

2019-2020 GRADUATE CATALOG

*****ALL INFORMATION CONTAINED IN THIS DOCUMENT IS ACCURATE AS OF JULY 1, 2019.*****

*****WEB ADDRESSES ARE PROVIDED WITHIN THIS DOCUMENT WHERE APPROPRIATE
TO DIRECT THE READER TO UP-TO-DATE/REVISED INFORMATION.*****

This catalog contains requirements, regulations, facts, and descriptions which are subject to change at any time. The University specifically reserves the right and authority to alter and amend any and all statements contained herein. The educational policies and procedures are continually reviewed and changed in keeping with the educational mission of the University. Consequently, the catalog is not a contract and is intended to be used only as an informational guide. Students are responsible for keeping informed of official policies and regulations and for meeting all appropriate requirements. Current information is available at the Registrar's Office, in other appropriate offices, and on the LHU website.

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EMERGENCY INFORMATION

If you are experiencing an EMERGENCY situation at any time 24 hours a day:

CALL PUBLIC SAFETY/LAW ENFORCEMENT --- **570-484-2278**

or

CALL **711 FROM ANY CAMPUS PHONE**

or

CALL **911 FROM HOME PHONE OR CELL PHONE IF OFF CAMPUS**

OVERVIEW OF THE UNIVERSITY

Social Equity

The Social Equity Office has responsibility to ensure all individuals are provided equal opportunity in employment and education at the University as provided for in the Lock Haven University **Nondiscrimination Policy and Complaint Procedure** and/or **Sexual Harassment Policy and Complaint Procedures**.

Nondiscrimination Policy Statement

It is the policy of Lock Haven University to provide equal opportunity in employment and education to all individuals without regard to race, color, religion, national origin, ancestry, sex, sexual orientation, gender identity, age, handicap/disability, veteran status, or genetic information.

All employees, students, contractors, and vendors are to comply with federal laws, state laws, regulations, and policies that relate to nondiscrimination. The coverage of this policy extends to visitors on Lock Haven University campuses.

The link to the Nondiscrimination and Complaint Procedure Policy is <http://www.lockhaven.edu/hr/socialequity.html>.

All general inquiries concerning discrimination should be submitted to Office of Human Resources and Social Equity. Information is provided below for external contact information for the Office of Civil Rights. The Nondiscrimination and Complaint Procedure Policy also includes information and contacts for reporting complaints covered by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973.

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Email: OCR@ed.gov

Sexual Harassment Policy Statement

It is the policy of Lock Haven University to prohibit sexual harassment. Lock Haven University is committed to providing a learning and working environment that enhances the dignity and worth of every member of our community. To this end, the community must be free of sexual harassment.

All employees, students, contractors and vendors are to comply with federal laws, state laws, regulations, and policies that relate to sexual harassment. The coverage of this policy extends to visitors on Lock Haven University campuses.

The link to the Sexual Harassment and Complaint Procedures Policy is: <http://www.lockhaven.edu/hr/socialequity.html>.

Any individual having an inquiry, complaint, or referral with regard to discrimination covered by Title IX should contact Ms. Deana Hill, Title IX Coordinator and Associate Vice President of Human Resources, telephone 570-484-2014 or email to dhill@lockhaven.edu.

Alumni Association

The Lock Haven University Alumni Association was founded in 1887 and has served through the years as the continuing tie between the alumni and their alma mater. Its members include more than 30,000 living graduates and former students with known addresses.

The Alumni Association provides the alumni of LHU with opportunities to share their memories and remain active participants in the university community through communications and specific programs. This is accomplished through regional receptions from coast to coast; planned events for Homecoming; **The Haven**, the university/alumni magazine which is published two times a year; and the alumni homepage (www.alumni.lhup.edu) which is dedicated to informing alumni of upcoming events, benefits and opportunities available to them as well as current news about the university.

The office of Alumni Relations, located in Durrwachter Alumni Conference Center, is the center of alumni activities on campus. The office maintains the alumni records, assists in conducting the affairs of the association and serves as the communication center for all alumni inquiries. Alumni are always welcome and should feel free to visit the campus on any occasion.

Campus and Physical Plant

Lock Haven University's (LHU) physical assets are divided among three distinct sites: Main Campus in the City of Lock Haven; Clearfield Campus in Lawrence Township, Clearfield County; and Sieg Conference Center in Porter Township, Clinton County. The three sites combined include 39 buildings (including Fairview Suites) encompassing 1,671,963 gross square feet. Total acreage owned by LHU is 332.98 acres which includes 44 acres at Sieg Conference Center.

Academic and Auxiliary Buildings

(Identification of the person whose name the building carries is noted parenthetically)

Akeley Building (Archibald Paul Akeley, Potter County Schools superintendent and trustee) - Completed in 1930 and formerly known as the Campus School, this building contains classrooms, the department of Business and Computer Science offices, computer laboratories, and the Office of the Dean of the Poorman College of Business, Information Systems & Human Services.

Bentley Hall (Deborah M. Bentley, college dietician, 1923-1957) - A food service building, opened in 1966. More than 800 students can be served at one sitting in the dining area. Also in this building are the faculty/staff dining facility and the Bentley food court and convenience store. Completely renovated in 2007.

Bowes Hall (Ron and JoAnn Bowes) - Houses athletic coaches' offices. Bowes Hall was renamed in May of 2016 in honor of long-time LHU donors, Ronald ('66) and JoAnn Bowes. Bowes Hall was completely renovated in the summer of 2014.

Durrwachter Alumni Conference Center (Dr. George, alumnus 1961 and trustee, and Mrs. Shirley Durrwachter) – Office of Alumni Relations, Admissions, Department of Marketing and Communications. This facility also includes rooms for conferences, receptions and large public gatherings, and is available for various functions.

East Campus – Purchased from Keystone Central School District in 2003, East Campus is comprised of an administration/classroom building; a gymnasium building housing a food service area, classrooms, and gymnasium; the science center building; and surrounding property. The buildings house Purchasing and Business Office, Human Resources, the Small Business Development Center, Social Equity, the sciences, and criminal justice.

Facilities Building – Purchased in 2003 from Keystone Central School District. Presently houses the Facility Department.

Glennon Building (Katherine A. Glennon, R.N., college nurse, 1941-1967 - Completed in 1967) – Home to Public Safety and Health Services. Medical staff members available Monday through Saturday. Public Safety provides campus security, parking control, and other safety services.

Himes Building (Jesse Scott Himes, elementary education teacher, 1920-1936) - Himes was completed in 1961 for use as a Special Education building. Today, it houses the department of Recreation Management.

Honors House – Built in 1940 as the home for the Lock Haven State Teachers College Maintenance Superintendent. After 1990 this 3,435 square foot building was turned over to the departments of Recreation

Management and the Honors Program. In 2010, the use of the building changed once again to house only the Global Honors Program.

Hursh-Nevel Maintenance Building (George B. Hursh, 1898-1941; E. Ross Nevel, Sr., 1941-1956; superintendents of buildings and grounds) - Completed in 1968, the building houses maintenance equipment, duplicating, mailroom, a receiving/storage area, and a garage for university vehicles/equipment.

Jack Stadium (Hubert H. Jack, professor of health and physical education, coach of football and wrestling, 1943-1968 – Originally completed in 1975) – The stadium complex is home to the LHU football program, track and field and some non-grass soccer games. The artificial turf and eight-lane running track were replaced in 2018.

Parsons Union Building (Richard T. Parsons, Ed.D., alumnus '31, president, 1942-1970) - Completed in 1968, expanded and rededicated in 1993, the Student Union contains the University Store, Student Activities Office, Eagle Eye student newspaper as well as several other student organizations. Recreation facilities include a game room, TV viewing, conference rooms and a commuter lounge. Major renovations to this building were completed in 2016.

Price Performance Center (Philip M. Price, donor of land on which the university was originally built) - The center, constructed in 1938, has a seating capacity of 672 and was completely renovated and reopened in 1989. The building features an extensive electronic music lab and a center for student testing and evaluation. Another renovation to this building was done in the summer of 2017.

Raub Hall (Albert N. Raub, Ph.D., first principal of Central State Normal School, 1877-1884) - Completed in 1964, this classroom building also houses the department of History, Political Science, and Foreign Language, and the department of English. This building features a state-of-the-art distance education classroom.

Robinson Hall (Gerald R. Robinson, Ed.D., professor, dean of instruction, Provost/Executive Vice President, 1954-1976) - This seven-story multi-purpose building was completed in 1981. It houses the departments of Education-PreK-8 and Professional Studies, Special Education, Sport Studies, Psychology, Mathematics, and Communications and Philosophy. The building also contains the Hamblin Hall of Flags, a television studio, a radio station, and a developmental mathematics facility devoted to remediation and placement testing. The Departments of Technology Infrastructure and Information Resources, located in Robinson Hall, are responsible for the management of all campus technology and information systems. Robinson Hall houses the university's primary datacenter and network core, which connects all campus buildings to the central servers as well as the State System of Higher Education network and the Internet. Robinson has been approved for a major renovation in the near future.

Rogers Gymnasium (James H. Rogers, alumnus '49, an athlete, World War II veteran, and popular high school teacher who died shortly after receiving his degree) - This is the oldest building on campus dating from 1896 and is used for classes in physical education, intramurals, sport practice and weight training.

Sieg Conference Center (donated to the university in 1965 by the Cerro Corporation of Bellefonte, Pennsylvania, and named to honor the William Sieg family who were instrumental in donating this facility to the university) - The property consists of 44 acres of woodland and is located in the "Narrows" of Fishing Creek, approximately three miles east of Lamar on Route 780 (25 minutes from the university). There is a large main lodge equipped to feed up to 200 people and bunkhouses which will accommodate 40 people. The center offers ideal facilities for a variety of uses such as seminars, conferences, training courses, staff meetings, outdoor class meetings, camping, outings, picnics and recreation. (The fishing in Fishing Creek, incidentally, is excellent.) The center may be scheduled for use by day, overnight or weekends.

Sloan Fine Arts Building (John Sloan, internationally renowned artist, born in Lock Haven) - Completed in 1973, the building contains classrooms, practice rooms, art studios, faculty offices, a small theatre, and a large theatre for student and professional performances and lectures. Housed here is the department of Visual and Performing Arts.

Stevenson Library (George B. Stevenson, graduate 1906, state senator, trustee) - The library, completed in 1969, contains books, journals, DVDs, educational curriculum materials, and media equipment; two computer labs; and space for individual and group study. The library's databases provide access to thousands of e-books and e-journals. Librarians provide research assistance, in-class instruction, and consultations. The second floor holds the University Archive, the Helen Burgess Terrill Archive Treasury Room and the Stephanie A. Wollock Learning Commons, which includes the University Writing Center and the Schantz Tutorial Center, and collaborative study spaces. The Academic Technology Department is on the ground floor. A new entryway was completed during the summer of 2017.

Student Recreation Center (SRC) opened its doors in April 2002. The 42,825 sq. foot facility has been a significant addition to student life at LHU. The SRC houses three multipurpose courts which can be used for basketball, volleyball, tennis or badminton. Also included in the building is a dance/exercise room for aerobics, yoga and other isolated programs. A fitness room is available for use with free weights, nautilus-style machines, and dumbbells. A 1/9th mile track is also located in the facility. An indoor climbing wall, standing at a height of 30', is available for use by LHU students.

Thomas Fieldhouse (David W. Thomas, M.D., alumnus 1906, trustee) - This facility, built in 1938, was completely renovated in 1984. It is used for athletic competition and practices. It is also used for varied University events. It contains a large wrestling room, main arena, press box, training rooms, offices for faculty and coaches, classrooms, and locker/shower accommodations. The Director of Athletics, Director of Sports Information, and the offices of a number of coaches are located here.

Ulmer Hall (Levi J. Ulmer, science and geography teacher, 1918-1941) - The main building, constructed in 1950 with a large addition added in 1968 included a planetarium, classrooms, labs and offices. Ulmer was renovated in 1996. This building was previously the main science building until construction of the East Campus Science Center. Ulmer now contains the office of Financial Aid, Student Accounts, Registrar, Dean of Residence and Student Life, Center for Global Engagement, Center for Career and Professional Development, ROTC, Center for Excellence and Inclusion, Counseling Services, the Pennsylvania State Athletic Conference Office and LHU's offices of Senior Administration, and the University Foundation Office. Major renovations were completed in Ulmer over the summers of 2014 and 2015. The LHU seal was added to the main front of the building.

Willis Health Professions Center (Craig Dean Willis, President, 1982-2004) – Purchased from Keystone Central School District in 2006. This 43,146 square foot building contains the departments of Health Sciences, Physician Assistant, and the Facilities Maintenance Shop.

Zimmerli Gymnasium (Elizabeth K. Zimmerli, Ed.D., director of health and physical education, 1946-1966) - Completed in 1970, contains three teaching gymnasiums, a swimming pool, dressing/locker/shower facilities offices for the departments of Health and Physical Education and Sports Studies, and classrooms.

Residence Halls

Campus Village – An apartment complex which houses 170 students.

Fairview Suites – Located on North Fairview Street. Opened in fall 2012. Two-person, suite-type facility housing 686 students and staff. Operated by University personnel.

North Hall (William R. North, Ph.D., chairman of the English Department, 1935-1963) - Completed in 1967, North Hall provides a scenic view of the campus area and the river beyond. It houses 200 students. Operated by University personnel.

Smith Hall (Samuel Jacob Smith, teacher of math, 1927-1958) - Completed in 1960, Smith Hall houses up to 250 students, includes single units, and is located on the lower part of the campus. Smith Hall is slated for deferred maintenance renovations during the summers of 2018 and 2019.

Woolridge Hall (Harold D. Woolridge, alumnus '11, trustee, 1932-1960) - Completed in 1964 and housing 200 students, Woolridge Hall is located on the lower part of the university campus. A major deferred maintenance renovation project was completed during the summer of 2017.

All residence halls provide kitchen, recreation lounge, coin and card operated laundry, and study facilities. Wifi is available in all University operated residence halls. Computer laboratories located in all residence halls link students to the campus network.

Foundation Owned Housing

Evergreen Commons – Completed in 2003 and housing 408 upper-class students, Evergreen Commons provides a suite style environment with single rooms, a common living area, a kitchen, full size washer and dryer and full kitchen with stove, refrigerator, garbage disposal and dishwasher in each suite

Accreditations

<http://www.lockhaven.edu/about/accreditation/>

Lock Haven University is accredited by the [Middle States Commission on Higher Education](#), 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Program Accreditations

Accounting – Accreditation Council for Business Schools and Programs (ACBSP)

Athletic Training – Commission on Accreditation of Athletic Training (CAATE)

Business Administration – Accreditation Council for Business Schools and Programs (ACBSP)

Community Health – SOPHE/AAHE Baccalaureate Program Approval Committee (SABPAC)

Nursing – Accreditation Commission for Education in Nursing (ACEN)

Physician Assistant – Accreditation Review Commission of Education for the Physician Assistant (ARC-PA)

Recreation Management – Council on Accreditation for Parks, Recreation, Tourism and other Related Fields (NRPA)

Social Work – Council on Social Work Education (CSWE)

Teacher Education – National Council for the Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education (PDE)

In addition, the following programs within teacher education have been nationally recognized by the appropriate Specialty Professional Associations (SPAs).

- English – National Council of Teachers of English (NCTE)
- Health & Physical Education – Society for Health and Physical Educators (Health Education) and Society for Health and Physical Educators (Physical Education)
- Mathematics – National Council of Teachers of Mathematics (NCTM)
- Middle Level Education – Association for Middle Level Education (AMLE)
- Science (Biology, Chemistry, Earth Science, General Science, Physics) – National Science Teachers Association (NSTA)
- Social Studies – National Council for the Social Studies (NCSS)
- Special Education – Council for Exceptional Children (CEC)

Program Recognitions

Chemistry – American Chemical Society (ACS)

The curricula and physical plant of Lock Haven University are fully accredited by:

The American Medical Association

The Bureau of Professional and Occupational Affairs of the Commonwealth of Pennsylvania

The Association of American Colleges and Universities

The Pennsylvania State Board of Nursing

The university is a member of leading educational organizations, including:

American Association for Employment in Education
College and University Professional Association for Human Resources
EDUCAUSE
Institute for International Education
Middle States Association of College and Schools
National Association of Colleges and Employers
National Collegiate Athletic Association
National Collegiate Honors Council
National Society for Experiential Learning
Pennsylvania Campus Compact
Pennsylvania State Athletic Conference
Society for Human Resource Management
The American Association of Colleges for Teacher Education
The American Association of State Colleges and Universities
The American Council on Education
The Center for Agile Pennsylvania Education
The National Association of College and University Business Officers
The Pennsylvania Black Conference on Higher Education
The University is a member of the Chincoteague Bay Field Station Consortium, Wallops Island, Virginia

The university is recognized as a military friendly institution.

STUDENT COMPLAINT PROCEDURE

Students may find procedures for filing complaints with the University at <http://www.lockhaven.edu/about/studentcomplaint.html>.

These complaints involve Grade Appeal, Sexual Harassment, Americans with Disabilities Act (ADA), Out-of-State On-line Program Students, and complaints against faculty or staff other than grade appeal, harassment or discrimination, or ADA accommodation.

Grievances, complaints, or concerns must first be addressed directly with the University. If a student believes that the issue cannot be resolved by the University, a complaint may be filed with Pennsylvania's State System of Higher Education. Information is available on the web at [PASSHE Student Complaint Process](#).

HIGHER EDUCATION ACT

<http://www2.ed.gov/policy/highered/leg/hea08/index.html>

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), includes disclosure and reporting requirements to allow consumers to make informed decisions about postsecondary education.

The link to LHU's consumer information can be found under the "About" section on the university's main web page and is entitled "Consumer Information." [<http://www.lockhaven.edu/about/consumerinfo.html>]

STATE AUTHORIZATIONS FOR DISTANCE EDUCATION AND FIELD EXPERIENCES

<http://www.lockhaven.edu/about/stateauthorization.html>

Due to new federal regulation, all universities offering distance education programs and field experiences in states other than their own must receive authorization from those states to do so.

Lock Haven University is a participating SARA Institution since January 1, 2017. By participating in SARA, LHU is able to operate in every SARA state. [The SARA Map](#) identifies other participating states and districts.

ADMISSIONS REQUIREMENTS

<http://lockhaven.edu/admissions/graduate/>

Actuarial Science – Professional Science Masters

Process:

- Submit the [online application](#)
- Submit official college transcript(s)
- Submit a statement of professional goals (one page in length)

Criteria:

- Bachelor's degree with a GPA of 3.00 or higher
- Successful completion of the following undergraduate coursework
 - 9 credits of Calculus (through multivariable calculus) or equivalent
 - 3 credits of Linear Algebra or coursework that covers the fundamentals of matrix calculations

If English is not the student's primary language, a TOEFL score of 213 or higher (computer-based exam), 550 or higher (paper-based exam), or 80 or higher (internet-based exam) will be required.

