior to the beginning of the term of planned study. Typically, applicants will be notified of an admission decision within four weeks after all application materials are received. Admission decisions are not subject to appeal. Admission decision classifications are as follows:

1. **Admission, Pre-Candidacy (Full)** – Granted to an applicant who plans to work toward a graduate degree and whose application meets admission requirements as set forth by the Graduate College and the academic department.
2. **Admission, Certification Program** – Granted to an applicant who plans to work toward a certification program and whose application meets admission requirements as set forth by the Graduate College and the academic department.
3. **Admission, with Conditions** – Granted to an applicant who plans to work toward a graduate degree or certification program but does not meet the academic criteria for Admission (e.g., overall/major quality point average, graduate test scores, etc.) or who does not have all of the other requirements (e.g., prerequisite coursework, licenses, etc.) necessary for admission, pre-candidacy (full). Upon departmental recommendation of the stated conditions, the student may request a change of admission classification from Admission, with Conditions to Admission, Pre-Candidacy. The Graduate Dean will seek the recommendation of the graduate coordinator, and then make the decision for approval or disapproval.
4. **Admission, Special Status** – Granted to an applicant who plans to enroll in graduate courses for professional development or extending learning, but does not intend to pursue a degree or certification. Special Status admission also may be granted to applicants who wish to explore graduate studies prior to applying to a graduate degree or certification program. In such cases, students must apply to the program before the completion of 12 credit hours. Courses completed as a Special Status (non-degree) student will not automatically be applicable toward the degree or certification program. Students must provide documentation of an earned baccalaureate degree from a regionally accredited college or university.
5. **Admission Denied** – Applicants denied admission by the Graduate College will receive a letter from the Graduate Dean informing them of the decision.

Application Deadlines

The Graduate College reviews applications for admission under a "rolling admissions" process. This means that applications are reviewed throughout the year and admissions decisions are made weekly. However, to assure full consideration for admission prior to the beginning of the semester in which you would like to enroll, please submit your application for admission with all required documentation, as follows:

To start classes in this semester Submit application by

Fall	July 31
Spring	November 30
Summer	April 30

Some programs admit students only once a year and have specific application deadlines, which are enumerated below:

Degree program	Specific application deadline
Speech-Language Pathology	February 1
Exercise Science	March 1
Clinical Exercise Physiology	March 1

International Applicants

In addition to fulfilling the general application procedures, international applicants must present evidence of fluency in English, either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) score. The minimum TOEFL score acceptable for admission is 560 on the paper test, 220 on the computer test or 83 on the Internet test. The TOEFL score should be submitted directly from the Educational Testing Service, Princeton, New Jersey. ESU's Institutional Code Number is 2650. The minimum acceptable score for IELTS is "Band 6."

For further information concerning IELTS contact Cambridge Examinations and IELTS International, 100 East Corson Street, Suite 200, Pasadena, CA 91103, USA. Call 626-564-2954; e-mail ielts@ceii.org; or visit IELTS Web site, www.ielts.org.

International applicants also must submit a statement and documentation of financial resources. The statement must demonstrate sufficient financial resources to meet the cost of living in the United States, the cost of travel to and from the student's native country, and the cost of graduate education at East Stroudsburg University of Pennsylvania. Applications will not be processed without the financial statement and application fee.

International applicants must submit official English translation of their transcripts, including 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 College. For further information concerning WES, contact WES at 800-937-3895 or on the internet at www.wes.org.

International applications must furnish proof of health insurance (certification must be in English) meeting the required criteria or purchase student health insurance from East Stroudsburg University, which is recommended.

Due to the time required to secure immigration documents and address other matters, international applicants are encouraged to submit all application materials as early as possible. The Graduate College works in collaboration with other offices on campus to assist international applicants and students. For further information, please contact the Graduate College office.

Doctoral Applicants

The Administration and Leadership Studies (D.Ed.) collaborative delivery doctoral program is offered on the ESU campus by Indiana University of Pennsylvania (IUP). Applications are accepted for new cohorts every two to three years. All application materials should be submitted to the Graduate College at East Stroudsburg University.

Please contact the Graduate College for application materials. Required application materials include:

- 1. Application Form** - Applicants should submit the official IUP application
- 2. Official Transcripts** - Official transcripts from each undergraduate and graduate institution attended, regardless whether a degree was earned, must be submitted as part of the application package.
- 3. Recommendation Forms** - Two professional and personal recommendations, using the IUP recommendation forms, are required for each applicant. Letters are to speak to your ability to be successful in a doctoral program, career and academic goals, and your professional work experiences and skills.
- 4. Professional Goals Statement** - A statement of your perception of your ability to be successful as a doctoral candidate, career and academic goals, commitment to your field of study, and your professional work experiences and skills.
- 5. Resume**
- 6. Application Fee** - A non-refundable application fee in the amount of \$50 must accompany the application. The fee, in the form of check or money order, should be made payable to IUP.
- 7. Interview and Writing Sample** - Selected applicants will be contacted by the Professional and Secondary Education department to schedule an on-campus interview, at which time the applicant will be asked to complete a writing sample on a topic to be determined by the doctoral admissions committee.

Applicants for Certification, Specialist, Supervisor, and Letter of Eligibility Programs

From the Pennsylvania Department of Education and other National Certification Programs

East Stroudsburg University offers state-approved programs leading to certificate programs in:

- Biology (7-12)
- Chemistry (7-12)
- Earth & Space Science (7-12)
- Elementary (K-6)
- English (7-12)
- English as a Second Language (ESL)
- French (7-12)
- General Science (7-12)
- German (7-12)
- Health (K-12)
- Health & Physical Education (K-12)
- Mathematics (7-12)
- Mentally & Physically Handicapped (N-12)
- Physics (7-12)
- Social Studies (7-12)
- Spanish (7-12)
- Speech & Language Impaired (N-12)
- Instructional Technology Specialist (K-12)
- Principal (K-12)
- Reading Specialist (K-12)
- Safety Education/ Driver Education (7-12)

Special Education Supervisor

The university also offers programs of study to prepare students for national certifications, including the Behavior Analyst, Applied Behavior Analyst, and National Board Certified Teacher. Applicants for these programs should follow the same procedures for admission, plan of study, and registration, as described for degree program students in this catalog. Interested applicants should contact the Graduate College office to confer with the graduate admissions coordinator, in consultation with the respective graduate coordinator, for further information, prior to beginning the admissions process.

Attention Teacher Certification Applicants: Due to the impending changes in requirements for PA teacher certification, students accepted into the program must be able to complete all requirements for certification by December 31, 2012. Contact the Graduate College for current and up-to-date information.

Examination and Other Admission Requirements

All applicants to the Graduate College at East Stroudsburg University are strongly encouraged to take a graduate college admissions test, such as the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). However, some programs require specific tests, as follows:

Graduate Degree Program	Required Examination
Health Education	GRE
Management and Leadership	GRE
Public Health	GRE
Speech Pathology	GRE
Sport Management	GRE

In addition to the requirements enumerated for all applicants to the Graduate College, specific programs have additional application requirements, as follows:

Graduate Degree Program	Additional Program Requirements
Special Education Supervisor certification	Teacher certification
Elementary Education	Teacher certification
Reading	Teacher certification
Professional & Secondary Education	Teacher certification
Special Education	Teacher certification

Fees and Deposits

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 in person 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

Please note that effective for the fall 2012, tuition is assessed based on the student type and not course type. That is:

- Graduate students taking graduate courses pay the graduate rate
- Graduate students taking undergraduate courses pay the graduate rate
- Graduate students taking both graduate and undergraduate courses pay the graduate rate

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 (2012-2013 Fees)

Recurring Fees

Tuition, General and Instructional Fees:

Type of Fee	Amount/ Semester
Pennsylvania residents pay at the following rate per semester hour	\$ 429
Non- Pennsylvania residents pay at the following rate per semester hour	\$644

Students enrolled in online degree programs (Information Security and Athletic Training) pay at the following rate per semester hour

\$441.87

General fee, graduate students (same for both Pennsylvania residents and non-residents) pay at the following rate per semester hour

\$95.19

General fee for students enrolled in online degree programs (Information Security and Athletic Training) pay at the following rate per semester hour

\$60.74

General fee, graduate students (same for both Pennsylvania residents and non-residents) registered for 9 or more semester hours

\$856.37

General fee for students enrolled in online degree programs (Information Security and Athletic Training) registered for 9 or more semester hours

\$546.39

Technology fee, Pennsylvania residents pay at the following rate per semester hour

\$21

Technology fee, non-Pennsylvania residents pay at the following rate per semester hour

\$31

Transportation fee, graduate students (same for both Pennsylvania residents and non-residents) pay at the following rate if registered between 1 and 8 semester hours

\$21.25

Transportation fee, graduate students (same for both Pennsylvania residents and non-residents) pay at the following rate if registered for 9 or more semester hours

\$42.50

Summer Sessions Fees 2013:

(Subject to change without notice)

Graduate Basic Tuition Fee

Pennsylvania resident per semester hour	\$429
Non-Pennsylvania resident per semester hour	\$644
Graduate per semester hour	\$95.19

Instructional Technology Fee - Summer

Pennsylvania resident per semester hour	\$ 21
Non-Pennsylvania resident per semester hour	\$ 31

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)	\$3,429
Room fee for students residing in University Apartments	\$3,554
Advance deposit for room	\$150

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 (Monday-Friday: breakfast, lunch and dinner; Saturday-Sunday: brunch and dinner) w/200 dining dollars	\$1,216
ANY 15 meals w/200 dining dollars	\$1,165
ANY 10 meals w/200 dining dollars	\$967

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

Non-Recurring Fees*

Type of Fee	Amount
Application Fee (non-refundable)	\$50
ESU Record Transcript Fee (after first)	\$5
Late Registration Fees	\$50
Late Request for Schedule <i>Charges apply to students who were registered for and completed the previous academic semester</i>	\$50
Late Payment of Fees <i>Charges apply to those who fail to make payment by the due date indicated in billing instructions</i>	\$50
Bad Check Fee <i>This is a handling fee assessed for all checks drawn in payment of fees that are not honored due to insufficient funds</i>	\$25
Identification Card Fee <i>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</i>	\$20

cards will be replaced at a cost of \$20

Graduation Fee (non-refundable)	\$30
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Thesis binding: four copies required. Check with the Graduate College for current fee schedule. Fall 2010 fee was \$18.71 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 was instituted by the State System Board of Governors in the fall of 2002 and is used to enhance student access to the latest technology in the classroom and to prepare students for a technology-driven world.

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.

Detailed Information on 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 \$5 fee is charged for the second and each subsequent transcript of records.

Late Registration and Late Payment

A \$50 charge 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 \$30 fee 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 prorated 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

Payments may be made via mail, telephone, online or in person at the Center for Enrollment Services in Zimbar-Liljenstein Hall. ESU accepts bank or personal checks, MasterCard, and Discover.

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 by the university without notice):

Refund	Period of Attendance
100 percent	First week
80 percent	Second week
60 percent	Third week
50 percent	Fourth week
40 percent	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

Forms of Financial Aid for Graduate Students

- Loans
- Student Employment
- Scholarships
- Graduate Assistantships (See Graduate Assistantships on page 16)

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 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.

Graduate students doing graduate-level course work may borrow up to a maximum of \$20,500 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, 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 students in fall and undergraduate students 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 students.

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.

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

Overview of the Graduate Assistantship Program

The Graduate College at East Stroudsburg University offers an excellent graduate assistantship program. The primary purpose of the Graduate Assistantship program is to enhance the student's academic experience while pursuing their graduate degree at ESU.

Therefore, Graduate Assistantships are available to attract the "best and brightest" prospective students to our graduate programs and to provide highly qualified graduate students with professional development experiences related to research and leadership in their field of study.

Graduate Assistants function under the auspices of graduate faculty on academic, clinical, research, or leadership activities or special projects related to the field of graduate study. Graduate assistant appointments are awarded on a competitive basis to highly-qualified students without regard to financial need.

Therefore, the awarding of a Graduate Assistantship is an honor as well as a scholarship. The Graduate College is the designated unit on campus to officially offer Graduate Assistantships to students, based upon the recommendation of an academic department.

Finally, a Graduate Assistant at all times is subject to all existing and any new policies, procedures, and rules that arise during the term of award from the contract and based on available funding.

The Graduate College offers a variety of graduate assistantships, categorized as follows:

- **Academic or Research graduate assistantships** are available to highly qualified graduate students in any degree program. Academic graduate assistants are assigned to function under the auspices of a faculty member in their department. Responsibilities include academic, clinical, or research activities related to the field of study.
- **Administrative graduate assistantships** are available on a limited basis to highly qualified graduate students from any degree program.
- **Frederick Douglass Institute graduate assistantships** are named after Frederick Douglass, a great 19th-century American abolitionist. Consideration for this scholarship is in keeping with the spirit of Douglass' life of public service and the university's mission to be a source of encouragement to historically underrepresented and underserved populations who have a commitment to leadership, social involvement, and commitment to education, as evidenced by their professional experiences or professional goals. Frederick Douglass Institute graduate assistantships are open to applicants with a record of academic achievement and scholarship who demonstrate potential for leadership and ability to promote unity in a civil society. Students with Frederick Douglass Institute graduate assistantships will be assigned to function under the auspices of graduate faculty in an academic department or administrators to enhance their leadership skills and serve the Frederick Douglass Institute.
- **Residence life graduate assistantships** are available on a limited basis to qualified, full-time graduates in any degree program. Residence life graduate assistants are assigned to and receive room in one of the university residence halls and provide services as needed by the Office of Residence Life and Housing in the management of the residence halls.

Residence life graduate assistantships require availability one week before and after the academic semester, as well as on evenings and weekends throughout the semester.

Eligibility Criteria for a Graduate Assistantship

Eligibility criteria for full consideration for a Graduate Assistantship at East Stroudsburg University include the following criteria:

1. **Admission Decision** – An applicant must receive an admission decision of Admission, Pre-Candidacy (Full) or Admission, with Conditions.
2. **Academic Qualifications** – All applicants must be highly qualified academically. For new students, an undergraduate grade point average of at least 2.50 (on a 4.0 scale) overall, and 3.0 in the major; high scores on a Graduate College admission test; a grade point average of 3.0 or higher in graduate coursework; or other evidence of high academic achievement is required. Continuing graduate students must be in Academic Good Standing.
3. **Enrollment Status** – An applicant must be enrolled a minimum of nine graduate credits for the semester for which the Graduate Assistantship is awarded.
4. **Additional Requirements** – Some graduate assistantships have additional eligibility criteria, such as initial certification, specialized skills, or other attributes/qualifications.

Exceptions to these eligibility requirements may only be made upon written recommendation of the student's academic department, endorsed by the student's college dean, and with the approval of the vice provost and graduate dean.

Application for a Graduate Assistantship

A completed application for a Graduate Assistantship at East Stroudsburg University will include the following components:

1. **Graduate Assistantship On-line Application Form with Supporting Documents** – A complete on-line application including all required supporting documents must be submitted through East Stroudsburg University's Human Resources website at www.esucareers.com. Applicants for Frederick Douglass Institute graduate assistantships are required to submit the specified Frederick Douglass personal statement.
2. **Application for Admission to the Graduate College** – Applicants for a graduate assistantship must have a complete application package on file with the Graduate College, including the Application for Admission, official transcripts, letters of recommendation (three), goal statement, application fee, and documentation of additional program requirements.

Prospective graduate students who meet the eligibility criteria are encouraged to submit their on-line Graduate Assistantship Application concurrently with their Application for Admission to the Graduate College, though interested individuals may apply at any time throughout their graduate studies.

Award of a Graduate Assistantship

Applicants for a Graduate Assistantship at East Stroudsburg University are notified of their selection and offer of an assistantship by a letter from the vice provost and graduate dean. The Graduate Assistantship Award Letter will outline the details of the award. Graduate

Assistantships may be offered for an academic year, a semester (fall/spring), or a summer session, with award levels as follows:

- Full Graduate Assistantship (100% level)
- Partial Graduate Assistantship (75% level)
- Partial Graduate Assistantship (50% level)

Typically, applicants will be notified of an offer for the fall semester or an academic year in May, June, July, or August; for the spring semester in November or December; and for the summer session in May or June.

Late appointments may be made due to changes in award availability, resignations, or dismissals.

Upon receipt of an offer, applicants are expected to follow the guidelines, as stipulated in the award letter, to accept the offer. Failure to complete all requirements by the due dates will result in forfeiture of the offer of a graduate assistantship.

Finally, of important note, while graduate faculty in academic departments and administrators may recommend applicants for a graduate assistantship, only the Graduate College can authorize the awarding of a graduate assistantship. Therefore, applicants should await an official offer letter.

Professional Duties

The award of a graduate assistantship includes professional duties performed under the supervision of a graduate faculty or administrator. The Graduate Assistantship Award Letter will specify the name and position of the graduate faculty or administrator and the unit in which the duties are to be performed. The extent of hours will be specified, commensurate with the award level, as follows:

- Full Graduate Assistantship (100% level) – 20 hours per week (600 hours per academic year; or 300 hours per semester)
- Partial Graduate Assistantship (75% level) – 15 hours per week (450 hours per academic year; or 225 hours per semester)
- Partial Graduate Assistantship (50% level) – 10 hours per week (300 hours per academic year; or 150 hours per semester)

Graduate assistants are expected to meet with their supervisor prior to the start of the assistantship to discuss professional expectations and work duties.

Graduate assistants are expected to perform assigned professional responsibilities and demonstrate good work habits.

Graduate assistants are required to participate in the Graduate Assistant Symposium.

Additionally, graduate assistants are expected to maintain good academic standing and satisfactory progress toward their degree.

Compensation

Graduate assistantships provide financial compensation for the work or professional duties performed.

The total amount of the compensation correlates with the award level, as follows:

- Full Graduate Assistantship (100% level) \$5,004 per academic year; or \$2,502 per semester
- Partial Graduate Assistantship (75% level) \$3,753 per academic year; or \$1,876 per semester
- Partial Graduate Assistantship (50% level) \$2,502 per academic year; or \$1,251 per semester

Graduate assistants are compensated for the work performed on an hourly basis, paid on a bi-weekly basis.

Tuition Waiver

In addition to the compensation for the professional duties or functions performed, graduate assistantships offer a waiver of in-state tuition, commensurate with the award level, as follows:

- Full Graduate Assistantship (100% level) 100% in-state tuition waiver, 9 credit hours/semester
- Partial Graduate Assistantship (50% level) 50% in-state tuition waiver, 4.5 credit hours/semester

In order to receive the tuition waiver specified for the award level, graduate assistants are required to perform the specified number of hours of work or professional duties. Graduate assistants are responsible for all non-tuition fees required of graduate students.

Academic Load

During the academic year, all graduate assistants must register for nine credit hours of graduate coursework per semester. During the summer sessions, all graduate assistants must register for the specified credit hours of graduate work.

Resignation or Dismissal

Graduate assistants may resign a graduate assistantship position, due to professional or personal reasons. However, customary with professional standards of practice, a letter of resignation and advance notice are preferred to allow for transition of the position. If the resignation occurs during the course of an academic semester, compensation and tuition waiver will be pro-rated to the date of the resignation. A student who resigns a graduate assistantship position in good standing may re-apply and accept another award in the future if eligibility criteria are met.

Likewise, graduate assistants are expected to follow all university policies and procedures in fulfillment of the work and academic responsibilities. Failure to perform professional duties, demonstrate good work habits, maintain good academic standing, or follow university policies and procedures will result in corrective or disciplinary measures, from mentoring and coaching to potential dismissal from the graduate assistantship award.

For Further Information

For further information about the Graduate Assistantship program at East Stroudsburg University, please contact the Graduate College office at 570-422-3536 or grads@esu.edu.

Academic Regulations

Master's Degree Policies

Academic Degrees Conferred

The Graduate College at East Stroudsburg University offers graduate programs that prepare students for a complex, changing global society, with four master's degree designations – Master of Arts, (M.A.), Master of Education (M.Ed.), Master of Public Health (MPH), and Master of Science, (M.S.) – in more than 20 academic majors or fields of study.

The master's degree programs traverse each of the university's four colleges – College of Arts and Sciences, College of Business and Management, College of Education, and College of Health Sciences.

Credit Requirements

Most M.A., M.Ed., and M.S. degree programs require 30 to 36 credit hours of coursework beyond the baccalaureate level; however, the number of credit hours required for the master's degree varies with the type of degree and whether the student is required to write a thesis.

Some clinically-based Master of Science (M.S.) programs, and professional master's degrees, such as the Master of Public Health (MPH), require 42 credit hours or more. Many of these degrees, however, do not require the student to complete a thesis.

Academic Major and Concentration

The academic major represents the sequence of courses and experiences constituting the major field of study and culminating in the master's degree. Some academic majors or programs of study offer the student the opportunity to select a concentration (e.g., focused area of study, track, specialization, emphasis) within the major field.

Program Option

Many of ESU's master's degree programs offer the student the opportunity to select a program option, typically a thesis or non-thesis option.

Admission to Candidacy

All master's degree students who received an admission decision of Admission, Pre-Candidacy are expected to submit a Plan of Study prior to the completion of 12 credit hours.

Subsequent to submission of the Plan of Study, students are reviewed for Admission to Candidacy. To be admitted to candidacy, a student must be in Academic Good Standing and have fulfilled any requirements stated by the department or Graduate Dean.

Master's degree students who received an admission decision of Admission, with Conditions must first fulfill all conditions, as stated on the admission decision letter, and have their status upgraded to Admission, Pre-Candidacy in order to be reviewed for Admission to Candidacy.

A master's degree candidate must remain in academic good standing in order to be eligible to graduate.

In-Residence and Transfer Credits

Individual graduate programs at East Stroudsburg University may establish requirements for credits taken "in residence" and transfer

credits, allowing up to 1/3 of the credits meeting program requirements to be accepted as transfer credits. Graduate programs that wish to allow the acceptance of more than six transfer credits, up to 1/3 of the credits meeting program requirements, must follow the process for approval of program requirements/transfer credits to set the higher limit of transfer credits for the program.

Transfer credits must have been completed at a regionally accredited institution, within the past six years, and the grade earned must be at least a "B" or its equivalent. Also, the credits must not have been utilized to fulfill requirements for a degree earned at that institution. Transfer credits must be approved and incorporated in the Plan of Study.

Culminating Experiences

All master's degree programs at East Stroudsburg University require a culminating experience. This requirement may be met through a thesis, research project, or comprehensive examination, or in some cases this requirement can be met through integrative experiences, such as practicum, internships, and other field work that synthesize theory and practice.

The Graduate College outlines the process and timeline for all culminating experiences. Failure to adhere to guidelines may delay a student's graduation.

Application for Graduation

All candidates for the master's degree are required to submit a complete and approved Application for Graduation during the semester in which program completion and graduation are anticipated, as follows:

Anticipated Graduation	Application Due Date
May	February 15
August	May 9
December	September 15

Statute of Limitations

All program requirements for a master's degree, including program credits earned or accepted by transfer, examinations, internships or field experiences, and research requirements must be completed within six years from the date on initial registration in the program. A leave of absence may be requested for professional or personal reasons; the time during the leave of absence does not count toward the maximum timeframe for completing degree requirements. An extension to the statute of limitation for program completion may be requested; the extension must be submitted and fully approved prior to the expiration of the six-year maximum timeframe.

General Policies

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.

Standards of Behavior

The mission and objectives of the university include a serious concern for the overall development of the individual. This philosophy implies that all students maintain high personal standards and conduct themselves in a manner, which manifests not only intellectual and emotional growth but also personal and social development. The basic standards of behavior are outlined in the Student Handbook, under the Judicial Process and Regulations and the Student Code of Conduct.

Academic Good Standing

Graduate and post-baccalaureate students at East Stroudsburg University are expected to maintain high academic standards. All graduate and post-baccalaureate students must maintain a cumulative quality point average (QPA) of 3.0 or higher in all coursework in order to be in academic good standing. In the first 6 credits of a graduate program (early pre-candidacy), an overall QPA of 2.50 or higher will be accepted as academic good standing. A graduate student must be in academic good standing to be admitted to degree candidacy and to graduate. Some graduate and post-baccalaureate programs may have more stringent requirements for academic good standing.

Academic Probation and Dismissal

Students who fall below academic good standing are placed on academic probation. Students placed on academic probation must raise their cumulative quality point average (QPA) to 3.0 or higher within the next nine credit hours.

Students who fail to raise their cumulative average to at least 3.0 by the end of their probation period will be dismissed from their program, as well as from the Graduate College.

A graduate student who is academically dismissed may reapply to the Graduate College and graduate program after a period of one year. Some graduate programs may have more stringent requirements for academic probation and dismissal.

Course Repeats

Graduate students are required to earn a grade of C or higher in all coursework in order to progress in their program of study and in the Graduate College, with a maximum of three grades of C across the program.

Students may repeat only one course for grade improvement for each graduate program. The course may be repeated one time, for a total of two attempts. If a student has not earned a grade of C or higher after a second attempt, then the student will be dismissed from the graduate program and Graduate College.

Semester hours for a repeated course will be counted only once, and the hours and grade earned when the course was last taken will be used to compute the grade point average. However, all attempts will continue to appear on the transcript. Some graduate programs may have more stringent requirements for course grades and course repeats.

Post-baccalaureate Students

Post-baccalaureate students are expected to earn a grade of C or higher in all coursework, graduate and undergraduate, in their post-baccalaureate career.

Post-baccalaureate students may repeat up to two courses for grade improvement. Each course may be repeated one time, for a total of two attempts. If a student has not earned a grade of C or higher after a second attempt, then the student will be dismissed from the post-baccalaureate program and the Graduate College.

Semester hours for a repeated course will be counted only once, and the hours and grade earned when the course was last taken will be used to compute the grade point average. However, all attempts will continue to appear on the transcript.

Grading System and Quality Points

In addition to meeting course and semester hour requirements for graduation, students must maintain a specified academic level throughout a given curriculum as measured by quality points. The minimum number of quality points required for graduation is twice the number of semester hours of credit attempted. Pass/fail courses are not used in the computation of the quality point average. Work completed at other colleges and accepted as transfer credit is not considered in computing the quality point average. The required quality point average for graduation is 2.000 or higher. Some degree programs require a higher cumulative quality point average.

Each semester hour grade is calculated as follows:

Grade Symbol	Quality Points
A	4.000
A-	3.667

B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D	1.000
E	0

Calculating of grade point average is done using the steps below.

- Grade symbols are translated into quality points per semester hour of credit as listed above.
- The university recognizes that a good grade in a three-semester-hour course requires more work than in a two-semester-hour course. Owing to this, the university follows a system which recognizes both the quality and quantity of a student's work.
- Under this system, the number of quality points for each letter grade (e.g. four points for an A) is multiplied by the number of semester hours of credit for the course.
- For example, an A in a three-semester-hour course earns a total of 12 quality points. To find out a student's quality point average, divide the total number of quality points by the total number of semester hours scheduled. This average considers both the quality and quantity of work.
- Quality points are awarded only for work completed at East Stroudsburg University. Work completed at other colleges and accepted as transfer credit is not considered in computing the quality point average.

Grade Reports

Student grade reports are available at mid-semester and at the end of the semester. Only the end-of-semester grades are entered on the student's permanent records (transcript). Semester grade reports are available through the student portal myESU. Specific information about access to the student portal is mailed to each student upon his or her initial enrollment at East Stroudsburg University.

It is the responsibility of each student to check grade reports at mid-semester and at the end of the semester. Students are expected to check grade reports as they are available to be aware of academic performance in each course, to register for courses for the next semester, and to address issues related to course grades immediately. Grade reports are an important tool for assessing academic progress.

Course Withdrawal

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 semester and summer session are as follows:

Withdrawal Action	Withdrawal Time Period		
	Semester	3-week session	6-week session
NO RECORD	1st week	1st day	2 days
'W' GRADE:	2nd-10th week	2nd day-2nd week	3rd day - 4th week
NO WITHDRAWAL:	11th -15th week	3rd week	5th - 6th weeks

Incomplete Grades

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 based on the grade mode for the course. 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 based on the grade mode for the course.

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 registered for thesis credits will be assigned the letter "O" (Ongoing) instead of I while completing their research.

Course Auditing

Graduate students may audit a course if permission has been granted by the course instructor (Permission to Audit card). Auditors must pay normal tuition and related fees. A change of registration from credit to audit or from audit to credit may occur only during the first week of the semester.

An auditor will, with permission from the instructor, participate in class discussion, do practicum work, take examinations, and share generally in the privileges of a class member. If the student completes all course requirements, an "audit" notation is posted to the student's academic record.

No student who is required to carry a certain number of credits may count among those credits the credit for an audited course.

Dual-Level Courses

Graduate students who enroll in dual-level courses as graduate credit should be aware that dual-level courses commonly require more advanced work and additional requirements than required of undergraduate students taking the same course. Dual-level courses with graduate credit taken while a student was an undergraduate may be approved for the graduate program if the course did not count toward the requirements for the baccalaureate degree.