Alternative Education – Master of Education

Process:

- Submit the [online application](#)
- Submit three letters of recommendation
- Submit a writing sample
 - Review a pertinent scholarly journal article or report published in a recent professional journal. Include the problem or issue, the author's viewpoint and supporting ideas. Also include your professional opinion in the final paragraphs of the essay. Your essay should not exceed 300 words. (You must submit a copy of the full text of the article along with your essay.)
- Submit official college transcript(s)
- Submit a copy of PA teaching certification (optional)

Criteria:

- Bachelor's degree with a 3.00 or higher

Transfer Credits:

- Students may transfer up to nine credits of graduate work from an accredited institution toward the elective requirements of the program. All transfer credits must be approved in writing by the Program Coordinator.

Athletic Training – Master of Science

Process:

- Submit an application through the Athletic Training Centralized Application Systems (ATCAS)
 - Create an account in ATCAS (<https://atcas.liaisoncas.com/applicant-ux/#/login>) and follow the directions to complete the application. Do not apply directly to Lock Haven University
 - All of your supporting materials are submitted through ATCAS.
 - Official college transcript(s) for all university coursework to ATCAS.
Mail transcripts to:
ATCAS
PO Box 9132
Watertown, MA 02471
 - Three letters of recommendation (at least one from a certified athletic trainer)
 - Statement of professional goals (750 words or less)
 - Official GRE scores (50th percentile recommended for admission)
 - CPR/Professional Rescuer for the healthcare provider
 - Documentation of 75 observation hours in athletic training

Criteria:

- Bachelor's degree with 3.00 or higher
- Enrollment is limited; selection is based upon:
 - Completion of admissions requirements, including prerequisite coursework
 - Prerequisites
 - Two semesters of anatomy and physiology with labs
 - One course in general psychology
 - One course in physiology of exercise
 - One course in biomechanics or kinesiology
 - One course in nutrition
 - One introductory health course
 - Twelve credits of laboratory science, including at least one course in biology and at least one course in chemistry or physics.
 - Academic ability
 - Evidence of potential for future practice as an athletic trainer
 - Evidence of personality traits indicating an ability to work effectively with people
 - Letters of recommendation
 - Interview performance

Clinical Mental Health Counseling – Master of Science

Process:

- Submit the [online application](#)
- Submit official college transcripts
- Submit three letters of recommendation (At least one letter will discuss the candidate's ability to succeed academically and all letters must be specific to the program at LHU.)
- Submit a statement of professional goals – one page in length
 - Professional goal statement must include a thorough discussion on the applicant's career goals. Furthermore, the statement needs to describe the purpose of attaining a degree in CMHC at Lock Haven University, specifically how this degree will help the applicant attain his/her professional goals.

Criteria:

- Bachelor's degree with 3.00 or higher in psychology (or a related discipline such as education, criminal justice, sociology, etc) from an accredited institution.
 - Applicants with a 2.85-2.99 undergraduate GPA with relevant life experience may be considered for an interview and if admitted to the graduate program, would be required to achieve a 3.0 GPA or better in their first 9 credit hours to remain in good academic standing.
 - Granting an interview with a candidate who has an undergraduate GPA below 2.5 will be at the discretion of the Admissions Committee.
- Completed coursework in research/statistics and abnormal psychology (these courses are preferred, but not required) at the undergraduate level with a minimum grade of B in each course prior to matriculation into the program
- Work and/or life experience relevant to the study of clinical mental health counseling
- Strong letters of reference from individuals knowledgeable about the applicant's academic preparation and/or relevant experience
- A strong personal interview with CMHC faculty

Health Science – Master of Health Science

Process:

- Submit the [online application](#)
- Submit official college transcripts
- Submit three professional letters of recommendation
- Submit a personal mission statement (one page in length)

Criteria:

- Bachelor's degree from a regionally accredited institution
- Successful completion of academic prerequisites
- Academic ability
- Evidence of ability to work with people
- Graduate Record Exam (GRE)
- Successful completion of the interview process

Physician Assistant – Master of Health Science

Process:

- Submit an application through the [Centralized Application Service for Physician Assistants](#) (CASPA) – Do not apply directly to Lock Haven University

Criteria:

- Bachelor's degree from a regionally accredited institution
- Cumulative grade point average of at least 3.00 on a 4.00 scale
- Satisfactory completion of the Graduate Record Exam (GRE)
- Satisfactory completion of all prerequisite courses
 - 2 courses in general chemistry
 - 2 courses in biology or zoology
 - Human anatomy* – must be completed within five years of matriculation
 - Human physiology* - must be completed within five years of matriculation
 - Human genetics
 - Microbiology
 - Statistics
- *A combined two semester anatomy/physiology is acceptable
- While not required, the following courses are recommended as they better prepare students for the rigors of the program.
 - Organic chemistry
 - Biochemistry
 - Developmental psychology
 - Physics
 - Additional coursework in the behavioral sciences: psychology, sociology, anthropology
- All required courses must be completed within 10 years of matriculation
- Science courses with labs are preferred

Sport Science – Master of Science

Process:

- Submit the [online application](#)
- Submit official college transcripts
- Submit three letters of recommendation
- Submit a statement of professional goals

Teaching and Learning – Master of Education

Process:

- Submit the [online application](#)
- Submit three letters of recommendation
- Submit a writing sample
 - Review a pertinent scholarly journal article or report published in a recent professional journal. Include the problem or issue, the author's viewpoint and supporting ideas. Also include your professional opinion in the final paragraphs of the essay. Your essay should not exceed 300 words. (You must submit a copy of the full text of the article along with your essay.)
- Submit official college transcript(s)
- Submit a copy of PA teaching certification (optional)

Criteria:

- Bachelor's degree with a 3.00 or higher

Transfer Credits:

- Students may transfer up to nine credits of graduate work from an accredited institution toward the elective requirements of the program. All transfer credits must be approved in writing by the Program Coordinator.

STUDENT ACCOUNTS AND FINANCIAL AID INFORMATION

<http://www.lockhaven.edu/studentaccounts/>

<http://www.lockhaven.edu/financialaid/>

STUDENT ACCOUNTS

The Student Accounts Office generates and distributes student bills, processes payments, offers a third-party payment plan, and issues refunds.

The Financial Aid Office reviews eligibility for and disburses financial aid, processes verification forms, and conducts a Federal Satisfactory Academic Progress review.

Tuition rates and refund schedules for all state system universities are established by the Board of Governors of the State System of Higher Education. Since the state subsidizes these institutions, and since it is possible for a number of students to earn part of their expenses through campus employment or the Federal work-study program, the total yearly costs are comparatively low. All fees are subject to change without notice. Please check the web site at <http://www.lockhaven.edu/cost/> for the most up-to-date tuition and fees.

The university operates on a semester based system. Each student will be invoiced at least twice during the year: in late July for the fall semester and then in December for the spring semester. Due dates will be on the student's invoice and are due the first day of classes.

Housing and Food Service

All arrangements for housing services other than those noted are subject to the action of the Council of Trustees as reviewed by the Fees Committee of the Board of Presidents and approved by the Board of Governors. All students who live on campus are required to accept the board contract.

Current costs for housing and food service/meal plans can be found at <http://www.lockhaven.edu/cost/>.

Deposits and Other Fees

Deposits

A deposit of \$200 will be required at a designated time after the university notifies applicants of their acceptance. This deposit is credited to the account of applicants when their bill is rendered at the beginning of the semester. The deposit is non-refundable.

All checks should be made payable to "Lock Haven University" and sent directly to the Admissions Office.

Student Activity Fee

All full-time students of LHU must pay an activities fee as mandated by the President of the university under Legislative Act XIII of the General Assembly of Pennsylvania, and administered under regulations approved by the Council of Trustees through the student association. This fee generates funds for student activities, intercollegiate athletics, social functions, dances, movies, concerts, art and lecture series, cultural events, the student newspaper, and programming at the Parsons Union Building. The fee also supports programming initiatives for distance education students, including YMCA and fitness memberships, movie passes, etc.

Student ID Cards

Each student receives a student identification/activities (I.D.) card. This card is the property of Lock Haven University. It is issued at the beginning of the student's freshman year and should be kept as long as the student is

enrolled at the university. The I.D. card is validated each semester upon the payment of tuition and fees. The validated I.D. card must be presented to gain admission to all events sponsored by the university and student organizations. There is no charge for the original card. There is a charge of \$15 for replacement cards.

Married Students

One activities fee will cover the entire family of a married student. Any member of the family who is an enrolled student of the university must pay the full individual activities fee. It is the responsibility of the student to inform the I.D. Office secretary that he/she is married so the I.D. card can be marked accordingly.

Delinquent Accounts

No student shall be enrolled, graduated or entitled to receive an official transcript until all charges have been paid. Failure to pay will result in collection proceedings. No academic transcript will be issued until the total account is zero.

Other Fees

Other, or miscellaneous, fees include, but are not limited to, the following. Tuition and fees are required for all credits earned, including internships and self-study credits. These mandatory fees are required to support academic and ancillary functions along with the university and our student. Details may be found at <http://www.lockhaven.edu/cost/>.

Application Fee
Certification Fee
Damage Fee
Diploma Replacement Fee
International Student Teaching Fee
Late Payment Fee
Library and Parking Fines
Non-Sufficient/Returned Payment Fee
One-Time Registration & Transcript Fee
Overseas Student Fee
Parking Decal Fee
Recording Fee

Failure to Pay

A student's failure to pay their bill(s) by the specified due date will result in late fees and/or a financial hold added to the student's account. This financial hold will prevent the processing of diplomas/transcripts as well as any changes in registration for the current and subsequent semesters. Additional information regarding the late fee and financial hold policies can be found at <http://www.lockhaven.edu/studentaccounts/policies.html>. If the student account becomes delinquent, collection proceedings will result. Please refer to the below "Delinquent Accounts" sections for further detail.

Delinquent Accounts

No student shall be enrolled, graduated, or entitled to receive an official transcript until all charges have been paid. Failure to pay will result in collection proceedings, including possible reporting to credit bureaus. No academic transcript will be issued until the total account is zero. Additional details regarding the university's delinquent accounts policy can be found at <http://www.lockhaven.edu/studentaccounts/policies.html>.

Refunds of Financial Aid or Account Overpayment

LHU has partnered with Bank Mobile to provide students with a quick and easy way to receive their refunds. Upon acceptance to LHU, students will receive an envelope in the mail as well as an email from Bank Mobile with instructions on how to choose a preference for receiving refunds. The Student Accounts Office processes refunds and oversees Bank Mobile. Additional information regarding the refund process can be found at <http://www.lockhaven.edu/studentaccounts/policies.html>.

Refunds Due to Withdrawal from LHU

If a student withdraws from the university, a refund of tuition and fees may be issued depending on the date of the withdrawal. Medical withdrawals are treated in the same manner as any other withdrawal and subject to the same refund policy. Please note that the Technology Tuition Fee is nonrefundable. Refund information can be found at <https://lockhaven.edu/cost/refundschedule.html>.

FINANCIAL AID

Financial aid to meet the costs of attending a graduate program at LHU is available from a limited number of sources. The primary sources are non-need based loans.

The Financial Aid Office coordinates these programs. Detailed information can be found at <http://www.lockhaven.edu/financialaid/>.

Programs Available**Loans**

Lock Haven University participates in the Federal Direct Loan Program. This program offers loans to graduate students. These loans include: Federal Direct Unsubsidized Stafford and Federal Direct Graduate PLUS. Also, information about Private Alternative Loans is available. For up-to-date information, please go to <http://www.lockhaven.edu/financialaid/types/>.

Graduate Assistantships

Details for these opportunities can be found at the following site <http://www.lockhaven.edu/admissions/graduate/graduateassistantships.html>.

The following financial aid programs are available on the basis of need and/or merit:

Scholarships

A number of scholarships (restricted and unrestricted) are made available to both incoming and presently enrolled graduate students by the LHU Foundation, a charitable non-profit corporation established to accept gifts and bequests for the benefit of the university and to administer them according to the donor's wishes. For information about the different types and amounts of scholarship awards available for both new and continuing graduate students, please visit <http://www.lockhaven.edu/scholarships/>.

In addition, two and three-year scholarships are available through the Department of Military Science. Information about these scholarships is available by contacting the Office of Military Science.

Athletic Grants

LHU provides grants-in-aid to outstanding student athletes at a level compatible with available funding. The Department of Athletics, through the LHU Foundation, assists men and women athletes with their educational expenses. The amount of aid available varies from program to program and within NCAA limitations.

TEACH Grant

Teacher Education Assistance for College and Higher Education Grant (TEACH) –is a federal grant for current and prospective teachers created by the College Cost Reduction Act of 2007. Eligible students may receive up to \$4,000 per academic year with an aggregate limit of \$8,000 for graduate students enrolled in a TEACH eligible program. The 2017-18 maximum TEACH Grant is subject to the Federal Sequester and could be less than the above mentioned figures. To be eligible for a TEACH Grant at Lock Haven University, a student must complete a current FAFSA have a 3.25 cumulative GPA, have been granted degree candidacy by the LHU education department and be pursuing a degree in a high needs teaching field. For more information about the TEACH Grant, please visit <https://studentaid.ed.gov/sa/types/grants-scholarships/teach>. Please Note: Interested students should carefully review the eligibility requirements of this grant and consider how likely they are to meet them.

IMPORTANT: If a grant recipient fails to complete this service obligation, all TEACH Grant funds that he or she received will be converted to a Federal Direct Unsubsidized Stafford Loan. The recipient must then repay this loan to the U.S. Department of Education and will be charged interest from the date the grant(s) was disbursed.

Applying for Financial Aid

To apply for financial aid, all students must complete the Free Application for Federal Student Aid (FAFSA). This form can be accessed at www.fafsa.ed.gov and filed after October 1st of each year. For more detailed information, please visit the following site <http://www.lockhaven.edu/financialaid/graduate/>.

Return of Title IV Funds

In accordance with Federal regulations, those students who receive Federal Student Aid (FSA) and who officially withdraw from Lock Haven University during the first 60% of a term will have their FSA adjusted. This includes Federal Tuition Assistance.

The adjustment is based on the percentage of **calendar days completed** in the academic period. This percent is calculated by dividing the number of completed days in the term (excluding breaks of five days or longer) by the total number of days in the term (excluding breaks of five days or longer).

The date of withdrawal will be the date the student **begins** the withdrawal process with the Enrollment Management Specialist unless there is documentation of class attendance beyond that date.

Students who do not follow the official withdrawal procedure but who stop attending classes for all of their courses will be considered to have unofficially withdrawn at the 50% point of the term unless attendance in an academic related activity is documented after that time. There will be no adjustment to FSA after the completion of more than 60% of the term.

Once the amount of federal funds to be returned has been calculated, the funds will be returned in the following order:

Direct Unsubsidized Loan
Direct Graduate PLUS Loan
TEACH Grant

Students who receive a refund of financial aid prior to withdrawing from the university may owe a repayment of FSA funds received. Students will be billed by the Student Accounts Office and will be given 30 (thirty) days to repay the funds to the university. Students who fail to repay the unearned portion of FSA funds given to them will become ineligible for continued receipt of financial aid until the repayment is made. Failure to pay will result in collection proceedings, including possible reporting to credit bureaus.

SERVICES FOR STUDENTS

The opportunities provided to students for growth as individuals will be guided by their interests and concerns in Lock Haven's supportive environment. Learning takes place in many ways and in many different forms. Students undertake all of the aspects of achieving a college education through participation in activities in the classroom and outside of it. This basic philosophy directs the types of services that are provided to the student body by the university.

Center for Career and Professional Development

The Center for Career and Professional Development is an integral part of the university's educational program and focuses on the relationship between self, education and careers. It promotes the concept that career development is an ongoing, lifelong process, which incorporates self-assessment and career readiness. Resources and programs are provided to help students explore, select and pursue meaningful careers that are consistent with their interests, abilities and values. Individual counseling is available to assist students with the career planning process, as well as "MyMajors", a web-based career guidance and information system. Group and individual instruction is offered on career implementation skills such as self-assessment, career exploration, interviewing, graduate school preparation, internship & job search strategies, and resume writing. The Center also maintains a

career library, with additional information and resources available 24/7 through the Center's homepage, <http://www.lockhaven.edu/career/>.

Community Service Office

At LHU, your education will not be confined to just the four walls of a classroom. LHU has been nationally recognized since 2006, by the President's Higher Education Community Service Honor Roll for our dedication to solving community problems through community service and learning opportunities. LHU's Community Service Office, located in the Parson's Union Building, is a campus resource for civic engagement activities, service learning, community partnership resources for some Experiential Learning requirements, alternative break trips, and service programs to promote active and global citizenship. A variety of volunteer opportunities are open to LHU students, faculty and staff interested in helping with short or long term community projects throughout the year. Get involved with our local partnerships, including: Clinton County Housing Authority Community Programs for mentoring youth, Annual Hunger Bowl Event: Hunger & Food Insecurity Awareness Food Drive, Annual Adopt A Family: Holiday Gift Drive, Big Brothers Big Sisters, Salvation Army Community Lunch Program, Children's Festival, and many additional programs and events. LHU's Community Service Office has additional opportunities for selected students to enroll with our office for recognition of their volunteer hours through, The President's Volunteer Service Award program, community service leadership student worker and Federal Work Study Award positions, engaged academic department partnerships, community service leadership opportunities with student government, Outreach for Humanity Student Club & American Red Cross Student Chapter, and a full-time national service opportunity with an AmeriCorps Volunteers in Service to America (VISTA) partnership, and a part time AmeriCorps national service program with AmeriCorps STEP.

Counseling Services (University)

Counseling Service (CS) is a component of the Department of Social Work and Counseling. Counseling is provided to students with personal, emotional, mental or academic adjustment concerns. Professional Counselors and a Psychologist can assist students with questions about academic and educational success, interpersonal issues, self-image, social skills, mood problems, learning problems or other potentially stressful or emotionally disturbing experiences. Services are provided daily during regular working hours. Students may be referred to off-Campus agencies and private practitioners when desired, appropriate or when needed for more intensive or lengthy care.

The Counseling Services are located in 1st floor of Ulmer Hall.

Cultural Diversity Concerns

Because of the university's mission to enhance multiculturalism, many students from a variety of backgrounds are represented at LHU. The Director of the Center for Excellence and Inclusion works with students from all cultures to create an environment that recognizes the value of diversity. The university strives to cultivate a climate that is free of bias and prejudice.

Disability Services

The Office of Disability Services for Students (ODSS) provides accommodations and resources to students with disabilities (such as psychological disabilities, learning disabilities, visual or hearing impairments, or physical/health-related disabilities, etc.). We are committed to serving a diverse student body, and want all students to achieve academic success through equitable access to University programs, services, activities, and facilities, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and ADA Amendments Act of 2008.

Upon acceptance, students with disabilities seeking accommodations are encouraged to **identify** themselves as an individual with a disability by contacting ODSS to schedule an appointment with the Director for a personal interview. To be eligible for accommodations appropriate **documentation** is required, such as medical diagnosis, psychological evaluation, etc. Students can also start the process of requesting accommodations by completing the online initial accommodation request form at https://lockhaven-accommodate.symplicity.com/public_accommodation/

Office Location: 114 Ulmer Hall

Phone: 570-484-2665

Website: <http://www.lockhaven.edu/adac/disabilityservices/>

Email: Disability_Services@lockhaven.edu

Health Services

Students enrolling at the university must submit a completed Medical History Report prior to the start of the fall semester. This information must be completed by a physician, along with immunization data, and sent to the Glennon Health Services Center. Students may not enroll or attend classes without a completed form. Glennon Health Service provides outpatient consultation for students experiencing health difficulties. Staff members are available Monday through Thursday between the hours of 8 a.m. and 8 p.m., Friday 8 a.m. to 5 p.m., and Saturday 10 a.m. to 2 p.m. All students will be charged a health service fee whether or not the services offered on the campus are utilized. Students are strongly encouraged to have some form of health insurance. The University does not provide any medical insurance coverage to students.

Housing, On-Campus

The university provides accommodations for approximately 1,800 students living on campus.

All university residence halls are smoke-free.

All students living on campus are required to purchase a 19, 14, 10 or 175 block meal plan. The university has adopted a food court approach to dining. The dining service offers 19, 14, 10, 5, 175 block, 50 block or all flex meal plans for all students living off campus. Students will be able to use flex dollars for additional meals at the various locations. Flex-dollars are a part of the charge for each meal plan.

Information Technology

Each of our campus buildings and residence halls is connected to the LHU Network (LHUPnet), a high-speed fiber optic network. Student computer laboratories are located in all residence halls and most academic classroom buildings. More than 1,000 network-attached computers have access to the broad range of information resources available on the campus network. These include electronic mail, file sharing, administrative systems, specialized academic applications, programming languages, and the Keystone Library Network as well as the Internet. All LHU students receive electronic mail and network access privileges to correspond with their advisors, professors and other students. Wireless and wired networking is available in all residence hall rooms.

The LHUPnet is linked to the Pennsylvania State System Network and the Internet, allowing connections to the SSHE Keystone Library Network and many other available services worldwide. Potential students can receive information from our website (<http://www.lockhaven.edu>), as well as apply for admission directly online.

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

1. Purpose

This policy addresses the use of information technology resources (IT resources) at Lock Haven University of Pennsylvania ("the university"). IT resources are intended to support the university's instructional, research, and administrative operations.

2. Scope

This policy applies to all users of IT resources owned or operated by Lock Haven University of Pennsylvania. Users include students, faculty, staff, contractors, and guest users of computer network resources, equipment or connecting resources. **Use of the university's IT resources signifies agreement to comply with this policy.**

3. Objective

The objective of this policy is to create a framework to ensure that IT resources are used in an appropriate fashion, and support the university's mission and institutional goals.

4. Policy

Use of the university's IT resources is a privilege and signifies agreement to comply with this policy. Users are expected to act responsibly, and follow the university's policies and any applicable laws related to the use of IT resources. This policy provides regulations to assure IT resources are allocated effectively.

While the university recognizes the role of privacy in an institution of higher learning, and will endeavor to honor that ideal, there should be no expectation of privacy of information stored on or sent through university-owned IT resources, except as required by law. For example, the university may be required to provide information stored in IT resources to someone other than the user as a result of court order, investigatory process, or in response to a request authorized under Pennsylvania's Right-to-Know statute (65 P.S. §67.101 et seq.). Information stored by the University may also be viewed by technical staff working to resolve technical issues.

5. Definitions

Information Technology (IT) resources include, but are not limited to, all university owned or operated hardware, software, computing equipment, systems, networks, programs, personal data assistants, cellular phones, fax, telephone, storage devices, cable television, input/output, connecting devices via either a physical or wireless connection regardless of the ownership of the device connected to the network, and any electronic device issued by the university. IT resources include all electronic media, voice, video conferencing and video networks, electronic mail, and related mediums such as blogs, wikis, websites, and electronic records stored on servers and systems.

6. Responsibilities

A. Responsibilities of Users of IT Resources

1. Respect the intellectual property of authors, contributors, and publishers in all media.
2. Protect user account identification, password information, and all system(s) access from unauthorized use. Every user is accountable for all activities done via their account.
3. Report lost or stolen devices, especially devices that contain private or university information to the IT Department within 24 hours of discovery of the loss.
4. Adhere to the terms of software licenses and other contracts. Persons loading software on any university computer must adhere to all licensing requirements for the software. Except where allowed by university site licenses, the copying of university-licensed software for personal use is a violation of this policy.
5. Comply with federal, state, and local laws, relevant university personal conduct regulations, and the terms and conditions of applicable collective bargaining agreements. Applicable laws include, but are not limited to, those regulating copyright infringement, copyright fair use, libel, slander, and harassment.
6. Become acquainted with laws, licensing, contracts, and university policies and regulations applicable to the appropriate use of IT resources. Users are expected to use good judgment and exercise civility at all times when utilizing IT resources, and respect the large, diverse community utilizing these resources in a shared manner.
7. Understand the appropriate use of assigned IT resources, including the computer, network address or port, software, and hardware.
8. University business conducted by e-mail will be via the University's mail server accessed by the <username>@lockhaven.edu account assigned to the individual by the IT Department. Electronic mail should never be considered an appropriate tool for confidential communication and any content should adhere to the responsibilities put forth in this policy. Messages can be forwarded or printed, and some users permit others to review their e-mail accounts. Message content can be revealed as part of legal proceedings. Finally, messages are sometimes not successfully delivered due to a technical issue requiring authorized IT personnel to review message content as part of the troubleshooting process.

B. Prohibited Uses of IT Resources

1. Providing false or misleading information to obtain or use a university computing account or other IT resources.
2. Unauthorized use of another user's account and attempting to capture or guess passwords of another user.
3. Attempting to gain or gaining unauthorized access to IT resources, files of another user, restricted portions of the network, an operating system, security software, or other administrative applications and databases without authorization by the system owner or administrator.

4. No servers, switches, routers, hubs, wireless hubs, or any other multi-host connection devices are permitted to be operated by any user without express written permission of the IT Department.
5. Performing any act(s) that interfere with the normal operation, proper functioning, security mechanisms or integrity of IT resources.
6. Use of IT resources to transmit abusive, threatening, or harassing material, chain letters, spam, or other communications prohibited by law.
7. Copyright infringement, including illegal sharing of video, audio, software or data.
8. Excessive use that overburdens or degrades the performance of IT resources to the exclusion of other users. This includes activities which unfairly deprive other users of access to IT resources or which impose a burden on the university. Users must be considerate when utilizing IT resources. The University reserves the right to set limits on a user through quotas, time limits, and/or other mechanisms.
9. Intentionally or knowingly installing, executing, or providing to another, a program or file, on any of the IT resources that could result in the damage to any file, system, or network. This includes, but is not limited to computer viruses, Trojan horses, worms, spyware or other malicious programs or files.
10. Excessive or prohibited personal use by employees.
11. Use of the university IT resources for personal profit, commercial reasons, non-university fundraising, political campaigns or any illegal purpose.
 - a. The prohibition against using university information technology resources for personal profit does not apply to:
 - a. Scholarly activities, including the writing of textbooks or preparation of other teaching material by faculty members; or
 - b. Other activities that relate to the faculty member's professional development.
 - c. Other activities as approved by the University President
12. Non-authorized solicitations on behalf of individuals, groups, or organizations are prohibited.

7. Procedures

1. Violations of this policy will be reported to appropriate levels of administrative oversight, depending on the statutes and policies violated. Suspected violations of federal and state statutes and local ordinances shall be reported to the Director of Public Safety (chief of campus police) for official action.
2. Non-statutory violations of the Acceptable Use Policy, such as "excessive use," may be reported to the Chief Information Officer, the Director of Human Resources, the Dean of Student and Residence Life and/or the Director of Public Safety (chief of campus police).
3. A university employee or student who violates this policy risks a range of sanctions imposed by relevant university disciplinary processes, including denial of access to any or all IT resources. He or she also risks referral for prosecution under applicable local, state or federal laws.
4. The University reserves the right to take immediate action in disabling accounts and/or blocking network access in the event the usage policy is violated and the offending action is detrimental to other users or IT resources.
5. The University President's Senior Staff – via the Information Technology Department – is responsible for recommending the university's Acceptable Use Policy. Questions regarding the applicability, violation of the policy or appropriate access to information should be referred to the Chief Information Officer.

8. Publications Statement:

This policy should be published in the following publications:

1. Administrative Manual
2. Student Handbook
3. University Catalog
4. University Website

9. Distribution

1. All Employees
2. All Students
3. All affiliates with access to IT resources at the University

Intercollegiate Athletics

Lock Haven University offers 20 intercollegiate sport programs, including 17 of which are members in the National Collegiate Athletic Association (NCAA) Division II and the Pennsylvania State Athletic Conference (PSAC) and two, which compete at the NCAA Division I level. The NCAA Division I programs include field hockey, which competes in the Atlantic-10 Conference, and wrestling, which competes in the Mid-American Conference. The NCAA Division II programs available for female student-athletes include: basketball, cross country, golf, lacrosse, soccer, softball, swimming, indoor and outdoor track and field, tennis and volleyball. LHU also offers women's wrestling, which competes in the Women's Collegiate Wrestling Association (WCWA). The NCAA Division II programs for male student-athletes include: baseball, basketball, cross country, football, soccer, and outdoor track and field.

LHU provides athletics grants-in-aid (scholarships) to outstanding student-athletes in accordance with available funding. The amount of aid available varies from program to program and within NCAA limitations.

Involuntary Leave of Absence

The purposes and objectives of the university include establishing an environment that promotes individual well-being. Occasionally, a student may experience medical and/or psychological difficulties that interfere with academic and personal progress. An involuntary leave of absence occurs in those cases where psychological and/or medical evaluation indicate a necessity for a student to withdraw from the university but the student refuses to do so. The Dean of Student & Residence Life will determine, after consultation with professionals and following university procedures, that such action is appropriate and will forward a letter to the Registrar's Office after notifying the student.

Readmission to the university after an involuntary leave of absence will be based upon the Dean of Student & Residence Life's recommendation and other existing conditions for re-enrollment.

Withdrawal from Courses or the University – See Academic Information section of the catalog, Withdrawal from Courses and Withdrawal Policy, from the university.

Library Services

At the Main Campus and at the Clearfield Campus, the goal of the LHU Libraries is to provide you with easy access to information resources and services that support your academic and professional studies. Our librarians are here to help you locate, evaluate, and effectively use all kinds of information sources: print and electronic books, journals, databases, videos, websites, and more. Our staff in Interlibrary Loan Services can provide you with research materials from other libraries. For your convenience, the librarians have created online study guides (called "LibGuides") for various courses and disciplines to assist you with your research. You can find them at <http://library.lockhaven.edu/?b=s>.

We strive to create comfortable spaces inside the library where you can study in groups, find quiet study areas, or just sit and relax. Stevenson Library on Main Campus includes a 24-hour study room which is accessible by I.D. card after normal library hours.

The Stephanie A. Wollock Learning Commons is on the 2nd Floor of Stevenson Library. It includes the Writing Center, the Betty B. Schantz Tutorial Center, the Helen Burgess Terrill Archives, and Media Services. The purpose of the Wollock Learning Commons is to provide students with easy access to several related support services, all in one location.

Students and faculty can borrow laptops, cameras, and other media equipment from Media Services. A large collection of instructional and feature films is also available. For more information, call Media Services at 570-484-2545.

All LHU students, faculty, and staff can access the library's e-resources from anywhere on or off campus. Your I.D. card number and your name are all you need to access these e-resources from off campus.

If you have questions about library resources or services, the best place to start is the library's "Ask Us" page at <http://ask.lockhaven.edu>. If you don't find your answer in the "popular questions" section, or if you prefer personal communication, feel free to call us, send us an email, use our reference chat service, or stop by to speak with us in person. The phone number to Stevenson Library is 570-484-2310. The phone number to the Clearfield Campus Library is 814-768-3410. The librarians are listed with their research specialties and email addresses at <http://library.lockhaven.edu/directory/mylibrarian>.

Student Activities

Located on the upper level of the Parsons Union Building, the Student Activities Office provides support, advisement, leadership opportunities and training for over 140 campus clubs and organizations recognized by the Lock Haven University Student Auxiliary Services, Inc., including the Student Government Board and the Haven Activities Council. Each year campus clubs and organizations develop and implement a variety of campus programs and events, including concerts, lectures, special events, performing arts, trips, movies, cultural programs, competitions, conferences, fundraisers, publications, open forums and community service initiatives to enhance campus life. The Student Activities Office sponsors an annual Club and Organization Fair during the first month of the fall and spring semesters to encourage participation and involvement, and to allow clubs and organizations the opportunity to showcase their membership activities to the campus community.

The Student Activities Office also oversees the management of the Parsons Students Union Building (PUB) and the Student Recreation Center (SRC). The PUB houses meeting space, common areas, a computer lab, the campus Bookstore, a game room, and office space for the Student Activities Office, the student newspaper and clubs and organizations. The SRC provides a weight room, climbing wall, indoor track, fitness equipment, three multi-use courts, racquetball courts and a dance room for students to use. Both facilities provide a variety of student employment opportunities

Student Disciplinary Guidelines

Guidelines for student discipline have been established that are in accordance with federal, state and local laws. The University has adopted the American Association of State Colleges and Universities standards for a drug and alcohol free environment. The university is also committed to providing a safe campus environment for its students, faculty and staff. All university regulations governing academic, social and behavioral standards appear in the Student Handbook.

Veterans

<http://www.lockhaven.edu/admissions/veterans/>
https://myhaven.lhup.edu/ICS/Registrar/Veterans_Information.jnz

The university is accredited to offer education to veterans as authorized under the provisions of Title 38, United States Code, Section 3675. The university cooperates with the Veterans Administration in making available curricula for those desiring to enroll in programs of study leading to the following degrees: Associate of Science; Bachelor of Arts; Bachelor of Fine Arts in Music; Bachelor of Science; Bachelor of Science in Education; Master of Health Science; Master of Education; or Master of Science. Credits for educational experiences earned while in the armed services may be granted by the university in accordance with the policies of the Board of Governors of the State System of Higher Education and regulations of the American Council of Education. The Registrar's Office evaluates military experiences upon receipt of Joint Services Transcripts. A school certifying official in the Financial Aid Office provides counseling and assistance in financial matters for veterans.

Act 46 of 2014 requires public institutions of higher education in Pennsylvania to provide veteran students, as defined in the Act, with preference in course scheduling. At Lock Haven University, scheduling preference is the day prior to when other students with the same classification will register.

For any student using Ch. 33 Post 9/11 GI Bill or Ch. 31 Voc-Rehab benefits, even if the VA has not yet paid tuition and fees, Lock Haven University will not:

- Prevent student from enrolling,
- Assess a late penalty fee,
- Require securing alternative or additional funding, or
- Deny access to any school resources (access to classes, libraries, or other institutional facilities) that are available to other students that have paid.

Veteran students also will have access to the veteran's lounge.

GRADUATE PROGRAM POLICIES, PROCEDURES, DEFINITIONS, EXPLANATIONS

<https://myhaven.lhup.edu/ICS/Registrar/>

Policies are available at <http://www.lockhaven.edu/about/policies.html>.

Academic Advising/Advisors

Academic advising varies by program.

Academic Amnesty

Not applicable at the graduate level.

Academic Honesty Policy

PREAMBLE

Lock Haven University endeavors to promote an appreciation of the values of fairness and intellectual honesty and to establish a climate of academic freedom within which students learn. Any breach of trust may undermine academic freedom and diminish the integrity of the university's mission. The university has established means of discouraging academic dishonesty and has established procedures to protect every student's right to fair treatment and due process.

Instructors share the expectation that students demonstrate their mastery of subject matter in an honorable and straightforward manner. Violations of ethical norms are very serious.

POLICY

Lock Haven University forbids academic dishonesty. Students who commit acts of academic dishonesty shall be subject to the sanctions outlined below. This policy applies to all students registered at Lock Haven University during or after their enrollment. Students may contest only (1) whether or not academic dishonesty has occurred or (2) whether a penalty was given capriciously.

RESPONSIBILITIES OF INSTRUCTOR

Instructors are encouraged to include a statement regarding academic dishonesty in the course outline. Faculty members have the right to investigate any circumstances that may constitute violations of academic honesty.

RESPONSIBILITIES OF STUDENTS

Students who do not attend the first day of class must seek out a copy of the course outline. Students must meet the time deadlines outlined in this policy or forfeit the opportunity to appeal the decision.

As members of the university community, students share the responsibility for promoting and maintaining academic integrity. A student who becomes aware of an act of academic dishonesty by another student should bring this information to the attention of the instructor.

Either the instructor or student may initiate a charge of academic dishonesty.

DEFINITIONS

An act of academic dishonesty involves fraud, deceit, or misrepresentation in attempting to obtain academic credit or influence the grading process by means unauthorized by the course instructor or inconsistent with university policy. Academic honesty is breached when a student willfully gives or receives assistance not authorized in course

work, and/or who intentionally fails to adhere to, or assists others in failing to adhere to, the university policy on academic honesty.

Academic dishonesty includes, but is not limited, to the following:

1. **Plagiarism.** The definition of plagiarism for purposes of Lock Haven University policy is as follows: At one extreme, plagiarism is the word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a proper citation. At the other end of the spectrum, plagiarism is the casual inclusion of a particular idea or term which one has obtained from another's writing or speaking, and which is presented as one's own opinion or idea. Within the broad spectrum, plagiarism may include weaving into the text random writings of others without proper identification of the sources. It is also the paraphrased and abbreviated restatement of the analysis and conclusions of another, without the due acknowledgment of the author's text as the basis for recapitulation. Plagiarism also includes, but is not limited to, "the wrongful appropriation, in whole or part, of another's literary, artistic, musical, mechanical, technical, or computer program composition."
2. Receiving and/or providing unauthorized assistance for and during examinations.
3. Using unauthorized notes, materials and devices during examinations.
4. Presenting material research prepared by others, including commercial services, as one's own work in fulfilling course requirements.
5. Collusion with others in attempting to circumvent course requirements.
6. Making fraudulent statements or claims to gain academic credit or influence grading.
7. Attempting to bribe faculty or other university personnel in order to gain academic advantage.
8. Securing or possessing course examination material prior to the administration of the examination from the instructor or proctor without the consent of the instructor.
9. Taking an examination or course on another's behalf or arranging for another to take an examination or course on one's behalf.
10. Altering transcripts and misusing other records and identification material.
11. Intentionally falsifying or arbitrarily inventing research and data to be presented as an academic endeavor.