Academic Correspondence

Correspondence from the Graduate College to graduate students is mailed to the permanent address of record or university e-mail

account. Therefore, graduate students are required to notify the Graduate College of any changes in mailing address and other contact information on a timely basis.

Commencement

For December Graduate Commencement, graduate students who have fulfilled all program requirements are eligible to participate.

For May Graduate Commencement, graduate students who have fulfilled all program requirements are eligible to participate. Graduate students enrolled in cohort programs which conclude in the Summer Session, and who are in academic good standing and who have been admitted to candidacy, are eligible to participate. Graduate students in other programs, who are in academic good standing, have been admitted to candidacy, and scheduled to complete their degree program in Summer Session, are eligible to participate.

All graduation applications require departmental approval.

Campus Life

Opportunities for participation in co-curricular activities at the university are virtually unlimited. Learning outside the classroom is considered to be an integral part of the student's personal growth and development.

The Office of Alumni Engagement

The Office of Alumni Engagement, as part of the East Stroudsburg University Foundation, works to support and engage a network of more than 45,000 ESU alumni. Membership into the East Stroudsburg University Alumni Association is solidified the moment a graduate crosses the platform during commencement.

Located in the Henry A. Ahnert, Jr. Alumni Center, the office plans multiple events throughout the year, including the Homecoming Alumni Tailgate and other regional events to connect and engage alumni with each other and the university. The office also produces the Alumni Herald magazine (www.esualumni.org/herald), published three times per year, bursting with information about classmates and alumni success stories.

The office looks to its network of alumni to show their support and commitment to ESU. Alumni and friends are encouraged to extend their support through the ESU Foundation Annual Fund. Gifts to the Annual Fund provide direct and immediate support to ESU and its programs. Gifts are used for student scholarships, enhancing academic and athletic programs and improving ESU's technology infrastructure.

For more information about the office, the benefits of being a graduate of ESU, the Alumni Association, connecting with ESU alumni, or the ESU Foundation, visit www.esualumni.org.

Athletics

Intercollegiate

The Intercollegiate Athletic Program at East Stroudsburg University provides a quality educational opportunity for skilled students to maximize their sport abilities by means of competition against other colleges and universities. This is complemented by the enrichment of student-life experiences and the promotion of desirable alumni-community relations.

Schedules for 20 sport teams for men and women are arranged on a seasonal basis for fall, winter and spring sports:

Fall	<i>Men:</i> cross country, football, soccer <i>Women:</i> cross country, field hockey, volleyball, soccer
Winter	<i>Men:</i> basketball, indoor track and field, wrestling <i>Women:</i> basketball, indoor track and field, swimming
Spring	<i>Men:</i> baseball, outdoor track and field <i>Women:</i> golf, lacrosse, softball, tennis, outdoor track and field

Athletic activities take place in and on a variety of campus athletic fields. The main outdoor athletic facility, Eiler-Martin Stadium, has an all-weather track, turf, lights and has seating space for approximately 6,000 spectators. The LeRoy J. Koehler Fieldhouse is the main indoor facility and has an indoor track, pool, weight rooms, tennis, basketball and volleyball courts.

As part of the university's effort to ensure compliance with the Higher Education Act and Equity in Athletics Disclosure Act, the Gender Equity Survey Report is on file in the Offices of Intercollegiate Athletics and Enrollment Services. This report contains information on

participation and financial support as it pertains to East Stroudsburg University's Intercollegiate Athletics Program.

Recreation Center Leagues

Recreation Center Leagues offers students the ability to form teams and play sports in a seasonal format. The entire program is voluntary for those who are not regular members of varsity or junior varsity squads and does not require the intensified training or high degree of skill necessary for intercollegiate athletics.

Sports offered during the year include flag football, soccer, volleyball, dodgeball, softball, basketball, and wallyball to name a few. Opportunities for participation are available in Men's, Women's, and Co-Ed Leagues.

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 Activities Board (CAB)

The Campus Activities Board (CAB) is a student-run organization responsible for a wide variety of activities and events for the enrichment of the East Stroudsburg University community.

The organization presents a diversified and unique program schedule of quality educational, cultural, social and recreational programs throughout the academic year.

CAB comprises nine executive board members who meet on a weekly basis during the semester for the purpose of coordinating the various activities. The executive board consists of the four club officers and five committee chairpersons.

The five CAB committees are: Concerts, Films, Coffeehouse (Comedy), Out and About (Trips), and Special Events. CAB is also involved with planning and promoting activities during Welcome Week, Family Weekend, and Homecoming.

Students who serve on CAB develop strong leadership skills and gain practical hands-on experience while having a great time in the process.

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 (eCard) and a convenient, easy, and safe way to make purchases and use services on and off campus.

The eCard 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, residence hall laundry facilities, library, and campus dining facilities.

The off-campus sites that accept the eCard include Burger King, Chili's Cluck-University Chicken, CVS, Domino's Pizza, Goombas Pizza, Holy Guacamole, Kasa's Pizza, McDonalds, Palumbo's, Paradise Tanning, Pizza Hut, Sonic, South Beach Tanning and Wendy's.

<http://www4.esu.edu/about/offices/ecard/index.cfm>

Students may also use it to gain access to their residence hall and the Recreation Center. Deposits may be made online, please visit the esu.edu website.

For further information, call 570-422-CARD.

Off-Campus Housing List

Residence Life and Housing provides students with a list of off-campus housing opportunities. This list contains apartment and room rental availability throughout the surrounding area as well as a brief description of the unit. 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 Residence Life and Housing Office acts only as a clearinghouse for this information.

Off-Campus Housing Guide

The Guide to Off-Campus Living 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 Residence Life and Housing Office in Shawnee Hall and in Reibman Hall.

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 radio shows, BBC world news, sports, talk shows, as well as many music genres such as alternative, classical, sports, rap and modern rock.

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.

Standards of Behavior

The mission and objectives of the university include a serious concern for the overall development of the individual. This philosophy implies that all students maintain high personal standards and conduct themselves in a manner, which manifests not only intellectual and emotional growth but also personal and social development. The basic standards of behavior are outlined in the Student Handbook under the Judicial Process and Regulations and the Student Code of Conduct.

Student and Community Services

Career Resources Center

Located on the second floor of the University Center, this office provides an array of services which guide and support students and alumni through their career exploration, career building, and eventual professional job placement.

Students should start their career planning during their first or second year and should contact this office to make an appointment or visit the office's website: www.esu.edu/careerdevelopment.

Services provided include career counseling, career workshops, and computer technology based services such as a weekly part-time/summer jobs list and links to numerous sites pertaining to internships, career exploration, and professional job listings.

This office also coordinates career days, job fairs, and on-campus recruitment by employers, and offers resume critiques and job search guidance. Students should visit the center to review books, computer programs, brochures, magazines, and DVDs relating to careers, employers, and Graduate Colleges.

Child Care Center

The Rose Mekeel Child Care Center, Inc. is an independently governed and operated affiliate of the university. It 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, six teachers, and work-study students. This facility is open from 7:45 a.m.-5 p.m. (Monday to Friday) during the fall, spring, and summer sessions.

The program is a hands-on, developmentally appropriate program for children between 18 months and 5 years of age.

Please call 570-422-3514 for information about enrollment and fees.

Community Band, Concert Choir and Orchestra Program

These large performing groups are open to all university and community instrumentalists/vocalists with previous experience in high school or college ensembles. The ensembles rehearse for two hours, one night a week and perform pieces of standard literature. Public performances will occur at the end of each semester.

Community Dance Program

The Community Dance Program includes classes for children and adults including adult classes in yoga, ballroom, Egyptian Belly Dance, Tai Chi, and other dance styles, and childrens' classes in age groups from 4 to 15.

Qualified students in the dance program teach the classes under faculty supervision; the community-service program provides students with authentic hands-on learning experience.

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 students but individuals 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 contact Commuter Student Services at 570-422-3958.

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. Commuter students should use the Student Activities Office as a clearinghouse for information about available services as well as a place where commuting students can receive advocacy and support. For more information contact Commuter Student Services at 570-422-3958.

Counseling and Psychological Services (CAPS)

The Department of Counseling and Psychological Services offers a range of counseling services to facilitate and enhance the educational, psychological, and interpersonal well-being of the East Stroudsburg University student community.

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.

Some of the issues students often address through counseling include anxiety, career exploration/indecision, depression, difficulties in interpersonal relationships, eating disorders, family concerns, self-doubt, sexual concerns and substance abuse.

In addition, the center maintains a small library of vocational information materials, study-skill aids, and resources and guides addressing various psychological and interpersonal problems and concerns.

Lastly, the Graduate Record Examination Subject Tests (GRE), the College Level Examination Program (CLEP), the Miller Analogies Test (MAT), the National Teachers Examination (PRAXIS), the Certified Health Education Specialist Examination (CHES), the Certified Strength and Conditioning Specialist exam (CSCS), and the Certified Personal Trainer exam are administered by the Department of Counseling and Psychological Services.

The Counseling and Psychological Services staff are licensed psychologists. Their professional training and experience prepare them to deal with a wide range of issues faced by university students. Currently enrolled students are eligible to receive services that are 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 CAPS, 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 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 our web site at www.esu.edu/caps.

Dance Program

The university provides several options for those interested in dance. All of these organizations are open to majors in any area.

The University Dance Company is a select group of 15-25 students, chosen by audition, who produce a performance each semester with choreography by faculty, guest artists and students.

The ESU Contemporary Dancers is open to all students regardless of background that produces recitals choreographed and performed by students.

The Dance Team performs high-energy hip-hop and jazz dance during sports events.

Disability Services

East Stroudsburg University of Pennsylvania is committed to providing equal educational access to otherwise qualified students with disabilities.

Individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services under section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act (ADA). Therefore, East Stroudsburg University of Pennsylvania recognizes the responsibility of the university community to provide equal educational access and full participation in any university programs and activities.

East Stroudsburg University of Pennsylvania believes that an individual's access to opportunities for achievement and personal fulfillment must be determined solely on the basis of the person's ability and interest.

The faculty members in the Office of Disability Services provide basic services and facilitate accommodations for eligible students with documented disabilities who self-identify with a disability, provide appropriate documentation and request services.

Academic adjustments are those accommodations which allow equal access to academic programs and include classroom and assessment accommodations. Environmental modifications provide equal access to facilities and may include housing and parking accommodations.

Academic adjustments are based on documentation, a student's course of study and current functional limitations.

Academic adjustments may include but are not limited to:

- Extended time on exams
- Oral exams
- Reader/scribe for exams
- No Scantron answer sheets
- Exams taken on computer
- Exams administered in a setting to minimize distractions
- Copy of professor's notes when available
- Tape recording lectures
- Student note taker
- Use of computer in class
- Textbooks in alternative format (e.g., tape, CD, large print or Braille)
- Class materials in alternative format
- Computer reading programs (e.g., Read & Write Gold, Kurzweil)
- Reading pen
- Extended time on in-class written work
- Computer speech-to-text programs (e.g., Dragon Naturally Speaking)
- No penalty for in-class spelling errors other than course-specific terms
- Hand-held spell-checker
- Calculator for exams and coursework that require math computations
- Sign language interpreter
- Priority registration

Environmental modifications are based on a student's documentation and current functional limitations. Environmental modifications may include but are not limited to:

- Housing (e.g., first-floor room, proximity to bathroom, single room)
- Installation of room-size air conditioner based on disabling condition only
- Parking (accessible parking close to specific buildings)

All personal services (attendant care) and equipment (e.g., wheelchairs, hearing aids) are the responsibility of each student and will not be provided by the Office of Disability Services.

The faculty members in the Office of Disability Services offer a program beyond basic services and accommodations.

Delta Alpha Pi Honor Society was established at East Stroudsburg University in 2004. It is the first honorary designed specifically to recognize the academic accomplishments of college and university students with disabilities.

Students who request accommodations or academic adjustments are responsible for providing required documentation to the Office of Disability Services and for requesting those accommodations or academic adjustments. East Stroudsburg University will need documentation of the disability that consists of an evaluation by an appropriate professional and describes the current impact of the disability as it relates to the accommodation request.

In order to receive services, students with disabilities must: Identify that they have a disability; Submit appropriate documentation; and Request services.

To get a list of the steps needed to receive services or for specific documentation requirements, please call the Office of Disability Services at 570-422-3954. Visit our website at www.esu.edu/disabilityservices.

Educational Trips

Various departments, as well as clubs and organizations, sponsor field trips to points of interest in the surrounding area. The proximity to New York City and Philadelphia provides exciting opportunities for students to enrich the activities of their curricula.

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 and 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 student, faculty, and staff at the university as well as guests of the campus.

For more information contact the office at 570-422-3656.

Recreation Center

The Recreation Center, a state-of-the-art facility that opened in August 2003, provides the ESU community with general recreation opportunities and supports the ever-changing exercise needs of students interested in pursuing healthy lifestyles.

In addition, the center offers comprehensive programs that include Group Fitness, Special Events, Personal Training, Leagues and Club Sports. The Recreation Center employs over 75 students that are directly responsible for the operation of each program and the facility.

The Facility: The 58,000-square-foot Recreation Center offers students a four-court arena for basketball, volleyball, and tennis; a fitness center including cardiovascular, free-weight, and selectorized equipment; multipurpose studio for group fitness, dance, martial arts and other exercise programs; fitness arcade featuring Dance Dance Revolution and Game Bikes; racquetball courts; elevated track; indoor and outdoor equipment check-out; boxing zone that features a heavy bag and speed bag; and locker/shower facilities.

Group Fitness: The program is designed for individuals who are looking for an organized workout. The schedule includes 25-28 weekly fitness programs that include kickboxing, abs, yoga, step, Pilates and other aerobic activities. All of the classes are free and access is granted on a first come, first serve basis. Each class is led by ESU student instructors who have qualified to teach.

Special Events: Special events are designed for students to enjoy unique programs in a fun and social setting. Many of the special events are one night tournaments and educational events that expose students to new and exciting sports, recreational opportunities and healthy lifestyles. Some of the programs include racquetball, Late Nite at the REC, wallyball, tennis, badminton, Wellness Wednesday, Fitness Rewards and Video Game Mania to name a few. The center is also the site of the annual campus concert which is run by the Campus Activities Board.

Personal Training: A qualified fitness staff member will help you identify, prioritize and achieve your health and fitness goals. A range of personal fitness services are offered at a nominal fee to help you start your lifestyle and enhance your quality of life.

Leagues: Please see the Athletics section.

For more information on programs, services, hours, policies and procedures, please visit the Recreation Center Web site at www.esu.edu/reccenter or call the membership service desk at 570-422-2970.

Religious Life

United Campus Ministry (UCM) is a branch within the Office of Student Affairs that is supported by the Diocese of Scranton, the Northeast Regional Ministry in Higher Education, and is a member of the Monroe County Clergy Association. Its mission is both ecumenical and interfaith in nature that fosters an environment conducive to spiritual growth and development. UCM assists students in networking with local churches, places of worship, and local clergy. UCM helps the local community in the following areas:

- Big Brothers/Big Sisters
- Habitat for Humanity
- Local soup kitchens
- Food pantries
- Schools and youth groups

Religious education and education in social justice are provided through retreats, educational programs, faith discussions, visits on campus by local clergy, and annual mission trips.

For more information, telephone 570-422-3959.

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.

In addition, a wide variety of intercollegiate, Recreation Center league, and club sports are available. Finally, major events such as Welcome Week, Family Weekend, Homecoming, Spring Week, Community on the Quad and Greek Week round out the social calendar.

Speech and Hearing Center

The Speech and Hearing Clinic, located in Monroe Hall, is operated by the Department of Speech-Language Pathology in connection with its clinical training program. Students provide therapy while being supervised by faculty who hold appropriate clinical certification and licensure.

Services provided by the clinic include evaluation and therapy in the following areas:

- Speech/articulation disorders
- Developmental language disorders
- Aphasia resulting from head injury or stroke
- Voice disorders
- Laryngectomy
- Cleft palate
- Stuttering
- Foreign accent reduction
- 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.

Anyone interested in clinic services should contact the clinic director at 570-422-3247.

Stony Acres

Stony Acres, a 119-acre student-owned recreation area, is located just nine miles north of the university in Marshalls Creek. A multipurpose lodge, six cabins, a climbing tower, a challenge course, a camping equipment program and a variety of activities including canoeing, camping, Frisbee golf course, cross country skiing, ice skating, hiking, fishing, and picnicking have made Stony Acres a popular spot year-round.

The Stony Acres lodge is available free of charge to campus organizations for meetings, workshops and other programs.

For lodge reservations, call Stony Acres directly at 570-223-8316. Cabin reservations and other information may be obtained by contacting the University Center at 570-422-3749.

Student Government

The Student Senate comprises elected student officials and represents the student body in issues related to campus life. There are five seats on the senate designated for graduate students and one at-large seat

which may be an undergraduate or graduate student. Senators serve on committees concerned with academic affairs, social activities, clubs and organizations, student rights and responsibilities, etc.

Student Organizations

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

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 which include children's theatre as well as classical and contemporary offerings utilizing the university's main and experimental theaters.

Transportation Options

Commuter students have various transportation options at ESU. Students must register their personal vehicles with the University Police and receive a parking decal. This decal enables the student to park in designated parking areas for commuters.

Other options for travel to and from campus follow below:

University Shuttle – A shuttle service is available on campus that is in operation Monday through Friday when classes are in session. It stops at University Ridge as well as other designated locations around the campus.

Local Bus Service – The Monroe County (MC) Transit has a local bus route that runs through campus and has various pick-up points and bus stops in East Stroudsburg, Stroudsburg, Tannersville, and Mount Pocono. The transit services extend as far as Snydersville and Effort. For more information on bus schedules, areas of transit and bus passes, contact MC Transit at 570-839-6282 or stop by the Office of Commuter Student Services for schedule guides.

University Health Services

The university employs registered nurses, physicians, and a health educator to care for student 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 any medical treatment provided away from the health center, and for diagnostic testing which includes lab tests, x-rays, etc. are the responsibility of the student.

The Flagler-Metzgar Health Center maintains a formulary where most routine prescription medications are available when ordered by a health center physician. Students are encouraged to have some funds available on their eCard to cover elective services and prescription medications which are kept at nominal fees. Special prescriptions are also written when needed, however costs must be borne by the student at local pharmacies. Fees for any medical treatment provided away from the health center, and for diagnostic testing which includes lab tests, X-rays, etc. are the responsibility of the student. A self-care area with over-the-counter medications and supplies is also available at no additional fee.

Only 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 Services. Students who leave the university for whatever reason for a period of more than one year are required to complete new health examination forms.

Pennsylvania law (2002) requires all students who reside in university-owned housing have documentation of receiving/refusal of the meningitis vaccine. All students planning to live in university-owned housing must submit their completed Report of Medical History form which includes this information prior to being permitted to move-in.

The health center is closed on weekends, holidays, and breaks when classes are not in session.

Health Center Hours:

Fall and Spring Semesters

Monday and Tuesday	8 a.m. – 6 p.m.
Wednesday and Thursday	8 a.m. – 5:30 p.m.
Friday	8 a.m. – 4 p.m.

Summer Sessions

Monday to Friday	8 a.m. – 4 p.m.
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University Marching Band

The Marching Band is open to all university students with prior experience at the high school or college level. The ensemble rehearses during the fall semester on Thursday and Friday afternoon and Saturday mornings on home football game days. Students in the band are required to participate in Band Camp the week prior to the beginning of the fall semester. The band performs at all home games, select away games and marching exhibitions.

University Store

The University Store is located on the ground floor of the University Center. The store enhances the collegiate experience through the sale of a variety of high quality goods and services at equitable prices to the students, faculty, staff and alumni of the university.

The primary function of the store is to provide the university community with course books, both new and used, and course supplies that support the academic mission. The faculty and store cooperate in the process of making course books available to students. Store profits go back to students to subsidize funding of student groups, sports teams and organizations. (Plurals)

The store offers the following products: general books, educational-priced computer software, supplies, stationery, campus apparel, prerecorded media, greeting cards, glassware, class rings, and assorted imprinted items.

The store also offers the following services: shipping, fax, money orders, textbook reservation and special orders for clothing.

Store hours, during the academic year while classes are in session, are Monday through Friday, 8 a.m. - 5 p.m. and Saturday, noon - 4 p.m. At the beginning of the semesters, the store is open additional evenings to better serve the students' needs.

The University Store also operates a separate/connected Convenience Store that features snacks, sodas, juices, frozen microwaveable foods, health and beauty aids, cards and supplies.

The entrance is on the university plaza near the bridge and is open Monday through Thursday, 7:30 a.m.-8 p.m., Friday, 7:30 a.m.-5 p.m. and Saturday and Sunday, noon -8 p.m.

For information, call 570-422-BOOK or visit www.esubookstore.com.

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, supports student attendance at women's conferences and sponsors 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 570-422-3472 or visit our website at www.esu.edu/womenscenter

Veterans Affairs

The Veterans Certifying Official is located within the Center for Enrollment Services. The Certifying Official has the delegated authority to sign enrollment certifications, and other certification documents and reports relating to veterans and their dependents who are eligible for VA education benefits. For more information regarding veterans services please visit our website at www.esu.edu/va, call 570-422-2830, or visit the Veteran's Office in the Center for Enrollment Services located on the first floor of Zimbar-Liljenstein Hall.

Graduate College Core Student Learning Themes

ESU's graduate programs prepare students for a complex, changing global society, with four master's degrees – Master of Education (M.Ed.), Master of Arts (M.A.), Master of Science (M.S.), and Master of Public Health (MPH) – in 23 fields of study.

Specifically, upon successful completion of an ESU master's degree program within their discipline, students will be able to:

Mastery of Specific Discipline

- Demonstrate advanced knowledge and skills.
- Apply knowledge and skills in academic, professional, or research settings.

Professional and Ethical Behavior

- Demonstrate the standards of ethics and conduct in their profession.
- Comprehend the impact of their professional actions upon themselves and others while working diligently to achieve positive outcomes.

Research

- Be proficient in performing and/or understanding the research process.
- Read, analyze and write consistently within the standards of their field.

Communication

- Communicate effectively in a variety of modes as required in a discipline specific professional setting.

Critical, Innovative, and Creative Thinking

- Identify and analyze critical issues for holistic understanding.
- Challenge and evaluate information.
- Synthesize and integrate knowledge.
- Formulate new ideas.

Additionally, ESU prepares school administrators to lead and serve in the region through an agreement with Indiana University of Pennsylvania (IUP) to offer the Doctor of Education (D.Ed.) in Administration and Leadership Studies on the ESU campus.

Finally, the Graduate College, in cooperation with the Office of Extended Learning and academic departments across the campus, offers more than 20 post-baccalaureate certification programs and numerous extended learning opportunities for professional development.

A current list of master's degree, certificate of recognition, doctoral, and state and national certification preparation programs, with the ESU academic department in which they are housed, is as follows:

ESU Master's Degree Programs	Academic Department
Athletic Training, M.S.	Athletic Training
Biology, M.Ed., M.S.	Biological Sciences
Clinical Exercise Physiology, M.S.	Exercise Science
Computer Science, M.S.	Computer Science
Elementary Education, M.Ed.	Early Childhood & Elementary Education
Exercise Science, M.S.	Exercise Science
General Science, M.S.	Geography, Physics,

	Biology, Chemistry
Health Education, M.S.	Health Studies
Health & Physical Education, M.Ed.	Physical Education
History, M.Ed., M.A.	History
Information Security, M.S.	Computer Science
Instructional Technology, M.Ed.	Media Communications & Technology
Management & Leadership, M.S.	
- Public Administration	Political Science
- Sport Management	Sport Management
Political Science, M.A., M.Ed.	Political Science
Professional & Secondary Education, M.Ed.	Professional & Secondary Education
Public Health, MPH	Health Studies
Reading, M.Ed.	Reading
Special Education, M.Ed.	Special Education & Rehabilitation
Speech-Language Pathology, M.S.	Speech Language Pathology
Sport Management, M.S.	Sport Management

ESU-IUP Doctoral Degree Program	Academic Department
Administration and Leadership Studies, D.Ed.	Professional & Secondary Education

Behavior Analyst Certification Board, Inc. Certification Preparation Programs	Academic Department
Behavior Analyst & Rehabilitation	Special Education
Applied Behavior Analyst & Rehabilitation	Special Education

Pennsylvania Department of Education Approved Certification Programs	Academic Department
<i>Instructional I, Specialist, Supervisor, etc.</i>	
Biology (7-12)	Biological Sciences
Chemistry (7-12)	Chemistry
Earth & Space Science (7-12)	Physics
Elementary (K-6)	Early Childhood & Elementary Education
English (7-12)	English
English as a Second Language	Early Childhood & Elementary Education
French (7-12)	Foreign Languages
General Science (7-12)	Physics
German (7-12)	Foreign Languages

Health (K-12)	Health Studies
Health & Physical Education (K-12)	Physical Education
Mathematics (7-12)	Mathematics
Mentally & Physically Handicapped (N-12)	Special Education & Rehabilitation
Physics (7-12)	Physics
Social Studies (7-12)	History
Spanish (7-12)	Foreign Languages
Speech & Language Impaired (N-12)	Speech-Language Pathology
Instructional Technology Specialist (K-12)	Media Communications & Technology
Principal (K-12)	Professional & Secondary Education
Reading Specialist (K-12)	Reading
Safety Education/Driver Education (7-12)	Physical Education
Special Education Supervisor	Special Education & Rehabilitation

Additionally, ESU offers a program to prepare teachers to become a National Board Certified Teacher (NBCT), available through the National Board for Professional Teaching Standards (NBPTS).

This certification preparation program is coordinated by the Department of Professional and Secondary Education with assistance from the Office of Extended Learning.

ATTENTION TEACHER CERTIFICATION APPLICANTS: Due to impending changes in requirements for PA teacher certification, students accepted into the program must be able to complete all requirements for certification by December 31, 2012. Contact the Graduate College for current and up-to-date information.

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
MATH	Mathematics
MCOM	Media Communications
MUS	Music
PETE	Physical Education Teacher Education
POLS	Political Science
PSED	Professional and Secondary Education
RECR	Recreation
REED	Reading
SFTY	Safety

Graduate Programs and Courses

Administration and Leadership Studies, D.Ed.

College of Education

Department of Professional and Secondary Education /
Stroud 209
570-422-3363
www.esu.edu/psed

Graduate Faculty

Doctoral Coordinator:

Patricia S. Smeaton, Ed.D., psmeaton@esu.edu

Douglas Lare, Ed.D., dlare@esu.edu

Doctor of Education in Administration and Leadership Studies

Purpose of Degree:

The doctoral program in Administration and Leadership Studies offered on the ESU campus by Indiana University of Pennsylvania (IUP) is designed for future school superintendents and leaders. The program offers a rich mix of theory and application. In addition to traditional coursework, the program promotes skills in conducting research.

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.
- During a fall leadership retreat, guest speakers, former doctoral students conducting research and professional consultants offer experience and best practices related to leadership skills and management techniques.
- Candidates who successfully complete the program receive a doctor of education (D.Ed.) degree from Indiana University of Pennsylvania.
- Candidates who satisfactorily complete this program may apply for the Superintendent's Letter of Eligibility. The Pennsylvania State Department of Education also requires five years of educational administrative experience.
- Candidates are required to follow the policies and procedures of IUP since the degree is offered and conferred by IUP. Students will be provided such information by IUP.

Proposed Schedule:

Year 1 — First Term

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

Year 1 — Second Term

PSED 725	Critical Analysis of Issues and Innovations in Education	3 credits
PSED 720	Doctoral Seminar in Research Methods	3 credits

Year 1 — Third Term

PSED 783	Analysis of Qualitative Data in Leadership Studies	3 credits
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PSED 660/760	School Finance	3 credits
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Year 2 — Fourth Term

PSED 702	Leadership: A Case Study Approach	3 credits
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PSED 730	Analysis of Effective Instruction	3 credits
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Year 2 — Fifth Term

PSED 782	Research Instrument Design for Leadership Studies	3 credits
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PSED 651/751	Conflict Resolution	3 credits
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Year 2 — Sixth Term

PSED 650/750	School and Community	3 credits
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PSED 658/758	School Law and Negotiations	3 credits
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Year 3 — Seventh Term

PSED 703	Leadership: Applied Practice	3 credits
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PSED 705	Curriculum Evaluation	3 credits
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Year 3 — Eighth Term

PSED 681/781	Special Topics in Education	3 credits
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PSED 798	Internship	3 credits
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Year 3 — Ninth Term

Written and Oral Comprehensive Exams

PSED 798	Internship	3 credits
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Required in Year 3 — Spring, summer, and fall

Completion of dissertation

PSED 950	Dissertation	9 credits
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Course Descriptions

PSED 650/750 School and Community (3)

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 651/751 Conflict Resolution (3)

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 658/758 School Law and Negotiations (3)

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 660/760 School Finance (3)

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 681/781 Special Topics in Education (3)

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)

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)

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)

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 705 Curriculum Evaluation (3)

This course is designed to prepare doctoral students with a critical analysis of curriculum theory and research. Various approaches will be examined, with emphasis on the unique theoretical and methodological contributions of philosophical, psychological, and social approaches to the field of curriculum. Through an exploration of the literature, critique of theories, and direct hands-on exercises, the student will be able to build competency in integrating effective curriculum analysis into the student's own educational praxis.

PSED 710 Advanced Topics in Human Development (3)

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)

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)

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)

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)

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)

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)

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)

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

College of Arts and Sciences

Department of Art / Fine and Performing Arts Building
570-422-3694
www.esu.edu/art

The Department of Art does not have a master's degree or teacher certification program. The department does have graduate level courses to support other degree programs, however graduate courses in art are not regularly offered.

Course Descriptions

ART 511 Fine Arts and Ideas (3)

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)

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.

ART 513 Twentieth-Century American and European Women Artists (1.5)

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.

ART 577 Independent Study (Semester hours arranged.)

This course consists of directed research and study on an individual basis.

Athletic Training

Athletic Training, M.S.

College of Health Sciences

Department of Athletic Training /Koehler Fieldhouse
570-422-3231

www.esu.edu/graduatep

Faculty

Graduate Coordinator:

Gerard Rozea, Ph.D., ATC, grozea@esu.edu

Professor:

John M. Hauth, Ed.D., ATC, chair, jhauth@esu.edu

Associate Professors:

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Assistant Professors:

Scott Dietrich, Ed.D., ATC, sdietrich@esu.edu

Kelly Harrison, M.S., ATC, kharrison@esu.edu

Master of Science in Athletic Training

The Athletic Training Department offers two degree programs:

- Master of Science in Athletic Training - Advanced Clinical Practice
- Master of Science in Athletic Training - Professional Practice Program

The M.S. in Athletic Training - Advanced Clinical Practice is intended for individuals who have met eligibility requirements to challenge the BOC® certification examination. The program is designed to advance the student's knowledge and clinical skills to enhance the quality of healthcare services for the physically active.

The M.S. in Athletic Training - Professional Practice Program is intended for the post-baccalaureate student interested in obtaining the entry-level competency as an athletic trainer. The program is designed to prepare the student to challenge credentialing as an athletic trainer through the Board of Certification® and appropriate state regulatory agencies.

Advanced Clinical Practice

36 credits - Thesis Option

36 credits - Non-thesis Option

Purpose of degree:

The Advanced Clinical Practice Master of Science degree in Athletic Training is intended for individuals who are certified as athletic trainers by the Board of Certification® (BOC®) or individuals that have met eligibility requirements to challenge the BOC® certification examination.

A primary purpose is to enhance the quality of healthcare services for the physically active through the post-professional preparation of advanced practice clinicians. Graduates of this program will be ideal candidates for leadership in clinical service, research, education, and administration.

National accreditation(s) of the program:

The Master of Science in Athletic Training will pursue accreditation through the National Athletic Trainers' Association Post-Professional Education Review Committee.

Outcome expectations of students and degree completion:

Students enrolled in the Master of Science in Athletic Training: Advanced Clinical Practice Graduate Program will:

- demonstrate through examinations, on-campus laboratories and clinical evaluations advanced knowledge and understanding of the learning objectives for each course. Advanced knowledge and clinical proficiency in clinical anatomy, therapeutic agents, manual therapies, orthopedic practices and physician extender competencies is required
- demonstrate mastery and clinical proficiency of advanced skills in the affiliated clinical sites (advanced clinical practicums) with the support of qualified clinical preceptors
- demonstrate knowledge and advanced clinical skills that will position them for career advancement and/or acceptance into graduate and/or professional degree programs
- demonstrate the ability to design, construct and assess the results of meaningful, evidence-based research
- demonstrate an understanding of the central issues and current evidence-based research in the field and effectively communicate this knowledge in both written and oral projects
- demonstrate appropriate professional and ethical behavior in relation to the NATA Code of Ethics, BOC® Standards of Professional Practice and state regulations and statutes

Mission statement of the department:

The mission of the Advanced Clinical Practice model is to enable Athletic Trainers (AT) to improve their clinical knowledge and skills through a specific program of advanced clinical practice and scholarship.

A primary objective of this program is to prepare the student for employment requiring advanced knowledge and skills, and to make the student a potential candidate for specialty credentials through the National Athletic Trainers' Association and other health, orthopedic, and fitness-related associations.

Special Resources/Conditions:

The didactic aspects of this program have been designed to be delivered using a variety of innovative and traditional pedagogical methodologies.

Students must be capable of learning in a web-based and hybrid classroom environment. Students must have access to a computer that meets the technological demands for web-based learning.

Students enrolled in this program will work closely with a clinical preceptor who will assist the student in their efforts to integrate theory into practice.

Students in the regional cohort must have reliable transportation and be able to meet the demands of traveling to Advanced Clinical Practice sites.

Program of Study

Undergraduate prerequisites required:

Candidates for the M.S. in Athletic Training must be a graduate of a CAATE-accredited Entry-Level Athletic Training Education Program (Bachelor's or Master's Entry-Level) and be BOC®-eligible.

Typical time to finish:

13 months

*Required plan of study:***Summer I: 6 credits**

ATEP 510	Clinically Oriented Anatomy
ATEP 544	Current Trends in Athletic Injury Prevention and Management

Fall Semester: 12 credits

ATEP 515	Pathomechanics of Musculoskeletal Disorders
ATEP 570	Introduction to Research
ATEP 587	Advanced Clinical Practicum
ATEP ____	Elective course work - Approved by adviser

Spring Semester: 12 credits

ATEP 513	Applied Statistics and Analysis in Athletic Training
ATEP 574	Research Practicum
ATEP ____	Elective course work - Approved by adviser

Summer II: 6 credits

ATEP 588	Advanced Clinical Practicum II
ATEP ____	Elective course work - Approved by adviser

Final graduation requirement

Completion of thesis and oral comprehensive examination OR written comprehensive examination.

Admission requirements and deadlines

- Admission is competitive and is limited to those meeting minimum admission standards. Student must complete admission application to the Graduate College.
- Bachelor's degree from a CAATE accredited institution
- Undergraduate grade point average of 2.50 Cumulative GPA, 3.00 Major GPA
- Statement of professional goals with resume or curriculum vitae
- Submission of scores on the Graduate Record Examination (GRE)
- Letter of Intent for the Master of Science in Athletic Training Advanced Clinical Practice Track
- BOC® certification or BOC® eligible (must have challenged examination once prior to enrollment)
- Three letters of recommendation (One from Athletic Training Program Director)
- Proof of professional liability insurance
- Proof of Act 34 & 151 and Fingerprinting (Criminal Record and Child Abuse Clearances)
- Proof of Pennsylvania Licensure -- State Board of Medicine or Osteopathic Medicine. (Permanent or Temporary Licensure is required BEFORE starting the program).

Graduate Assistantships:

Graduate Assistantship (GA) positions are available through the department. Graduate Assistantships, including stipend and variable tuition waivers are available and will be awarded based on qualifications and experience. The GA position will be directly related to the academic course work and clinical preceptorship experience. The GA may work with a variety of allied healthcare professionals (i.e., orthopedists, physician extenders, emergency room personnel, and physical therapists) in diverse health care settings.

For more information, contact: Dr. Gerard D. Rozea at 570-422-3065 or by e-mail at grozea@esu.edu.

Professional Practice Program

48 credits

Purpose of degree:

The Professional Practice Master of Science degree in Athletic Training is designed to enable the post-baccalaureate student the opportunity to demonstrate entry-level competency as an athletic trainer while exhibiting scholarship and advanced competency in specific areas of the sports medicine community.

A primary outcome of the Professional Practice Program is to prepare the student to challenge credentialing as an athletic trainer through Board of Certification (BOC®) and appropriate state regulatory bodies.

National accreditation(s) of the program:

The Master of Science in Athletic Training Professional Practice Program will pursue accreditation through the Commission on Accreditation of Athletic Training Education (CAATE).

Outcome expectations of students and degree completion:

Students enrolled in the Master of Science in Athletic Training: Professional Practice Program will:

- demonstrate a sound understanding of the knowledge and skills addressed within the athletic training competencies for best practice.
- demonstrate a sound evidence-based approach to (1) injury prevention and health promotion, (2) orthopedic clinical examination and diagnosis, (3) acute care of injuries and illnesses, (4) therapeutic interventions, and (5) psychosocial strategies.
- cultivate a professional responsibility and development through a structured progression of clinical education that evolves into a commitment of continuing education at clinical/professional symposia.
- complete the eligibility requirements for the Board of Certification (BOC®) for Athletic Trainers.
- demonstrate appropriate professional and ethical behavior in relation to the NATA Code of Ethics, BOC® Standards of Professional Practice and state regulations and statutes

Mission statement of the department:

The mission of the Professional Practice Program is to prepare graduate students as competent entry-level athletic trainers and scholarly practitioners in the athletic training profession. Furthermore, a student-focused learning environment that offers educational challenges and unique clinical opportunities are afforded to the future athletic trainer.

Furthermore, there may be opportunities to acquire other value-added knowledge and skills within the program that would allow for potential candidacy of specialty certifications through the National Athletic Trainers' Association and other health, orthopedic, and fitness-related associations.

Special Degree Offerings for the Non-traditional student:

The didactic aspects of this program (i.e. course sequencing and scheduling) have been designed with sensitivity for the post-professional learner. Courses may be delivered on ESU campus or at ESU's Lehigh Valley Center in Bethlehem, Pa. The program's coursework will be delivered through the traditional academic semester. The Professional Practice Program contributes to an innovative, convenient and flexible pedagogical format aimed towards degree completion and certification eligibility as a certified athletic trainer.

Program of Study*Admission Requirements:*

Candidates for the M.S. in Athletic Training (Professional Practice Program) must successfully complete the following pre-requisite coursework:

- Anatomy with laboratory (4 credits)
- Physiology with laboratory (4 credits)
- Physics with laboratory (3 credits)
- Nutrition (3 credits)
- Statistics (3 credits)
- Sports Psychology or similar course (3 credits)
- Prevention & Management of Athletic Injuries (3 credits)
- Kinesiology: Applied Anatomy (3 credits)
- Exercise Physiology (3 credits)
- Current Advanced First Aid and CPR Cert. (3 credits)

Typical time to finish:

6 academic semesters (2 years)

*Required plan of study:***Summer I: 6 credits**

ATEP Measurement and Evaluation of Lower Extremity
529 Injuries

ATEP Organization and Administration in Athletic Training
531

Fall I: 10 credits

ATEP Measurement and Evaluation of Upper Extremity
530 Injuries

ATEP Therapeutic Exercise in Sports Medicine
533

ATEP Current Trends in Athletic Injury Prevention &
544 Management

ATEP Athletic Training Clinical Laboratory I
594

Spring I: 10 credits

ATEP Therapeutic Modalities in Sports Medicine
532

ATEP Rehabilitation for Special Populations
545

ATEP Introduction to Research
570

ATEP Athletic Training Clinical Laboratory II
595

Summer II: 3 credits

ATEP Primary Care for the Athletic Trainer
536

Fall II: 9 credits

ATEP Applied Statistics and Analysis in Athletic Training
513

ATEP Athletic Training Externship
597

Spring II: 10 credits

ATEP Seminar in Athletic Training

550

ATEP Research Practicum
574

ATEP Functional Rehabilitation & Sport Specific
540 Conditioning

ATEP Athletic Training Clinical Laboratory III
596

Admission requirements and deadlines

- Admission is competitive and is limited to those meeting minimum admission standards. Student must complete admission application to the Graduate College.
- Bachelor's degree from an accredited institution
- Minimum undergraduate GPA 2.50 (4.00 scale)
- Admission to the ESU Graduate College
- Submit scores on the Graduate Record Examination (GRE)
- Letter of intent and statement of professional goals with resume or curriculum vitae
- Three letters of recommendation
- Minimum of 50 hours of direct observation of Certified Athletic Trainers in at least two different settings
- Proof of professional liability insurance
- Proof of Act 34 & 151 (Criminal Record and Child Abuse Clearances) and Act 114 (Fingerprinting)
- Reliable transportation

Core Performance Standards for Admission & Progression

Applicants and students admitted into the Athletic Training Education Program (ATEP) offered through the Department of Athletic Training must possess the necessary intellectual, physical, emotional, social and communication skills to provide safe and effective athletic training services. Core performance standards for the Athletic Training Program at East Stroudsburg University are listed below. These examples are not inclusive of all expected abilities.

Candidates for selection to the ATEP Professional Practice Program must demonstrate:

- The mental capacity to assimilate, analyze, synthesize, and integrate concepts and to problem-solve, to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
- Communication abilities sufficient for interaction with others in verbal and written form.
- The ability to communicate and function well during periods of high stress.
- The tactile dexterity, visual and auditory abilities necessary to observe, monitor, assess and treat patients.
- The appropriate effective skills, demeanor and conduct that relate to professional education and quality patient care.

Compliance with these core performance standards does not guarantee a student's admission into the program, or eligibility for the BOC® certification examination. During the initial advising period, students must verify they understand and meet those core performance standards, or, that they believe with certain accommodations, they can meet these standards. The Office of Disability Services will review the student's documentation and

discuss any accommodation requests. Students should contact the Office of Disability Services at 570-422-3954 for additional information or to schedule an appointment.

Clinical Education Plan

Clinical education represents the athletic training student's formal acquisition and practice of the entry-level athletic training clinical proficiencies. The Field Experience and Internship plan requires an average of 20 hours/week. All athletic training students will be assigned to a Clinical Preceptor during their directed field experiences. Students are required to fulfill a clinical experience with exposure to upper extremity, lower extremity, equipment intensive and general medical experiences of both genders.

Students enrolled in this program will work closely with a clinical preceptor who will assist the student in their efforts to integrate theory into practice.

Athletic Training Professional Organization

The National Athletic Trainers' Association (NATA) is the professional membership association for certified athletic trainers. Founded in 1950, the NATA has grown to more than 30,000 members worldwide today.

The Eastern Athletic Trainers' Association (EATA) formed in January 1949 when a few athletic trainers in the northeast decided to gather and share information. Today, the EATA encompasses all members of the National Athletic Trainers' Association who reside in either District I or District II. The Pennsylvania Athletic Trainers' Society (PATS) is a progressive organization of health care professionals who work under the direction of a licensed physician.

Certified athletic trainers working in the commonwealth protect and enhance the health and welfare of our clients through prevention, recognition, management, and rehabilitation of injuries.

For more information, contact: Dr. Keith A. Vanic at 570-422-3314 or by e-mail at kvanic@esu.edu.

Course Descriptions

ATEP 510 Clinically Oriented Anatomy (3)

This course explores the identification and management of commonly encountered sport and occupational conditions through an in depth study of the relevant anatomy. Common surgical and/or management techniques employed to correct these conditions are also discussed. The course is intended to advance the students' understanding of clinical anatomy through the use of anatomical models, software and dissections. Prerequisite: BOC Athletic Trainer Certification or eligibility, or, appropriate health care professional background.

ATEP 513 Applied Statistics and Analysis in Athletic Training (3)

This course will include a review of the basic statistical techniques used to analyze and interpret cognitive, psychomotor, and affective variables in athletic training and the sports medicine field. Use of these evaluative tools is applied to research samples from the discipline.

ATEP 515 Pathomechanics of Musculoskeletal Disorders (3)

This course is designed to enhance the student's knowledge and understanding of pathomechanics by exploring the structure and movements available throughout the human body. This course and related experiences will increase the student's understanding of structure, function, and dysfunction in order to improve orthopedic evaluation knowledge and skills. This course will enhance the

students' ability to identify impairments and their influence on function in an effort to improve treatment approaches and patient outcomes. Prerequisite: BOC Athletic Trainer Certification or eligibility, or, appropriate health care professional background.

ATEP 520 Sports Medicine (3)

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 521 Industrial and Occupational Rehabilitation (1)

This course will explore industrial and corporate rehabilitation settings. The implementation of injury prevention programs, ergonomic assessment, work-readiness conditioning, health and wellness programming, on-site physical rehabilitation, case management and return to work programs will be addressed. Prerequisite: BOC Athletic Trainer Certification or eligibility, or, appropriate health care professional background.

ATEP 522 Imaging in Sports and Industrial Medicine (1)

This course explores the fundamental clinical knowledge regarding commonly utilized diagnostic imaging techniques in sports medicine. The student will undergo a practical, in-depth review of imaging abnormalities in orthopedic sports injuries. Basic science and general managing principles in sports traumatology relative to topographic sports injuries will be addressed. An emphasis on evidence-based diagnostic imaging, outcomes, research and assessing the medical literature will be included. Prerequisite: BOC Athletic Trainer Certification or eligibility, or, appropriate health care professional background.

ATEP 525 Advanced Clinical Practice: The Chest, Thorax and Abdomen (1)

This workshop is designed to enhance the certified athletic trainer's ability to perform physical examination tasks relevant to the cardiovascular, pulmonary, gastrointestinal and genitourinary systems. This workshop primarily focuses on the refinement of the clinical skills essential to the practice of athletic training in the primary care sports medicine and clinical/industrial settings. Prerequisite: BOC certification or eligibility.

ATEP 526 Orthopedic Appliances Workshop I: Casting and Bracing (1)

This workshop introduces the latest techniques in orthopedic casting and bracing to the allied health professional. This workshop includes an intensive hands-on experience that will involve both instruction and practical application. Selection, application and removal of orthopedic casting for both upper and lower extremity disorders is addressed. Prerequisite: BOC Athletic Trainer Certification or eligibility, or, appropriate health care professional background.

ATEP 527 Orthopedic Appliance Workshop II: Advanced Casting and Bracing (1)

This advanced workshop will build on the fundamental competencies and proficiencies previously acquired in orthopedic casting and bracing. Furthermore, both instruction and practical application will be utilized to demonstrate current techniques in advanced orthopedic casting and bracing to the allied health professional. Complex techniques and modifications of basic orthopedic casting for the appendicular and portions of the axial skeleton are addressed. Prerequisite: BOC Athletic Trainer Certification or eligibility, or, appropriate health care professional background required.

Demonstrated proficiency in basic casting and bracing techniques is required (ATEP 426/526).

ATEP 528 Orthopedic Appliance Workshop III: Orthotic Fabrication and Fitting (2)

This workshop is designed to provide instruction and experience in the fabrication, fitting and delivery of orthotic devices and related durable medical equipment. Special training and hands-on practice is included as it pertains to custom-designed, fabricated, modified and fitted external orthotics. Students are eligible to challenge the national board examinations for orthotic fitters (Certified Orthotic Fitter) upon successful completion of this workshop. Prerequisite: BOC Athletic Trainer Certification or eligibility, or, appropriate health care professional background required. Demonstrated proficiency in basic and advanced casting and bracing techniques is required (ATEP 426/526 and 427/527).

ATEP 529 Measurement and Evaluation of Lower Extremity Injuries (3)

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)

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)

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 (3)

This course examines the various therapeutic modalities used in the practice of athletic training and the related rehabilitation sciences. Laboratory experiences are provided in the use of heat, cold, light, sound, laser, electricity and bodywork/ massage. Emerging technologies and their relationship to the rehabilitation process are also explored. Pre-requisite(s): ATEP 202, ATEP 235, ATEP 285; PHYS 110 or PHYS 131

ATEP 533 Therapeutic Exercise in Sports Medicine (3)

This course examines the various therapeutic exercise techniques commonly used in athletic training and the related rehabilitation sciences. 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 physically active individuals. Pre-requisite(s): ATEP 202, ATEP 230, ATEP 330.

ATEP 536 Primary Care for the Athletic Trainer (3)

This course is designed to examine the current medical practices used in the treatment and rehabilitation of physically active individuals.

Students are introduced to the responsibilities and perspective of various medical and allied medical personnel. Pre-requisite(s): ATEP 429, ATEP 430.

ATEP 538 Sports and Exercise Massage Techniques (2)

This workshop is designed to provide athletic trainers and other allied health professionals with the knowledge and skills necessary to incorporate pre-event, post-event and specialty sports massage techniques into clinical practice. The indications and contraindications for use of sports and exercise massage techniques are demonstrated, practiced and assessed. Hands-on activities will focus primarily on the skills needed to appropriately execute pre-event ("quick") or "post-event" (slow) massage techniques. Prerequisite: BOC certification or eligibility, or, appropriate health care basic science required.

ATEP 540 Functional Rehabilitation and Sport Specific Conditioning (3)

This course focuses on the final stage of the rehabilitation process and concentrates specifically on the fundamental skills, sport specific training progressions, and testing and evaluation techniques necessary to safely return the injured back to physical activity. Pre-requisite(s): ATEP 330, ATEP 433

ATEP 544 Current Trends in Athletic Injury Prevention and Management (3)

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 Rehabilitation for Special Populations (3)

This course is designed to provide athletic training students with the skills necessary to differentiate between movement disorders and non-musculoskeletal diseases, disorders or pathologies. Identification and referral as well as treatment and rehabilitation considerations are discussed. Pre-requisite(s): ATEP 230, ATEP 330.

ATEP 550 Seminar in Athletic Training (3)

This seminar is designed to focus on the study and discussion of recent experimental and clinical research areas within the athletic training and the rehabilitation sciences. A review and discussion of the various athletic training domains is reinforced through critical analysis and investigation of selected sports medicine topics. Pre-requisite(s): ATEP 432, ATEP 436.

ATEP 551 Complementary and Alternative Therapies in Rehabilitation (3)

This course is designed to present the student with an opportunity to explore complementary and alternative therapies. The CAM practices investigated will include interventions and techniques in three broad categories: natural products, mind & body medicine, and manipulative and body-based practices. A systematic evidence-based approach will be used to evaluate the current literature related to the theoretical framework, physiological processes, benefits, and potential risks of these interventions and use in health care.

ATEP 552 Orthopedic Specialist Workshop (3)

This course explores the mastery of those select clinical proficiencies specific to the orthopedic setting by the healthcare practitioner. Designated competency will include the theoretical and practical skills mastery in the area of diagnostic imaging, ergonomic assessment, casting and orthopedic bracing. Pre-requisite: BOC®

Athletic Trainer Certification or eligible; or appropriate healthcare professional background.

ATEP 553 Advanced Reconditioning and Corrective Exercise I

This graduate level advanced rehabilitation and reconditioning course is designed specifically for students with an increased interest in functional progressions and performance enhancements for the athletic population. This course will serve to enhance the student's knowledge of therapeutic exercise techniques as well as reinforce strength training and conditioning concepts. The focus of the class will pertain to the final stage of rehabilitation and concentrate specifically on reconditioning of athletes using a variety of techniques.

ATEP 554 Advanced Conditioning and Corrective Exercise II

This advanced rehabilitation and reconditioning course will build on the knowledge and skills acquired in Advanced Reconditioning and Corrective Exercise I. This course will serve to enhance the student's knowledge of corrective exercise and performance enhancement strategies to decrease the risk of injury while reinforcing reconditioning and rehabilitation concepts. Pre-requisite: ATEP 553 or current enrollment.

ATEP 560 Evidence-Based Rehabilitation (3)

This course is designed to present the student with an evidence-based approach for integrating physical agents and therapeutic exercise into the rehabilitation. In addition, this course will further investigate the physiological processes and scientific theories as they apply to rehabilitative strategies and the treatment protocols. Prerequisite: BOC Athletic Trainer Certification or eligibility, or, appropriate health care professional background.

ATEP 570 Introduction to Research (3)

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 Practicum (3)

This course will guide the student through the completion of a research project or thesis. Methodology, data collection, interpretation of results and the discussion of research findings is enhanced through an evidence-based approach. Measurement of treatment outcomes in clinical research and the need for the use of the disablement model is also emphasized. Prerequisite: ATEP 570.

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.

ATEP 587 Advanced Clinical Practicum (3)

This internship is designed to provide students with the opportunity to apply previously learned theories and skills in a specialized area of study related to athletic training and the rehabilitation sciences. The Advanced Clinical Practicum I is completed under the supervision of a faculty member and qualified clinical preceptor from the fields of orthopedics and rehabilitation. Prerequisite: BOC® Athletic Trainer Certification or eligibility, or, appropriate health care professional background.

ATEP 588 Advanced Clinical Practicum II (3)

This course is designed to provide students with the opportunity to apply previously learned theories and skills in a specialized area of study related to athletic training and the rehabilitation sciences. The Advanced Clinical Practicum II is completed under the supervision of a faculty member and qualified clinical preceptor from the fields of orthopedics and general medicine. Prerequisite: BOC® Athletic Trainer Certification or eligibility, or, appropriate health care professional background.

ATEP 594 Athletic Training Clinical Laboratory I (1)

This course is designed to provide graduate professional athletic education students with the opportunity to learn, practice and apply a variety of entry-level athletic training skills. Students are required to revisit and integrate level appropriate skills into a required field experience.

ATEP 595 Athletic Training Clinical Laboratory II (1)

This course is designed to provide professional phase athletic training major students with the opportunity to learn, practice and apply a variety of entry-level athletic training skills. Continued skill acquisition and mastery is expected. Students are required to revisit and integrate level appropriate skills into a required field experience. Pre-requisite(s): Acceptance into MS in Athletic Training Professional Practice Program.

ATEP 596 Athletic Training Clinical Laboratory III (1)

This course is designed to provide professional phase athletic training major students with the opportunity to learn, practice and apply a variety of entry-level athletic training skills. Continued skill acquisition and mastery is expected. Students are required to revisit and integrate level appropriate skills into a required field experience. Pre-requisite(s): Acceptance into MS in Athletic Training Professional Practice Program.

ATEP 597 Athletic Training Externship (6)

This course is designed to expose the student to new theories, concepts and challenges through completion of a fifteen-week clinical education experience at an approved affiliate clinical site. Students will revisit and integrate entry level athletic training skills from previous clinical laboratories into a full semester field experience. Pre-requisite(s): Acceptance into MS Athletic Training Professional Practice Program.

Biology

Biology, M.Ed., M.S.

College of Arts and Sciences

Department of Biological Sciences / Moore Biology Hall
570-422-3716

www.esu.edu/gradbiol

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Master of Education 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 Option — 30 Semester Hours

Required

BIOL 572 Thesis I 3 credits

Major Field and Related Electives *12 hours

General Education 3 hours

Professional Education 12 hours

ETS Subject Test

Non-Thesis Option — 31 Semester Hours

Required

BIOL 571 Independent Research Problem Semester

hours
arranged

Major Field and Related Electives *15 semester
hours

Professional Education 12 hours

General Education 3 hours

Independent Research 1 hour

Non-Research Option — 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 hours

Professional Education 12 hours

General Education 3 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 in Biology

30 credits --Thesis option

31 credits — Non-thesis option

39 credits — Non-research option

Program of Study

Thesis Option — 30 Semester Hours

Required

BIOL 572 Thesis I 3 credits

BIOL 573 Thesis II 3 credits

Major Field and Related Electives *24 hours

Non-Thesis Option — 31 Semester Hours

Required

BIOL 571 Independent Research Problem Semester
hours
arranged

Major Field and Related Electives *30 hours

Independent Research 1 hour

ETS Subject Test

Non-Research Option – 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 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.

Course Descriptions

BIOL 501 Human Genetics (3)

This course relates principles of both transmission and molecular genetics to the human organism. Particular stress will be placed on inborn errors such as Down's Syndrome, Klienfelter's Syndrome; and Tay-Sachs Disease. Prerequisite: BIOL 331, Genetics.

BIOL 502 Man and His Environment (3)

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)

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)

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)

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)

This course deals with the basic principles concerning the theory, methods and uses of instruments in biological analysis.

BIOL 512 Plant Anatomy (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)

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)

This course is a study of the pathogenic microorganisms exclusive of the protozoa. The emphasis is on bacteria, rickettsia, and chlamydia. The morphological, cultural, biochemicals, serological and pathological characteristics of these organisms will be addressed. This course will focus on important nosocomial and outbreak associated etiological agents.

BIOL 516 Introduction to Molecular Biotechnology (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 519 Virology (3)

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)

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. Biology majors may not use this course to fulfill their Biology major requirements. This course is one of the required courses for students in Gerontology.

BIOL 521 Introductory Mycology (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)

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)

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)

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)

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)

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 528 Biogeography (3)

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 530 Applied Microbiology (4)

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 535 Endocrinology (3)

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)

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)

This is a course designed to develop a basic understanding of the immune system and its relationship to disease. Everyday immunologic problems, penicillin and ragweed allergy, myeloma and lymphomas, serologic tests involving antigen antibody reactions, immunizations, etc. will be considered. Graduate students will be expected to write a paper and complete a project.

BIOL 538 Physiological Biochemistry (3)

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 542 Biology of Aquatic Macrophytes (3)

This course considers the identification, ordination, morphology, physiology, and ecology of the larger vascular and non-vascular aquatic plants.