PROCEDURE FOR HANDLING AN INCIDENT INFORMALLY

When an instructor observes a student engaging in an act of academic dishonesty in the classroom, such as cheating on a test, the instructor has the authority to confiscate the materials at that time and place, and discreetly inform the student that the student is required to make an appointment with the instructor to discuss the alleged incident. During that meeting between instructor and student, the instructor shall inform the student of the accusations against him or her. The accuser shall have thirty calendar days to notify the student of the allegations. In the event an incident occurs at the end of the spring semester, the thirty-day notification may apply to the following fall semester, with the consensus of all parties. If no consensus exists, the Provost/Executive Vice President or designee will decide whether or not to carry over the action.

If an instructor believes a student has engaged in an academically dishonest act outside the classroom, such as plagiarism, then the instructor shall so inform the student in a discreet, confidential setting, such as the instructor's office.

In cases of academic dishonesty, the instructor may elect to implement a sanction that can be given within the confines of the course. If that sanction is not acceptable to the student, or if an instructor feels that more severe sanctions should be implemented, either party may initiate the procedures detailed below. In most instances, the final decision on a grade rests only with the instructor.

Should the student feel that the sanction is not acceptable, he/she may implement the following process:

- The student first notifies the instructor of his or her dissatisfaction with the sanction by arranging a meeting with the instructor in a discreet, confidential setting. This must be done within ten days of the implementation of the sanction; both the student and the instructor may appear with an advisor.
- If dissatisfied with the instructor's response, the student should submit in writing a statement of his or her dissatisfaction to the department chairperson and to the faculty member. The chairperson may attempt to work out a solution acceptable to both the student and the instructor.
- If the chairperson suggests a solution, the proposed solution should be discussed first with the instructor, who must approve it prior to the solution being offered to the student.

- If the instructor will not accept the chairperson's proposal, the chairperson then informs the student that no resolution is possible.
- If a student is dissatisfied with the department chairperson's response, the student must:
 - a. initiate the formal process;
 - b. give oral notification to the instructor of his/her dissatisfaction with the solution; and
 - c. submit a written statement about his/her dissatisfaction to the department chairperson.
- Notification must occur within ten days of the chairperson's response.

Should the instructor feel that an act of academic dishonesty warrants a more severe sanction than can be given within the confines of the course, the instructor retains the right to submit the evidence to the Provost/Executive Vice President or a designee with recommendations for further sanctions. The instructor must also inform the student of his/her action in a discreet, confidential setting such as the instructor's office.

FORMAL RESOLUTION PROCESS

The formal process may be initiated by either the instructor or the student by submitting in writing a complaint to the Provost/Executive Vice President. Once the Provost/Executive Vice President or designee determines the actual charges, the Provost/Executive Vice President or designee may not be involved in any aspect of the resolution process or an appeal. Once the Provost/Executive Vice President or designee initiates the formal proceedings, the student and instructor shall be informed in writing of the alleged violation. Both the student and the instructor may be assisted by a representative or an advisor who may be an attorney. If an attorney is present, he/she may not argue the case. The student shall be given, by personal delivery or by certified mail to the last known address, written notification of the date, time, place of the hearing and the alleged violation. Such notification shall not occur more than twenty-one days from the start of the formal process. The student will be given the right to review, prior to the hearing, any written material that will be used against the student at the hearing.

The hearing will be an administrative hearing with the hearing officer appointed by the Provost/Executive Vice President. The hearing officer is empowered with the right and obligation of judging the evidence and implementing a sanction if so warranted. The student has the right to cross examination and the right to present a defense. This cross examination and defense must be confined to the issue of whether or not academic dishonesty has occurred. The hearing must be recorded and a determination must be made as to whether a violation of this policy has occurred. The results of the hearing must be sent to the student and instructor in writing within five days of the termination of the hearing.

Students shall be advised that failure to attend the hearing, except for "good cause," may result in sanctions being imposed and the university is under no obligation to reschedule a hearing.

AN APPEAL

If the student is dissatisfied with the determination of the hearing officer, an appeal shall be made in writing to the Provost/Executive Vice President or designee within ten days after the student is notified of the results of the administrative hearing. Filing an appeal does not automatically result in a new hearing. The Provost/Executive Vice President or designee shall refer the appeal to the University Academic Appeals Board.

The Academic Appeals Board shall consist of a College Dean not previously involved in the resolution process or a substitute mutually agreed to by the instructor and the accused. The board shall include two faculty members chosen by APSCUF, as well as two undergraduate students appointed by the Student Cooperative Council, Inc. Terms of appointment will be for one academic year. The College Dean or substitute shall serve as the chairperson.

The Academic Appeals Board shall review all evidence pertaining to (1) the fact of whether or not academic dishonesty has occurred or (2) whether or not the penalty was given capriciously. The board shall determine whether or not due process was given in reaching the decision, or based upon the introduction of new evidence, request a new hearing by a different hearing officer designated by the Provost/Executive Vice President. Only new evidence with direct bearing to issues (1) and (2) above may be introduced to the Academic Appeals Board. No disciplinary action will be taken before an appeal is decided unless the President determines that the integrity of the academic process requires immediate implementation. The chairperson and the board shall render a written

decision to the student and instructor within ten days of receipt of an appeal. The decision of the Academic Appeals Board shall be final.

For the purposes of this policy, all time limits shall be construed to mean class days within the academic year. Summer school may constitute part of the academic year. Infractions occurring at the end of the spring semester or during the summer terms may be carried over until the next fall semester, with the consensus of all parties. If no consensus exists, the Provost/Executive Vice President or designee will decide whether or not to carry over the action.

SANCTIONS

The following is a list of the range of sanctions that may be imposed against a student found to have committed acts of academic dishonesty.

Sanctions which may be given within the confines of the course:

- **Grade Penalty:** An instructor's refusal to correct an assignment or test or an instructor's requiring the rewriting of an assignment or the retaking of a test for reasons related to academic dishonesty.
- **Grade Reduction:** If a student is found to have committed an act of academic dishonesty, then a grade for a particular unit of work or for the entire course may be reduced. This includes a grade of "E".
- **Imposition of a failing "E" grade:** A student who has withdrawn from a course in which he/she committed an act of academic dishonesty may receive an "E" for the course.

Instructors are encouraged to notify the Provost/Executive Vice President when a sanction is given within the confines of the course. The student must be notified when such action is taken. Once a sanction is given within the confines of a course and there is no formal process initiated, the sanction will be put in place and no other action will be taken by the student or faculty member.

Sanctions which may result from Formal Resolution Process:

- **Official Reprimand:** An official letter reprimanding the student for the commission of an offense may be placed in the student's official file for a specified period of time.
- **Suspension:** If a student is found to have committed an act of academic dishonesty, the student may be suspended from the university for a specific period of time unless specific and significant mitigating factors are present.
- **Dismissal:** Permanent removal of the student from enrollment at the university may be imposed for repeated violations, cumulative violations, or egregious first offenses.

DEFINITION OF TERMS:

university - the community of faculty, staff and students at Lock Haven University

instructor - any person employed by the university who holds academic rank or performs teaching duties

staff - any person employed by the university who is not a faculty member or an instructor

class days - days upon which classes in general are held during the academic year (normally five days a week)

designee - any person appointed by the Provost/Executive Vice President to represent the university. This person may not be a member of the faculty

Academic Standing

Good standing for graduate students is 3.00 GPA.

Attendance Policy

Faculty determine attendance policies for their classes consistent with University Approved Guidelines. Attendance policies are to be included on syllabi.

University Approved Guidelines

1. Students are expected to participate in all classes. It is the student's responsibility to complete all course requirements even if a class is missed. If a student misses class for an officially excused reason, then he/she is entitled to make up the missed work but only at the convenience of the faculty member. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes lies solely with the student.

2. Students are not penalized for absences caused by verified conditions beyond their personal control. The student may be required to provide non-family, third-party documentation. Examples of these conditions may include: personal illness, death or critical illness in the immediate family, jury duty, military duties, and religious holidays.

3. Absences. Absences due to students' participations in the university approved athletics, curricular, and extra-curricular activities may vary by program.

4. Students are responsible for dropping/withdrawing from a class they are no longer attending. Deadlines are included on the academic calendar. Students who do not properly drop/withdraw from a class will be responsible for the grade earned and tuition and fees incurred.

Auditing a Course

In special instances, a student may audit a course if a seat is available in the course. The instructor will provide the student with the course requirements needed to be awarded an audit (AU) grade at the conclusion of the semester. If successful completion of the audit requirements is not met, the course will be administratively withdrawn as of the end of the semester. A withdrawn grade (W) will appear on the student's academic record.

An audited course provides no academic credit nor may it be changed later to a credit grade. In order to audit a course, the student must first enroll in the course and then request approval from the Registrar.

The deadline to declare audit for a course is the same as that to declare pass-fail: twenty-one days into the semester (prorated for other sessions).

Criteria for auditing:

- There must be space available in the class.
- The student is not required to take an active part in class exercises or take exams.
- All tuitions and relevant fees apply as per LHU policy.
- The student must attend 75% of the class periods to receive the 'AU' grade; otherwise a 'W' is given.
- Approval is given by the Registrar.

Class Meeting Times

<http://www.lockhaven.edu/academics/calendar.html>

Regular/Standard Class Meeting Times

Some classes meet at times other than the standard time below. Be sure to review the schedule of classes or your student schedule for accurate class meeting times.

Monday - Wednesday - Friday	Tuesday - Thursday
8:00 - 8:50 AM	8:00 - 9:15 AM
9:05 - 9:55 AM	9:30 - 10:45 AM
10:10 - 11:00 AM	11:00 - 12:15 PM
11:15 - 12:05 PM	2:10 - 3:25 PM
12:20 - 1:10 PM	3:40 - 4:55 PM

1:25 - 2:15 PM	5:10 - 6:25 PM
2:30 - 3:20 PM	
3:35 - 4:25 PM	
4:40 - 5:30 PM	
Monday - Wednesday	Single Evening Meeting
3:35 - 4:50 PM	5:05 - 7:55 PM
5:05 - 6:20 PM	6:30 - 9:20 PM

Condensed Schedule ~ Convocation & Martin Luther King, Jr. Celebration Days
 For Convocation & Martin Luther King, Jr. Celebration Days, the following condensed schedule will be used.

REGULAR MEETING TIME	SPECIAL MEETING TIME
8:00 - 8:50 AM	8:00 - 8:40 AM
9:05 - 9:55 AM	8:55 - 9:35 AM
10:10 - 11:00 AM	9:50 - 10:30 AM
11:15 - 12:05 PM	10:45 - 11:25 AM
12:20 - 1:10 PM	11:40 - 12:20 PM
1:25 - 2:15 PM	12:35 - 1:15 PM
	<i>PROGRAM 1:30 - 2:45 PM</i>
2:30 - 3:20 PM	3:15 - 3:55 PM
3:35 - 4:25 PM	4:10 - 4:50 PM
3:35 - 4:50 PM	4:10 - 5:10 PM
4:40 - 5:30 PM	5:05 - 5:45 PM
4:40 - 5:55 PM	5:05 - 6:05 PM
5:05 - 6:20 PM	5:25 - 6:25 PM
Other evening classes	Normal class period

Compressed Schedule ~ Inclement Weather
 For a delayed opening for academic instruction, the following compressed schedule will be used.

Monday - Wednesday - Friday		Tuesday - Thursday	
Regular Time	Adjusted Time	Regular Time	Adjusted Time
8:00 - 8:50 AM	10:00 - 10:40 AM	8:00 - 9:15 AM	10:00 - 11:00 AM
9:05 - 9:55 AM	10:55 - 11:35 AM	9:30 - 10:45 AM	11:15 - 12:15 PM
10:10 - 11:00 AM	11:50 - 12:30 PM	11:00 - 12:15 PM	12:30 - 1:30 PM
11:15 - 12:05 PM	12:45 - 1:25 PM	12:30 - 1:45 PM	1:45 - 2:45 PM
12:20 - 1:10 PM	1:40 - 2:20 PM	2:10 - 3:25 PM	3:00 - 4:00 PM
1:25 - 2:15 PM	2:35 - 3:15 PM	3:40 - 4:55 PM	4:15 - 5:15 PM
2:30 - 3:20 PM	3:30 - 4:10 PM	5:10 - 6:25 PM	5:30 - 6:30 PM

3:35 - 4:25 PM	4:25 - 5:05 PM		
4:40 - 5:30 PM	5:20 - 6:00 PM		
Monday - Wednesday		Single Evening Meeting	
Regular Time	Adjusted Time	Regular Time	Adjusted Time
3:35 - 4:50 PM	4:25 - 5:25 PM	5:05 - 7:55 PM	6:45 - 8:30 PM
5:05 - 6:20 PM	5:40 - 6:40 PM	6:30 - 9:20 PM	6:45 - 8:30 PM

*On days when the compressed schedule is used, all night classes will begin at 6:30 PM.

Length of Class Meeting Times (SSHE – System Academic Procedures – SA040 – June 2010)

The length of class meeting times is defined as the number of contact hours per week per course credit hour.

One semester academic credit hour is the equivalent to a minimum of 700 minutes of instruction (50 minutes x 14 weeks), exclusive of time for final examination. This is equivalent to 35 hours of instruction plus time for final examination for a three credit-hour course. Note: This definition is for traditional classroom (face-to-face) instruction.

Course Descriptions

Current course descriptions are available on the web at <http://www.lockhaven.edu/coursecatalog/>; course descriptions available at the time of this publication are included at the end of this document.

Credit by Examination/ Non-Transcripted Prior Learning Credit for Life Experience

It is possible to earn credit toward graduation by satisfactory completion of examinations in areas where students have had good preparation. Students interested in this procedure should discuss their preparation with the department chairperson in whose area the expertise is claimed. If the chairperson thinks that the applicant has adequate preparation, a faculty member will be assigned to administer a comprehensive examination. If a student completes an examination successfully, the chairperson recommends through his dean to the Registrar's Office that the specific course in question be entered on the student's record with credit by examination; letter grades are not awarded in this procedure.

If a student can provide documentation for a department to assess and evaluate non-transcripted prior learning, credit may be awarded.

Credit by exam is counted as resident credit for graduation.

Approval for credit by examination is required prior to completing the examination.

The credit by exam fee will be charged at the time of the pre-approval and is nonrefundable regardless of the student's success or failure in receiving the credit.

No credit by examination will be awarded without completing the pre-approval and paying the fee in advance.

Credit Hours

Credit hours assigned to courses will be aligned with:

- Pennsylvania Department of Education's (PDE) regulations
<http://www.pacode.com/secure/data/022/chapter31/s31.22.html>
- Pennsylvania's State System of Higher Education (PASSHE) common calendar
PASSHE Board of Governors Policy 2002-04: Common Academic Calendar
- PASSHE's Standard – Length of Class Meeting Time – Schedule of Classes – SA-400
- Carnegie Unit of credit assignment

A typical semester meets for fourteen weeks of instruction, after which the final exam may be given in the fifteenth week.

One credit is defined as fourteen hours of classroom instruction. An “hour” is equivalent to fifty minutes. The typical instructional time for a lecture-type class is fifty minutes per credit per week. A one-credit course will meet 50 minutes, one day per week for 14 weeks. A three-credit course will meet 50 minutes, three days per week for 14 weeks (or 75 minutes, two days per week for 14 weeks).

It is recommended that a student invest two hours of out-of-class time for every hour of in-class time.

The assignment of one semester hour of credit indicates no less than forty-two hours of effort by the student per semester. Not all effort is necessarily while in face-to-face contact with an instructor; each hour of directed faculty instruction will be accompanied by a minimum of two hours of out-of-class student work. (1 hour in-class + 2 hours out-of-class = 3 hours total per week; 3 hours per week x 14 instructional weeks = 42 hours)

Laboratory courses generally award one credit hour for two hours of scheduled lab work. A science course may combine two semester hours of lecture with one semester hour of lab for a total of three semester hours. This will require fifty-six hours of contact. (2 hours per week of instruction for lecture x 14 weeks of the semester = 28 hours plus 28 hours of laboratory as indicated below)

Studio-based courses award one credit hour for two hours of scheduled supervised studio work.

Online and individualized instruction courses are assigned the same number of semester hours of credit as an identical course delivered face-to-face, based on a determination that the student learning objectives and outcomes attained by the online or individualized instruction course are consistent with those of the face-to-face offering. Similar standards apply to the assignment of credit based on non-transcribed prior learning or examination. Online courses for which there is no face-to-face equivalents and independent study courses will be designed and offered to achieve course learning objectives and outcomes that reasonably approximate not less than forty-two hours of effort by the student for each semester hour of credit.

Internships will have a minimum of forty-two hours of contact for each credit hour assigned.

Course and program approvals follow a structured curriculum approval process beginning within the academic department, then to the college curriculum committee, the curriculum integration subcommittee, university curriculum committee, Provost, and President for courses and to PASSHE’s Board of Governors for programs. Credit hour assignments may be reviewed at each step.

The academic calendar, provided by PASSHE, is reviewed by a Meet and Discuss Academic Calendar Committee that makes recommendations for allowable non-instructional days. In addition the Academic Calendar Committee recommends make-up days to be included on the calendar in the event of inclement weather to accommodate university closings. This committee ensures that the required number of instructional days are included on the calendar.

Offerings that do not follow the standard 14-week pattern are reviewed to ensure the minimum number of instructional hours are met. For example, summer classes do not meet for fourteen weeks. However, the meeting patterns are adjusted accordingly.

The College Deans and Registrar review class meeting patterns to ensure minimum instructional time is met.

Degree

A degree is an academic title used as an indication of the completion of a course of study. The degree is what is earned upon completion of the requirements for the chosen program.

Ultimate responsibility for the successful completion of the degree lies with the student. The student must know and observe the academic policies and regulations of the university and must meet the requirements for

graduation. The student must know the sources of academic information and work closely with an advisor in examining program and course requirements.

Drop/Add

Background

Drop/Add is a course scheduling process that must be tied into enrollment and refund processing. Class lists for course sections are affected, as well as tracking of student course attendance.

A. Criteria for Drop/Add

1. The Drop/Add period will extend to the eighth calendar day excluding holidays, and when the university is closed, to provide student with one full week plus the weekend in a typical semester to obtain any necessary signatures/approval for closed courses or pre-requisite overrides.
2. These periods will be converted to percentages to apply to nontraditional semesters. The drop/add period covers 8.57 percent of the class days (excluding the final exam period), adjusted to a whole number.
3. Universities may devise strategies to handle special circumstances.