BIOL 543 Stream Ecology (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 545 Ecology of Fishes (3)

This course deals with the taxonomic, physiological, ecological and behavioral aspects of fishes; laboratory and field trips are integral part of the course.

BIOL 546 Limnology (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 are integral part of the course.

BIOL 547 Biology of the Plankton (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 are integral part of the course.

BIOL 548 Biology of Aquatic Insects (3)

This course deals with the taxonomy, life history, and general biology of aquatic insects; laboratory and field trips are integral part of the course.

BIOL 549 Cell Biology (3)

This course will provide an in-depth examination of cell structure and function, and the interrelationship between the two. Special attention will be given to membranes, cytoskeleton, and cell surface structures. The function of these structures in the coordination of activities occurring within and among cells will be stressed.

BIOL 550 Field Entomology (3)

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)

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)

This course is a study of the internal and external structures of insects as related to specimens in the laboratory.

BIOL 554 Medical Entomology (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 556 Pest Control and Pest Management (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 non-chemical 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)

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. The course is offered regularly at ESU and occasionally at the Marine Science field station at Wallops Island, Va. 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 560 Marine Ecology (3)

This course is a study of the physical constants of the marine environment as 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.

BIOL 561 Mechanisms of Disease Laboratory (1)

This course 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)

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)

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)

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)

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 568 Principles of Systematics (3)

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 569 Introduction to Bioinformatics (3)

The aim of this course is to provide a basic introduction to bioinformatics for students in molecular biology or genetics with no particular training in mathematics, statistics or informatics. The students will get an overview of the different databases from around the world that are available on the Internet, and will be presented with practical applications of computer-based methods for the analysis of DNA sequences and protein structures.

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)**BIOL 573 Thesis II (3)****BIOL 574 Introduction to Oceanography (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 ocean. This course is periodically offered at the Marine Science field station in Wallops Island, Va. only during the summer sessions.

BIOL 577 Independent Study in Biological Science (Semester hours arranged)

Under the auspices of a qualified member of the faculty of the Graduate College, 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 579 Forensic Biotechnology (3)

This course is intended to familiarize the students with an understanding of scope and use of biotechnological techniques in forensic sciences, which include criminal investigation, civil cases (paternity testing), and wildlife conservation and management (endangered species), diagnosis of inherited diseases, tissue and organ transplantation, personal and organism identification. This course will be conducted as both lecture and laboratory exercises. The students will learn how to collect, preserve, analyze and interpret biological evidence in forensic contexts: (hair, blood, saliva, semen, tooth pulp, and other tissues). It provides an overview of the techniques and problems related to application of biotechnology in different fields. Major topics will be addressed, such as categories of biological evidence, DNA fingerprinting, blood and serology, hair and fiber analysis, fingerprinting, forensic pathology. Current and historical cases will be used to illustrate examples of good and poor quality investigations and updates to new technologies and breakthroughs will be emphasized.

BIOL 581 Insect Systematics (3)

This course will provide an in-depth examination of insect diversity at the order and family level with an emphasis upon identification of adults. Topics will include taxonomy, evolutionary relationships, approaches to classifications, nomenclature, zoogeography, ecology, morphology, and techniques of collection. One or more field trips may be required.

BIOL 584 Experimental Immunology (1)

This is a laboratory course designed to complement lectures and provide the student with experience in immunological methods.

BIOL 585 Virology Laboratory (1)

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)

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)

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)

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)

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)

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)

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 Prefix - Marine Science Courses

Courses with a BIOM prefix are normally taught at the Marine Science Consortium field station at Wallops Island, Virginia. 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)

The interactions between biological communities and the oceanic environment are studied with emphasis on the distributions of coastal plankton, fishes, and benthic invertebrates. This course is periodically offered at the Marine Science Consortium field station at Wallops Island, Va., only during a summer session.

BIOM 502 Marine Evolutionary Ecology (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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session.

BIOM 503 Comparative Physiology of Marine Organisms (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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during the summer session.

BIOM 504 Research Diver Methods in Marine Science (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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session. Prerequisite: SCUBA certification.

BIOM 558 Coastal Environmental Oceanography (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)

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)

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)

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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session.

BIOM 562 Marine Invertebrates (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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session.

BIOM 563 Marine Biology Cruise (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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session.

BIOM 564 Developmental Biology of Marine Organisms (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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session.

BIOM 565 Management of Wetland Wildlife (3)

This course deals with the ecology and management of wetland wildlife with emphasis on the management of wetlands as ecological systems. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session.

BIOM 566 Marine Ichthyology (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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session.

BIOM 567 Marine Pollution Research Cruise (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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session.

BIOM 568 Marine Ornithology (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. This course is periodically offered at the Marine Science Consortium field station in Wallops Island, Va., only during a summer session.

BIOM 569 Field Methods in Oceanography (3)

This course provides students with a general background for a 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; those projects include planning and execution, analysis and interpretation of data, and presentation (written and verbal) of the results. This course is periodically offered at Wallops Island, Va., only during a summer session.

BIOM 570 Marine Biology (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. This course is periodically offered at Wallops Island, Va., only during a summer session.

BIOM 572 Coral Reef Ecology (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 effects of temperature, salinity, light, nutrient concentration, current predation, and competition on the abundance and distribution on coral reef organisms. This course will be offered at the Marine Science Consortium at Wallops Island, Va., with a portion taught in Honduras.

BIOM 573 Marine Mammals of the Atlantic (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). This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 574 Introduction to Oceanography (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 ocean. This course is periodically offered at the Marine Science field station in Wallops Island, Va. only during the summer sessions.

BIOM 575 Behavior of Marine Organisms (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session. Prerequisite: General Biology.

BIOM 576 Marine Microbiology (3)

A survey of methods and concepts of marine microbiology. Attention will be given to technical aspects of sample collection, microbial ecology of the marine environment, enrichment culturing, methods of enumeration, and identification with emphasis on marine bacteria. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session. Prerequisite: General Microbiology.

BIOM 578 Anatomy of Marine Chordates (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 579 Ecology of Marine Plankton (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 580 Oceanography (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 581 Marine Micropaleontology (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 582 Field Studies in Oceanography (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 583 Wetland Ecology (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 587 Tropical Invertebrates (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session. Prerequisites: Marine Invertebrates, Invertebrate Zoology, or consent of instructor.

BIOM 588 Coastal Vegetation (3)

The vegetation under the marine influence is identified and the factors limiting and controlling distribution of this vegetation are determined. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 589 Physiology of Marine Invertebrates (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 590 Marine Aquaculture (3)

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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

BIOM 594 Biology of Molluscs (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. This course is periodically offered at the Marine Science field station at Wallops Island, Va., only during a summer session.

Clinical Exercise Physiology

Clinical Exercise Physiology, M.S.

College of Health Sciences

Department of Exercise Science / Koehler Fieldhouse
570-422-3302
www.esu.edu/gradexsc

Graduate Faculty

Graduate Coordinator:

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Medical Director

Eli Berman, M.D., eberman@esu.edu

Master of Science 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.

The M.S. in Clinical Exercise Physiology is offered in conjunction with six area medical centers, and offers traditional classroom and laboratory experiences as well as specialized clinical experiences. The Clinical Exercise Physiology program is typically restricted to the top 25 qualified applicants.

National Accreditation

The M.S. in Clinical Exercise Physiology is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP).

Program of Study

Required courses

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

CEXP 587 Clinical Internship I

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

CEXP 588 Clinical Internship II

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 Clinical Exercise Specialist Workshop

CEXP 595 Clinical Exercise Physiology Seminar

Admission Requirements

Please see the Exercise Science Department web page for information on specific admission requirements for this program.

Final Graduation Requirement

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

Course Descriptions

CEXP 530 Electrocardiography, Non-Invasive Cardiac Evaluations, and Implications in Exercise and Rehabilitation (3)

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)

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)

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

CEXP 533 Health and Fitness Clinical Laboratory III (3)

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 and Administration of Cardiac Rehabilitation and Primary Prevention Programs (3)

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)

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)

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)

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.

CEXP 558 Clinical Exercise Specialist Workshop (1)

The Clinical 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 rehabilitation. A review of the knowledge, skills, and objectives for the American College of Sports Medicine's (ACSM) Exercise Specialist and Registered Clinical Exercise Physiologist certifications are covered.

CEXP 587 Clinical Internship I (3)

This course, offered in the fall semester, is designed to provide the Clinical Exercise Physiology graduate student with practical, clinical skills/experiences in a variety of internship sites. Prerequisite: Permission of the department.

CEXP 588 Clinical Internship II (3)

This course, offered in the spring semester, is designed to continue the development of basic practical skills introduced in Clinical Internship I and to provide the student with the opportunity to practice advanced skills in clinical exercise physiology in a controlled medical setting. Prerequisite: Permission of the department.

CEXP 595 Clinical Exercise Physiology Seminar (3)

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 pre-requisite courses serve as a basis for analyzing relevant theoretical and practical concerns. Clinical Exercise Physiology students only.

Computer Science

Computer Science, M.S.

College of Arts and Sciences

Department of Computer Science / Science & Technology 318
570-422-3666
www.esu.edu/cpsc

Faculty

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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 for technical leadership roles which requiring greater knowledge, skills and responsibility than would the bachelor's degree. The program provides advanced, in-depth instruction on cutting-edge computer science areas such as machine learning, parallel computing, and computer security. It develops skills, such as the ability to perform independent research, which are essential to success in the computer technology field. The program also provides excellent preparation 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:

To be admitted as a full-status graduate student, applicants should have a B.S. in computer science or a closely related field. If not, students must obtain the foundational computer science skills and mathematical knowledge that are equivalent to 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.

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 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 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
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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 535	Parallel Computing	3 credits

Operating Systems/Architecture Area

Required:

CPSC 541	Computer Architecture	3 credits
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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 College requirements and deadlines apply.

Graduate Independent Study

You may take Graduate Independent Study to fulfill part of your electives, which allows the student to pursue special topics beyond regular courses. It cannot cover the same topic as your project or thesis. The application must include a study plan and objectives, and needs to be approved by a supervising fulltime faculty member and the department.

Graduate Assistantships

Graduate Assistantships (GAs) are available through the department. These are awarded based upon merit and achievement to full-time students in the graduate program. GAs do not teach classes, but complete projects and tasks assigned by professors.

The GA 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 [online](#).

For more information, contact the department chair and/or graduate coordinator at 570-422-3666.

Course Descriptions**CPSC 521 Computer Graphics (3)**

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)

This course introduces students to dynamic, linear, and integer programming algorithms. There will be programming practice involving these algorithms.

CPSC 525 Expert Systems (3)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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 Real Time Systems (3)

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)

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)

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)

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)

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)

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)

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)

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 251 and 325, MATH 220.

CPSC 561 Legal Impacts of Computer Security Solutions (3)

This online course in computer security focuses on the ethical and legal rationale behind the technical solutions studied in CPIS 511. Criminal, civil, regulatory and intellectual property law will be discussed in the context of professional computer environments. Federal and state computer security statutes will guide discussions. Student reports and presentations will reinforce the subject matter. This course may not be used as an elective by Computer Science Master's candidates. Co-requisite: CPIS 511. Prerequisite: Permission of the Information Security Graduate Coordinator.

CPSC 562 Theory of Computation (3)

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 insolvability will be rigorously defined and studied. Some problems not solvable by instruction-obeying machines will be examined.

CPSC 563 Theory of Abstract Languages (3)

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)

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)

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)

This course is a continuation of CPSC 574 P Research Project-I.

CPSC 577 Independent Study in Computer Science (Semester hours arranged)

Under the auspices of a qualified member of the faculty, the student pursues study and research related to professional knowledge and understanding in Computer Science. Topics must be established prior

to enrollment. Prerequisites: Permission of the faculty member and the department.

Elementary Education

Elementary Education, M.Ed.

College of Education

Department of Early Childhood & Elementary Education
Stroud Hall 209
570-422-3356

Faculty

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Master of Education in Elementary Education

Due to changes in certification requirements in Pennsylvania, as required by legislation, we are currently updating the Master in Elementary Education program. During this time applications for our Master's program will be accepted. Please contact the Graduate Coordinator for the most current information.

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 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 College 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 six 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 six 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 (12 in ELED Focus and 6 in Education Electives)

18 credits required

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
- A student-designed concentration.

In addition, the student shall complete six graduate credits of electives.

*Elementary School Teaching***Elementary Education Focus** **12 credits**

ELED 512	Integrating the Arts into Elementary Education
ELED 515	Individualizing Instruction
ELED 517	Creative Teaching Methods
ELED 520	Current Trends in Language Arts of Instructional Media
ELED 521	Children's Literature for Advanced Students
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	The Learner and the Learning Process
MCOM 520	Selection and Utilization
REED 523	Analysis of Instructional Techniques
REED	Selected by Advisement
SPED 551	Inclusionary Practices
SPED 570	Collaboration in the Educational 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 Literature
ELED 557	Reducing Stress in the Classroom*
ELED 569	Research Laboratory in Early Childhood and Elementary Education
REED 521	Language and Reading Process
REED 550	Foundations of Reading Recovery I
ELED 589	Organization and Administration of Early Programs

Education Elective Courses **6 credits**

MCOM	Selected by Advisement
SPED 567	Families in the Educational Process of Individuals with Exceptionalities
SPED 568	Early Intervention in Special Education
PSED 516	The Learner and the Learning Process
ELED 574	Problems and Issues in Early Childhood Education
ELED 586	Internship: Methods and Materials in Early Childhood Education

*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	The Teacher and the School Community
PSED 565	Curriculum Development in the Middle School
PSED 593	Teaching Techniques in Middle School
MCOM	Selected by Advisement
SPED 551	Inclusionary Practices
SPED 570	Collaboration in the Educational 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 Literature for Advanced Students
ELED 523	Diversity in Children's Literature
ELED 525	Creative Drama
ELED 545	BookArts

Education Elective Courses **6 credits**

PSED 516	The Learner and the 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 the Elementary School
ELED 531	Life Science Workshop for Elementary Teachers*
ELED 532	Physical Science Workshop for Elementary Teachers*
ELED 534	Science Seminar
ELED 540	Math in the Elementary School
ELED 542	Current Trends in Mathematics

Education Elective Courses **6 credits**

SPED 551	Inclusionary Practices
PSED 516	The Learner and the Learning Process
PSED 565	Curriculum Development in Mid. School
PSED 593	Teaching Techniques in Middle School
MCOM	Selected by Advisement

*Differentiated Teaching and Learning***Elementary Education Focus** **12 credits**

ELED 515	Individualizing Instruction
ELED 523	Diversity in Children's Literature
ELED 533	Designing and Implementing Programs for Professional Development
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	Collaboration in the Educational Process
PSED 510	The Teacher and the School Community
PSED 516	The Learner and the Learning Process
MCOM	Selected by Advisement

*English as a second language (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	<i>Classroom Diversity</i> 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

Due to changes in teacher education requirements in Pennsylvania, as required by legislation, applications for the Extension of Teaching Certification to include Elementary Education Program will no longer be accepted.

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. The state of Pennsylvania is currently making changes in certification requirements which will impact program requirements for students completing their programs after 2012.

National accreditation 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 College and adhere to the graduate standards. Applicants must have a 3.0 major GPA. Candidates must also submit all necessary documents with the Graduate College 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 before 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
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Prerequisite for all other ELED 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

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

Initial Certification in Elementary Education

Due to changes in certification in Pennsylvania, as required by legislation, applications for the Initial Certification in Elementary Education Program will no longer be accepted.

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. The state of Pennsylvania is currently making changes in certification requirements which will impact program requirements for students completing their programs after 2012.

Program of Study

Prerequisites required:

Candidates for this program are admitted through the Graduate College and must fulfill all criteria for admission as determined by the Graduate College.

Candidates must have a 3.0 overall and 3.0 major GPA, demonstrate proficiency on PRAXIS I (Pre-Professional Skills Tests: Reading (10710), Writing (20720) and Mathematics (10730), 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 six credits of Mathematics and six 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

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, and must be completed before students are allowed to take Apprentice I courses. Students will meet

with the Graduate Coordinator to determine the necessary requirements and timetable for department admission.

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

- Graduate College admission
- PRAXIS I
- Completed General Education
- Clearances including negative TB test, Act 34, and ACT 151 and FBI clearance
- SPSEA Membership
- Professional Goals Statement
- Interview with Graduate Coordinator
- Department and Teacher Education Council approval

Professional Education

9 semester hours

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

Elementary Education

30 semester hours

ELED 132	Child Growth and Development <i>Prerequisite for all other ELED courses</i>
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*
ELED 344	Science in Childhood Education*
ELED 345	Social Studies in Childhood Education*
SPED 351	Inclusionary Practices

Resident semester/student teaching

12 semester hours

ELED 430	Student Teaching (12 credits)
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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 meet 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 Subject Content Knowledge (30511) prior to Student Teaching Review (Passing scores needed by July 31 to student teach in the fall semester and by Nov. 30 to student teach in the spring semester.)
- An overall GPA of 3.0
- Complete Professional Field Experiences
- Clearances including Negative TB test, Act 34 and Act 151 and FBI Clearance
- SPSEA membership

Prior to Certification

- File application for certification
- Demonstrate proficiency on PRAXIS II: Elementary Education: Curriculum, Instruction and Assessment (10011).

Admissions deadlines

Fall:	March 15
Spring:	Sept. 15
Summer:	Jan. 15

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 online.

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.

Please contact the department chair and/or graduate coordinator at 570-422-3356 for additional information.

Course Descriptions

ELED 502 Psychology of the Elementary School Child (3)

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)

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 509 Instructional Methods, Materials, and Assessments for ELL (3)

This course will offer an overview of a variety of materials that will benefit ELL students in the acquisition of the English language as well as in gaining knowledge in the content areas. This course will be an in-depth study of how to design ESL reading and writing classes and how to create instruction and assessment materials for these classes based on sound pedagogical principles. Much of the course will

include hands-on experience, discussion, and practical application of course topics. A key component of the course is the student's participation in volunteer ESL teaching. Pre-requisite(s): ELED 506, ELED 507, ELED 508.

ELED 510 English Language Learner (ELL) Family and Community Matters (2)

This course will explore the development of effective community partnerships and the integral role of English Language Learner (ELL) families within communities and schools. Discussion will include the different community contexts of ELL families and how they affect family functioning. This course will emphasize the understanding of how ELL students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values. The students will be challenged to apply knowledge of the richness of contributions from our diverse linguistic and cultural society to your teaching field. Pre-requisite(s): ELED 506, ELED 507, ELED 508, ELED 509.

ELED 511 State and Federal Issues Regarding ELL Students (2)

This course will include specific local, state, and federal laws governing ESL programs and services that will be discussed in detail. The impact, application of the laws, and strategies for complying with them in the K-12 setting are major areas of focus. Students will explore the various ways in which issues of language intersect with issues of the law. We will study, through the analysis of specific pieces of legislation and specific court cases, how issues related to the ELL students are answered. The course will also focus on the ways in which legislation, policy and jurisprudence affect minority language cultures in the US schools. Pre-requisite(s): ELED 506, ELED 507, ELED 508, ELED 509, ELED 510.

ELED 512 Integrating the Arts into Elementary Education (3)

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)

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)

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)

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)

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)

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 524 Teaching ELLs in the Diverse Classroom Setting (3)

This course provides an understanding and appreciation for linguistic and cultural diversity, and enhances the knowledge and skills of teachers working with culturally and linguistically diverse students in the classroom. The areas of emphasis include: a) the legal, historical, and cultural implications of ELLs in the mainstream classroom and differences among home and school cultures, especially as they relate to language; b) a brief overview of first and second language acquisition theories; c) developmentally appropriate teaching strategies to enhance English language proficiency and academic success of ELLs; and d) Pennsylvania standards and the Pennsylvania ELL assessment systems. Prerequisites: ECED 232, ECED 263, and Department Admittance.

ELED 525 Creative Drama (3)

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 (3)

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 (3)

This course focuses on linguistics for ESL teachers and their students, covering phonology, morphology, syntax, semantics and pragmatics. Additional emphasis is given to sociocultural 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 (3)

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)

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)

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)

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)

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)

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)

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)

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 (1P3)

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.

ELED 545 BookArts (3)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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 a "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)

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 College 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 I (3)

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)

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)

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 College 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)

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)

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)

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)

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)

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

English

College of Arts and Sciences

Department of English / Stroud Hall 309
570-422-3398

The Department of English offers graduate course work in support of the various Master of Education (M.Ed.) degrees and teacher certification programs. Courses are offered on a regular basis.

Course Descriptions

ENGL 503 Shakespeare: Advanced Studies (3)

This course is intended to enhance the student's knowledge of comedies, tragedies, and histories of Shakespeare besides those taught and retaught in our schools. Students will also study recent Shakespearean criticism.

ENGL 512 Teaching of Writing in the Secondary Schools (3)

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. Also listed as PSED 512. Prerequisites: Graduate standing.

ENGL 513 Seminar in Writing Pedagogy and Instructional Practices (6)

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 515 Computers and Writing (3)

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)

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)

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 one approach or period.

ENGL 563 Studies in Contemporary Literature (3)

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)

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)

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)

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

Exercise Science, M.S.

College of Health Sciences

Department of Exercise Science / Koehler Fieldhouse
570-422-3302
www.esu.edu/gradexsc

Graduate Faculty

Graduate Coordinator:

Chad Witmer, Ph.D., cwitmer@esu.edu

Professor:

Donald M. Cummings, Ph.D., dcummings@esu.edu

Shala E. Davis, Ph.D., chair, sdavis@esu.edu

Gregory B. Dwyer, Ph.D., gdwyer@esu.edu

Associate Professors:

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Chad Witmer, Ph.D., cwitmer@esu.edu

Assistant Professor:

Emily Sauers, Ph.D., esauers@esu.edu

Master of Science in Exercise Science

35 Semester Hours

Purpose of Degree

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. Two options are available to students: a thesis option or an internship option.

The thesis option is designed to provide students with valuable experience in the design and implementation of research within the field of Exercise Science with the goal of subsequently pursuing doctoral study. The internship option supplements classroom and laboratory studies with an extensive internship that allows students to experience applied aspects of Exercise Science. The internship option is designed for those students who wish to become practitioners in the field of Exercise Science.

National Accreditation

The M.S. in Exercise Science is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP).

Program of Study

Required courses

EXSC 511	Motor Learning and Control	3 credits
EXSC 513	Evaluation in 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 565	Seminar in Strength and Conditioning	3 credits
EXSC 570	Introduction to Research	3 credits
CEXP 536	Organization and Administration of Cardiac Rehabilitation and Primary Prevention Program	3 credits

Thesis Option

EXSC 563	Neuromuscular Adaptations to Exercise	3 credits
EXSC 572	Thesis Semester	3 credits

Internship Option

EXSC 510	Advanced Exercise Assessment and Programming	3 credits
EXSC 586	Field Experience and Internship	3 credits

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

Admission Requirements

Please see the Exercise Science Department web page for information on specific admission requirements for this program.

Final Graduation Requirement

Completion of a thesis or internship is required, and all graduate students in the Exercise Science Department are expected to demonstrate computer literacy.

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 online.

Course Descriptions

EXSC 510 Advanced Exercise Assessment and Programming (3)

This course will address exercise assessment and programming for healthy and special populations (i.e. children, elderly, and individuals with cardiovascular disease, hypertension, metabolic syndrome, dyslipidemia, etc). Establish advanced exercise assessment methodology and techniques commonly used in exercise science will be presented. Case studies focusing on healthy individuals and diseased populations will be reviewed to enhance understanding.

EXSC 511 Motor Learning and Control (3)

This course is designed to provide the student with a conceptual model of motor learning and control developed within a multidisciplinary framework. The theoretical aspects of motor learning and control drawn from the extant literatures will provide a

foundation upon which the student can build and apply directly to practical examples from exercise science to develop appropriate practices that optimize motor skill learning.

EXSC 513 Evaluation in Exercise Science (3)

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

EXSC 520 Sports Medicine (3)

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)

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. Prerequisite: Completion or co-enrollment of Biomechanics of Human Performance (EXSC 526)

EXSC 525 Psychology of Human Performance (3)

This course treats the research and theoretical consideration of the psychological variables in human performance, with special reference to the body self in movement, and the psychology of sport.

EXSC 526 Biomechanics of Human Performance (3)

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)

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

EXSC 528 Advanced Exercise Physiology Laboratory Techniques (1)

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).

EXSC 541 Environmental Exercise Physiology (3)

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)

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)

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)

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)

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)

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)

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.

EXSC 560 Physical Activity Across the Lifespan (3)

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)

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 (3)

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)

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)

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 (1P3 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)

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.

General Science

General Science, M.S.

College of Arts and Sciences

Geography

Dr. Shixiong Hu, Graduate Program Coordinator, shu@esu.edu

Biological Sciences

Dr. Maria Kitchens-Kintz, Department Chair, Mkitchens@esu.edu

Chemistry

Dr. Dennis Erb, Department Chair, Derb@esu.edu

Physics

Dr. Robert Cohen, Department Chair, Robert.Cohen@esu.edu

Master of Science in General Science

Purpose of Degree

The master of science in General Science degree program (Application of GIS & RS concentration) will provide a unique opportunity for students to combine Geotechnology, the environmental sciences and other related fields in the context of multidisciplinary study. It will also train the students with professional skills they need in career development, such as environmental communication, written communication, project management, and leadership.

The students should expect to learn the latest Geotechnology (GIS, RS and GPA) and how to apply this technology to the environment-related fields and careers. Students in this program will gain hands-on skills via field data collection, laboratory analysis, environmental modeling, and internship experiences for future careers.

Job opportunities are growing and diversifying as geospatial technologies prove their value in areas such as environmental science. The degree will meet the increasing demands of geotechnology in related governmental agencies, the private sectors and local, regional and national NGOs.

National Affiliation

The M.S. in General Science - Application of GIS/RS in Environmental Science has received national affiliation as a Professional Science Master's (PSM) degree.

Program of Study

30 credits — Thesis Program

34 credits — Non-thesis Program

36 credits — Concentration in Application of Geographic Information System/Remote Sensing(GIS/RS) in Environmental Science

Thesis Option — 30 Semester Hours

Required

GSCI 570 Introduction to Research 3 credits

GSCI 572 Thesis 3 credits

Major Field and Related Electives 24 credits

Non-Thesis Option — 34 Semester Hours

Required

GSCI 570 Introduction to Research 3 credits

GSCI 571 Independent Research Problems Semester hour arranged

Major Field and Related Electives 29 -30 credits

Concentration in Application of Geographic Information Systems/Remote Sensing(GIS/RS)in Environmental Science – 36 Semester Hours

A. Physical and Environmental Science (9 - 12 Semester Hours):

Two from the following courses:

BIOL 528 Biogeography

BIOL 542 Biology of Aquatic Macrophytes

BIOL 543 Stream Ecology

BIOL 563 Conservation Biology

BIOM 560 Marine Ecology

BIOM 565 Management of Wetland Wildlife

BIOM 583 Wetland Ecology

GEOG 522 Watershed Hydrology

GSCI 543 Environmental Quality

GSCI 549 Environmental Science

One or two free electives within the category of Physical and Environmental Sciences

B. Geo-Technology (9 Semester Hours):

GEOG 502 Applied Geographic Information Science

GEOG 503 Advanced Geographic Information Science

GEOG 511 Introduction to Remote Sensing

C. Professional Skills (9 Semester Hours)

Oral and Written Communication skill course

ENGL 515 Computers and Writing

One from the following Leadership and Team Building skill courses

POLS 501 Public Administration: Theory, Scope, and Methods

POLS 537 Problems in Public Administration

POLS 566 Public Budgeting and Finance

POLS 567 Public Personnel Administration

MGT 502 Organizational Strategy

MGT 503 Organizational Leadership

and other approved electives

D. Internship (6 - 9 Semester Hours)

One or more of the following:

GSCI 571 Independent Research Problem

GSCI 577 Independent Study in General Science

BIOL 586 Field Experience and Internship

BIOM 569 Field Methods in Oceanography

or or

BIOM 582 Field Studies in Oceanography

Additional Requirements:

Admission Requirements:

- B.A or B.S degree in environmental studies, geography, GIS, earth science, marine science, environmental chemistry, recreation and leisure, and any other environment-related major.
- Test of English as a Foreign Language (TOEFL) or International English Language Testing Systems (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 in the institution). The required scores on the TOEFL are 560 (paper-format test), 220 (computer-format test) or 83 (internet based test).

Completion Requirements:

- Successful completion of GRE (i.e. 450 for verbal, 650 for quantitative, and 4 for writing)

Course Descriptions

GSCI 501 Laboratory and Classroom Techniques in Science Teaching (3)

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)

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)

This is a course in modern astrophysics stressing the application of physical concepts to the study of the heavens. Topics will include radiative transfer, astrophysical radiative processes, stellar structure and evolution, compact stars and black holes, galactic and extragalactic astrophysics, and cosmology. Prerequisites: PHYS 121, PHYS 361, and MATH 141.