Drop versus Withdrawal

Drop

- Takes place during the first few days of the semester/session (designated on the academic calendar), typically the first eight days of the semester
- Does not appear on a student's academic record with a "W" grade
- Semester hours are not included in the student's attempted hours
- Student drops courses online (using myHaven, Add/Drop Courses), unless dropping all classes, then needs to contact Enrollment Management Specialist's office

Withdraw (with "W")

- Takes place after the last day to "drop" through the end of the tenth week of the semester (designated on the academic calendar)
- Appears on a student's academic record with a "W" grade
- Semester hours are included in the student's attempted hours
- Student withdraws from courses online (using myHaven, Add/Drop Courses), unless withdrawing from a class after the fifth week of the semester, then needs to contact instructor or from all classes, then needs to contact the Enrollment Management Specialist's office [see Withdrawal Policy (Leave of Absence), from the University]
 - During the winter intersession and the summer sessions, students may withdraw from all courses online without contacting the Enrollment Management Specialist's office.

Dual/Second Degree Policy

Action for Graduate Students:

For awarding two dual graduate degrees at least 12 hours will be required beyond the minimal credit requirements for the degree program with the most required credits.

- Action for Post-Masters Students Returning for a Second Master's Degree:
 - Students need to complete an additional 15 credits (regardless of number of earned credits of the first master's degree) and complete degree requirements in effect at time of matriculation for second Master's Degree.

Exam Policy

Recognizing that corrected exams can be learning tools, the university accepts as educationally sound policy that faculty make available* to students term papers, tests, and quizzes within two weeks of the date of submission.

Final exams, term papers or project reports will be retained by faculty members for a full semester and made available to students upon request.

*It is the instructor's prerogative either to return work or to allow students to see it.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. When a student reaches the age of 18 or attends a school beyond the high school level, these rights transfer to the student.

- Students have the right to inspect and review their education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Schools may charge a fee for copies.
- Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the student in order to release any information from a student's education record.

However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may (schools are not required to disclose, given the situation) disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

A student may request that any or all of this information not be made publicly available by request to the Registrar's Office.

However, schools must tell students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Source: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Additional Information:	LOCK HAVEN UNIVERSITY Contact:
Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave, SW Washington, DC 20202-5901	Ms. Jill R. Mitchley, Registrar Ulmer 224 Lock Haven University of PA Lock Haven PA 17745 570-484-2526 jmitchle@lockhaven.edu

Final Exams

Final exams will be given during the 15th week of the semester.

Grade Appeal Policy

The goal of this grade appeal policy is to establish a clear, fair process by which students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. The appeal process starts within 20 days after a student receives the final course grade.

Informal Procedure

If a student believes the final course grade awarded by the instructor has resulted from an error in calculation or recording of the grade or reflects an unwarranted deviation from grading procedures and course outlines set out at the beginning of the course, the student should discuss the matter with the instructor and if unsatisfied, with the department chair in the department in which the course was offered.

Formal Procedure

If a student believes that an improper final course grade has been assigned and is dissatisfied with the outcome of an informal procedure, a formal appeal may be filed on the following grounds:

1. Error in Calculation or Recording of a Grade.
2. Arbitrary and Capricious Evaluation: Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily during the first week of the course) or a grade assigned arbitrarily and capriciously on the basis of whim, impulse or caprice. The student may not claim arbitrariness and capriciousness if he/she disagrees with the subjective professional evaluation of the instructor.

The following steps must be followed:

The student submits a written statement to the instructor explaining his/her request to review the grading procedure.

Possible outcomes from step 1:

- A. Faculty member finds in the student's favor -- a grade change will be processed at the Registrar's Office.
- B. Faculty member determines original grade is appropriate -- the student will be notified in writing by the faculty member within 10 working days. (Reasonable and necessary extensions of time may be granted by the reviewing officer at any point in the process.)

If the outcome is 2B and the student is not satisfied with that decision, the student may prepare a written complaint which contains supporting evidence and indicates the desired solution. This complaint must be submitted to the dean of the college in which the course is offered and the faculty member within 20 regular semester class days from the dated response of the faculty member.

Within 10 working days, the dean shall hear the evidence by each side and may collect further evidence. Both sides must be given access to such evidence and given the opportunity to rebut it. The dean shall attempt to achieve a negotiated settlement and will notify in writing the student and the faculty member of his/her findings and decision within 10 working days of the meeting.

If the student is not satisfied with the dean's decision, he/she may appeal in writing to the Provost/Executive Vice President within 10 working days of the dated response of the dean. The appeal must be accompanied by a copy of the written complaint that was given to the dean and faculty member in step 3.

Within 10 working days, the Provost/Executive Vice President shall hear evidence by each side and may collect further evidence. Both sides must be given access to such evidence and given the opportunity to rebut it. The Provost/Executive Vice President shall attempt to achieve a negotiated settlement and will notify in writing the student and the faculty member of his/her decision within 10 working days.

The Provost/Executive Vice President shall take whatever action is necessary to restore equity in the situation. This includes the assignment of an equitable letter grade or a W or P where appropriate. The decision of the Provost/Executive Vice President shall be final within the University.

Grade Change Policy

It is the student's responsibility to review final grades at the close of a semester or other academic session. In normal circumstances, grade changes can be made only by the instructor issuing the grade. In exceptional circumstances (e.g. death, retirement, or permission of the instructor) the department chairperson may be permitted to make a grade change.

Only grade changes, excluding incomplete grades (see below), due to grade miscalculation are accepted after the grade entry deadline of each semester/session. The change is completed in writing at the Registrar's Office no later than four weeks into the semester (fall or spring) following the session/semester for which the course was registered. (Ex: A course registered and graded in the fall semester or winter intersession may be changed up to four weeks in to the spring semester; a course registered and graded in the spring semester or summer sessions may be change up to four weeks in to the fall semester.)

Incomplete grades are assigned according to the Incomplete Grade Policy and are changed online through the published deadline.

"EW" grades, once issued, may not be changed. This grade is not only an academic indicator that the student unofficially withdrew (stopped attending class but did not properly withdraw and therefore did not finish the course requirements) but also is used for federal financial aid compliance. Once the grade is issued, financial aid may be impacted and cannot be reversed.

No grades may be changed for a student after the student has graduated. The student's cumulative grade point average is frozen at the time of graduation and cannot be changed.

Students who have reason to believe a grade was incorrectly issued will follow the University's Grade Appeal Policy.

Grading

Grades are a reflection of academic performance. Prospective employers and graduate schools consider grades when making decisions about employment or admission. Grades are a record of achievement satisfying learning, interest, application, and motivation.

Grades are submitted by faculty using online grade entry. Grades are due by the deadline on the academic calendar.

A quality point is the unit of measurement of the quality of work done by the student. Quality points are computed as follows:

Letter Grade	Quality Points Per Credit Hour	Interpretation
A	4.000	Excellent
A-	3.700	
B+	3.300	
B	3.000	Good
B-	2.700	
C+	2.300	
C	2.000	Fair
C-	1.700	
E		Failure
I		Incomplete*
AU		Audit*
W		Withdrawal*

Commented [WDF1]: Rationale for leaving P/F option for graduate courses? Do any programs allow this option?

* Does not affect GPA The GPA is obtained by dividing the total quality points a student has earned at LHU by the total of semester hours attempted or scheduled (less those semester hours taken as pass/fail, repeated, or credit/no credit or transferred).

To compute a grade (or quality) point average for a semester, multiply the value of each grade earned by the credit hours of the course; add up all the products, and divide that sum by the total number of credit hours for the semester.

Example:

Course	Course Credit Hours	Grade	Quality Points (Value of Grade)	Quality Points Earned
ADAC605	3.0	B	3.0	9.0
ALTE692	3.0	C	2.0	6.0
EDLD650	3.0	A	4.0	12.0
SPRT600	3.0	C+	2.3	6.9
PYAS615	1.0	B-	2.7	2.7
TOTALS	13.0			36.6
36.6 quality points divided by 13.0 credit hours = 2.815 (semester GPA)				

Graduation/Commencement Ceremony Participation

Prospective December graduates will participate in the December commencement ceremony.

Prospective May and August graduates (of the same year) will participate in the May commencement ceremony.

Graduation Requirements

Students must know and observe the academic policies and regulations of the university and must meet the requirements for graduation. Students must know the sources of academic information and work closely with an advisor in examining program and course requirements.

The total number of credits required for graduation varies by program.

Graduation Residency Requirements

For master's students, at least 2/3 of the credits meeting program requirements must be taken from the university offering the degree.

Doctoral residency requirements are determined at the program level.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.

Graduation with Latin Honors

Master Degree Candidates – Ineligible for Latin honors

Incomplete Grade Policy

Students who receive "Incomplete" grades for their coursework must make an arrangement with the instructor outlining what is required to complete the course. LHU will not permit students to graduate if any incomplete grades remain on the student's academic transcript.

At the end of the 4th week of the next subsequent regular semester, the incomplete grade converts to an "F" for GPA calculations, assuming the student has not completed the assignments or the instructor has not turned in an alternate grade.

Faculty members may request that students complete work prior to the default period and turn in a change of grade form based upon the arrangement with the student.

Faculty may request an extension to the four-week deadline through the Registrar's Office.

Independent Study

The purpose of independent study is to permit outstanding students the opportunity to undertake advanced study in a specialized area not normally provided by regularly scheduled courses. To qualify, a student must have earned at least 6.0 semester hours and have a minimum grade average of 2.75. The availability of independent study is offered on a program by program and student by student basis.

Independent studies may not duplicate existing departmental courses, either in name or content.

The procedure for applying for an independent study is to confer with the faculty sponsor, complete an independent study application packet and submit the completed application to the department chairperson, the student's advisor, the dean of the college providing the independent study, and the Vice President for Academic Affairs.

Evaluation of independent studies is the responsibility of the faculty sponsor and may include a written paper, an oral report, or other project materials appropriate to the nature of the study. Credit is variable (one to three semester hours) depending upon the nature of the study. Under normal circumstances, independent study projects will be of such length and complexity that they may be completed in one semester. Students desiring to do additional work on the problem, or to do a problem for the period of a year or more, must submit successive applications through the normal channels.

The final written report shall be submitted to the sponsor. The sponsor shall file the written report with the Office of the Provost at the time that the grade is submitted.

Please see Independent Study Application: <https://myhaven.lhup.edu/ICS/Registrar/Forms.jnz>

Individualized Instruction

Under certain prescribed conditions, students may take courses that are included in the university catalog but that are not being currently offered on an individual basis. A limited number of students are permitted to take an individualized instruction with the same instructor during the same semester. The application procedure is the same as that for independent study.

Please see Individualized Instruction Application: <https://myhaven.lhup.edu/ICS/Registrar/Forms.jnz>

Internship/Field Experience Programs

An internship/field experience is any off-campus program for which college credit is awarded and which serves as a vehicle for providing adjunct practical experience related to on-going professional development at Lock Haven University.

The university offers interested and qualified students an opportunity to participate in various internship/field experience programs which provide on-site experiences to supplement classroom learning. Internship/field experience information is available from the program coordinator/director.

Minimum requirements for internships/field experiences vary by program.

Please See Internship Application: <https://myhaven.lhup.edu/ICS/Registrar/Forms.jnz>

Major, Definition, Declaring or Changing

The academic major (common core), concentration or specialization, and the capstone experience(s) are the principal components of the degree. Academic major can be a sequence of courses, activities, and/or experiences constituting a major field of study, culminating in a credit-based degree or certificate. (*PASSHE definition, 2012*)

A student matriculated into one graduate program who wishes to change to another must withdraw from the one in which he/she is enrolled and apply anew to the one to which he/she wishes to enroll.

Commented [LPS2]: Revised from "dean" to program coordinator/director.

Majors, List of

See "Programs of Study."

Mid Semester Grades

At the designated time of each semester, faculty are to submit mid-semester grades via the student information system. Since mid-semester grading is not restricted to low grades, faculty are encouraged to provide all grades so that students are aware of their progress.

All students will be notified to review their academic record for mid-semester grades. Low grades (C-, D+, D, and E) will be e-mailed to the students.

Probation/Suspension/Dismissal**Probationary Period**

If grades fall below a 3.0 cumulative gpa, students will be placed on academic probation for one semester. Specific program policies may supersede this.

Suspension

If grades are not above a cumulative 3.0 after one semester, student will be placed on suspension. Specific program policies may supersede this.

Reinstatement

Students on suspension, may petition for reinstatement within 20 days of suspension in writing to the Dean of the appropriate College. If approved, the student can be Readmitted on Probation" for the following semester/session. Should the student fail to raise his/her gpa above 3.0 during this semester, he/she will be dismissed from the program. . Specific program policies may supersede this.

Programs of Study

Professional Science Masters	Actuarial Science	100% On-line Delivery
Master of Education	Alternative Education	100% On-line Delivery
Master of Science	Athletic Training	Face to Face Delivery
Master of Science	Clinical Mental Health Counseling – Children and Adolescent Counseling	100% On-line Delivery
Master of Science	Clinical Mental Health Counseling – Counseling Veterans and Their Families	100% On-line Delivery
Master of Science	Clinical Mental Health Counseling – General Clinical Mental Health Counseling	100% On-line Delivery
Master of Health Science	Health Science – Healthcare Management	100% On-line Delivery
Master of Health Science	Physician Assistant	Face to Face & Distance Delivery
Master of Science	Sport Science – Sport Administration	100% On-line Delivery
Master of Science	Sport Science – Sport and Exercise Psychology	100% On-line Delivery
Master of Education	Teaching and Learning	100% On-line Delivery

Repeat Policy

Graduate students can repeat a single course for grade improvement only once.

Graduate students will be limited to a maximum total of two repeats across the program.

The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

Requirements for Graduation

Graduation requirements vary by program. Students are responsible for meeting all requirements of their program.

Simultaneous Degree Completion

Graduate Students:

For awarding two simultaneous graduate degrees at least 12 hours will be required beyond the minimal credit requirements for the degree program with the most required credits.

Student Responsibility for Academic Programs

Ultimate responsibility for the successful completion of a degree program lies with the student; therefore, the student must know and observe the academic policies and regulations of the university and must meet the requirements for graduation. Students must work closely with an advisor in examining program and course requirements.

Syllabus

A syllabus is a schedule of course events and requirements that is given to student in each class. The syllabus outlines what the class will cover, when assignments are due, when exams and finals are scheduled, and includes expected student learning outcomes. It also includes the contact information for the instructor and office hours.

Transfer Credit

Lock Haven University accepts credits from regionally accredited colleges and universities.

Regional accreditations include the following:

- Middle States Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- North Central Association of Colleges and Schools
- New England Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Credits from either non-accredited institutions or institutions not accredited by the above will be reviewed for possible acceptance upon receipt of a course syllabus and through the Transfer Credit Appeal process (see Transfer Credit Appeal at the end of this document).

Courses from non-US institutions must be evaluated by World Education Services (WES; phone 212-966-6311) with a copy of the evaluation sent to LHU for a review of possible credit transfer.

Evaluation

All courses presented for transfer will be reviewed by the Program Director/Coordinator for acceptability to the program on a case by case basis. If approved, credits will be posted to the student's academic record by the Registrar's Office

Please see Transfer Credit Approval Form: <https://myhaven.lhup.edu/ICS/Registrar/Forms.jnz>

Calculations

Transfer grades are not included in the computation of LHU grade point averages. (See exception related to PASSHE Visiting Student Policy below.)

Transfer credits are used for total hours toward graduation requirements.

Credits for courses from institutions that operate on a quarter-hour system will be converted to semester hours by multiplying the quarter hours by .667.

Limitations

The number of credits which may transfer varies by program.

No graduate credits earned greater than ten years prior to enrollment will be accepted for transfer.

Transfer Credit Appeal

Lock Haven University provides students with the opportunity to appeal how courses have transferred (or were not evaluated for transfer entirely).

1. Complete the Transfer Credit Appeal Form: <https://myhaven.lhup.edu/ICS/Registrar/Forms.jnz>
2. Attach a course description/syllabus to the completed form. Submit the information to the department chairperson of the department in which the course is offered.
3. The department chairperson will review the course description/syllabus and provide to the Registrar's Office a recommendation for a change in the course equivalency or indicate the original equivalency is accurate.

Undergraduate Enrollment in Graduate Courses

Undergraduate students meeting the following criteria may enroll in graduate courses for graduate credit.

The student must:

- Be in the last semester of the Bachelor's program and eligible for graduation at the completion of the semester.
- Be in Good Academic Standing with a minimum 3.0 GPA
- Apply to the graduate program and be provisionally accepted.
- Restrictions -- Registration is limited to a maximum of 6.0 graduate credits; the graduate credits will not be counted toward requirements needed for the Baccalaureate degree.

Veteran Preference in Course Scheduling Policy

Act 46 of 2014 requires public institutions of higher education in Pennsylvania to provide veteran students, as defined in the Act, with preference in course scheduling. Non-compliance may be reported to the Pennsylvania Department of Education by submitting the Higher Education Student Complaint form found at www.education.state.pa.us.

Definition:

Veteran Student is an individual who:

- Has served (or is currently serving) in the United States Armed Forces, including a reserve component and National Guard;
- Was discharged or released from such service under conditions other than dishonorable; and
- Is considered an active student (enrolled in courses) at Lock Haven University.

Course Scheduling Preference is:

- Assignment to register with Lock Haven University's "priority" registration groups.
- The "priority" registration groups register one day prior to students with the same classification (SR-senior, JR-junior, SO-sophomore, FF/FR-freshman). See *sample schedule* for example of priority registration.
 - Veteran students must not have any financial or other university holds that prevent registration.
 - Veteran students must receive registration clearance from their academic advisor in order to access online registration.
 - Veteran students must meet all course requisites, if any, and all section requirements, if any, to register for a given course/section.

Student eligibility requirements:

- Must be enrolled at Lock Haven University
- Must meet the definition of veteran or active-duty serviceperson
- Must provide proof of veteran (other than dishonorable discharge) or active-duty status

Process for verifying eligibility:

- Self-identify as a veteran or active-duty serviceperson

- Provide appropriate documentation to support identification. This is likely a DD214 to show discharge status of anything other than dishonorable. However other documentation will be considered provided it clearly identifies the student and his/her United States Armed Forces service status.
- All students receive yearly email (early fall semester) regarding process to self-identify. Additional follow up is done for students who have identified through the admissions or financial aid process to ensure all veterans are contacted and given the opportunity to take advantage of the priority registration.