GSCI 512 Contemporary Topics in Biochemistry (3)

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)

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)

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)

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)

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)

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)

Students study the propagation of electromagnetic waves, wave guides, antenna theory, and physical optics.

GSCI 530 Energy Resources and Applications (3)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)**GSCI 552 Selected Topics: Physics (3)****GSCI 553 Selected Topics: Biology (3)****GSCI 554 Selected Topics: Earth Science (3)**

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)

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)

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)

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)

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 I (3)

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)

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 College, 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)

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)

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)

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)

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.

GEOG 502 Applied Geographic Information Science (GIS) (3)

This course is designed to provide an in-depth understanding of the concepts and applications of GIS, with a focus on GIS analysis methods and their applications. Major topics include spatial data processing and analysis, terrain mapping and analysis, spatial database design and management, and geodatabase. The technical focus of the course includes computer lab tutorials and group projects using the leading desktop GIS software. Pre-requisite(s): MATH 110 and GEOG 341.

GEOG 503 Advanced Geographic Information Science (GIS) (3)

This is an advanced GIS course focusing on spatial analysis and modeling approaches. Major topics include exploratory analysis of spatial data, network analysis, exploring spatial point patterns, area object and spatial autocorrelation, and spatial interpolation. The lecture session focuses on the principles and concepts of geospatial analysis. Students will also use a computer laboratory to learn the GIS software through a series of exercises. Pre-requisite(s): MATH 110 and GEOG 341.

GEOG 511 Introduction to Remote Sensing (3)

This course is designed to introduce the principles and applications of remote sensing and the techniques of digital image processing. It will cover the interaction between energy and the earth's surface, the major sensor systems, techniques for image enhancement and classification, and the applications of remote sensing. Students will also use a computer laboratory to learn the remote sensing software through a series of exercises. Pre-requisite(s): MATH 110; one of the following three courses: GEOG 110, GEOG 120, or GEOG 341.

GEOG 522 Watershed Hydrology (3)

This course is designed to provide an introduction to different components of the hydrologic cycle at the watershed scale. The emphases will be on surface processes and watershed responses to perturbations such as climate change and land use/land cover change. This course will cover the fundamental principles of hydrology and their applied uses. The ultimate goal of this course is to help students understand and learn how to mitigate water-related environmental problems, such as floods, droughts and water pollution.

Geography

Geography

College of Arts and Sciences

Department of Geography / Stroud Hall 103
570-422-3285
www.esu.edu/geog

The Geography Department does not have a graduate degree program or a teacher certification program.

Graduate course work is offered in Geography to support other degree programs. Graduate courses in Geography are not regularly offered.

Course Descriptions

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This course is designed to provide an in-depth understanding of the concepts and applications of GIS, with a focus on GIS analysis methods and their applications. Major topics include spatial data processing and analysis, terrain mapping and analysis, spatial database design and management, and geodatabase. The technical focus of the course includes computer lab tutorials and group projects using the leading desktop GIS software. Pre-requisite(s): MATH 110 and GEOG 341

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Health Education

Health Education, M.S.

College of Health Sciences

Department of Health Studies / DeNike 250
570-422-3702

Faculty

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Master of Science in Health Education

30 semester hours

Purpose of Degree

The M.S. in Health Education program 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.

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.

Plan of Study

The M.S. degree requires 30 semester hours. On a full-time schedule, this program could be completed in three semesters or take up to six years if taken part-time. This is a competency-based program to prepare health educators to possess the skills necessary to carry out health education in multiple settings and within multiple content

areas. The program addresses the present research and the latest competencies for health educators developed by the Competencies Update Project (CUP) of the National Commission for Health Education Credentialing, Inc. (NCHEC). The minimum requirements are as follows:

Required:

HLTH 515	Determinants of Disease
HLTH 538	Health Policy and Administration
HLTH 539	Methods in Health Education Workshop
HLTH 541	Health and Media Literacy: Challenges and Strategies
HLTH 546	Leadership and Advocacy in Health Education and Health Promotion
HLTH 555	Health Education Evaluation
HLTH 560	Scientific Foundations of Health Behavior
HLTH 563	Public Health Measurement Sciences
HLTH 570	Introduction to Research
HLTH 571	Health Education Research Problem

Undergraduate prerequisites required

Undergraduate GPA of 3.0 or higher for Admission, Full.

Final graduation requirement

All M.S. graduate candidates will be required to complete an oral comprehensive exam at the end of their coursework. Students must also complete a special research topic.

Admissions requirements and deadlines

All students must meet the current Graduate College 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 assistantships are also available throughout the university.

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 online.

Course Descriptions

HLTH 505 Non-Medical Healing Arts (1)

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)

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)

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)

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)

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 515 Determinants of Disease (3)

This course will analyze the variables that impact the health of a population. It explores this dynamic by analyzing the multi-factorial relationship between diseases and biological, behavioral, socioeconomic and cultural factors. Emphasis is placed on the role(s) health professionals play in addressing this complex relationship.

HLTH 530 Nutrition Across the Life Span (3)

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)

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)

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)

This course probes the significance of substance use and abuse in society as a behavioral health problem, with particular attention to the pharmacological, psycho-social, and legal dimensions of substance use and abuse. The course topics also include alternatives to substance use, and existing community resources for prevention and rehabilitation including community organizations, school curriculum, and media resources. The course culminates with an exploration of the principals for evaluating successful community education programs.

HLTH 534 Sex Education in Schools (3)

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)

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)

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 Health Policy and Administration (3)

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 Methods in Health Education Workshop (3)

The course analyzes the development and implementation of health education intervention strategies applicable to a multitude of settings. The students will research, examine and apply "Best Practices" in the design and application of health promotion strategies aimed at individual health improvement. (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)

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 541 Health and Media Literacy: Challenges and Strategies (3)

This course explores and analyzes the relationship between health status, health literacy and the media. The influence of media on content-specific health topics and issues will be explored. Primary emphasis will be placed on developing an informed and critical understanding of the nature of media and its impact on both personal and societal health.

HLTH 542 HIV and AIDS Prevention and Education (3)

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)

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 546 Leadership and Advocacy in Health Education and Health Promotion (3)

This course will examine the concepts and theories of leadership, and current leadership challenges faced in the practice environment. The course will explore the research and applications of the theories and concepts that aim to influence, inform and lead change that will result in health improvements in target populations and communities. Content areas will include leadership theory, advocacy skills, coalition building, communication, lobbying, collaboration, team building, ethics, and conflict management/resolution.

HLTH 550 School Health Administration and Curriculum (3)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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

History

History, M.A., M.Ed.

College of Arts and Sciences

Department of History / Stroud 409
570 422-3286
www.esu.edu/gradhist

Faculty

Graduate Coordinator:

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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.

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.

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 (Offered only in the fall semester)	3 credits
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HIST 572	Thesis I	3 credits
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HIST 573	Thesis II	3 credits
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Electives:

- 15-21 semester hours in history.
- Students must elect at least 9 semester hours in either:

Group A – United States History

or

Group B – European History.

- At least 3 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

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:

Thesis program – 30 credits

Required classes

HIST 570	Introduction to Research	3 credits
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HIST 572	Thesis I	3 credits
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Electives:

History	2-18 credits
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Related electives	0-6 credits
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General Education and

Professional Education courses:	6 credits
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Non-thesis program – 34 credits

Required classes

HIST 570	Introduction to Research	3 credits
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HIST 571	Independent Research Problem	1 credit
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Electives

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 College requirements and deadlines; in addition, applicants must have undergraduate major GPA of 3.0 and overall GPA of 2.5. Candidates should also submit a resume or vita.

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 on-line.

For more information, contact Professor Martin Wilson at 570-422-3991 or by e-mail at mwilson@esu.edu.

Course Descriptions**HIST 501 Colonial America (3)**

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

(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)

Same as Area Studies I.

HIST 522 Seminar: Foreign Travel and Study (6)

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)

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)

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)

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)

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)

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)

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)

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)

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 detente.

HIST 540 Problems in Russian and Soviet History (3)

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)

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)

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)

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)

This course consists of development of a thesis topic, gathering of information, organization of material, evaluation of data, and writing of a formal thesis report.

HIST 573 Thesis II (Semester hours arranged)

See HIST 572. This course consists of completion of the thesis. Emphasis on originality, depth of research, and contribution to knowledge.

HIST 577 Independent Study (Semester hours arranged)

Independent study is designed to provide in-depth coverage of subject matter not covered in courses offered by the department and must 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.)

Information Security

Information Security, M.S.

College of Arts and Sciences

Department of Computer Science / Science & Technology 318

570-422-3666

www.esu.edu/cpsc

Faculty

Graduate Coordinator:

Michael Jochen, mjochen@esu.edu

Professors:

Mary DeVito, mdevito@esu.edu

Haklin Kimm, hkimm@esu.edu

N. Paul Schembari, Chair, schembari@esu.edu

Associate Professors:

Eun-Joo Lee, elee@esu.edu

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Robert Marmelstein, rmarmelstein@esu.edu

Assistant Professors:

Dongsheng Che, dche@esu.edu

James Emert, jemert@esu.edu

Michael Jochen, mjochen@esu.edu

30 credits – Thesis track

Purpose of degree

The purpose of this online degree is to prepare students who will assume leadership roles in information security which require graduate level knowledge. The degree is intended to provide depth in one or more areas within information security and prepare the graduate for a position of greater skills and responsibility than would the bachelor's degree. Students completing this program will earn up to six federal certifications, as defined by the US Committee on National Security Systems. The curriculum is completely aligned with these certifications:

- NSTISSI 4011: National Training Standard for Information Systems Security Professionals
- CNSSI 4012: National Information Assurance Training Standard for Senior Systems Managers
- CNSSI 4013: National Information Assurance Training Standard For System Administrators
- CNSSI 4014: Information Assurance Training Standard for Information Systems Security Officers
- NSTISSI 4015: National Training Standard for Systems Certifiers
- CNSSI 4016: National Information Assurance Training Standard For Risk Analysts

Mission statement of the department

The mission of the Computer Science Department is to prepare students to become successful computer science problem solvers. This program shares that mission with specific emphasis on the computer security domain.

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:

For entrance into the program, applicants should meet one of the following prerequisites. Specific ESU courses may be required by the Information Security Graduate Program Coordinator for student remediation.

- Bachelor's degree in a technical field, such as Information Technology, Information Systems, or Computer Science, as approved by the Information Security Graduate Program Coordinator.
- Bachelor's degree in any field, and three to five years of professional experience in Information Technology with a written statement describing the work experiences, approved by the Information Security Graduate Program Coordinator.

Typical time to finish

Students will typically proceed through the program in a cohort, taking two classes per semester, including summers. This allows the student to finish in less than two years.

Illustrative plan of study

The degree candidate must complete a thesis and must complete a minimum of 18 credits of courses open only to graduate students.

First Year Fall:

CPIS 511	Information Systems and Information Security	3 credits
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CPSC 561	Legal Impacts of Computer Security Solutions	3 credits
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First Year Spring:

CPIS 515	Information Security for System Certifiers	3 credits
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CPIS 516	Information Security Risk Analysis	3 credits
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First Year Summer:

CPIS 512	Information Security for Senior System Managers	3 credits
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CPIS 570	Introduction to Information Security Research	3 credits
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Second Year Fall:

CPIS 513	Information Security for System Administrators	3 credits
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CPIS 574	Information Security Research 1	3 credits
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Second Year Spring:

CPIS 514	Information Security for Information System Security Officers	3 credits
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CPIS 575	Information Security Research 2	3 credits
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Second Year Summer:

Thesis defense

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 program graduate coordinator.

Admission requirement and deadlines

Graduate College requirements and deadlines apply.

Graduate Independent Study

You may take Graduate Independent Study to fulfill part of your electives, which allows the student to pursue special topics beyond regular courses. It cannot cover the same topic as your project or thesis. The application must include a study plan and objectives, and needs to be approved by a supervising full-time faculty member and the department.

Graduate Assistantships

Graduate Assistantships (GAs) are available through the department. These are awarded based upon merit and achievement to full-time students in the graduate program. GAs do not teach classes, but complete projects and tasks assigned by professors. The GA 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 online.

For more information, contact the department chair and/or graduate coordinator at 570-422-3666.

Course Descriptions

CPIS 511: Information Systems and Information Security (3)

This online course will introduce the student to information systems and information security, especially with regard to the management of information systems. Topics include information and communication system basics, information assurance, national information security policies, operational security, and security planning. Prerequisite: Permission of the Information Security Graduate Coordinator.

CPIS 512: Information Security for Senior System Managers (3)

This online course will allow students to delve more deeply into the concepts of information system security management, especially with regard to Senior System Managers. Topics include system approval to operate, system accreditation, compliance verification, security control management, acquisition management, roles and responsibilities of security management officials, criticality and sensitivity of systems, resource allocation, and assessment of network security. Prerequisite: CPIS 511, CPSC 561.

CPIS 513: Information Security for System Administrators (3)

This online course will allow students to delve more deeply into the concepts of information system security management, especially with regard to System Administrators. Topics include secure use of information systems, incidents and incident response, system configuration, system anomalies and system integrity, and security administration. Prerequisite: CPIS 511, CPSC 561.

CPIS 514: Information Security for Information Systems Security Officers (3)

This online course will allow students to delve more deeply into the concepts of information system security management, especially with regard to Information Systems Security Officers. Topics include certification and accreditation and its support by the ISSO, security

policy and the verification of policy, and security status reporting. Prerequisite: CPIS 511, CPSC 561.

CPIS 515: Information Security for System Certifiers (3)

This online course will give students a deep understanding of system certification and accreditation, and allow students to act as system certifiers. Topics include system certification and accreditation, prerequisites to certification, system registration, life-cycle management, system evaluation, and certification reporting. Prerequisites: CPIS 511, CPSC 561.

CPIS 516: Information Security Risk Analysis (3)

This online course will provide students with an understanding of risk analysis for information security professionals. Topics include life cycle activities, identification and implementation of controls, certification and accreditation, testing and evaluation, threat and adversary analysis, mission and asset assessment, vulnerabilities analysis, and training and awareness. Prerequisites: CPIS 511, CPSC 561.

CPIS 570: Introduction to Research in Information Security (3)

This online course will introduce the student to the professional open literature as well as other sources in Information Security. The student will investigate multiple areas or problems, and assimilate, integrate, and present the findings in multiple scholarly online seminars. Prerequisite: Permission of the Information Security Graduate Coordinator.

CPIS 574: Information Security Research 1 (3)

This online course will provide practical experience in applying information security research techniques and methodologies from a number of different areas over an extended period of 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: CPIS 570.

CPIS 575: Information Security Research 2 (3)

This online course is a continuation of CPIS 574 and will provide practical experience in applying information security research techniques and methodologies from a number of different areas over an extended period of 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: CPIS 570, CPIS 574.

CPSC 561 Legal Impacts of Computer Security Solutions (3)

This online course in computer security focuses on the ethical and legal rationale behind the technical solutions studied in CPIS 511. Criminal, civil, regulatory and intellectual property law will be discussed in the context of professional computer environments. Federal and state computer security statutes will guide discussions. Student reports and presentations will reinforce the subject matter. This course may not be used as an elective by Computer Science Master's candidates. Co-requisite: CPIS 511. Prerequisite: Permission of the Information Security Graduate Coordinator.

Instructional Technology

Instructional Technology, M.Ed.

College of Education

Department of Media Communications & Technology
Rosenkrans Hall-East
570-422-3621
www.esu.edu/gradmcom

Faculty

Graduate Coordinator:

Beth Rajan Sockman, Ph.D., bsockman@esu.edu

Associate Professors

Gary Braman, Ed.S., gbraman@esu.edu

Beth Rajan Sockman, Ph.D., bsockman@esu.edu

Assistant Professors:

Yi-hui Huang Ph.D., yhuang@esu.edu

Richard Otto Ph.D., rotto@esu.edu

Master of Education in Instructional Technology

33 credits

Purpose of Degree

The purpose of the Master of Education (M.Ed.) in Instructional Technology is to address the learner in the classroom and requires integration of instructional design principles into multimedia presentations with an emphasis in assessment. As classroom instructors across a range of academic disciplines integrate technology into their classrooms, there is an expanding need to have pedagogy and skills that drive this integration.

Mission of Instructional Technology

The Instructional Technology portfolio and internship based programs prepare Instructional Technology leaders to participate in social, cultural and economic transformation. The learning environment fosters the preparation of practitioners who utilize critical reflection, research, and collaboration to produce and implement innovative technologies to address the evolving needs of learners in a global society.

Special Resources of the Department

The Instructional Technology masters program is housed with the Media Communication & Technology Department which uses professional design software and media technologies. Students complete an internship in their desired area of expertise. Internships include local schools, corporate environments and higher education institutions. Through learning experiences, students can take face-to-face and distance education classes, providing a hybrid environment for greater learning flexibility.

Program of Study

Concentration in Classroom Technology Integration

Maximum time to finish

Four years

Plan of study

Required Foundation Courses

6 credits

MCOM 520	Selection and Utilization of Instructional Media	3 credits
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MCOM 530	Instructional Design for Effective Learning	3 credits
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Required Major Courses

18 credits

MCOM 526	Organization and Administration of Instructional Technology	3 credits
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MCOM 540	Multimedia I	3 credits
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MCOM 542	Multimedia II	3 credits
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MCOM 580	Research Project I: Action Research Design	3 credits
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MCOM 585	Internship	3 credits
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And 3 credits from the following

MCOM 510	Computers in Education	3 credits
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MCOM 532	Digital and Still Photography	3 credits
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MCOM 534	Video Production	3 credits
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MCOM 536	Internet for Educators	3 credits
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MCOM 538	Desktop Publishing for Educators	3 credits
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MCOM 545	Interactive Media	3 credits
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Required Capstone option

3 credits

Option A

MCOM 581	Research Project II: Action Research Implementation	3 credits
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or

Option B

MCOM 589	Thesis	3 credits
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Electives

6 credits

MCOM courses or other department courses discussed with adviser

Joint Cooperative Degree and Certification in Instructional Technology Programs

33 credits

Master of Education (M.Ed.) in Instructional Technology is a joint cooperative degree with Kutztown University, 33 credits.

Purpose of Degree

The Master of Education (M.Ed.) in Instructional Technology program is designed to prepare instructional technologists who are catalysts for integrating technology into schools and/or business training situations. Individuals may then serve in one or more of the following roles: district-wide technology coordinators, intermediate unit technology administrators, classroom teachers or other educators using technology, or corporate trainers.

Outcome Expectations

Specifically, students completing the Master of Education (M.Ed.) program in Instructional Technology will be proficient in the selection and implementation of instructional technologies.

National Accreditations

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

Special Resources of the Department

The Department of Media Communication and East Stroudsburg University offer student-accessible media classrooms, convergence

center for multimedia, computer labs, video and high definition television (HDTV) editing suite, photographic studio, audio/video and digital still and motion equipment that are maintained by on-site technical staff. Further, as this is a joint cooperative program with the Library Science and Instructional Technology Department at Kutztown University, students may have opportunity to utilize special resources at Kutztown University.

Programs of Study

Maximum time to finish:

Four years

Plan of study for degree:

Required Foundation Courses **6 credits**

MCOM 520 Selection and Utilization of Instructional Media 3 credits

ELED 570 Introduction to Research 3 credits

Required Major Courses **12 credits**

MCOM 526 Organization and Administration of Instructional Technology 3 credits

And three courses from the following or adviser-approved related coursework:

PSED 516 The Learner and the 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 I 3 credits

MCOM 545 Interactive Media 3 credits

Required Capstone Options **9 credits**

Option A

MCOM 580 Research Project I: Action Research Design 3 credits

MCOM 581 Research Project II: Action Research Implementation 3 credits

MCOM 585 Internship 3 credits

Option B

MCOM 585 Internship 3 credits

MCOM 589 Thesis 6 credits

Electives **6 credits**

MCOM courses or other department courses discussed with adviser

Final Graduation Requirement

Submission of comprehensive portfolio and internship

Instructional Technology Specialist Certification

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

Required Foundation Courses **6 credits**

MCOM 520 Selection and Utilization of Instructional Media 3 credits

ELED 570 Introduction to Research 3 credits

Required Major Courses **6 credits**

MCOM 526 Organization and Administration of Instructional Technology 3 credits

MCOM 585 Internship 3 credits

Electives **12 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 I 3 credits

MCOM 545 Interactive Media 3 credits

PSED 516 The Learner and the Learning Process 3 credits

Admissions Requirements

For admission to the Master of Education (M.Ed.) in Instructional Technology program, applicants will need to meet with the graduate coordinator to schedule an interview or portfolio review. For admission to the certification program, applications should contact the graduate coordinator for additional admission information to comply with Pennsylvania Department of Education requirements.

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 online. 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 mentoring from faculty and staff of the department and to demonstrate skill enhancement.

Applicants are encouraged to check with Dr. Beth Sockman, graduate coordinator, for a current description at 570-422-3621 or at bsockman@esu.edu.

Course Descriptions

MCOM 501 Current Applications (1)

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)

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)

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)

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 530 Instructional Design for Effective Learning (3)

Instructional design is a systematic process used to analyze learner needs, and then, develop, design, and evaluate instructional materials. In this introductory course, students will create a learning unit based on student identified learning goals.

MCOM 532 Digital Photography and Still Images (3)

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)

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)

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)

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 I (3)

This is the introductory course in the Multimedia series, which provides introductory multimedia production skills within instructional design and learning theory. Students will learn

introductory skills while using instructional design principles to plan and produce multimedia for effective classroom instruction. Topics include the integration of media literacy, instructional design implementation, assessment, and media production techniques.

MCOM 542 Multimedia II (3)

This is the intermediate course in the Multimedia series, which increases the skill level of the student in production and applying learning theory to the instructional materials. This course builds upon instructional design, learning theory, and skills gained in Multimedia I. Students create advanced multimedia productions using instructional design principles and tools with appropriate pedagogy. Prerequisite(s): MCOM 540

MCOM 543 Multimedia III (3)

This is the advanced media production. This course builds upon instructional design and skills gained in Multimedia I and Multimedia II. Students will fully integrate digital still, digital motion, digital sound, and digital animation into complete educational programs or instructional packages. Productions will provide an interactive experience with understanding of learning theory and implementation of unit planning. Focused attention will be given to diversity and learning accommodations. Prerequisites: MCOM 540, MCOM 542.

MCOM 545 Interactive Media (3)

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: Action Research Design (3)

Designing appropriate learning opportunities requires the application of research techniques in order to improve resources for learning and productivity in a technology enhanced environment. Using research-based instructional theories and extant data, students create a proactive research action plan.

MCOM 581 Research Project II: Action Research Implementation (3)

In this second research course, students will implement their action research design in order to make positive change in a learning environment. While doing systematic research, students learn to create an observation tool, analyze the limitations of a study, or do data analysis to interpret the data. The final product will be a research summary based on a synthesis of the student's research and extant data. Prerequisite: MCOM 580

MCOM 585 Internship (3)

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 (Variable credit, 3-6)

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 College and the Department of Media, Communications and Technology. Students register for either 3 to six semester hours in one semester with approval of adviser.

Management and Leadership

Management and Leadership, M.S.

College of Business and Management

Public Administration – Sport Management

This is an interdepartmental program encompassing faculty and coursework from these departments:

- Department of Business Management
- Department of Political Science
- Department of Sport Management

Faculty

Graduate Coordinators:

Public Administration Concentration

Jeffrey Weber, Ph.D., jweber@esu.edu

Sport Management Concentration

Robert P. Fleischman, J.D., Ed.D., bfleischman@esu.edu

Professors:

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Master of Science in Management and Leadership

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 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.

Mission Statement

The mission of the Master of Science (M.S.) 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.

Outcome Expectations of Students and Degree Completion

Students graduating from the M.S. in Management and Leadership 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.

Program of Study

Based on the student learning outcomes established above, the following coursework was established for fulfillment of the common area requirements. All students must complete the common area requirements.

Due to the unique structure of the program, 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 33 to 37 credit hours including a common area of study in management and leadership philosophy and techniques.

The program offers students concentrations in the following areas:

1. Sport Management
2. Public Administration

Common Area Of Study

MGT 501	Organizational Behavior	3 credits
MGT 502	Organizational Strategy	3 credits
MGT 503	Organizational Leadership	3 credits
MGT 504	Organizational Control Systems	3 credits

Research Methods (Select ONE of the following):

SMGT 570	Introduction to Research	3 credits
POLS 570	Introduction to Research: Scope and Method	3 credits
Common Area of Study Total		15 credits

Individual Areas of Concentration*Sport Management*

Required Courses

SMGT 547	Sport Business and Finance	3 credits
SMGT 548	Sport Marketing	3 credits
SMGT 549	Sport and the Law	3 credits
SMGT 586	Internship	7-10 credits

Elective Courses (Select one)

SMGT 546	Planning and Management Facilities	3 credits
SMGT 550	Sport Personnel Management	3 credits

Area of Concentration Total		19 - 22 credits
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TOTAL		34 - 37 credits
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Public Administration

Required Courses

POLS 501	Public Administration: Theory, Scope, and Methods	3 credits
POLS 537	Problems in Public Administration	3 credits
POLS 566	Public Budgeting and Finance	3 credits
POLS 567	Public Personnel Administration	3 credits
POLS 586	Internship*	3-6 credits

Electives**		3-6 credits
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Comprehensive Exam***

Area of Concentration Total		21 credits
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TOTAL		36 credits
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* Students with one or more years managerial experience or currently employed in a full-time managerial position, may substitute an elective for the internship. Prior permission is required, and must be approved on the plan of study.

** Electives may be selected from graduate course offered through the Departments of Political Science Department, Business Management Department, or Economics.

*** Students must pass a comprehensive examination during the final semester of study.

Admissions Requirements and Deadlines*Undergraduate Prerequisite Coursework or Competencies*

Applicants are expected to possess a common body of knowledge essential for 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. Applicants with an undergraduate degree in business or management will likely have taken coursework-providing competencies in these areas. Applicants with non-business undergraduate degrees will usually lack at least

some of these competencies, and therefore, will need to satisfy them through alternative means, including but not limited to:

- Submission of a portfolio/dossier, including an updated vita or demonstration of work product generated during the course of employment and/or other professional experiences,
- Successful completion of undergraduate coursework. (Note: The faculty intend to work toward offering coursework to satisfy these competencies via alternative delivery methods), or
- Passing the relevant graduate level coursework with a grade of "B" or higher.

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

Application Deadline

Applicants for admission are strongly encouraged to apply by March 15 prior to the academic year for which they are seeking admission.

Time for Degree Completion

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 M.S. in Management and Leadership 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 application to the program, using the application form online. Graduate assistants have positions across the campus, including, but not limited to, the Department of Intercollegiate Athletics, Office of Admissions, Enrollment Services, and the Graduate College office.

For more information, contact: Professor Robert P. Fleischman, J.D., Ed.D. at 570-422-3316 or at bfleischman@esu.edu

Course Descriptions**Business Management Courses****MGT 501 Organizational Behavior (3)**

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.

MGT 502 Organizational Strategy (3)

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.

MGT 503 Organizational Leadership (3)

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.

MGT 504 Organizational Control Systems (3)

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.

Public Administration Courses**POLS 501 Public Administration: Theory, Scope, and Methods (3)**

Public Administration: Theory, Scope and Methods is an introductory course concerned with American government planning, organizing, and operation necessary for governance on the national, state, and local levels. This course provides the student with a graduate level overview of: the historical foundations of public administration; the nature of governmental activity; governmental structure, bureaucracy, and organizational theory; public personnel management; public budgeting and financial management; administrative law; and administrative ethics.

POLS 514 Seminar in Local Government (3)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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.

Sport Management Courses**SMGT 546 Planning and Management of Sports Facilities (3)**

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)

This course is to provide the student with knowledge of the business and financial considerations of various sport enterprises.

SMGT 548 Sport Marketing (3)

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)

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)

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 570 Introduction to Research (3)

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. This course is required of all graduate students in the degree program.

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.

Mathematics

Mathematics

College of Arts and Sciences

Department of Mathematics / Stroud Hall 408 C
570-422-3447
www.esu.edu/math

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

MATH 502 Applied Statistics (3)

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)

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 of odd years)

MATH 520 Number Theory (3)

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)

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)

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 545 Mathematics in Modern Technology (3)

This course is designed to introduce the student to some of the contemporary mathematical practices that have been developed to address problems relating to such technologies as digital image compression, edge detection and signal de-noising. Using appropriate software the students will learn how to model a variety of filters and advanced mathematical transformations and to apply them to real-life problems. Prerequisite: MATH 141 and 320.

MATH 570 Numerical Methods (3)

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 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 Mathematics Department.

Music

Music

College of Arts and Sciences

Department of Music / Fine Arts Building 205
570-422-3759
www.esu.edu/mus

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

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)

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)

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)

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)

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)

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)

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)

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.

Driver Education, Certification

Driver Education, Certification

College of Health Sciences

Department of Physical Education / Zimbar-Liljenstein Hall
570-422-3293

Faculty

Graduate Coordinator:

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Christine Brett, Ph.D., cbrett@esu.edu

Assistant Professors:

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Peng Zhang, Ph.D., pzhang@esu.edu

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)

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)

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.

Driver Education Certification

12 credits

The Driver Education certificate is added to an existing teaching certificate, which may be either an Instructional I or an Instructional II.

Plan of Study

SFTY 505	Principles of Safety
SFTY 511	Safety in Sports
SFTY 515	Human Factors in Accident Prevention
SFTY 531	Traffic Safety

Contact person for this program:

Dennis 'Denny' Douds, ddouds@esu.edu

Course Descriptions

SFTY 505 Principles of Safety (3)

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)

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)

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;

Political Science

Political Science, M.A., M.Ed.

College of Arts and Sciences

Department of Political Science / Stroud Hall 409
570-422-3286
www.esu.edu/pols

Faculty

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Assistant Professors:

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Ko Mishima, Ph.D., kmishima@po-box.edu.edu

Sara Reed, Ph.D., sreed@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 College 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

Required classes

POLS 570	Introduction to Research	3 credits
POLS 572	Thesis I	3 credits
POLS 573	Thesis II	3 credits

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 Master's Thesis.

Admissions requirements and deadlines

The department follows the requirements of the Graduate College for admission.

Master of Education in Political Science: 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.

Program of Study

Required classes

POLS 570	Introduction to Research	3 credits
POLS 572	Thesis I	3 credits

Political Science Electives

12-18 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

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 Master's Thesis.

Admissions requirements and deadlines

The department follows the requirements of the Graduate College for admission.

Master of Education in Political Science: 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.

Program of Study*Required classes*

POLS 570	Introduction to Research	3 credits
POLS 571	Independent Research Problem	1 credit

Political Science Electives

12-18 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.

Up to nine semester hours may be taken in related fields.

General and Professional Education, nine 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 College 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 online.

Course Descriptions**POLS 501 Public Administration: Theory, Scope, and Methods (3)**

Public Administration: Theory, Scope and Methods is an introductory course concerned with American government planning, organizing, and operation necessary for governance on the national, state, and local levels. This course provides the student with a graduate level overview of: the historical foundations of public administration; the

nature of governmental activity; governmental structure, bureaucracy, and organizational theory; public personnel management; public budgeting and financial management; administrative law; and administrative ethics.

POLS 514 Seminar on Local Government (3)

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)

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 518 Political Communication (3)

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 520 Area Studies I (3)

(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) or (6)

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 523 Seminar in American Public Policy (3)

In this course students will analyze the competing proposals and contemporary research addressing the major public policy issues affecting the United States today. Students will be required to critically analyze and debate the course readings with an eye towards identifying the best policies to adopt. Policy topics to be covered in the course include: education, the environment, immigration, entitlement programs, and health care reform. The topics covered will change based on the significant policy issues being addressed by policymakers at the time course is offered.

POLS 525 Seminar: The Middle East (3)

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)

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 529 International Political Economy (3)

International political economy (IPE) is concerned with the mutual interactions of political decisions and economic transactions, the so-called market place, in the modern world. This course provides an overview of how political, social, and economic actors and events, domestic and international, public as well as private, shape policies and economic developments. It also covers research methods and theories of international political economy, and asks participants to assess current developments using these theories and methods. We probe why certain policies are adopted and how they affect the economies of major industrialized and developing nation-states.

POLS 531 Contemporary Political Thought (3)

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)

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)

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)

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)

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)

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)

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)

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)

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 International Security (3)

Placed in the context of globalization, this course investigates new security threats to states and people globally. The course looks at contemporary international debates on social and political sources of violent acts, international and domestic laws on terrorism and counter-terrorism, the balance of security versus individual rights, and organizations involved in security issues.

POLS 543 The United Nations (3)

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 International Relations: Theory and Practice (3)

This course examines the theories, public and private organizations, and individual positions used to explain international interactions between nations. National interests, foreign policy and the changing international order are examined using dominant theories to gain an understanding of international decision making and events.

POLS 545 International Law and Organization (3)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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

Secondary Education, M.Ed.

College of Education

Department of Professional and Secondary Education /
Stroud Hall
570-422-3363
www.esu.edu/psed

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Master of Education in Secondary Education

Purpose of Degree

This master's degree is designed for professional and secondary (junior, middle, senior high) school teachers who wish to further develop the knowledge, skills, and attitudes necessary for growth in teaching effectiveness, for teachers wishing to seek National Board Certification, and for teachers seeking Pennsylvania K-12 principal certification, or New Jersey principal or supervisory certificates.

National Accreditation

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 and superintendents of schools.

Program of Study

All graduate students pursuing a Master of Education degree in Professional and Secondary Education are required to take 36 credits - 21 credits from core requirements; 15 credits will come from one of three tracks:

- Track 1: Professional Education
- Track 2: Educational Leadership (successful completion prepares candidates for Principal Certification)
- Track 3: Advanced Pedagogy (successful completion prepares candidates for National Board Certification)

Plan of Study

Core Requirements

21 credits

PSED 516 The Learner and the Learning Process

PSED 554 Foundations of Curriculum Construction

PSED 515 Educational Data

ELED 592 Elementary School Curriculum or

PSED 584 Middle and High School Curriculum

PSED 588 School Law

PSED 590 Supervision of Instruction

PSED 510 Teacher, School, and the Community

Track 1: Professional Education (15 credits)

Fifteen credits in one or several areas as approved by PSED advisor.

The areas of concentration 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 teacher 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 six graduate credits from an accredited institution with pre-approval from the Graduate Program Coordinator.

Track 2: Educational Leadership (15 credits)

PSED 595: Elementary and Secondary Educational Leadership 3 credits

PSED 596: School Finance 3 credits

PSED 573: Field Experience in Educational Leadership 3 credits

PSED 574: Field Experience in School Organization & Management 3 credits

PSED 575: Field Experience in Curriculum and Student Achievement 3 credits

Track 3: Advanced Pedagogy (15 credits)

PSED 576: Teaching Strategies for Secondary Teachers 3 credits

PSED 579: Current Trends in Secondary Education 3 credits

PSED 535: Classroom Diversity: Creating a Positive Environment 3 credits

PSED 577 / ELED 575: Portfolio 1 3 credits

PSED 571 / ELED 572: Portfolio 2 3 credits

Note: Candidates must earn certification prior to awarding of Master's Degree.

Admission Requirements:

- Bachelor's degree from accredited college or university
- Minimum GPA of 3.0 from bachelor's degree or 15 credit hours of prior graduate coursework
- Teacher certification and all required Pennsylvania clearances

Completion Requirements:

- Professional portfolio
- Oral review

Certification in Secondary Education

All requirements are subject to change based on changes in requirements to Teacher Certification code in respective state level Departments of 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
- Chemistry
- Earth and Space Science
- English
- French
- General Science
- Mathematics
- Physics
- Social Studies
- Spanish

Candidates are urged to meet regularly with advisers, one from Professional and Secondary Education, and another from the discipline department to ensure receiving certification in the most efficient manner.

Plan of Study

A total of 27 credits of professional course work are required plus a semester of Student Teaching which includes Practicum support sessions and Internship (13 credits).

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
PSED 524: Teaching ELL's in the Diverse Classroom Setting	3 credits
REED 528: Teaching Content Area Reading to Diverse Learners	3 credits
SPED 550: Nature and Needs of Exceptional Individual	3 credits
SPED 551: Inclusionary Practices	3 credits

Secondary Education Methods Courses

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	3 credits
PSED 518: Student Teaching in Secondary Education: Middle School/Junior High School	6 credits
PSED 519: Student Teaching in Secondary Education: Senior High School	6 credits

Student Teaching

Student teaching may be taken in graduate level – graduate level student teaching may not be used to fulfill Master's of Education degree requirements.

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

Periodically opportunities are available to be part of the Secondary Professional Development School Program. Check with the PSED Chair or your adviser to determine semester this is offered.

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 Teacher Certification Program at East Stroudsburg University, successfully passing the PRAXIS Examinations, meeting professional and academic requirements outlined by the Department of Professional and Secondary Education, and having a clear background 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 (K-12 program)

Variable up to 36 credits

Program Purpose

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

- Have enrolled in the Master's Degree in Professional and Secondary Education program at ESU OR
- Need additional course work to meet certification standards in Pennsylvania or other states and meet all entrance requirements.
- 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.

An individual Plan of Study is developed for all candidates dependent upon their career path and state requirements for professional certification.

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.

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 requirements 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 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 nine to 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 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. Earn a minimum overall ESU QPA as identified by PA law (3.0)
 - c. Have incidence-free FBI clearance, Criminal Check (Act 34), and Child Abuse clearance (Act 151)
 - d. 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 College, which includes the review of all undergraduate course work.

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 online.

Graduate assistants must maintain satisfactory academic progress and meet all requirements stipulated by the Graduate College.

Course Descriptions

PSED 502 Comparative Education (3)

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)

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)

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)

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)

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)

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 Teacher, School, and Community (3)

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)

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 and Middle Schools (3)

This course will briefly survey the history of the teaching of writing in American secondary and middle schools, intensively review writing proves theory and research of the past two decades, and critically consider the implications of writing process theory and research for classroom practice. Prerequisites: Completion of 90 credits; consent of instructor

PSED 513 Seminar in Writing Pedagogy and Instructional Practices (6)

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)

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 Educational Data (3)

This course presents an overview of quantitative and qualitative data relevant to educational leadership, student achievement, equity and school improvement. Authentic, semester-long research projects lead students to a more complete understanding of the types of educational data available for collection and analysis as well as how data can be collaboratively transformed into actionable knowledge to meet the challenges of professional decision-making, teaching and learning.

PSED 516 The Learner and the Learning Process (3)

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. Completion of PSED 510 is considered preferable prior to enrollment in this course.

PSED 517 Teaching of Foreign Language in the Secondary Schools (3)

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 six 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)

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 M.Ed. 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)

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 M.Ed. 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)

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 (3)

Students will examine the knowledge, skills, attitudes and behaviors that are necessary to teach in a culturally diverse and linguistically diverse and inclusive setting. Students will learn to respond to secondary student individual needs and apply appropriate evidence-based instructional and non-academic recommendations and interventions. This course requires a 30-hour field component in an inclusive classroom and incorporates experiences with English Language Learners.

PSED 524 Teaching English Language Learners in the Diverse Classroom Setting (3)

This course provides the understanding for and appreciation for linguistic and cultural diversity, and enhances the knowledge and skills of teachers working with culturally and linguistically diverse students in the classroom. The areas of emphasis include: a) the legal, historical and cultural implications of ELLs in the mainstream classroom and differences among home and school cultures, especially as they relate to language; b) a brief overview of first and second language acquisition theories; c) developmentally appropriate teaching strategies to enhance English language proficiency and academic success of ELLs; and d) Pennsylvania standards and the Pennsylvania ELL assessment systems. (This course is not part of ESL Specialist endorsement.) Pre-requisite(s): PSED 516; PSED 510

PSED 525 Classroom Behavior of the Secondary School Student (3)

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)

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 Peudo, 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)

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)

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)

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)

This course examines those aspects of teaching that are peculiar to the secondary science classroom, including science safety, avenues for obtaining science education resources, science-specific standards and guidelines, the nature, context and concepts of science and pedagogical methods of supporting science in the secondary classroom. This course will require a field experience of about 10 hours in a secondary setting.

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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 573 Field Experience in Educational Leadership (3)

The professional field experience in educational leadership is designed to provide administration certification candidates with advanced level theory seminars and 120 hours of practical experience in a school setting during which the candidate will develop administrative leadership competencies based on the standards recommended by the Interstate School Leaders License Consortium and the NJ/PA Department of Education. The candidate will be supervised by an ESU faculty person and a field-based administrator. A portfolio is required at the completion of the course. Pre-requisites: PSED 516; PSED 554; PSED 515; PSED 584 or ELED 592; PSED 588; PSED 590; PSED 510; PSED 595; PSED 596

PSED 574 Field Experience in School Organization and Management (3)

The professional field experience in the educational leadership is designed to provide administration certification candidates with advanced level theory seminars and 120 hours of practical experience in a school setting during which the candidate will develop administrative competencies in school organization and management based on the standards recommended by the Interstate School Leaders License Consortium and the NJ/PA. Departments of Education. The candidate will be supervised by an ESU faculty person and a field-based administrator. A portfolio is required at the completion of the course. Pre-requisite: PSED 573

PSED 575 Field Experience in Curriculum and Student Achievement (3)

The professional field experience in educational leadership is designed to provide administration certification candidates with advanced level theory seminars and 120 hours of practical experience in a school setting during which the candidate will develop administrative competencies in curriculum development and relation of curriculum to student achievement based on the standards recommended by the Interstate School Leaders License Consortium and NJ/PA. Departments of Education. The candidate will be

supervised by an ESU faculty person and a field-based administrator. A portfolio is required at the completion of the course. Pre-requisite(s): PSED 573, PSED 574

PSED 576 Teaching Strategies for Secondary Teachers (3)

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 College, 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)

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)

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 College. (Class hours arranged)

PSED 584 Middle and High School Curriculum (3)

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. Pre-requisite: PSED 554

PSED 585 Educational Administration (3)

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)

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)

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)

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)

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)

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 592 The Middle School (3)

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)

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 595 Elementary and Secondary Education Leadership (3)

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. Pre-requisites: PSED 516; PSED 554; PSED 515; PSED 584 or ELED 592; PSED 588; PSED 590; PSED 510;

PSED 596 School Finance (3)

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)

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)

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)

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.

Public Health/Community Health Education

Public Health / Community Health Education, MPH

College of Health Sciences

Department of Health Studies / DeNike 250
570-422-3702

Faculty

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Master in Public Health / Community Health Education

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

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

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: social marketing strategies and tobacco control, evaluating sun safety interventions for children, improving cancer health literacy, health disparities in cancer prevention, research on effective health care delivery and dental care delivery, a community health services capacity needs assessment, community-based substance abuse prevention initiatives, Internet/technology applications in public health and, prevention, to name a few.

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 six-credit (300 hours) 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 typically have backgrounds in a variety of social service occupations with undergraduate and/or graduate degrees in the social behavioral sciences (such as health education, psychology, anthropology or sociology), as well as nursing, medicine, biology, and various other fields. No specific undergraduate degree is required.

Illustrative plan of study

Required courses:

HLTH 509	Skills for Applied Community Health Practice
HLTH 537	Community Health Practice for Health Educators
HLTH 538	Public Health Administration
HLTH 553	Health Policy for Ethics and Law
HLTH 555	Health Education Evaluation
HLTH 557	Computer Application for Health Education
HLTH 560	Scientific Foundations of Health Behavior
HLTH 561	Epidemiology

HLTH 562	The Physical Environment and Community Health
HLTH 563	Public Health Measurement Science
HLTH 570	Introduction to Research
HLTH 571	Health Education Research Problem
HLTH 581	Public Health Seminar
HLTH 586	Field Experience and Internship

Final graduation requirement

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

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 online.

Course Descriptions

HLTH 505 Non-Medical Healing Arts (1)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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.

Reading

Reading, M.Ed.

College of Education

Department of Reading / Stroud Hall
112 570-422-3416

Faculty

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Mission Statement of the Department

The mission of the Graduate Reading Program is to create a diverse community of educators dedicated to continuously advancing the teaching of reading, emerging literacies, and research in an ever-changing global society. Essential components, which are embedded in the mission, include knowledge of the foundational components of reading, varied research and creative opportunities, integration of traditional and emerging technologies, challenging and contemporary curricula, and culturally responsive teaching, leadership, and service.

National Accreditation

National Council for Accreditation of Teacher Education (NCATE)

Program Outcomes

Candidates for the Reading Specialist Certification/Master of Education in Reading will:

- Base their teaching on the major theories of reading and their relationship to various models of literacy instruction.
- Develop a personal philosophy of literacy development and instruction.
- Teach reading to K-12 students.
- Work cooperatively and collaboratively with other professionals in planning programs to meet the needs of diverse populations of learners.
- Put literacy theory into practice in a variety of educational contexts.
- Integrate reading, writing, speaking, listening, and viewing across the curriculum.
- Differentiate 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.
- Use technology and emerging literacies as natural components of teaching and learning.
- Provide leadership in student advocacy.
- Communicate and work collaboratively with parents, teachers, administrators, and community personnel in a literacy program.

Master of Education in Reading

36 credits

Program Purpose

The Reading Department of East Stroudsburg University offers a graduate program of study leading to a Master of Education (M.Ed.), which qualifies students for the Pennsylvania Reading Specialist Certificate. This certificate enables a teacher to provide reading instruction in kindergarten through grade 12. The graduate program is now available on campus, as well as through distance education. In distance education, REED 524 Reading Clinic Practicum is offered in the students' home districts.

Please note: Beginning in January 2013, in compliance with a directive from Pennsylvania Department of Education, all candidates will be required to complete (or submit official transcripts to document that they have completed) the "9+3" Chapter 49 requirements. This means that candidates will need to complete 9 credits that address specific Special Education competencies and 3 credits that address English Language Learner competencies.

Please Note-The Reading Department's "9+3" courses are:

- REED 520 Teaching Reading to Students with Disabilities
- SPED 550 Nature and Needs of Exceptional Individuals
- SPED 551 Inclusionary Practices
- REED 521 Reading and Language Development for Diverse Learners (ELs)

Please discuss your "9+3" status with your graduate advisor at the start of your program.

Plan of Study

Sequence of Required Courses:

REED 523	Teaching Reading: Best Practice for Today's Students	3
REED 522	Theoretical Models of Reading and Literacy Processes	3
REED 521	Reading and Language Development for Diverse Learners	3
REED 526	Organization, Implementation, and Evaluation of School Reading Programs	3
REED 527	Reading in the Content Areas	3
REED 529	Assessment and Evaluation of Literacy	3
REED 580	Research Problems in Reading	3
REED 524	Reading Clinic Practicum	6
REED 532	The Essentials of Literacy Coaching	3
REED 534	The Role of Literacy Coach in Professional Development	3

Elective Choices (Select one)

REED 530	Teaching Reading Through Young Adult Literature	3
REED 575	Reading Colloquium.	3

Total Credits

36

Final Program Requirement:

Research Paper, Electronic Program Portfolio

Graduate students in both the master's degree and reading specialist 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).

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 six-year time limit. The program's classes during the fall and spring semesters are offered in the late afternoon and evening.

Reading Specialist Certification

27 credits

Purpose of Program

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

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 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	Teaching Reading: Best Practice for Today's Students
REED 522	Theoretical Models of Reading and Literacy Processes
REED 521	Reading and Language Development for Diverse Learners
REED 526	Organization, Implementation, and Evaluation of School Reading Programs
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, six credits

Final Program Requirement:

Portfolio Exhibition

Literacy Coaching Coursework

When candidates have completed their Reading Specialist Certification, they may pursue related coursework in Literacy Coaching.

Required Courses:

REED 532	The Essentials of Literacy Coaching
REED 534	The Role of the Literacy Coach in Professional Development
REED 589	Field Experience in Reading
MCOM 510	Computers In Education
or MCOM 540	Multimedia for Educators

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 six-year time limit. The program's classes during the fall and spring semesters are offered in the evening.

Admissions Requirements

For admission into the Master of Education (M.Ed.) in Reading, candidates must meet Graduate College admission requirements and deadlines. Additionally, admission into the Reading Specialist Certification program requires an Instructional I Pennsylvania teaching certificate and a GPA 3.0. The Department of Reading allows students to begin their program in any semester.

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. Responsibilities of the graduate assistant may include conducting research, preparing learning centers, and proofreading.

Graduate assistantships are 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 online.

Course Descriptions

REED 520 Teaching Reading to Students with Disabilities (3)

This course prepares teachers to use explicit, scaffolded instruction to effectively teach reading to students with disabilities. The course emphasizes research-validated literacy interventions and evidence-based instructional practices. It focuses on the components of reading and writing that pose challenges for students with disabilities.

REED 521 Reading and Language Development for Diverse Learners (3)

This course examines the nature of reading and language development in the context of cultural and linguistic diversity. A variety of methods for developing language and teaching reading to culturally and linguistically diverse learners are also emphasized.

REED 522 Theoretical Models of Reading and Literacy Processes (3)

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 Teaching Reading: Best Practice for Today's Students (3)

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)

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)

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 Organization, Implementation, and Evaluation of School Reading Programs (3)

This course addresses the various roles of literacy professionals and delineates the responsibilities of specialists. It focuses on organizing, implementing, and evaluating reading programs. It also emphasizes professional development and reading curriculum analysis.

REED 527 Reading in the Content Areas (3)

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)

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)

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 532 The Essentials of Literacy Coaching (3)

This is a foundational course designed to provide opportunities to learn about the numerous roles and responsibilities of literacy coaches. Emphasis is placed on topics such as coaching assessments, data collection and analysis, and matching students with appropriate instructional materials. Prerequisite: Reading Specialist Certification.

REED 534 The Role of the Literacy Coach in Professional Development (3)

In this course, candidates learn how to deepen their understanding of literacy coaching. Emphasis is placed on topics such as providing professional development on reading topics such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, a major responsibility of literacy coaches. Prerequisite: REED 532.

REED 546 Learning to Read through the Arts (3)

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)

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 II (3)

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)

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)

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)

This course is a field experience under the guidance of Literacy Coaches in the public schools and an ESU Reading Department faculty member. The students will (1) observe coaches in all phases on their work; (2) assist the Literacy Coaches; and (3) gradually assume responsibilities as the Literacy Coach deems feasible. Prerequisites: REED 532 and 534.

REED 592 Development of Professional Reading Supervisory Relationships (3)

This course focuses on the in-depth study of the essential skills needed to determine classroom quality and student engagement in reading by evaluating critical aspects of instruction and assessment. Students actively participate in analyzing topics and evaluating instructional practices related to the reading supervisor role. Prerequisites: Reading Specialist Certification and 5 years teaching experience.

REED 594 Data-Driven Decision Making in Reading (3)

This course focuses on collecting, understanding, and using literacy assessment data effectively to inform curriculum and instructional

practices in reading. Students actively participate in analyzing and synthesizing research related to the data-driven decision making process and using that data to create and sustain plans for continued improvement in instruction. Prerequisite: REED 592.

REED 596 Seminar: Current Issues in Reading (3)

This course focuses on the in-depth study of reading through the presentation and discussion of students' research findings. Students investigate, evaluate, and present research related to contemporary reading issues. Prerequisite: REED 594.

REED 598 Reading Supervisor Field-Based Experience (3)

This course is a field experience that focuses on candidates demonstrating what they have learned in the program under the guidance of reading supervisors in cooperation with a member of the ESU Reading Department Faculty. The candidates will (1) observe the reading supervisors in all phases on their work; (2) assist the Reading Supervisor as requested; and (3) assume responsibilities as the Reading Supervisor deems feasible. Prerequisite: REED 596.

Recreation and Leisure Services Management

Recreation and Leisure Services Management

College of Business and Management

Department of Recreation & Leisure Management
DeNike Building, Room 231
570-422-3305
www.esu.edu/rlsm

The Department of Recreation & Leisure Management does not have a master's degree program. The department does have graduate level courses to support other degree programs, however graduate courses in Recreation are not regularly offered.

Recreation and Leisure Services Management Course Descriptions

RECR 501 Outdoor Environmental Education Workshop (3)

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)

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)

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

Sociology

College of Arts and Sciences

Department of Sociology / Stroud Hall 414
570-422-3453
www.esu.edu/soc

The Department of Sociology 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

SOC 522 Seminar: Foreign Travel and Study (6)

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)

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)

(Not regularly offered)

SOC 532 Foreign Study Tour: Africa (6)

(Not regularly offered)

SOC 533 Foreign Study Tour: Western Europe (6)

(Not regularly offered)

SOC 534 Foreign Study Tour: Eastern Europe (6)

(Not regularly offered)

SOC 535 Foreign Study Tour: Asia (6)

(Not regularly offered)

SOC 536 Foreign Study Tour: Australia and New Zealand (6)

(Not regularly offered)

SOC 561 Social Change (3)

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 563 Social Stratification (3)

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)

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 566 Criminology (3)

This course examines theories of crime causation; demographic characteristics of criminals; the history of theories of punishment; and modern reformatory and rehabilitative methods. (Not regularly offered)

SOC 568 Racial and Cultural Minorities (3)

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)

Special Education

Special Education, M.Ed.

College of Education

Department of Special Education and Rehabilitation / Stroud Hall
570-422-3558

Graduate Faculty

Graduate Coordinator:

Domenico Cavaiuolo, Ph.D., dcavaiuolo@esu.edu

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Gina Scala, Ed.D., chair, gscala@esu.edu

Daniel Steere, Ph.D., dsteere@esu.edu

Mission Statement

The mission of the Department of Special Education and Rehabilitative Services is to provide every student with the best preparation for meeting the needs of a diverse population of individuals and their families.

National Accreditation

The M.Ed. in Special Education is accredited by the National Commission for the Accreditation of Teacher Education.

Master of Education in Special Education

30 Credits – Thesis Option

36 Credits – Non-Thesis Option

Purpose of Degree

The M.Ed. in Special Education is designed for the candidate who holds certification in Special Education and is seeking to enhance and improve upon their professional practice.

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

M.Ed. Requirements

6 credits

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 572 Thesis I

SPED 574 Applied Behavior Analysis

SPED 576 Research Problems in Special Education

SPED 582 Seminar in Current Trends in Special Education

and

SPED ____ Elective

OR SPED 573 Thesis II

Program Electives

6 credits

Select two courses from a related field.

Non-thesis option

M.Ed. Requirements

6 credits

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

24 credits

SPED 551 Inclusionary Practices

SPED 570 Collaboration in the Education Process

SPED 582 Seminar: Current Trends in Special Education

SPED Elective Seminar (6 credits)

SPED Elective Three Courses (9 credits)

Program Electives

6 credits

Select two courses from a related field.

Master of Education in Special Education with Certification

36 Credits

Purpose of Degree

This program of study is designed for the candidate who, currently hold an Instructional I Certification and are seeking to add a Special Education Certificate in addition to an M.Ed.

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 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.

Prerequisites

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 College.

Program 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 prepares the candidate for eligibility to apply to the Behavior Analyst Certification Board (BACB) for entrance into the Board Certification examination. Additional requirements are described by the BACB.

Prerequisites

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.

Program 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 578	Systems Issues in Behavior Support

Typical Time to Complete

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 granted each semester for all programs except the Applied Behavior Analysis (ABA) program. The ABA program submission deadline is March 1 for summer (main session) admission.

Admission to the M.Ed. in Special Education requires undergraduate certification in Special Education and a minimum undergraduate GPA of 3.0.

For Special Education Certification programs, admission criteria are as follows:

- 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

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 application to the program, using the application form online.

Course Descriptions

SPED 520 Teaching Reading to Students with Disabilities (3)

This course prepares teachers to use explicit, scaffolded instruction to effectively teach reading to students with disabilities. The course emphasizes research-validated literacy interventions and evidence-based instructional practices. It focuses on the components of reading and writing that pose challenges for students with disabilities.

SPED 535 Classroom Diversity: Creating a Positive Environment (3)

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)

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 Exceptional Individuals (3)

This course deals with individuals having educational impairments including: identification and etiological factors; psychoeducational needs of emotionally disturbed, mentally handicapped, learning impaired, or severely physically disabled persons; community and professional services. Required for those students with limited experience in special education.

SPED 551 Inclusionary Practices (3)

This course is intended for administrators, counselors, psychologists, curriculum supervisors, all teachers (regular, special), and school

nurses concerned with proving appropriate educational experiences for students with special education needs in regular educational setting. Required for special education certification.

SPED 552 Together: Mainstreaming in Schools (3)

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)

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)

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)

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)

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)

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)

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)

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)

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 574 Applied Behavior Analysis Principles I (3)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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)

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

Speech-Language Pathology, M.S.

College of Health Sciences

Monroe Hall
570-422-3247
www.esu.edu/sppa

Faculty

Graduate Coordinator:

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Ann Millett, M.S., CCC-SLP, amillett@esu.edu

Rachel Wolf, Ph.D., CCC-SLP, rewolf@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 student's degree program.

National accreditation

The Master of Science education program in Speech-Language Pathology at East Stroudsburg University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

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
- Neurologic bases of communication (course or competency)
- Natural sciences (six credits), including a physical science
- Behavioral sciences (six 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 College.

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 B- 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 or SPPA 586 MUST be repeated if a student receives a grade of B- or lower. Further, any course in which a student earns a grade of C or lower must be repeated.