Point of Contact for Course Scheduling Preference:

Jill R. Mitchley, Registrar
jmitchle@lockhaven.edu
570-484-2526
Ulmer Hall 224

Waivers, Course

Course waivers will be recorded on the academic record. Students do not earn credit for a course that has been waived; however, the waiver will complete the requirement on a degree audit. Students are responsible for completing the minimum credit hours required for a degree. Waivers do not appear on official transcripts.

Withdrawal End Dates

Students will be permitted to withdraw from a course and receive a grade of "W" up to the end of the tenth week of the semester. After the tenth week of the semester and through the last day of classes, students who withdraw will receive a grade consistent with university policy which will be determined by the instructor. Withdrawal periods will be prorated for summer and intersession terms.

For the fall and spring semesters, beginning with the sixth week and through the tenth week, students must meet with the instructor of the class from which they want to withdraw to discuss the action. (In the event the instructor is not available, the student may meet with the academic advisor or major department chairperson.) The individual with whom the student meets will withdraw the student from the course using online registration.

Because of the nature of the course offerings for the summer sessions and winter intersession, students may withdraw from the courses themselves through the dates on the published academic calendar. However, it is highly recommended and encouraged that students discuss this with the instructor (or advisor or major department chairperson if the instructor is unavailable) prior to taking this action.

The number of permitted course withdrawals vary by graduate program.

Withdrawal Policy (Leave of Absence), from the University

A student who is registered in courses for any semester or summer session is considered an enrolled student to receive grades and to be assessed tuition, fees, and any other applicable charges.

A student who is unable to attend classes or complete the semester for any reason must request a withdrawal from the university by contacting The Center of Excellence and Inclusion at Excellence@lockhaven.edu, 570-484-2598.

Effective Date

The effective date of the withdrawal is the date which is verified by The Center of Excellence and Inclusion as the last date of class attendance.

The effective date of the withdrawal will determine the grade to be recorded on the academic record and the amount of tuition, fees, and other charges to be refunded, if applicable. Refunds will be processed according to the university's refund schedule.

Deadline

The deadline to withdraw from the university without academic penalty is on the academic calendar, for an academic semester usually the 10th week of classes. Withdrawing after this published date will be with academic penalty, "E" grades.

University withdrawals will not be processed retroactively. Therefore, it is important for the student to contact the university upon deciding to discontinue enrollment.

A student who does not officially withdraw will receive failing grades and be responsible for all financial obligations.

Medical Withdrawals

In the event of a serious medical condition, a medical withdrawal may be requested. Documentation from a medical professional will be required after the 10th week of enrollment in order to avoid failing grades. If a medical withdrawal is granted, "W" grades will be awarded. A medical withdrawal does not imply forgiveness of charges. A student who incurs charges will be subject to the published refund schedule.

Medical withdrawals must be requested immediately but no later than thirty (30) days after the close of the semester in which the student seeks medical attention.

A student who receives a Medical Withdrawal will be required to submit a medical Reinstatement Certification from a medical professional in order to return the semester immediately following the withdrawal (return the summer or fall semester after withdrawing from the spring semester or return the winter intersession or spring semester after withdrawing from the fall semester) or the student must sit out a semester (fall or spring).

A student may not receive approval for more than two consecutive medical withdrawal semesters.

Student Called to Active Military Duty

A student who is called to **active** duty (confirmed by official military orders from the President of United States or the Governor of the Commonwealth of Pennsylvania, reference BOG Policy 1983-19-A) should contact The Center of Excellence and Inclusion at Excellence@lockhaven.edu, 570-484-2598.

In some cases, a student may have completed a sufficient part of his courses to be able to receive grades or incompletes rather than withdrawing. The student must decide whether he/she will attempt to complete the courses or withdraw completely from the semester/session. If the student chooses a complete withdrawal, the entire semester will be removed from his/her record. This decision is binding.

Military withdrawals are to be requested immediately upon receipt of orders but no later than thirty (30) days after the close of the semester in which the student receives orders.

Withdrawal from Web-Based Courses

The last date of attendance for a web-based course will be provided by the Office of Information Technology. All activity in a web-based course will be considered (i.e. reviewing the syllabus, participating in discussions/chats, submitting assignments, completing a quiz or exam, etc.)

Refund Schedule

No withdrawal, including a medical withdrawal, implies forgiveness of financial obligations. A student who has incurred charges will be subject to the published refund schedule.

The university's refund schedule is available at <http://www.lockhaven.edu/studentaccounts/>.

Withdrawal Appeals

Any appeal related to a withdrawal must be submitted in writing to the Registrar within ten days of notification of action. Appeals will be reviewed by a committee consisting of the Registrar, Director of Financial Aid, and the Vice President for Enrollment Management and Student Affairs. If the committee is unable to reach a decision, the issue will be forwarded to the Provost.

Returning from a Withdrawal

Upon a complete semester withdrawal, all current semester courses will be withdrawn and future semester courses will be cancelled. The student will be required to complete a request to resume studies through the Registrar's office in order to return and schedule courses for the semester of the return.

CALENDARS**FALL 2019 ACADEMIC, FINANCIAL, and HOUSING CALENDAR**

Subject to change

For tuition/fee refund schedule, visit http://www.lockhaven.edu/cost/refundschedule.html . Financial refund dates do not necessarily coincide with course drop and withdrawal dates.		
Wednesday	August 21	New Student Move-In Day #1
Thursday	August 22	New Student Move-In Day #2
Friday & Saturday	August 23 & 24	New Student Orientations
Friday	August 23	Returning Student Move-In Day
Sunday	August 25	Founder's Day Convocation at 1:00 pm.
Monday	August 26	Classes begin at 8:00 AM
Monday	August 26	Fall 2019 student bill payments due
Wednesday	August 28	Last day to add first half semester course
		Last day to drop a first half semester course (does not appear on academic record)
Monday	September 2	Labor Day - No Classes
Tuesday	September 3	Last day to add full semester course
		Last day to drop a full semester course (does not appear on academic record)
Monday	September 9	Last day to submit satisfactory academic progress appeals for fall 2019 aid reinstatement
Wednesday	September 11	Last day for <i>students</i> to withdraw from <i>first half semester course</i> with a "W" grade using myHaven; after this date and through 9/27 a first half semester course withdrawal is done by the instructor or advisor.
Monday	September 16	Constitution Day Observance (Classes meet on regular schedule) (for more information : http://usgovinfo.about.com/blconstday.htm - Contact: Dr. Stanley Berard)
Tuesday	September 17	Last day to exercise pass/fail option
Friday	September 20	Deadline to change Incompletes from the Spring 2019 semester and 2019 summer sessions
Friday	September 27	Last day for <i>students</i> to withdraw from a <i>full semester course</i> with a "W" grade using myHaven; after this date and through 11/1, a full semester course withdrawal is done by the instructor or advisor.
		Last day for <i>instructors or advisors</i> to withdraw a student from a <i>first half semester course</i> with a "W" grade using myHaven
Friday	October 4	Last day to apply for December 2019 Graduation
Monday	October 14	Fall Holiday – No Classes
Tuesday	October 15	Classes resume at 8:00 AM; follow Monday's schedule
Tuesday	October 15	End of first half semester courses
Wednesday	October 16	Start of second half semester courses
Friday	October 18	Last day to add a second half semester course
		Last day to drop a second half semester course
Monday	October 21	Mid-term grades due from faculty

Wednesday	October 30	Last day that Title IV eligibility will be recalculated due to withdrawal from the term
Friday	November 1	Last day for <u>students</u> to withdraw from a <u>second half semester course</u> with a "W" grade using myHaven; after this date and through 11/19 a second half semester course withdrawal is done by the instructor or advisor. Last day for <u>instructors or advisors</u> to withdraw a student from a <u>full semester course</u> with a "W" grade using myHaven
Saturday	November 16	Optional inclement weather make-up day (<i>instructors determine use</i>)
Tuesday	November 19	Last day for <u>instructors or advisors</u> to withdraw a student from a <u>second half semester course</u> with a "W" grade using myHaven
Tuesday	November 26	Residence Halls close at 6 PM
Wednesday-Friday	November 27-29	Thanksgiving Holiday – No Classes
Sunday	December 1	Residence Hall reopen at 12 PM
Monday	December 2	Classes resume at 8:00 AM
Monday-Friday	December 9-13	Special class schedule/ exam period
Friday	December 13	Last day of classes
Friday	December 13	Residence Halls close at 6 PM
Saturday	December 14	Commencement Ceremony-2:00 PM
Tuesday	December 17	All grades due by 3:00 PM; Semester closes

Color Key:

Academic (Registrar's Office Dates): registrar@lockhaven.edu ; https://myhaven.lhup.edu/ICS/Registrar/ ; 570-484-2006; Ulmer Hall 224
Financial Aid Office Dates: finaid@lockhaven.edu ; http://www.lockhaven.edu/financialaid/ ; 570-484-2424; Ulmer Hall 224
Student & Residence Life Office Dates: housing@lockhaven.edu ; http://www.lockhaven.edu/housing/ ; 570-484-2317; Ulmer Hall 219
Student Accounts Office Dates: stuacct@lockhaven.edu ; http://www.lockhaven.edu/studentaccounts/ ; 570-484-2425; Ulmer Hall 224

FINAL EXAMINATION SCHEDULE - Fall Semester

Be sure to check the final night examination schedule to see if your exams have been given an alternate time. Final examinations, if given, will follow the schedule below. Students should keep this schedule in mind when selecting courses. In multi-section courses (3 or more sections) instructors may choose to arrange a final examination during evening hours of final exam week. Students with more than three finals in one day may request makeup with instructor(s). If no examination is given, final classes must follow the schedule below.

Classes that normally begin anytime during the hour of:	Exam is scheduled:	
8:00 MWF	8:00-9:50	Tuesday, December 10
9:00 MWF (i.e. 9:05 AM)	10:00-11:50	Friday, December 13
10:00 MWF (i.e. 10:10 AM)	8:00-9:50	Wednesday, December 11
11:00 MWF (i.e. 11:15 AM)	10:00-11:50	Tuesday, December 10
12:00 MWF (i.e. 12:20 PM)	2:00-3:50	Thursday, December 12
1:00 MWF (i.e. 1:25 PM)	8:00-9:50	Monday, December 9
2:00 MWF (i.e. 2:30 PM)	2:00-3:50	Tuesday, December 10
3:00 MWF (i.e. 3:35 PM)	2:00-3:50	Friday, December 13

4:00 MWF (i.e. 4:40 PM)	4:00-5:50	Tuesday, December 10
5:00 MWF (i.e. 5:05 PM)	4:00-5:50	Wednesday, December 11
6:00 MWF (i.e. 6:30 PM)	4:00-5:50	Monday, December 9
7:00 MWF	12:00-1:50	Monday, December 9
8:00 TR	8:00-9:50	Thursday, December 12
9:00 TR (i.e. 9:30 AM)	10:00-11:50	Thursday, December 12
10:00 TR	12:00-1:50	Tuesday, December 10
11:00 TR	8:00-9:50	Friday, December 13
12:00 TR (i.e. 12:30 PM)	2:00-3:50	Wednesday, December 11
1:00 TR	12:00-1:50	Thursday, December 12
2:00 TR (i.e. 2:10 PM)	10:00-11:50	Wednesday, December 11
3:00 TR (i.e. 3:40 PM)	12:00-1:50	Wednesday, December 11
4:00 TR	10:00-11:50	Monday, December 9
5:00 TR	4:00-5:50	Thursday, December 12
6:00 TR	2:00-3:50	Monday, December 9
7:00 TR	12:00-1:50	Friday, December 13
8:00 PM TR	4:00 – 5:50	Friday, December 13

WINTER INTERSESSION 2019 CALENDAR**December 29, 2019 – January 15, 2020***Subject to Change*

For tuition/fee refund schedule, visit <http://www.lockhaven.edu/cost/refundschedule.html>.
Financial refund dates do not necessarily coincide with course drop and withdrawal dates.

Friday	November 1	Registration Begins
Monday	December 16 (Noon)	Course Enrollments Reviewed
Thursday	December 19	First Day of Classes
Thursday	December 19	Payment for Class Must be Submitted by This Date
Friday	December 20	Last Day to Add Last Day to Drop (does not appear on academic record)
Wednesday through Wednesday	December 25, 2019 -January 1, 2020	University Closed
Saturday	January 4 (See Note Below)	Last Day to Withdraw with "W"
Wednesday	January 15	Last Day of Classes

Sunday	January 19 (3:00PM)	Final Grades are Due

Note: Students may withdraw from classes through the Last Day to Withdraw with "W" date. Instructor or Advisor approval is not required.

SPRING 2020 ACADEMIC, FINANCIAL, and HOUSING CALENDAR

Subject to change

DAY	DATE	ACTIVITY
Sunday	January 19	Move-In Day (Residence Halls)
Tuesday	January 21	Classes begin at 8:00 AM
Tuesday	January 21	Spring 2020 student bill payments due
Thursday	January 23	Last day to add first half semester course Last day to drop first half semester course (does not appear on academic record)
Tuesday	January 28	Last day to add full semester course Last day to drop a full semester course (does not appear on academic record)
Tuesday	February 4	Last day to submit satisfactory academic progress appeals for spring 2020 aid reinstatement
Thursday	February 6	Last day for <u>students</u> to withdraw from a <u>first half semester course</u> with "W" grade using myHaven; after this date and through February 21, a first-half-semester course withdrawal is done by the instructor or advisor
Monday	February 10	Last day to apply for May 2020 and August 2020 Graduation
Tuesday	February 11	Last day to exercise pass/fail option
Friday	February 14	Incompletes from the Fall 2019 semester and Winter Intersession 2019 should be completed
Friday	February 21	Last day for <u>students</u> to withdraw from a <u>full semester course</u> with a "W" grade using myHaven; after this date and through April 3, a full semester course withdrawal is done by the instructor or advisor Last day for <u>instructors or advisors</u> to withdraw a student from a <u>first half semester course</u> with a "W" grade using myHaven
Saturday	March 2	Optional inclement weather make-up day (<i>instructors determine use</i>)
Friday	March 6	Residence Halls close at 6 PM
Mon-Friday	March 9-13	Spring Break
Sunday	March 15	Residence Halls reopen at noon
Monday	March 16	Classes resume at 8:00 AM End of first half semester courses
Tuesday	March 17	Start of second half semester courses
Friday	March 20	Last day to add a second half semester course Last day to drop a second half semester
Friday	March 20	Mid-term grades due from faculty at end of day
Monday	March 23	Last day that Title IV eligibility will be recalculated due to withdrawal from the term
Monday	March 23	2020-21 FAFSA Priority Filing Deadline – ensures consideration for all available sources of Federal Student Aid

Thursday	April 2	Last day for <i>students</i> to withdraw from a <i>second half semester course</i> with a “W” grade using myHaven; after this date and through April 20, a second-half semester course withdrawal is done by the instructor or advisor
Friday	April 3	Last day for <i>instructors or advisors</i> to withdraw a student from a <i>full semester course</i> with a “W” grade using myHaven
Saturday	April 11	Optional inclement weather make-up day (<i>instructors determine use</i>)
Wednesday	April 15	Celebration of Scholarship Day (follow Friday’s class schedule up to 5pm)
Monday	April 20	Follow Wednesday’s class schedule up to 5pm Last day for <i>instructors or advisors</i> to withdraw a student from a <i>second half semester course</i> with a “W” grade

Monday	May 4	Regular class day (final exams begin on Tuesday)
Tues-Friday	May 5-8	Special class schedule/ exam period
Friday	May 8	Last day of classes
Friday	May 8	Residence Halls close at 6 PM
Friday	May 8	Commencement – Graduate Program Students (Master’s Degrees) at 7pm
Saturday	May 9	Commencement – Undergraduate Program Students (Associate and Bachelor Degrees) at 10 am
Tuesday	May 12	All grades due by 3:00 PM; Semester closes

Color Key:

Academic (Registrar’s Office Dates): registrar@lockhaven.edu; <https://myhaven.lhup.edu/ICS/Registrar/>; 570-484-2006; Ulmer Hall 224

Financial Aid Office Dates: finaid@lockhaven.edu; <http://www.lockhaven.edu/financialaid/>; 570-484-2424; Ulmer Hall 224

Student & Residence Life Office Dates: housing@lockhaven.edu; <http://www.lockhaven.edu/housing/>; 570-484-2317; Ulmer Hall 219

Student Accounts Office Dates: stuacct@lockhaven.edu; <http://www.lockhaven.edu/studentaccounts/>; 570-484-2425; Ulmer Hall 224

FINAL EXAMINATION SCHEDULE - Spring Semester

Be sure to check the final night examination schedule to see if your exams have been given an alternate time. Final examinations, if given, will follow the schedule below. Students should keep this schedule in mind when selecting courses. In multi-section courses (3 or more sections) instructors may choose to arrange a final examination during evening hours of final exam week. Students with more than three finals in one day may request makeup with instructor(s). If no examination is given, final classes must follow the schedule below.