Plan of study for a full-time student

Fall 1

SPPA 541	Phonological Disorders, Assessment and Intervention	3 credits
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SPPA 542	Language Disorders in Preschool Children	2 credits
SPPA 546	Voice Disorders	3 credits
SPPA 534	Clinical Audiology	2 credits
SPPA 543	Language Disorders of Adults	3 credits
SPPA 581	Communication Skills Related to Autism Spectrum Disorders	2 credits
<i>Spring 1</i>		
SPPA 535	Auditory Based Communication Disorders	3 credits
SPPA 544	Fluency Disorders	2 credits
SPPA 549	Clinical Methods in Speech-Language Pathology	1 credit
SPPA 562	Dysphagia	3 credits
SPPA 563	Language Learning Disabilities in School Aged Children	2 credits
SPPA 584	Research Methods and Materials in Speech-Language Pathology	2 credits
SPPA 550	Advanced Clinical Practicum	2 credits
<i>Summer 1 - Pre-session</i>		
SPPA 500	Special Topic (elective)	2 credits
SPPA 560	Diagnostic Procedures in Speech-Language Pathology	1 credit
SPPA 561	Diagnostic Practicum	2 credits
<i>Summer 1 - Main session</i>		
SPPA 550	Advanced Clinical Practicum	2 credits
SPPA 560	Diagnostic Procedures in Speech-Language Pathology	1 credit
SPPA 561	Diagnostic Practicum	2 credits
<i>Fall 2</i>		
SPPA 580	Preschool Language Skills as a Precursor to Literacy	2 credits
SPPA 569	Motor Speech Disorders	3 credits
SPPA 583	Caseload Management in Medical Speech-Language Pathology	2 credits
SPPA 521	Augmentative/Alternative Communication	2 credits
SPPA 564	Pediatric Dysphagia	2 credits
SPPA 574	Orofacial Anomalies	2 credits
SPPA 550	Advanced Clinical Practicum	2 credits
<i>Spring 2</i>		
SPPA 586	Advanced Clinical Externship (non-school placement)	1-6 credits
<i>Summer 2</i>		
SPPA 586	Advanced Clinical Externship (school placement required for those choosing teacher certification)	6 credits
<i>*All the above classes are required unless designated an elective.</i>		
<i>Electives</i>		
SPPA 500	Special Topics	2 credits
SPPA 572	Thesis	3 credits

SPPA 577 Independent Study 1-3 credits

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 three 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 to both the ESU Graduate College and to the M.S. in Speech-Language-Pathology program.

Students should apply through the Graduate College website at www4.esu.edu. Application deadline is Feb. 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, undergraduate prerequisites as listed above
- 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 online.

Course Descriptions

SPPA 521 Augmentative/Alternative Communication (2)

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 534 Clinical Audiology (2)

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.

SPPA 535 Auditory Based Communication Disorders (3)

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 536 Children and Adults with Cochlear Implants (2)

This course explores speech and language, academic, and psychosocial outcomes for children and adults using cochlear implant technology. Students will explore the technology, history, expansion in candidacy requirements, current research, expected outcomes, parental support, collaborative models, assessment measures, and intervention methods appropriate to each discipline's scope of practice. This course is appropriate for teachers in general education, special education, and deaf/hard of hearing specialization; audiologists; and speech pathologists.

SPPA 541 Phonological Disorders - Assessment and Intervention (3)

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.

SPPA 542 Language Disorders in Preschool (2)

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 (3)

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)

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.

SPPA 546 Voice Disorders (3)

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 549 Clinical Methods in Speech-Language Pathology (1)

This course addresses the methods used for intervention in speech-language pathology. Primary emphasis is placed on evidence-based remediation procedures for children and adults with communication disorders. Students will participate in simulations of clinical intervention. Prerequisite: Formal admission to graduate study in Speech-Language Pathology.

SPPA 550 Advanced Clinical Practicum (2)

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 three times 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. Prerequisites: concurrent enrollment in SPPA 541, 549.

SPPA 560 Diagnostic Procedures in Speech-Language Pathology (1)

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)

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.

SPPA 562 Dysphagia (3)

This course addresses the nature, etiology, and clinical management of dysphagia (swallowing disorders).

SPPA 563 Language Learning Disabilities in School Aged Children (2)

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 241 or equivalent.

SPPA 564 Pediatric Dysphagia (2)

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

SPPA 569 Motor Speech Disorders (3)

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)

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)

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)

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)

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)

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)

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 for individuals seeking Pennsylvania certification in Teaching Speech-Language Impaired Students. Prerequisites: PSED 161, ELED 132, PSED 242, REED 315, or graduate equivalents.

SPPA 583 Caseload Management in Medical Speech-Language Pathology (2)

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)

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)

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. Prerequisites: SPPA 550, (3) times; SPPA 560 and 562, completion of 30 credits in the Graduate SLP program.

Sport Management

Sport Management, M.S.

College of Business and Management

Department of Sport Management / Zimbar-Liljenstein Hall
570-422-3495
www.esu.edu/smgt
mcameron@esu.edu

Faculty

Graduate Coordinator:

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Professors:

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Frank M. Pullo, Ed.D., chair, fpullo@esu.edu

Associate Professor:

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Paula M. Parker, Ed.D., pparker@esu.edu

Assistant Professor:

Jaedock Lee, Ph.D., jlee@esu.edu

Master of Science 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 at least 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 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 (minimum 34 total credits required):

The minimum course requirements are as follows:

Required core courses

27 credits coursework, 7-10 credits internship:

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 (7-10 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

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 College 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 online.

For more information, contact: Dr. Robert P. Fleischman, at 570-422-3874 or by e-mail at bfleischman@esu.edu.

Course Descriptions

SMGT 506 Theory and Techniques of Coaching (3)

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)

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)

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)

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)

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)

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)

This course treats the research and theoretical consideration of the psychological variables in human performance, with special reference to the body-self in movement, and the psychology of sport.

SMGT 546 Planning and Management of Sports Facilities (3)

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)

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)

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)

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)

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)

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)

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)

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)

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. This course 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)

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)

The critical analysis of biomechanical principles as they apply to both gross and fine gymnastic movement patterns will be studied. 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)

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

Theatre

College of Arts and Sciences

Department of Theatre / Fine Arts Building 207
570-422-3759
www.esu.edu/theatre

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

Course Descriptions

THTR 511 Fine Arts and Ideas (3)

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)

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 College, 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)

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State and University Officials

Pennsylvania State System of Higher Education

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Marilyn J. Wells, *Vice Provost and Graduate Dean*

Yun Kim, *Associate Provost*

Michael Southwell, *Assistant Vice President for Instructional Support and Outreach*

Peter J. Hawkes, *Dean, College of Arts and Sciences*

Alla L. Wilson, *Dean, College of Business and Management*

Pamela Kramer-Ertel, *Dean, College of Education*

Mark J. Kilker, *Dean, College of Health Sciences*

Edward Owusu-Ansah, *Dean, Library and University Collections*

Enrollment Management

Victoria Sanders, *Vice President for Enrollment Management*

Jeff Jones, *Director, Admission*

Patricia Kashner, *Director, New Student Programs/Assistant to the Vice President for Enrollment Management*

Kizzy Morris, *Registrar/Director, Enrollment Services*

Finance and Administration

Richard A. Staneski, *Vice President for Finance and Administration*

Donna Bulzoni, *Director of Financial Affairs and Controller*

Michael Crapp, *Director of Procurement and Contracting*

Robert D'Aversa, *CIO, Computing and Communication Services*

Teresa K. Fritsche, *Director, Human Resource Management*

Syed Zaidi, *Director, Facilities Management*

Robin Olson, *Chief of Police, University Police*

Research and Economic Development

Mary Frances Postupack, *Vice President for Economic Development and Research Support*

Patricia Campbell, *Director, Sponsored Projects and Research*

Student Affairs

Doreen M. Tobin, *Vice President for Student Affairs*

Warren Anderson, *Assistant Vice President for Student Affairs*

Maria Hackney, *Director, University Health Services*

Robert Moses, *Director, Residence Life*

Vacancy

University Senior Policy Administrators

Marcia G. Welsh (2012)

President

B.S., 1972, Colorado State University;

M.S., 1974, Colorado State University;

Ph.D., 1978, University of Texas Health Science Center

Van Reidhead

Provost and Vice President for Academic Affairs

Ph.D., 1976, Indiana University Bloomington;

M.A., 1974, Indiana University Bloomington;

B.A., 1971, Brigham Young University

Richard A. Staneski (1998)

Vice President for Finance and Administration

B.A., 1972, Claremont McKenna College;

M.A., 1974, California State University at San Jose

Doreen Tobin (2006)

Vice President for Student Affairs

B.S., 1974, St. Lawrence University;

M.Ed., 1975 St. Lawrence University;

D.Ed., 2003, Pennsylvania State University – Harrisburg

Mary Frances Postupack (1984)

Vice President for Economic Development and Research Support

B.S., 1976, Pennsylvania State University;

M.Ed., 1993, East Stroudsburg University;

Cert. Corporate Entrepreneurship, 2007, Lehigh University

Victoria L. Sanders (1988)

Vice President for Enrollment Management

B.S., 1976 SUNY at Cortland;

M.Ed., 1983 Lehigh University;

D.Ed., 2006 Indiana University of Pennsylvania

Marilyn J. Wells (2008)

Vice Provost and Graduate Dean

B.S., 1980, Indiana University of Pennsylvania;

M.S., 1987, East Stroudsburg University;

MPH., 1991, East Stroudsburg University;

Ph.D., 1989, Southern Illinois University Carbondale

Yun K. Kim (2008)

Associate Provost

B.A., 1980, University of Kentucky

M.S., 1983, University of Kentucky;

Ph.D., 1989, University of Kentucky

Peter J. Hawkes (1986)

Dean, College of Arts and Sciences

B.A., 1968, Fordham University;

M.A., 1972, New York University;

M. Phil., 1976, Ph.D., 1986, Columbia University

Alla L. Wilson (2006)

Dean, College of Business and Management

B.S., 1975, Illinois College of Optometry;

M.B.A., 1988, University of Wisconsin-Milwaukee;

Ph.D., 1996, University of Wisconsin-Milwaukee

Pamela Kramer-Ertel (1991)

Dean, College of Education

B.A., 1978, Marian College;

M.A., 1982, Kean College;

Ed.D., 1994, Lehigh University

Mark J. Kilker (1981)

Dean, College of Health Sciences

B.S.N., 1975, Trenton State College;

MSN., 1980, University of Pennsylvania;

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

Edward Owusu-Ansah (2008)

Dean, Library and University Collections

M.A., 1986, Eotvos Lorand University;

Ph.D., 1988, Eotvos Lorand University;

M.L.S., 1998, Queens College, CUNY

Michael Southwell (1995)

Assistant Vice President for Instructional Support and Outreach

B.S., 1973, Temple University;

M.Ed., 1980, Temple University

Faculty

This list of permanent faculty members is current as of May 1, 2012. 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 J. Ackerman (1984, 1998)

Professor of Speech Language Pathology
B.A., 1972, SUNY at Albany
M.S., 1976, Towson State University
Ph.D., 1982, Wichita State University

Kimberly S. Adams (2006, 2009)

Associate Professor of 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)

Professor of Intercultural & Interdisciplinary Studies
B.A., 1983, Hunter College
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, 2007)

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 M. Aldras (1997, 2001)

Associate Professor of Biological Sciences
B.S., 1981, Jordan University
M.S.P.H., 1987, Tulane University
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, Goddard College
Ph.D., 2008, Virginia Polytechnic Institute and State University

Mary Beth Allen (1997, 2008)

Professor of Reading
B.S., 1979, University of Maryland
M.Ed., 1989, Towson State University
Ed.D., 1995, Texas A & M - Commerce

Joseph G. Ashcroft (1977, 1992)

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

Margaret J. Ball (2005, 2009)

Associate Professor of Theatre
B.M., 1987, University of Toronto
M.M., 1992, McGill University
Ph.D., 1999, The Catholic University of America

Debra Ann Ballinger (2010, 2010)

Assistant Professor of Physical Education
B.A., 1972, Elmhurst College
M.C., 1987, Arizona State University
M.A., 1976, University of South Florida

Ph.D., 1987, Arizona State University

Kathleen J. Barnes (2004, 2004)

Associate Professor of Business Management
B.A., 1990, Hartwick College
M.B.A., 1991, Syracuse University
Ph.D., 2006, University at Albany, SUNY

Paul V. Bartoli (2001, 2012)

Professor of Psychology
B.A., 1988, Pennsylvania State University
M.A., 1990, Marywood University
Ph.D., 2002, Walden University

LuAnn Batson Magnuson (2010, 2010)

Assistant Professor of Speech Language Pathology
B.S., 1982, East Stroudsburg State College
M.S., 1987, Bloomsburg University
Ph.D., 2010, University of Medicine and Dentistry of New Jersey

Nurun N. Begum (2007, 2007)

Assistant Professor of Early Childhood and Elementary Education
B.Ed., 1997, University of Dhaka
M.Ed., 1999, University of Dhaka
M.A., 2004, Indiana University of Pennsylvania
Ph.D., 2007, Indiana University of Pennsylvania

Todd Behr (1990, 2003)

Associate Professor of Economics
B.A., 1973, Gettysburg College
M.B.A., 1978, Lehigh University

Allan N. Benn (1985, 2006)

Distinguished 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 (1980, 1986)

Assistant Professor, Librarian
B.A., 1975, Lebanon Valley College
M.L., 1976, University of South Carolina

Adenike C. Bitto (1998, 1998)

Associate Professor of Health Studies
M.B.B.S., 1977, University of Ibadan, Nigeria
MPH, 1984, Johns Hopkins University
Dr.P.H., 1994, Johns Hopkins University

Renee R. Boburka (2002, 2008)

Associate Professor of Psychology
B.S., 1989, University of Pittsburgh
M.S., 1994, Pennsylvania State University
Ph.D., 1998, Pennsylvania State University

Kelly M. Boyd (2007, 2007)

Assistant Professor of Health Studies
B.S.Ed., 1990, Truman State University
M.S.Ed., 1991, Eastern Kentucky University
Ph.D., 2005, Southern Illinois University

Gary E. 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 (2004, 2004)

Instructor of Health Studies
B.S., 1976, Pennsylvania State University
MPH, 1981, University of Michigan

Christine E. W. Brett (2005, 2005)

Assistant Professor of Physical Education
B.S., 1993, Russell Sage College
M.S., 1998, University of Southern Mississippi
Ph.D., 2002, Ohio State University

Christopher T. Brooks (2007, 2007)

Assistant Professor of History
B.A., 1994, East Stroudsburg University
M.A., 1998, East Stroudsburg University
M.Litt. (studies), 1999-2001, University of Edinburgh, Scotland
Dr. phil., 2006, University of Kassel, Germany

William Broun (2006, 2012)

Associate Professor of English
B.A., 1989, Miami University of Ohio
M.A., 1993, Miami University of Ohio
M.F.A., 1998, University of Houston

Kathleen M. Brunkard (1984, 1997)

Distinguished 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, Pennsylvania State University
Ph.D., 1994, University of Massachusetts

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 (2005, 2012)

Associate Professor of Music
B.M., 1975, Ithaca College
M.Ed., 1977, Indiana University of Pennsylvania
M.A., 1978, Indiana University of Pennsylvania
Ed.D., 2008, Indiana University of Pennsylvania

Sharmaine S. Cady (1989, 2001)

Professor of Chemistry
B.S., 1970, Muhlenberg College
Ph.D., 1976, Michigan State University

Alberto J. Cardelle (1999, 2009)

Professor of Health Studies
B.S., 1986, Tulane University
MPH, 1989, Boston University
Ph.D., 1999, University of Miami

Olivia M. 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 M. 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 G. Cavaiuolo (1998, 2008)

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
Ed.D., 1990, Columbia University

Jyh-Hann Chang (2006, 2006)

Assistant Professor of Psychology
B.S., 1990, Ursinus College
M.A., 1992, Beaver College
M.S., 1994, University of Connecticut
Ph.D., 1997 University of Connecticut

Dongsheng Che (2008, 2008)

Assistant Professor of Computer Science
B.A., 1992, Zhejiang Forestry College
M.S., 2000, Biotechnology, University of Georgia
M.S., 2002, Computer Science, University of Georgia
Ph.D., 2008, University of Georgia

Stanley Li-Ming Chiang (2010, 2010)

Assistant Professor of Movement Activities and Lifetime Fitness
B.S., 2002, Chinese Culture University
M.S., 2004, Chinese Culture University
Ed.D., 2010, University of Northern Iowa

Constantinos A. Christofides (1971, 1981)

Distinguished Professor of Economics
B.S., 1967, Rider College
M.S., 1968, Lehigh University
Ph.D., 1977, Lehigh University

Laurene Clossley (2007, 2007)

Assistant Professor of Sociology
B.S., 1985, Western Connecticut State University
M.S.W., 1988, Columbia University
Ph.D., 2004, Bryn Mawr College

Robert Cohen (1994, 2005)

Professor of Physics
B.S., 1985, Pennsylvania State University
M.S., 1988, Drexel University
Ed.M., 1991, Temple University
Ph.D., 1993, Drexel University

Barbara G. Collins (1977, 1989)

Professor of Sociology
B.A., 1974, Kutztown University
M.S.W., 1975, Rutgers University
Ph.D., 1988, Rutgers University

Rachel Colon-Wolf (2011, 2011)

Professor of Speech Language Pathology
B.A., 1995, University of Vermont
M.S., 1997, Northern University
Ph.D., 2009, New York University

Timothy M. Connolly (2007, 2012)

Associate Professor of Philosophy and Religious Studies
B.A., 2002, Xavier University
Ph.D., 2007, SUNY Buffalo

Shawn Coskey (2010, 2010)

Assistant Professor of Reading
B.S., 1998, California University of Pennsylvania
M.Ed., 2006, University of Mississippi

Paul Creamer (2008, 2008)

Assistant Professor of Foreign Languages
B.A., 1988, University of Illinois
M.A., 1992, University of Wisconsin
Ph.D., 1999, University of Wisconsin

Catherine Culnane (2005, 2007)

Assistant Professor of Movement Activities and Lifetime Fitness
B.A., 1974, University of Minnesota
M.Ed., 1996, East Stroudsburg University

Donald M. Cummings (1986, 2004)

Professor of Exercise Science
B.S., 1984, College of Charleston
M.S., 1985, East Stroudsburg University
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

Esther Daganzo-Cantens (2008, 2008)

Assistant Professor of Foreign Languages
B.A., 1998, Florida International University
M.A., 2002, Florida International University
Ph.D., 2006, Florida International University

Shala E. Davis (1997, 2006)

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 (2005, 2005)

Assistant Professor of History
B.S., 1993, East Stroudsburg University
M.A., 1995 East Stroudsburg University

Mary DeVito (2001, 2001)

Associate Professor of Computer Science
B.S., 1984, East Stroudsburg University
M.S., 1987 East Stroudsburg University
Ph.D., 1998, Renesselear Polytechnic Institute

Scott R. Dietrich (2007, 2007)

Assistant Professor of Athletic Training
B.S., 1999, Bloomsburg University
M.Ed., 2001, Temple University
Ph.D., 2005, West Virginia University

Susan Dillmuth-Miller (2008, 2008)

Assistant Professor of Speech Language Pathology
B.S., 1991, Bloomsburg University
M.A., 1993, University of Cincinnati
AuD., 2008, PA College of Optometry School of Audiology

Carl Dinardo (2009, 2009)

Assistant Professor, Library
B.S., 1999, The Pennsylvania State University
M.L.S., 2004, Clarion University of Pennsylvania

Caroline M. DiPipi-Hoy (2008, 2008)

Assistant Professor of Special Education and Rehabilitation
B.A., 1996, Marywood University
M.Ed., 1998, Lehigh University
Ph.D., 2004, Lehigh 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. Donaghay (1992, 1992)

Associate Professor of History
B.A., 1965, University of Delaware
M.A., 1967, University of Virginia
Ph.D., 1970, University of Virginia

Richard B. 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 (1994, 2008)

Distinguished Professor of Music
B.M., 1978, Ithaca College
M.M., 1979, Northwestern University

Corinna Dotter

Assistant Professor of Nursing
B.S.N., 1983, Wilkes College
M.S.N., 1987, University of Pennsylvania

Dennis C. Douds (1966, 1966)

Assistant Professor of Sports Management
B.S., 1963, Slippery Rock University
M.S., 1966, West Virginia University

Anthony L. Drago (1992, 2002)

Professor of Psychology
B.A., 1976, East Stroudsburg University
M.A., 1980, Marywood College
Ed.D., 1986, Lehigh University

Christopher Dudley (2011, 2011)

Assistant Professor of History
B.A., 2001, Oberlin College
M.A., 2003, University of Chicago
Ph.D., 2010, University of Chicago

Kathleen M. Duguay (1997, 2007)

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, 2008)

Professor of Exercise Science
B.A., 1982, University of Texas at Austin
M.A., 1983, Wake Forest University
Ph.D., 1992, Indiana University

Sandra J. Eckard (2005, 2010)

Associate Professor of English
B.A., 1994, Frostburg State University
M.A., 1996, West Virginia University
Ph.D., 2001, Indiana University of Pennsylvania

Johan L. Eliasson (2005, 2010)

Associate Professor of Political Science
B.S., 1997, California State University
M.A., 1999, Syracuse University
Ph.D., 2005, Syracuse University

John K. 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
M.A., 1981, Temple University

Dennis J. Erb (1979, 1990)

Professor of Chemistry
B.A., 1973, East Stroudsburg University
Ph.D., 1978, SUNY at Buffalo

Sussie Eshun (1996, 2007)

Professor of Psychology
B.A., 1989, University of Ghana
M.A., 1992, SUNY at Stony Brook
Ph.D., 1996, SUNY at Stony Brook

Joseph Eshun Jr. (2008, 2008)

Associate Professor of Business Management
B.S., 1991, City College of Higher Education
M.S., 1994, State University of New York
MPH, 2000, Columbia University
Ph.D., 2000, Columbia University

Darlene Farris-Labar (2006, 2006)

Assistant Professor of Art
A.A.S., 2001, The College for Technology
B.F.A., 1996, Indiana University of Pennsylvania
M.F.A., 1998, State University of New York

Robert P. Fleischman (1996, 2005)

Professor of Sports Management
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

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 C. Freeman (2005, 2005)

Assistant Professor of Chemistry
B.S., 1983, Whitworth College
Ph.D., 1989, Arizona State University

Otis C. French (2007, 2008)

Associate Professor of Music
B.A., 1991, Saint Leo College
M.A., 1997, Indiana University
Ph.D., 2004, University of Maryland

Stephanie E. French (2001, 2012)

Professor of Theatre
B.A., 1992, San Francisco State University
M.F.A., 1996, University of California, San Diego

Douglas Friedman (2010, 2010)

Associate Professor of Business Management
B.A., 1986, University of Pennsylvania
M.B.A., 1994, Baruch College
Ph.D., 2005, University of Michigan

Shannon L. Frystak (2007, 2012)

Associate Professor of History
B.S., 1990, Bowling Green State University
M.A., 1997, University of New Orleans
Ph.D., 2005, University of New Hampshire

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

Heather Marie Garrison (2006, 2010)

Associate Professor of Special Education and Rehabilitation
B.S., 1995, East Stroudsburg University
M.Ed., 1998, East Stroudsburg University
M.Ed., 2002, DeSales University
Ph.D., 2008, Fordham University

Marcia L. Gasper (2003, 2008)

Associate Professor of Nursing
B.S.N., 1976, Pennsylvania State University
M.S.N., 1982, University of Pittsburgh
Ed.D., 2003, University of Pittsburgh

Melissa S. Geiger (2004, 2004)

Assistant Professor of Art
B.A., 1995, Manhattanville College
M.A., 1998, Pennsylvania State University
Ph.D., 2005, Pennsylvania 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 G. Gibbons (1992, 2006)

Professor of Movement Activities and Lifetime Fitness
B.F.A., 1978, University of North Carolina/Greensboro
M.F.A., 1981, University of North Carolina/Greensboro
Ph.D., 1989, Texas Woman's University

Thomas M. Gioglio (2004, 2004)

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

Steven Godin (1991, 1997)

Professor of Health Studies
B.A., 1980, California State University-Fullerton
M.S., 1983, Illinois Institute of Technology
Ph.D., 1989, Illinois Institute of Technology
MPH, 1994, Robert Wood Johnson Medical School and Rutgers University
PHI Certificate, 2007, University of Illinois, Chicago Circle

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 E. 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 of Intercultural and Interdisciplinary Studies
B.A., 1972, Rutgers University
M.Ed., 1974, Antioch University
D.Ed., 1995, University of Massachusetts- Amherst

Mary T. Gray (1991, 2009)

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
M.A., 1991, East Stroudsburg University
Ph.D., 1998, Kent State University

Bonnie A. Green (2004, 2008)

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

Nancy Jo Greenawalt (2003, 2005)

Assistant Professor for Intercollegiate Athletics
A.B., 1978, Albright College
M.S., 1981, Pennsylvania State University
D.Ed., 2012, Indiana University of PA

Barrel Gueye (2008, 2008)

Assistant Professor of Professional and Secondary Education
B.A., 1995, Cheikh Anta Diop University
M.A. 1996, University of Dakar
B.A., 1997, Ecole Normale
M.A., 1997, Cheikh Anta Diop University
Ed.D., 2006, Binghamton University

Sheila Handy (2008, 2008)

Associate Professor of Business Management
B.B.A., 1979, Hofstra University
M.B.A., 1981, Hofstra University
Ph.D., 2003, New York University

Patricia O. Hannon (1990, 2007)

Associate 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, 2006)

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

Susan Harlan (1996, 2002)

Professor of Early Childhood and Elementary Education
B.A., 1972, Millersville University
M.S., 1981, Marywood College
Ph.D., 1996, Rutgers University

Kelly A. Harrison (1993, 1993)

Assistant Professor of Athletic Training
B.S., 1988, University of Delaware
M.S., 1989, Ohio University
Sc.D., 2005, Rocky Mountain University of Health Professions

John M. Hauth (1985, 2004)

Distinguished Professor of Athletic Training
B.S., 1983, East Stroudsburg University
M.S., 1984, University of Arizona
Ed.D., 2001, University of Sarasota

Bonar Hernandez (2010, 2010)

Assistant Professor of History
B.A., 2002, San Francisco State University
M.A., 2004, University of Texas at Austin
Ph.D., 2010, University of Texas at Austin

T. Storm Heter (2005, 2005)

Associate Professor of Philosophy and Religious Studies
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 Studies
B.S., 1975, Ohio University
M.Ed., 1979, Xavier University
Ph.D., 1983, University of Toledo
MPH, 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

Christine Hofmeister (2007, 2007)

Associate Professor of Computer Science
A.B., 1981, Bryn Mawr College
M.S., 1987, Lehigh University
Ph.D., 1993, University of Maryland

Stacy J. Holbrook (2009, 2009)

Assistant Professor of Library
B.S., 2003, Ohio University
M.Ed., 2004, Ohio University
M.L.S., 2005, Kent State University

Jeffrey P. Hotz (2007, 2012)

Associate Professor of English
B.A., 1994, Georgetown University
M.A., 1997, Georgetown University
Ph.D., 2004, George Washington University

Chin Hu (2006, 2006)

Assistant Professor of Sociology
B.A., 1990, National Taiwan University
M.A., 1997, Syracuse University
M.S., 1998, Syracuse University
Ph.D., 1999, Syracuse University

Shixiong Hu (2004, 2009)

Associate Professor of Geography
B.A., 1990, Henan University
M.S., 1995, South China Normal University
Ph.D., 2004, State University of New York- Buffalo

Yi-hui Huang (2008, 2008)

Assistant Professor of Media Communication and Technology
B.A., 1994, National Chengchi University
M.A., 1996, University of Iowa
M.F.A., 1997, University of Iowa
Dr.P.H., 2008, Ohio State University

Jane E. Huffman (1986, 1995)

Distinguished Professor of Biological Sciences
B.A., 1973, University of Connecticut
M.S., 1976, University of Connecticut
Ph.D., 1983, Rutgers University

James Hunt (2006, 2012)

Associate Professor of Biological Sciences
B.S., 1988, University of Rochester
Ph.D., 1996, University of California

Ramona K. Hylton (1999, 1999)

Assistant Professor, Library
B.A., 1979, Spelman College
M.S., 1983, Long Island University

Mihye Jeong (2008, 2008)

Assistant Professor of Physical Education
B.S., 1993, Dong-A University
M.S., 2000, Ewha Woman's University
Ph.D., 2008, University of Virginia

Patricia J. Jersey (1974, 1991)

Distinguished Associate Professor, Library
B.S., 1968, West Virginia University
M.L.S., 1969, University of Pittsburgh
Cert. of Advanced Studies in Library Science, 1990, University of Pittsburgh

Michael J. Jochen (2007, 2012)

Associate Professor of Computer Science
B.A., 1991, University of Delaware
M.S., 2000, University of Delaware
Ph.D., 2007, University of Delaware

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

Jonathan P. 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

Richard S. Kelly (2000, 2010)

Professor of Chemistry
B.S., 1979, Davidson College
Ph.D., 1984, University of Vermont

Patricia M. Kennedy (2005, 2009)