Classes that normally begin anytime during the hour of:	Exam is scheduled:	
8:00 MWF	8:00 - 9:50	Friday, May 8
9:00 MWF (i.e. 9:05 AM)	8:00 - 9:50	Wednesday, May 6
10:00 MWF (i.e. 10:10 AM)	10:00 - 11:50	Friday, May 8
11:00 MWF (i.e. 11:15 AM)	10:00 - 11:50	Wednesday, May 6
12:00 MWF (i.e. 12:20 PM)	12:00 - 1:50	Friday, May 8
1:00 MWF (i.e. 1:25 PM)	12:00 - 1:50	Wednesday, May 6
2:00 MWF (i.e. 2:30 PM)	2:00 - 3:50	Friday, May 8
3:00 MWF (i.e. 3:35 PM)	2:00 - 3:50	Wednesday, May 6
4:00 MWF (i.e. 4:40 PM)	4:00 - 5:50	Friday, May 8

5:00 MWF (i.e. 5:05 PM)	4:00 - 5:50	Wednesday, May 6
6:00 MWF (i.e. 6:30 PM)	4:00 - 5:50	Thursday, May 7
7:00 MWF	4:00 - 5:50	Tuesday, May 5
8:00 TR	8:00 - 9:50	Thursday, May 7
9:00 TR (i.e. 9:30 AM)	8:00 - 9:50	Tuesday, May 5
10:00 TR	8:00 - 9:50	Tuesday, May 5
11:00 TR	10:00 - 11:50	Thursday, May 7
12:00 TR (i.e. 12:30 PM)	10:00 - 11:50	Tuesday, May 5
1:00 TR	10:00 - 11:50	Tuesday, May 5
2:00 TR (i.e. 2:10 PM)	12:00 - 1:50	Thursday, May 7
3:00 TR (i.e. 3:40 PM)	12:00 - 1:50	Tuesday, May 5
4:00 TR	12:00 - 1:50	Tuesday, May 5
5:00 TR	2:00 - 3:50	Thursday, May 7
6:00 TR	2:00 - 3:50	Tuesday, May 5
7:00 TR	2:00 - 3:50	Tuesday, May 5
8:00 PM TR	2:00 - 3:50	Tuesday, May 5

SUMMER 1 2020

May 18, 2020 – June 19, 2020

SUMMER 2 2020

June 22, 2020– July 24, 2020

SUMMER EXTENDED 2020

May 18, 2020 – July 24, 2020

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As of July 1, 2019

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Dr. Jonathan Lindzey	Dean, College of Natural, Behavioral, and Health Sciences
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FACULTY LISTING (2019-2020)

As of July 1, 2019

Name	Department
Allison , Kathleen G	Health Science
Ardan , Brian M.	Library Faculty
Ardary , Darlene A	Clearfield Nursing
Ascherl Peckek , Ashley	Social Work and Counseling
Aslam , Muhammad	Mathematics
Baker , Alyce Rachelle	English & Philosophy
Ballat , Paul C	Health/Phys Educ
Bandura , Jennifer L	Biological Sciences
Barkley , Matthew J	Health Science
Barney , Danielle	Sport Studies
Barney , Sandra L	Hist/Pol Sci/Int Stud/For Lang
Batty , Kimberly A	Recreation Mgmt
Baylor , Timothy J	Sociology, Anthropology & Geography
Bean , James R	Psychology
Beardsley , Ann M	Clearfield Nursing
Bechtold , Heather A	Biological Sciences
Becker , Melissa J	Visual & Performing Arts
Bell , Jennifer K	Physician Assistant Studies
Berard , Stanley P	Hist/Pol Sci/Int Stud/For Lang
Berrios , Ruben	Business & Computer Science
Betton , Jill A	Clearfield Nursing
Bhushan , Latha K	Special Education

Boland , Susan M	Psychology
Borst , Jacquelyn R	Physician Assistant Studies
Bowman , Edward L	Criminal Justice
Bronner , Jason A	Visual & Performing Arts
Broomer , Ramona	Visual & Performing Arts
Bruner , Lynn A	Psychology
Buckle , Bruce C	Hist/Pol Sci/Int Stud/For Lang
Burkett , Richard J	Mathematics
Calabrese , Joseph P	Biological Sciences
Campbell , Peter A	Sport Studies
Canatella , Holle M	Hist/Pol Sci/Int Stud/For Lang
Carnicom , Scott A	Psychology
Chase , Susan M	Clearfield Nursing
Chelladurai , Jeyaprakash	Business & Computer Science
Cloud , Mark D	Psychology
Cook , Fay L	Health Science
Corman , Brenda M	Library Faculty
Coval , Stephen J	Chemistry
Crane , Donald E	Communication
Cullin , Michael J	Geology/Physics
Cummings , Tracey A	English & Philosophy
Curtin , David T	Visual & Performing Arts
De Silva , Kumudini N	Biological Sciences
Deitloff , Jennifer M	Biological Sciences
Dellantonio , Jennifer Valerie	Clearfield Nursing
DePalma , Michael G	Physician Assistant Studies
Dermota , Troy E	Chemistry
Devi , Gayatri S	English & Philosophy
Dickson , Loretta D	Geology/Physics
Dixon , Curt B	Health Science
Dombroski , Phileshia A	Recreation Mgmt
Dugan , Joyce E	Clearfield Nursing
Dumm , Jacqueline W	Chemistry
Eaton , Michelle M	Health/Phys Educ
Eisenhauer , Walter A	Physician Assistant Studies
Ely , Katherine J	Criminal Justice
Entz , Joanna M	Health Science
Epstein , Rachel E	Social Work and Counseling
Erb , Heather M	English & Philosophy
Erlandson , Jason B	Health Science
Ernst , Craig A	Physician Assistant Studies
Everhart , Brett W	Health/Phys Educ
Everhart , Kimberly A	Health/Phys Educ
Fiegel , Katherine A	Recreation Mgmt
Foor , Jamie L	Psychology
Foster , Brian J	Sport Studies
Foster , Thomas W	Social Work and Counseling
Gales , Daniel J	Health Science
Gardner , Laura M	Social Work and Counseling
Garey , Regan W.	Business & Computer Science
Gessner , Catherine R	Library Faculty
Gioglio , Thomas M	Health/Phys Educ (A)
Girton , Matthew K	Communication
Gitonga , Stephen K	Social Work and Counseling

Goonewardene , Anura U	Geology/Physics
Goulet , Richard J	Hist/Pol Sci/Int Stud/For Lang
Granich , Steven M	Social Work and Counseling
Grass , Mahlon O	Visual & Performing Arts
Gregory , Maryjoy A	Special Education
Grenoble , Curtis M	Physician Assistant Studies
Gruber , Elizabeth D	English & Philosophy
Guerrero , Joseph P	Social Work and Counseling
Hanna , Dolores	Clearfield Nursing
Harlowe , Elizabeth B	Hist/Pol Sci/Int Stud/For Lang
Heffner , Raymond L	Visual & Performing Arts
Henry , Heidi L.	Social Work and Counseling
Hepler , Darlene L	Clearfield Nursing
Herrera , Enrique A	Hist/Pol Sci/Int Stud/For Lang
Hicks , Stephen J	English & Philosophy
Hosley , Jessica B	PreK-Grade 8 and Professional Studies
Hosley , Nathaniel S	PreK-Grade 8 and Professional Studies
Howell , Carina Y. E.	Biological Sciences
Hoy , Frederick R	Geology/Physics
Huber , Philip L	Visual & Performing Arts
Huegler , Peter A	Business & Computer Science
Hunter , Shonah A	Biological Sciences
Ingram , Yvette M.	Health Science
Irons , Janet C	Hist/Pol Sci/Int Stud/For Lang
Jensen , Marlene	Business & Computer Science
Johnson , Kimberly A	Sociology, Anthropology & Geography
Jones , Laird R	Hist/Pol Sci/Int Stud/For Lang
Jones , Mark A	Business & Computer Science
Karagoz , Turgay	Criminal Justice
Kendris , Theodore	Hist/Pol Sci/Int Stud/For Lang
Kennedy , Erin A	Psychology
Khalequzzaman , Md	Geology/Physics
Kline , Karen E	Communication
Koehle , Gregory M	Criminal Justice
Kugler , Kathryn E	Physician Assistant Studies
Kulas , Stephanie B	Library Faculty
Kurzynski , Marcia J	Business & Computer Science
Kutay , Amy LY	Biological Sciences
Lally , Patricia S	Sport Studies
Lally , Richard A.	Sport Studies
Lammel , Julie A	Recreation Mgmt
Lee , Laura K	Chemistry
Leidholdt , David E	Visual & Performing Arts
Lesniak , Ashley Y	Health Science
Lilla , Rick R	Library Faculty
Lippincott , Eric L	Health Science
Lloyd , William H Jr	Business & Computer Science
Lopez , Damarys	Hist/Pol Sci/Int Stud/For Lang
Lovik-Powers , Marianne R	PreK-Grade 8 and Professional Studies
Maddox Hafer , Marjorie L	English & Philosophy
Manlove , Elizabeth E	PreK-Grade 8 and Professional Studies
Maresch , Martin J	Chemistry
Marshall , Dwayne	Criminal Justice
Martorell , Gerard	Business & Computer Science

Mattern , James E	Sport Studies
May , Brent D	Chemistry
Maynard , Jacinth A	Mathematics
McCoy , Vance K	Visual & Performing Arts
McKee , Stephanie M	Clearfield Nursing
McSkimming , Michael J	Criminal Justice
Mekis , Ashley A	Clearfield Nursing
Meky , Mohamed M	Business & Computer Science
Mikula , Richard	Mathematics
Mills , Deborah L	Social Work and Counseling
Mitchell , Tara L	Psychology
Mohney , Kayla Diane	Special Education
Moore , Erica R	Special Education
Morgan , Charles H Jr	Mathematics
Morozov , Boris	Business & Computer Science
Morrin , Kevin A	Psychology
Mosco , Nicole P	English & Philosophy
Musila , Andrew D	Hist/Pol Sci/Int Stud/For Lang
Myers , Cori J	Business & Computer Science
Myers , Robert M	English & Philosophy
Nesbitt , James T	Sociology, Anthropology & Geography
Newburg , Cheryl L	Psychology
Nuttall , Ted R	Biological Sciences
Obenreder , Paul J	Business & Computer Science
O'Brien , Amber C	Physician Assistant Studies
Offutt , Christine A	Psychology
Overton , Barrie E	Biological Sciences
Owens , Kimberly A	Clearfield Nursing
Page , Jeanine L	Health Science
Park , Tulare W	Special Education
Patton , Cheryl M	Health Science
Penman , Jane L	Special Education
Petokas , Peter J	Biological Sciences
Pillai , Krishnakumar B	Business & Computer Science
Poehner , Priya M	PreK-Grade 8 and Professional Studies
Porter , Michael S	Health Science
Posey , Douglas M	Social Work and Counseling
Postlethwaite , Sara S	English & Philosophy
Powell Hodges , Emily M	Social Work and Counseling
Pribble , Barbara J	Health/Phys Educ
Prien , Helen E	Communication
Range , Kevin M	Chemistry
Reece , Constance G	Communication
Reid , John D	Geology/Physics
Reitz , Lynette M	Social Work and Counseling
Remley , Christine M	PreK-Grade 8 and Professional Studies
Rinker , Cathy J	Health Science
Romero-Lucero , Leandra R	Social Work and Counseling
Root , Kyle T	Chemistry
Ross , Annjane	Social Work and Counseling
Roun , Virginia E	Sport Studies
Ruane , Pamela L	Physician Assistant Studies
Rublein , Edmund K	Chemistry
Rudella , Jennifer L	Health Science

Russell , David W.	English & Philosophy
Russell , Jody R	Health Science
Sandow , Robert M	Hist/Pol Sci/Int Stud/For Lang
Satya , Laxman D	Hist/Pol Sci/Int Stud/For Lang
Sayers , Therese M	Clearfield Nursing
Schillig , Lisette T	English & Philosophy
Schulze , Frederick W	Health Science
Seiler , Meredith B	Biological Sciences
Seiler , Steven M	Biological Sciences
Senevirathne , Indrajith	Geology/Physics
Severn , Edwin P	Visual & Performing Arts
Silverstine , Samuel M	Health Science
Simin , Denine C	Mathematics
Six , Tamson L	Criminal Justice
Smith , Anna Mae	Physician Assistant Studies
Smith , Margaret P	Visual & Performing Arts
Smyth , Christopher W	Biological Sciences
Spooner , Daniel E	Biological Sciences
Story , Julie A	Social Work and Counseling
Stout , Jonathan	Special Education
Streator , Stephen S	Health Science
Stretch , LoriAnn S	Social Work and Counseling
Stringer , Sharon B	Communication
Sturrock , Melissa S	Clearfield Nursing
Swartz , Suzanne E	PreK-Grade 8 and Professional Studies
Szarka , Robert C	Business & Computer Science
Talbot , Andrew P	Psychology
Taylor , Jennifer H	Psychology
TePoel , Dain H	Sport Studies
Tess , Daniel E	Social Work and Counseling
Twumasi-Ankrah , Joseph Ampofo	Social Work and Counseling
Tyson , Denise L	PreK-Grade 8 and Professional Studies
Tzolov , Marian B	Geology/Physics
Valerio , Eduardo M	Hist/Pol Sci/Int Stud/For Lang
Van Dyke , Richard K	English & Philosophy
Vincenzes , Kristin A	Social Work and Counseling
Walker , Gregory W	Sociology, Anthropology & Geography
Washington , Dana J. S.	English & Philosophy
Way , Amy L	Health Science
Weaver , Lisa D	Social Work and Counseling
Wheeler , Ann B	Business & Computer Science
Widmann , Louis S	Health Science
Williams , Steven T	Mathematics
Wilt , Brian J	Recreation Mgmt
Winch , Elsa E	Library Faculty
Wynn , Thomas C	Geology/Physics
Yakut , Cengiz	Health/Phys Educ
Young , Susan M	PreK-Grade 8 and Professional Studies
Zahrn , Mohamad M	Mathematics
Zelonis , Kimberly L	PreK-Grade 8 and Professional Studies

EMPLOYEE LISTING

Please see the employee directory at <http://www.lockhaven.edu/directory/directory2.html>.

FACULTY EMERITI

Dr. Wadduwege Abeysinghe	Mathematics	Ms. Maribeth Hanna Long	Academic Dev & Counseling
Dr. Cindy Allen	Health Sciences	Ms. Lois Lynn	Nursing
Dr. A. Wayne Allison	Recreation Management	Dr. Cecilia Maciá	Foreign Language-Spanish
Dr. Charles Arrington	Psychology	Mr. Lewis Magent	Special Education
Dr. Susan Ashley	PreK-Grade 8/Prof. Studies	Dr. Sue Malin	Music
Dr. Peter Auringer	Health & Physical Education	Dr. Stephen Marvel	Biology
Dr. Allienne Becker	Foreign Language- German	Dr. Peter Matthews	Special Education
Dr. Isadore Becker	English	Dr. John McGowan	Music
Miss Paula Bell	Computer Info. Science	Dr. H. Faith McNitt	Music
Dr. Bradley Black	Health & Physical Education	Dr. Kathleen McQuaid	History, Poli Sci, Econ & Geography
Dr. David Bower	Health Sciences	Mr. Ronald Miller	Performing Arts
Dr. John Brendel	Psychology	Dr. James Miller	Education
Dr. Judy Brink	Anthropology	Dr. Samuel Nantogmah	Health & Physical Education
Mr. Terry Brink	PreK-Grade 8/Prof. Studies	Dr. Rose Ann Neff	Recreation
Mr. Charles Bromberg	Speech & Communication	Dr. Charles Newcomer	Psychology
Dr. Stephen Bugaj	Special Education	Dr. Gregory Nolan	Educational Foundations
Dr. Jeff Burnham	Political Science	Dr. Donald Oakley	Science
Dr. Florentino Caimi	Music	Dr. Ellen O'Hara	PreK-Grade 8/Prof. Studies
Dr. Douglas Campbell	Communications	Ms. Mary O'Neill	Academic Dev & Counseling
Dr. Blair Carbaugh	Biological Science	Mr. Richard Parker	English
Dr. Carl Carnein	Chemistry/Physics/Geoscience	Dr. Arunkant Patel	Computer Science
Dr. Richard Carroll	Economics	Mrs. Carolyn Perry	English
Mrs. Shirley Chang	Library	Dr. Peter Podol	Foreign Language - Spanish
Mr. Tien Lu "Bob" Chu	Library	Dr. Carol Pollard	English
Dr. Gerald Cierpilowski	Elementary & Secondary Education	Mr. John Potter	Comp Sci, Mgmt Sci & Accounting
Dr. Robert Coltrane	English	Dr. Joseph Priddy	Education
Dr. Howard Congdon	Philosophy	Mr. Rudy Radocaj	Computing Center
Dr. Kenneth M. Cox	Health & Physical Education	Ms. Carol Rehn	Mathematics
Dr. Alan Crosby	Chemistry	Mr. Gary Renzelman	Music
Ms. Mary Sue Diehl	Nursing	Mrs. Mary Renzelman	Music
Mr. James Dolan	Health Science	Dr. Mary Rose-Colley	Health Sciences
Dr. Lisa Donahue	PreK-Grade 8/Prof. Studies	Ms. Mary Ann Rudella	Nursing
Mr. Bernard Dornisch	Math	Mr. Carl Rumbalski	Art
Dr. Charles Eberle	Health & Physical Education	Dr. Cathy Rush	Pre-K/Grade 8 Prof. Studies
Ms. Judith Elliott	Recreation Management	Dr. Steven Rush	Pre-K/Grade 8 Prof. Studies
Dr. Chick Empfield	Education	Mr. John "Jack" Schmidt, Jr.	Visual & Performing Arts
Mrs. Elaine Filsinger	Library	Dr. Paul Schwalbe	Biological Science
Mr. Jack Fisher	Health Science	Mr. Mark Seeber	Mathematics
Mr. Ted Forbes	Psychology	Dr. Wade Seibert	Social Work
Dr. Donald Fostvedt	Education	Dr. Kenneth Settlemyer	Biological Science
Ms. Nancy Berry Galgoci	Accounting	Dr. Robert Seyfarth	Bus Admin, Comp Sci & Info Tech
Dr. Mohinder Gill	Art	Dr. Blanche Shamma	Speech & Theatre
Mr. John Gordon	Performing Arts	Dr. Daniel Shaw	Philosophy
Dr. Arthur Gray	Chemistry	Mr. Leonard Shepard	Elementary Education
Dr. Donald Green	Geography	Mr. Terry Shultz	Health Science
Mr. Harold Hacker	Health & Physical Education & Rec	Dr. Donald Simanek	Physics
Dr. Ralph Harnishfeger	Biology	Dr. William Smith-Hinds	Sociology
Dr. Karen Harvey	History, Poli Science & Economics	Mr. Leroy Straley	Education
Dr. Charles Hayes	Foreign Language- German	Dr. James Strayer	Mathematics
Mr. Karl Herrmann	Health Sciences	Ms. Maria Sweet	Academic Dev & Counseling
Dr. Joan Whitman Hoff	Communications & Philosophy	Dr. Lucille Tabler	Social Work
Dr. Patrizia Hoffman	Communications	Dr. Kenneth Thompson	Biological Sciences
Dr. Arden W. Holland	Education	Mr. Tu Hsun Tsai	Sociology
Dr. Zakir Hossain	Sociology & Anthropology	Dr. Dora Vandine	Health & Phys Educ & Recreation
Dr. Glenn Hosterman	Music	Mr. Dean Wagner	Mathematics
Dr. John Irwin	Philosophy	Dr. Patrick Wardell	Social Work
Dr. Charles Jenkins	English	Dr. David Warner	Performing Arts
Dr. Edward Jensen	Master of Education	Mr. John Weigel	English
Mr. Donald Keener	Health & Physical Education & Rec	Mr. Robert Weller	Health & Phys Educ & Recreation
Mr. Charles Kent	History/ University Archivist	Dr. James Wheeler	Geology/Physics
Dr. Carole Kidder	Education	Ms. Nina Williams	Elementary & Secondary Education
Dr. Clay Kleckley	Academic Dev & Counseling	Dr. Douglas Wion	History, Poli Sci, Econ & Geography
Dr. James Knauer	Political Science	Dr. Nan Wood	Health & Physical Education

Dr. Richard G. Kohlan	Psychology	Mr. James A. Woodward	Mathematics
Mr. John Leffert	Physician Assistant	Mr. Bruce Wooley	Business & Computer Science
Mr. Ralph Lehman	Education	Dr. Judith Yoho	Education
Ms. Carol Liddick	Special Education	Dr. Tim Yoho	Biological Science
Dr. Sally Lima	Education	Dr. John Zaharis	Biological Sci & VP Academic Affairs
Mr. Leonard Long	Recreation Management	Mr. George Zakem	Computer Center

REQUIREMENTS FOR MAJORS

<http://www.lockhaven.edu/academics/graduate.html>

Start on next page

Actuarial Science – Professional Science Masters

Actuaries are highly educated business executives who specialize in the evaluation of insurance and financial risk. Professional actuaries hold positions of responsibility with insurance companies, consulting firms, investment banks, self-insurers, and governmental organizations.