Associate Professor of Communication Studies
B.A., 1971, State University of New York Oneonta
J.D., 1981, Syracuse University
Ph.D., 2007, Syracuse University

John Kerckmar (1989, 1995)

Professor of Business Management
B.B.A., 1971, University of Texas at El Paso
M.B.A., 1981, University of Houston
Ph.D., 1985, University of Houston

Irina K. Khusid (2006, 2006)

Assistant Professor of Psychology
B.A., 1998, Rhode Island College
M.A., 2000, Rhode Island College
Ph.D., 2007, New Mexico State University

Heon Kim (2011, 2011)

Assistant Professor of Philosophy and Religious Studies
B.A., 1994, Kankuk University of Foreign Studies
M.A., 2001, Marmara University, Institute of Social Sciences
M.A., 2005, Temple University
Ph.D., 2008, Temple University

Haklin A. Kimm (1999, 2006)

Professor of Computer Science
B.S., 1979, Korea University at Seoul
M.S., 1984, University of Oklahoma
Ph.D., 1988, University of Oklahoma

Maria E. Kitchens-Kintz (2002, 2002)

Assistant Professor of Biological Sciences
B.S., 1991, State University of West Georgia
Ph.D., 1999, University of South Carolina

John W. Kraybill-Greggo (2004, 2009)

Associate Professor of Sociology
B.S.W., 1984, Mansfield University
M.S.W., 1986, Marywood College
Ph.D., 2004, Rutgers University

Caroline P. Kuchinski (1992, 2009)

Professor of Physical Education
B.S., 1980, East Stroudsburg University
M.S., 1986, East Stroudsburg University
Ph.D., 2003, Marywood University

Gerard La Salle (2006, 2006)

Assistant Professor of Sociology
Ph.D., 2004, City University of New York

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

Douglas A. Lare (1998, 2008)

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, 2006)

Professor of Physics
B.S., 1976, Cornell University
M.S., 1978, Cornell University
Ph.D., 1980, Cornell University
M.B.A., 1993, Philadelphia College of Textiles and Science

Eun-Joo Lee (2008, 2008)

Associate Professor of Computer Science
B.S., 1989, Chonnam National University
M.S., 1991, Chonnam National University
Ph.D., 1997, Chonnam National University
Ph.D., 1997, Chonnam National University

Jaedeock Lee (2009, 2009)

Assistant Professor of Sport Management
B.A., 2003, Yonsei University
M.S., 2005, Yonsei University
Ph.D., 2009, Texas A&M University

Cynthia A. Leenerts (2005, 2010)

Associate Professor of English
B.A., 1987, George Mason University
M.A., 1990, George Mason University
Ph.D., 1997, George Washington University

Donna L. Leitner (2000, 2004)

Associate Professor and Psychologist of Counseling and Psychological Services
B.A., 1982, Lehigh University
M.A., 1985, Lehigh University
M.S., 1991, University of Pennsylvania
Ph.D., 1999, University of Georgia

Denise LePage (1992, 1997)

Associate Professor of Mathematics
B.S., 1975, Kutztown University
M.Ed., 1977, Kutztown University
M.Ed., 2007, Millersville University
Ed.D., 1991, Lehigh University

Kenneth Levitt (2009, 2009)

Associate Professor of Business Management
B.S., 1987, State University of New York at Oneonta
M.A., 1991, Fairleigh Dickinson University
Ph.D., 1998, Stevens Institute of Technology

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

Richard J. 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, 2006)

Associate 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, 2006)

Professor of Political Science
B.A., 1987, Queens College, City University of New York
M.A., 1990, Pennsylvania State University
Ph.D., 1997, Pennsylvania State University

Terry L. Master (1992, 1998)

Professor of Biological Sciences
B.S., 1976, Muhlenberg College
M.S., 1980, East Stroudsburg University
Ph.D., 1989, Lehigh University

Mary Ann Matras (1988, 1998)

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

David Mazure (2010, 2010)

Assistant Professor of Art
B.F.A., 1998, Rutgers State University of New Jersey
M.F.A., 2009, East Tennessee State University

Andrea M. McClanahan (2003, 2008)

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

Adam McGlynn (2010, 2010)

Assistant Professor of Political Science
B.A., 2001, Plattsburgh State University
M.A., 2002, Stony Brook University
Ph.D., 2007, Stony Brook University

Kim L. McKay (1992, 1995)

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

Robert M. McKenzie (1992, 2000)

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

Maureen McLaughlin (1989, 1996)

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

Robert A. McMullin (1988, 2001)

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

Annie Mendoza (2010, 2010)

Assistant Professor of Modern Languages
B.A., 1998, Marquette University
M.A., 2001, University of Miami
Ph.D., 2010, University of California

Ronald J. Meyers (1966, 1970)

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

Barbara L. Miccio (1998, 2006)

Associate 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, 2007)

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 & Tourism Management
B.S., 1981, East Stroudsburg University
M.B.A., 1990, Seton Hall 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

Ko Mishima (2007, 2012)

Associate Professor of Political Science
B.A., 1991, Keio University
M.P.A., 1998, Harvard University
Ph.D., 2005, Johns Hopkins University

Fred D. Misurella (1978, 1985)

Professor of English
B.A., 1962, Montclair State College
M.A., 1963, University of Iowa
Ph.D., 1975, University of Iowa

Linda Mlodzienski (2010, 2010)

Assistant Professor of Business Management
B.S., 1981, University of Scranton
M.B.A., 1990, University of Scranton

Gavin Moir (2005, 2010)

Associate Professor of Exercise Science
B.S., 1996, Leicester University
M.M.S., 1997, University of Sheffield
Ph.D., 2004, University of Edinburgh

Mary Anne L. Moore (1999, 2006)

Associate Professor of Physics
B.A., 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
M.B.A., 1986, University of Scranton

Reto Muller (2002, 2012)

Professor of Sociology
B.A., 1980, University of Massachusetts
M.A., 1984, Boston College
Ph.D., 1997, Boston College

Shawn Munford (2006, 2006)

Instructor of Movement Activities and Lifetime Fitness
B.S., 2001, Bloomsburg University
M.S., 2004, East Stroudsburg 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, State University of New York, Buffalo

Erin O'Donnell (2009, 2009)

Assistant Professor of History
B.A., 1985, University of Louisiana
M.A., 1991, North Carolina State University
Ph.D., 2009, University of Chicago

Susan P. O'Hearn (1992, 2004)

Professor of Theatre
B.S., 1980, East Stroudsburg University
M.F.A., 1985, Catholic University

Mary Jane O'Merle (2007, 2007)

Instructor of Health
B.S., 1969, East Stroudsburg University
M.S., 1975, East Stroudsburg University

Richard Forbes Otto (2008, 2008)

Assistant Professor of Media Communication and Technology
B.A., 1995, University of Arizona
M.A., 2001, Marywood University
Ph.D., 2007, University of Memphis

Joni Oye-Benintende (1998, 1998)

Assistant Professor of Art
B.F.F., 1972, Washington University;
M.F.A., 1985, Tama Fine Art University, Japan

John Paolini (2006, 2006)

Instructor of Intercollegiate Athletics
B.S., 1999, Niagara County Community College
B.S., 2002, SUNY at Cortland
M.S., 2005, East Stroudsburg University

Paula M. Parker (2005, 2005)

Assistant Professor of Sport Studies
B.A., 1999, The University of North Carolina at Chapel Hill
M.A., 2005, West Virginia University
Ed.D., 2005, West Virginia University

S. Hooshang Pazaki (2005, 2012)

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, 2008)

*Associate Professor of Academic Enrichment and Learning/
Director of Student Support Services*
B.A., 1974, Johnson State College
M.S., 1982, Florida State University
Ed.D., 2006, Indiana University of Pennsylvania

Margaret A. Persia (1992, 2010)

Associate Professor of Hotel, Restaurant and Tourism Management
B.A., 1973, Pennsylvania State University
M.S., 1990, Pennsylvania State University
Ph.D., 1994, Clemson University

Laurel T. Pierangeli (2006, 2006)

Associate Professor of Nursing
R.N., 1974, University of Pennsylvania
B.S., 1981, Marywood University
M.S., 1987, SUNY at Binghamton
Ph.D., 2006, SUNY at Binghamton

Patricia Anne Pinciotti (1985, 1995)

Professor of Early Childhood and Elementary Education
B.A., 1971, Edgecliff College
Ed.M., 1979, Rutgers University
Ed.D., 1982, Rutgers University

Suzanne Fischer Prestoy (2006, 2006)

Associate Professor of Nursing
B.S., 1978, Wilkes University
M.S.N., 1980, University of Pennsylvania
Ph.D., 1993, New York University

Peter E. Pruim (1997, 2009)

Professor of Philosophy and Religious Studies
B.A., 1976, Hope College
M.A., 1985, University of Wisconsin at Madison
Ph.D., 1989, University of Wisconsin at Madison

Frank M. Pullo (1976, 1993)

Distinguished Professor of Sport Management
B.S., 1973, East Stroudsburg University
M.Ed., 1974, East Stroudsburg University
Ed.D., 1989, Temple University

Samuel E. Quainoo (1998, 2007)

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 J. Ray (1989, 2001)

Professor of English
B.A., 1974, North Carolina State University
M.A., 1986, Emory University
Ph.D., 1989, Emory University

Kimberly A. Razzano (2004, 2010)

Associate Professor of Health Studies
B.S., 1993, Springfield College
MPH, 1994, East Stroudsburg University
Ph.D., 2005, Marywood University

David C. Rheinheimer (1983, 2000)

Distinguished Professor of Academic Enrichment and Learning
B.S., 1970, Drexel University
M.S., 1978, East Stroudsburg University
M.S., 1989, Rutgers University
Ed.D., 1999, Rutgers University

Susan E. Rogers (1978, 1985)

Professor of Recreation and Leisure Services Management
B.S., 1972, North Georgia College
M.S.Ed., 1975, Northern Illinois University
D.Ed., 1978, University of Oregon
M.S., 2004, East Stroudsburg University

Gerard D. Rozea (2006, 2009)

Associate Professor of Athletic Training
B.S., 1996, East Stroudsburg University
M.S., 1997, East Stroudsburg University
Ph.D., 2005, University of Florida

Jeffrey S. Ruth (2001, 2005)

Associate Professor of Modern Languages
B.A., 1981, Northwestern University
M.A., 1990, New York University
Ph.D., 2002, City University of New York

Alison L. Rutter (2005, 2009)

Associate 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

Emily Sauers (2010, 2010)

Assistant Professor of Exercise Science
B.S., 2004, University of Montana
M.A., 2006, East Carolina University
Ph.D., 2010, East Carolina University

Gina R. Scala (1993, 2002)

Professor of Special Education and Rehabilitation
B.S., 1979, Bloomsburg University
M.Ed., 1981, Lehigh University
Ed.D., 1988, Lehigh 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 (1982, 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 R. 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

Jerome W. Sheska (1988, 1996)

Associate Professor of Sport Management
B.S., 1968, East Stroudsburg University
M.Ed., 1981, East Stroudsburg University

Niandong Shi (1992, 2003)

Professor of Mathematics
M.S., 1982, Henon University
Ph.D., 1992, University of Illinois at Chicago

Steven Shive (2003, 2012)

Professor of Health Studies
B.S., 1985, University of Scranton
M.T.S., 1996, Berkley Seminary
M.A., 1996, Fordham University
MPH, 1997, East Stroudsburg University
Ph.D., 2000, Temple University

Colleen A. Shotwell (2002, 2002)

Assistant Professor Athletics
B.S., 1997, University of Pittsburgh
M.S., 2000, University of Pittsburgh

Elaine M. Shuey (1984, 1996)

Professor of Speech-Language Pathology
B.S., 1978, Clarion University of Pennsylvania
M.A., 1980, Kent State University
Ph.D., 1990, Kent State University

Eugenia A. Skirta (2005, 2010)

Associate 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
Ed.D., 1993, Lehigh University

Elizabeth Leigh Smith (2002, 2007)

Associate 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

Carey J. Snyder (1987, 1994)

Associate Professor of Intercollegiate Athletics
B.S., 1976, Springfield College
M.A., 1981, University of Southern California
Ph.D., 1985, University of Southern California

Beth Rajan Sockman (2006, 2012)

Associate Professor of Media Communications and Technology
B.A., 1991, University of Pennsylvania
Ph.D., 2007, Pennsylvania State University

Michelle P. Star (1992, 1997)

Assistant Professor, Library
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

Mark Stewart (2008, 2008)

Assistant Professor of Physics
B.A., 1994, Drew University
Ph.D., 2000, Lehigh University

Craig K. Strete (1999, 2002)

Assistant Professor of English
B.A., 1975, Wayne State University
M.F.A., 1978, University of California at Irvine

Rhonda M. Sutton (2006, 2006)

Assistant Professor of Reading
B.S., 1984, Hunter College
M.S., 1989, Hunter College
Ed.D., 2005, Nova Southeastern University

Yoshinori Tanokura (2009, 2009)*Assistant Professor of Theatre*

B.F.A., 1994, Indiana University of Pennsylvania
M.F.A., 1998, University of Connecticut
M.A., 1999, Central St. Martin's College of Art and Design

Judith Torres (2010, 2010)*Assistant Professor of Early Childhood and Elementary Education*

B.A., 1980, Catholic University of Puerto Rico
M.A., 1990, Kean University of New Jersey
Ed.S., 2001, Seton Hall University
Ed.D., 2003, Seton Hall University

Jack H. Truschel (1989, 2009)*Professor, Academic Enrichment and Learning/Undeclared Major Adviser*

B.A., 1981, King's College
M.A., 1983, M.P.A., 1985, Marywood College
Ed.D., 1996, Temple University
Psy.D., 2004, Philadelphia College of Osteopathic Medicine

Margot W. 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 of Counseling and Psychological Services*

B.A., 1972, East Stroudsburg University
M.A., 1985, Marywood College

Keith Vanic (2005, 2010)*Associate 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

Leslie D. Verwey Antonette (1996, 2006)*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

Matthew S. Wallace (2003, 2008)*Associate Professor of Biological Sciences*

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

Laura Waters (2006, 2006)*Assistant Professor of Nursing*

B.S.N., 1983, College Misericordia
M.S., 1996, Wilkes University

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 A. Weber (2005, 2010)*Associate Professor of Political Science*

B.A., 1983, 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, Pennsylvania State University

Richard K. Wesp (1997, 2006)*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 of Women Studies/ Director of Women's Center*

B.A., 1978, East Stroudsburg University
M.A., 1980, Fairleigh Dickinson University
Ph.D., 1992, New York University

Wendy Wheeler-Dietrich (2012)*Assistant Professor of Intercollegiate Athletics*

B.S., 2004, University of Kentucky
M.S., 2000, West Virginia University
P.M.C., 2008, California University of Pennsylvania

Howard Whidden (2002, 2012)*Professor of Biological Sciences*

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, 2010)*Professor of Physical Education*

B.S., 1975, West Chester University
M.Ed., 1980, West Chester University
Ph.D., 1999, Temple University

Jennifer L. White (2005, 2005)*Assistant Professor of Biological Sciences*

B.A., 1986, Dartmouth College
Ph.D., 1993, SUNY at Stony Brook

Andrew R. Whitehead (2002, 2007)*Associate 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

Craig A. Wilson (1992, 2008)*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, 2006)*Associate Professor of History*

B.A., 1976, Lock Haven University
M.A., 1984, East Stroudsburg University
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 Exercise Science*

B.S., 1995, East Stroudsburg University
M.Ed., 1998, East Stroudsburg University

Qian Jane Xie (2010, 2010)*Assistant Professor of Business Management*

B.S., 1998, Southwestern University of Finance and Economics
M.A.C.C., 2003, Southern Illinois University
Ph.D., 2010, Southern Illinois University

Wenjie Yan (1993, 2006)*Professor of Communication Studies*

B.A., 1984, 1986, Shanghai International Studies University
M.A., 1990, SUNY at Buffalo
Ph.D., 1992, SUNY at Buffalo

Reuben Yarmus (2008, 2008)*Assistant Professor of Professional and Secondary Education*

B.A., 1973, New York University
M.A., 1974, New York University
M.Ed., 1980, Temple University
Ed.D., 1982, Temple University

Jennifer M. Young (2005, 2005)*Assistant Professor, Counseling and Psychological Services*

B.A., 1994, Marist College
M.A., 1998, Suffolk University
Ph.D., 2002, Suffolk University

Andrzej M. Zarach (1991, 1997)*Professor of Mathematics*

M.S., 1971, Warsaw University
Ph.D., 1973, Warsaw University

Cem Zeytinoglu (2006, 2006)*Assistant Professor of Communication Studies*

B.A., 1993, Anadolu University
M.A., 1995, Anadolu University
M.A., 1999, Morehead State University
Ph.D., 2007, Duquesne University

Peng Zhang (2009, 2009)*Assistant Professor of Physical Education*

B.Ed., 2001, Beijing Sport University
M.Ed., 2004, Beijing Sport University
Ph.D., 2008, Ohio State 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 10 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 - Presidential approval.

The following list represents those faculty holding Emeriti rank as of June 2011:

Elaine Ackroyd-Kelly	Glenn Hayes	Robert Miller	Elizabeth A. Snyder
Paul Allen III	James N. J. Henwood	Irene Mitchel	Margaret L. Stish
Richard D. Amori	Edward R. Hogan	Mary Ann Mogus	Jane W. Stoddard
Neil O. Anderson	Neil Hogan	Jesse C. Moore	Nicholas Stowell
Angella Angelini	Paul N. Houle	Paul Morton	Robert G. Sutton
Arthur E. Arnold, II	Ardath E. Houser	Suzanne S. Mueller	Robert T. Sweeney
Mary Sue Balducci	Robert M. Howell	John Muncie	Lawrence Squeri
Mary E. Banzhof	Harold Jacobs	Betty Lou Murphy	Sharon Switzer
Charles O. Baughman	Joseph A. Jarvis	Clarence J. Murphy	Frank N. Tancredi
John J. Baxevanis	Robert H. Jones	Theodore Newton	John R. Thatcher
M. Paul Beaty, Jr.	Lewis A. Judy	Jane B. Page	George Thompson
Peter Bedrosian	Mamadou Kane	Philip H. Pfatteicher	David G. Trainer
Alvin C. Berger	Karen Karner	John C. Pooley	Donald L. Tshudy
Conrad Bergo	Stuart Katzman	Clifford Poutre	Carol Sue Underwood
Anne Berkman	Martha Kellow	Janet Primrose	Raymond A. Vanderslice
Eli Berman	Michael L. Kelly	Deborah E. Prince	Ouseph Varkey
Donald R. Bortz	R. Clifford Kelsey	Mary Faith Puskar	Feno S. Volpe
Lester J. Bowers	C. David Kern	Swamini Ramananda	Lois E. Wagner
Joseph Brennan	Peter N. Kidman	Balakrishna R. Rao	Timothy Wagner
Philip J. Briggs	A. Beatrice Kingsbury	Robert W. Reed	Robert C. Walker
Blossom S. Brooks	Bruno S. Klaus	Charles R. Reese	Samuel P. Wallace
Seewoonundun Bunjun	Joseph W. Kovarick	Gwynne H. Reese	Berticia A. Waring
Deidre Burnstine	David B. Kresge	Ellis Riebel	David C. Wartinbee
Barbara J. Burris	Mark Eric Kruger	Joanne Riebel	Faith H. Waters
William Burt	John B. Lalley	Peter Roche de Coppens	Michael W. Weaver
Jone J. Bush	Linda J. Lambert	Linda Rogers	Herbert Weber
Orrin Cafferty	Miharu Lane	Stephanie Romano	Mildred A. Wheatley
David S. Campbell	George A. Learn, Jr.	Sally A. Ross	Charles F. Wieder
Joseph Catanzaro	Hamilton H.T. Lee	Larry M. Rymon	Barbara J. Wilke
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Cecile B. Champagne	Richard W. Leland	Jeffrey Scheetz	Robert L. Williams
Cheng Y. Cheng	Michael R. Liberman	Maryanne M. Schumm	Robert Willis
Merlyn Clarke	Nettie K. Lindre	Mertice Shane	Florence J. Wills
Charles Cole	Wilfredo Lopez	Richard L. Sheeley	Kurt Wimer
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Patricia Crotty	Charles W. Maclay	Hla Shwe	Mary Jane Wolbers
Quentin P. Currie	Robert F. Macmillan	Neal H. Simpson	Carolyn D. Woodhouse
Edward P. Demansky	Arthur Mark	Joyce L. Simpson	Leonard Zettlemoyer
Richard L. DeSchraver	Mary M. McClanahan	Kenneth Sisson	Susan Bromer Ziegenfus
Donna Deutsch	Michael McMorkle	Dolores Smith	Leon C. Zinkler
Fred Dixon	Florence McCormick	James A. Smith	
Nova S. Dowden	Robert A. McDonald	Joanne L. Smith	
Wilbur Hahn	John McLaughlin	Judith A. Smith	
Florence R. Halstead	John A. Mikula	Robert Smith	
Harrison G. Hartman	Edith Miller		

Campus Map

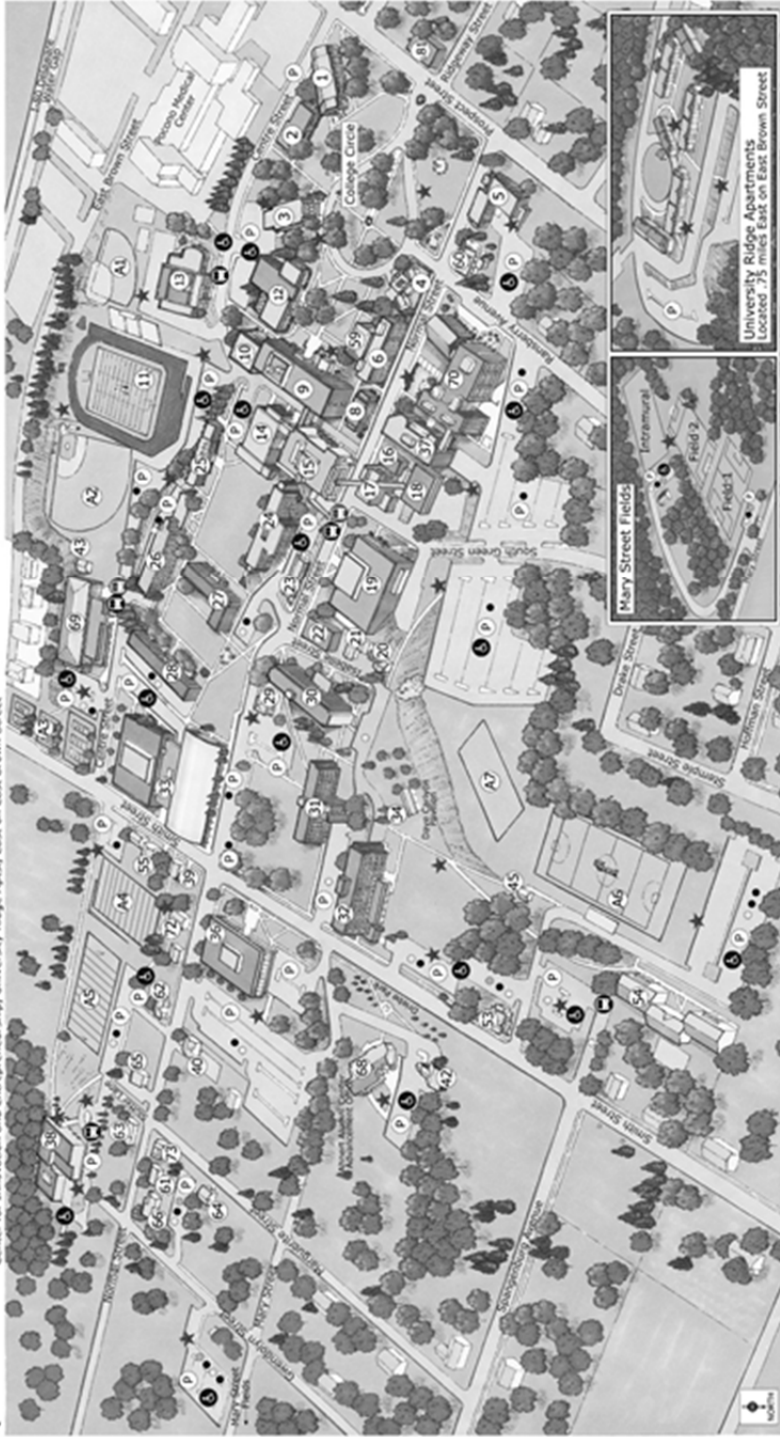


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200 Prospect Street
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- Symbol Key**
- P** Parking - see below for student parking information
 - Junior-Senior commuters #2300 and above student decals
 - Junior-Senior resident students #8000 and below student decals
 - University Ridge residents with on-campus parking
 - Freshman-Sophomore students with special permission permit
 - ♿** Accessible Parking Available
 - 🚌** ESU shuttle bus
 - 🚌** ESU shuttle bus back (local) stop
 - 🚌** ESU shuttle bus red (express) stop
 - ★** Emergency Telephone (Blue Light)
 - P** Power assisted accessible doors
 - A** Accessible doors

Note: Portions of some student parking lots are designated for faculty and staff. These areas are printed in light gray.



- Building Legend**
- 1 DeLisle Center for Human Services **PA**
 - 2 Library **PA**
 - 3 Ashloff Center for the Performing Arts **A**
 - 4 President's Residence **A**
 - 5 Robbman Administration Building **PA**
 - 6 Greater Science Hall **P**
 - 8 Computing Center **P**
 - 9 Stroud Hall **PA**
 - 10 McGinnis Communications Center
 - 11 Eller-Martin Stadium
 - 12 Rosenkrans Hall **P**
 - 13 Zimbar-Lijonstein Hall **PA** (Financial Aid, Registration, Student Accounts)
 - 14 Center for Hospitality Management **A**
 - 15 University Center **PA**
 - 16 Facilities Management Complex **A**
 - 17 Utility Plant **A**
 - 18 Individual Storeroom and Garage **A**
 - 19 Dining Commons **PA**
 - 20 D.G.S. Field Office
 - 21 Facilities Management Annex
 - 22 Flagler-Metzgar Center **P**
 - 23 Unward Board Center
 - 24 Laurel Residence Hall
 - 25 Monroe Hall
 - 26 Minal Residence Hall **PA**
 - 27 Shawnee Residence Hall
 - 28 Lindan Residence Hall **A**
 - 29 University Police Station **A**
 - 30 Hartburn Residence Hall
 - 31 Hemlock Residence Hall **A**
 - 32 Lenape Residence Hall **A**
 - 33 Ketcher Residence & Nisler Farm **A**
 - 34 Dave Crayton Pavilion
 - 36 Knapp Library **P**
 - 37 Moor Library **A**
 - 38 Fine and Performing Arts Ctr **A**
 - 39 Business Management Dept.
 - 40 Economics Dept.
 - 42 Spangenberg Farm Barn & Storage
 - 43 Mitterling Field Storage
 - 45 Whisenight Field Storage
 - 53 United Campus Ministries **A**
 - 54 University Apartments
 - 55 Athletic Center **A**
 - 59 John H. & Mildred E. Beers Lecture Hall **A**
 - 60 Conference Rooms
 - 61 Center for Computer Security **A**
 - 62 [434 Normal Street]
 - 63 [411 Normal Street]
 - 64 Facilities General Services [314 Independence Road]
 - 65 Honors Program [162 Marquette Street]
 - [417 Normal Street]
 - 66 Multicultural House [103 Smith Street]
 - 68 The A. Ahnert Jr. Alumni Center **A**
 - 69 Student Recreation Center **A**
 - 70 Whisenight Science and Technology Center
 - 72 [403 Normal Street]
 - 73 Philosophy & Religious Studies [428 Normal Street]
 - 80 Center for Innovation & Entrepreneurship, Applied DNA Science **PA**
 - UR University Ridge Apts. LB1 145 Ridgeway Street
- ATHLETIC FIELDS**
- A1 7th Street Athletic Field (Softball)
 - A2 Mather Athletic Field (Baseball)
 - A3 Walkers Tennis Courts
 - A4 Smith Street Field 2
 - A5 Smith Street Field 1
 - A6 Whisenight Athletic Field (Field Hockey & Lacrosse)
 - A7 Athletic Field (Rugby)
 - A8 Mary Street Field 1
 - A9 Mary Street Field 2
 - A10 Mary Street Intramural Field
- Mary Street Fields:** Field 1, Field 2, Field 3
- University Ridge Apartments:** Located .75 miles East on East Brown Street

East Stroudsburg University of Pennsylvania

200 Prospect St.
East Stroudsburg, PA 18301

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East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran's status in its programs and activities in accordance with applicable state and federal laws and regulations.

The following person has been designated to handle inquiries regarding this policy:

Director of Diversity/Ombudsperson
200 Prospect Street
115 Reibman Building
East Stroudsburg, PA 18301
570-422-3656



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