Graduates of this program will have the foundational skills (interest theory, finance, economics, statistics, probability, and modeling) necessary to conduct financial analyses and manage financial risks. Additionally, students will learn how to provide assessments of financial securities systems, with focus on their mechanisms and complexity from the economics and finance standpoint, and the corresponding governing mathematics. Students will also learn how to evaluate the likelihood of events and quantify contingent outcomes to minimize losses associated with undesirable events.

The coursework will prepare students to take the Actuarial Exams P, FM, and MLC, as sponsored by the Society of Actuaries (SOA), and will provide Validation by Educational Experience (VEE) credits for Corporate Finance and Applied Statistical Methods.

Core Courses (Math and Actuarial Science)-18 Credits

Probability
 Mathematical Statistics
 Introduction to Financial Mathematics
 Regression Analysis and Statistical Models
 Forecasting and Time Series Analysis
 Actuarial Models and Life Data Analysis

Professional Skills Course Requirements – 9 Credits

Professional Skills 1 - Financial and Managerial Accounting
 Professional Skills 2 - Corporate Finance
 Professional Skills 3 – Financial Risk Management

Internship/Capstone Project - 3 Credits

Internship Program/Capstone Project

Suggested Full-Time Student Map

Year 1

Fall Semester: Probability (7 week); Introduction to Financial Mathematics (7 week); Professional Skills 1 - Financial and Managerial Accounting (full semester)

Spring Semester: Mathematical Statistics (7 week); Regression Analysis and Statistical Models (7 week); Professional Skills 2 - Corporate Finance (full semester)

Year 2

Fall Semester: Forecasting and Time Series Analysis (7 week); Actuarial Models and Life Data Analysis (7 week); Professional Skills 3 - Financial Risk Management (full semester)

Spring Semester: Internship Program/Capstone Project (full semester)

Alternative Education - Master of Education

The goal of the Alternative Education program is to prepare graduate students with the knowledge and skill base required to work with at-risk youth in non-traditional school settings. Teachers, social workers, counselors, and administrators in alternative settings, correctional settings, urban schools and regular education settings will find the Master's program to be an asset in their work and of value to the students they serve.

Course Requirements	Semester Hours	Semester Completed
Core Requirements	12	
ALTE600: Introduction: Inquiry and Educational Change	3	

ALTE604: Designing Assessments Using Performance Based Standards	3	
ALTE610: Classroom Environment	3	
ALTE618: Cognition and Social Skills in the Classroom	3	
Research Sequence	6	
ALTE692: Reflective Practice and Action Research I	3	
ALTE694: Reflective Practice and Action Research II	3	
Field Experience	3	
ALTE695: Advanced Field Experience		
Electives*	9	
Total Hours	30	

*See the "Guide to Electives, Concentrations, and Certificate Programs-M.Ed." for course selection

Athletic Training – Master of Science

The Master of Science in Athletic Training degree is a professional degree with a curriculum guided by the Commission on Accreditation of Athletic Training Education (CAATE) and the National Athletic Trainers' Association (NATA) Educational Competencies. Graduates of the program will utilize their knowledge to gain employment in a variety of healthcare settings with the majority entering employment in hospitals, sports medicine clinics, universities, interscholastic settings, and professional sports. Additional employment opportunities also exist in performing arts, industry, and the military.

Didactic courses - 45 credits

ATTR600: Fundamentals in Athletic Training
ATTR630: Evidence-based Medicine
ATTR622: Functional Anatomy 1
ATTR664: Evaluation Techniques 1
ATTR672: Therapeutic Interventions 1
ATTR642: Functional Anatomy 2
ATTR665: Evaluation Techniques 2
ATTR673: Therapeutic Interventions 2
ATTR660: General Medical Conditions
ATTR604: Administration and Organization
ATTR615: Current Issues in Athletic Training
HLTH632: Psychology of Injury and Illness
HLTH663: Applied Sport and Exercise Science
HLTH615: Pharmacology

Clinical courses - 15 credits

ATTR653: Clinical Experience 1
ATTR654: Clinical Experience 2
ATTR655: Clinical Experience 3
ATTR656: Clinical Experience 4

Total - 60 credits

Clinical Mental Health Counseling – Master of Science

Concentrations in (1) Children and Adolescent Counseling, (2) Counseling Veterans and their Families, and (3) General Clinical Mental Health Counseling

The CACREP Accredited MS in Clinical Mental Health Counseling (CMHC) is an online 60 credit degree program that is designed to be consistent with the requirements for licensure as a professional counselor in Pennsylvania (049 PA Code § 49.13) and to fulfill the accreditation requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the primary accrediting body in the professional counseling field. The program provides opportunities for students throughout the Commonwealth to meet all educational requirements for licensure to practice counseling independently or as members of interdisciplinary teams in Pennsylvania and nationwide. Students seeking licensure outside of Pennsylvania must contact their state licensing boards for requirements.

The program will educate students to provide therapeutic interventions to a diverse population across the spectrum of cognitive, emotional, and behavioral disorders. Through the use of synchronous and asynchronous modalities, the CMHC program promotes students' educational, professional, and personal development by supporting their overall wellness and encouraging a lifelong journey of professional learning and self-reflection. The CMHC program follows the ACA Code of Ethics (2014) to meet the needs of a multicultural society.

Core (51 credits)

CMHC605: Clinical Mental Health Counseling as a Profession
 CMHC610: Theories of Counseling and Psychotherapy
 CMHC615: Assessment & Testing in Mental Health Counseling
 CMHC620: Lifespan Development: Implications for Counseling
 CMHC625: Skills and Techniques in Mental Health Counseling
 CMHC630: Research and Evaluation
 CMHC635: Multicultural Counseling
 CMHC640: Career Development and Counseling
 CMHC645: Addiction Counseling
 CMHC650: Psychopathology and Differential Diagnosis
 CMHC655: Advanced Counseling Skills
 CMHC660: Family and Couples Therapy
 CMHC665: Group Counseling
 CMHC685: Ethical, Legal and Professional Issues in Counseling
 Practicum (100 clock hours-3 credits)
 Internship (600 clock hours-6 credits)

Child and Adolescent Counseling Track

CMHC662: Child and Adolescent Counseling
 CMHC664: Creative Therapies for Children and Adolescents
 CMHC670: Diagnosis and Treatment of Post-Traumatic Stress Disorder

Military/Veteran Track

CMHC670: Diagnosis and Treatment of Post-Traumatic Stress Disorder
 CMHC675: Issues facing Military Veterans
 CMHC680: Reintegration and Recovery for Veterans and their Families

Generalized Clinical Mental Health Counseling Specialization

CMHC670: Diagnosis and Treatment of Post-Traumatic Stress Disorder
 1 course from the Military/ Veteran Specialization
 1 course from the Children/Adolescent Specialization

Health Science - Master of Health Science Concentration in Healthcare Management

The Master of Health Science (MHS) is an advanced degree in the area of health science which focuses on the study and research of health and healthcare in areas such as health promotion/education, healthcare

administration and leadership, as well as current issues in health science. Graduates of the MHS will be prepared to function independently as health education professionals and administrators within healthcare. Students who successfully complete the Healthcare Management concentration will gain knowledge and improve in areas of leadership, organizational behavior, finance, ethics, informatics. Graduates will be equipped to enter management positions in a variety of healthcare settings in this fast-growing and evolving industry.

Core Courses – 15 credits

Applied Research and Statistics (3)

Assessment and Planning for Health Programs I (3)

Contemporary Issues in Health and Healthcare (3)

Ethical Trends in Healthcare (3)

Leadership Theories and Practice (3)

Healthcare Management Concentration (15 Credits)

Applied Healthcare Finance and Data Management (3)

Applied Leadership in Healthcare (3)

Healthcare Informatics (3)

Organizational Behavior/Human Resource Management (3)

Electives (3)

Internship/Capstone/ Thesis- (6 Credits)

Overall Total Credits 36

Physician Assistant – Master of Health Science

The 24 month program leads to a Masters of Health Science Degree and a certificate as a Physician Assistant. With locations at the Lock Haven University Main Campus, and three branch locations (Clearfield Campus of LHU, Charles Cole Hospital - Coudersport, and the Dixon University Center – Harrisburg) via distance education (Internet TV delivery), the LHU program offers students a high quality affordable educational experience. In addition to the core Physician Assistant education, students concentrate their studies on the care of rural and or underserved populations or corrections medicine.

First Year

Service Learning Module	1sh	Ophthalmology	1sh
Introductory Module	5sh	Neurology Module	2sh
Women's Health Module	1.5sh	Orthopedics Module	1sh
Urology & Sexually Transmitted Disease Module	0.5sh	Rheumatology Module	1.5sh
Human Sexuality Module	0.5sh	Dermatology Module	1sh
Infectious Disease Module	2sh	Gastroenterology Module	1.5sh
Allergy & Immunology Module	1sh	Obstetrics Module	1.5sh
Hematology Module	1sh	Otorhinolaryngology Module	1sh
Oncology Module	1sh	Pediatrics Module	2sh
Endocrinology Module	1.5sh	Geriatrics Module	1sh

Cardiology Module	3sh	Surgery Module	1.5sh
Pulmonary Module	2sh	Emergency Medicine Module	1.5sh
Nephrology Module	1.5sh	Alternative Medicine Module	0.5sh
Psychiatry Module	2sh	Occupational Medicine Module	1sh

Total Modular hours (year one): 41.5sh (Note: sh = semester hours)**

Non-Modular Courses (year one):

HLTH 603 Gross Human Anatomy	4sh	PYAS 659 Underserved Populations	3sh
		PYAS 601 Medical Decisions	3sh

Total First Year 51.5sh

Students must maintain a 3.0 grade point average in the above modules to participate in the second year clinical rotations and preceptorships

Second Year

YEAR 2: Summer Session		YEAR 2: Spring Semester	
Clinical Rotations I	10sh	Clinical Rotations III	15sh
Evidence Based Medicine I	1sh	Evidence Based Medicine III	1sh
Total	11sh	Total	16sh

YEAR 2: Fall Semester

Clinical Rotations II	15sh
Evidence Based Medicine II	1sh
Total	16sh

Total Second Year 43sh

***Grand Total of Years 1 & 2 94.5 sh**

Students must maintain a 3.0 grade point average throughout the entire PA program, as well as the approval of the PA program faculty, to receive the Master of Health Science degree.

Sport Science - Master of Science

Concentrations in (1) Sport Administration and (2) Sport and Exercise Psychology

The Master of Science in Sport Science is a 30 credit fully online graduate program for those who wish to pursue sport related careers. Graduates of the Sport Administration track are prepared for careers ranging from marketing, sales and sponsorship to event planning and facility management in professional, amateur, educational and community sport settings. Having examined how psychological factors influence sport performance and physical activity participation and how sport and physical activity involvement affect psychological well-being, graduates of the Sport and Exercise Psychology track are prepared to help athletes and others achieve optimal performance.

Sport Administration

Sport and Exercise Psychology

Core (9 credits)

SPRT600: Research Methods in Sport Science
 SPRT601: Sport in American Culture
 SPRT602: Ethics in Sport

Required (15-18 credits)

SPRT620: Leadership in Sport Organizations
 SPRT621: Financial Management in Sport
 SPRT622: Marketing and Public Relations in Sport
 SPRT623: Legal and Policy Issues in Sport
 SPRT630: Capstone Project
 O
 R
 SPRT624: Advanced Field Experience (6 credits)

Electives (3-6 credits)

SPRT610: Foundations of Sport and Exercise Psychology
 SPRT611: Sport and Exercise Psychology across Lifespan
 SPRT612: Sport Psych for Performance Enhancement
 SPRT613: Psychology of Athletic Injury and Recovery
 SPRT614: Stress Management for the Physically Active
 SPRT615: Seminar in Sport Science
 SPRT616: Professional Ethics in Sport and Exercise Psychology
 SPRT618: Counseling Skills for Sport and Exercise Psychology

Core (9 credits)

SPRT600: Research Methods in Sport Science
 SPRT601: Sport in American Culture
 SPRT602: Ethics in Sport

Required (15 credits)

SPRT610: Foundations of Sport and Exercise Psychology
 SPRT611: Sport and Exercise Psychology across Lifespan
 SPRT612: Sport Psych for Performance Enhancement
 SPRT613: Psychology of Athletic Injury and Recovery
 SPRT630: Capstone Project

Electives (6 credits)

SPRT614: Stress Management for the Physically Active
 SPRT615: Seminar in Sport Science
 SPRT616: Professional Ethics in Sport and Exercise Psychology
 SPRT618: Counseling Skills for Sport and Exercise Psychology
 SPRT620: Leadership in Sport Organizations
 SPRT621: Financial Management in Sport
 SPRT622: Marketing and Public Relations in Sport
 SPRT623: Legal and Policy Issues in Sport
 SPRT631: Mentored Experience in Sport and Exercise Psychology

Teaching and Learning - Master of Education

The Master of Education in Teaching and Learning, aligned with the National Board for Professional Teaching Standards (NBPTS) and fully accredited by the National Council for the Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Education Preparation (CAEP), is designed to provide in-service teachers and other education professionals with an opportunity to enhance their knowledge of instructional design, assessment, classroom management and technology integration. Courses include activities for Education professionals to develop reflective practice skills through action research within the classroom.

Course Requirements	Semester Hours	Semester Completed
Core Requirements		
EDTL600: Introduction: Inquiry and Educational Change	3	
EDTL602: Advanced Instructional Design and Development	3	
EDTL604: Designing Assessments Using Performance Based Standards	3	
EDTL609: Classroom Management and Control	3	
Research Sequence		
EDTL692: Reflective Practice and Action Research I	3	
EDTL694: Reflective Practice and Action Research II	3	
Field Experience		
	3	

EDTL695: Advanced Field Experience		
<i>Electives*</i>	9	
Total Hours	30	

*See the "Guide to Electives, Concentrations, and Certificate Programs-M.Ed." for course selection

COURSE DESCRIPTIONS

ACCT610 Financial and Management Accounting (Min SH: 3, Max SH: 3)

Exploration of both financial and managerial accounting. The financial accounting component focuses on the recording of transactions and the creation of financial statements. The management accounting section focuses on the analysis of costing systems and using accounting data for management decision making.

Prerequisites: None

Corequisites: None

ALTE600 Introduction: Inquiry and Educational Change (Min SH: 3, Max SH: 3)

Introduces the Master of Education in Teaching and Learning and Alternative Education. In this course graduate students will be introduced to the program expectations, tools and objectives including the technologies utilized for program delivery and electronic portfolio development, online learning strategies, the National Board for Professional Teaching Standards, the National Educational Technology Standards for Teachers, and educational research.

Prerequisites: None

Corequisites: None

ALTE604 Designing Assessments Using Performance Standards (Min SH: 3, Max SH: 3)

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

Prerequisites: None

Corequisites: None

ALTE607 Projects, Readings and Case Studies in Alternative Education (Min SH: 3, Max SH: 3)

Concentration on a project, readings, or reflective practice case studies in alternative education. Students choose from the following: (1) identify a curriculum, instruction, staff development, classroom management or leadership problem and design a plan or project to investigate that problem; (2) summarize and analyze scholarly writings in curriculum, instruction, classroom management, leadership, and other related areas in alternative education; (3) identify a curriculum, instruction, classroom management, leadership issue, and then plan and construct an inquiry regarding the issue.

Prerequisites: None

Corequisites: None

ALTE608 Education Reform (Min SH: 3, Max SH: 3)

An in-depth look at efforts to reform the education system in the United States. The course includes a historical overview of American education during the past 100 years; an analysis of reform efforts; contributions by various cultures, inside and outside of the United States to reform efforts; an overview of the process of reform; and, an exploration of current reform initiatives.

Prerequisites: None

Corequisites: None

ALTE609 Classroom Management and Control (Min SH: 3, Max SH: 3)

Designed to promote student mastery of theory and practice related to classroom management. Students develop a repertoire of strategies to use for preventing and managing classroom discipline with all types of students and situations.

Prerequisites: None
Corequisites: None

ALTE610 Classroom Environment (Min SH: 3, Max SH: 3)

An introduction to working with at-risk students in alternative and regular education classroom settings. The course is designed to prepare educators and others to work in challenging classrooms. Students review the characteristics and dynamics of at-risk conditions for youth and strategies for developing advanced classroom environment competencies and skills.

Prerequisites: None
Corequisites: None

ALTE612 Number and Number Systems and Pedagogy (Min SH: 3, Max SH: 3)

Utilizes the five core propositions of the National Board for Professional Teaching Standards and the associated discipline/grade level standards as a framework. Graduate students will utilize best practice in mathematical pedagogy and collaborate with other teachers to plan, teach and revise lesson plans in a format that follows Lesson Study research.

Prerequisites: None
Corequisites: None

ALTE615 Alternative Education: An Introduction to Theory and Practice (Min SH: 3, Max SH: 3)

This course is designed to be an introduction to theories and practices in Alternative Education. An array of topics is explored to bring research, theories and practices together in a meaningful format. The inquiry nature of this course will serve as a building block for issues in other courses and the capstone research project. Emphasis is placed upon the practical application of theories in the classroom, best practices and characteristics of effective programs.

Prerequisites: None
Corequisites: None

ALTE616 Curriculum Issues (Min SH: 3, Max SH: 3)

An introduction to curriculum issues in education settings. This course will empower educators to facilitate a framework for instructional design in the classroom. This course introduces best practices that can be used to empower teachers to align curriculum, instruction, and assessment to meet the core propositions of the National Board for Professional Teaching Standards. Educators will be able to prepare environments that will promote success for at-risk students by utilizing differentiated instructional and management techniques.

Prerequisites: None
Corequisites: None

ALTE617 Grant Writing (Min SH: 3, Max SH: 3)

Focuses on the process of writing grants in human services and education. Students will explore and analyze the various components of a grant, the process of developing and writing proposals, research techniques that produce results, the budgeting process, and how to develop a unified proposal. Students will write a grant proposal as a final product for the course.

Prerequisites: None
Corequisites: None

ALTE618 Understanding the Role of Cognition and Social Skills in the Classroom (Min SH: 3, Max SH: 3)

This course is designed to promote student mastery of theory and practice related to cognitive and social skills training. Specifically, students will explore brain-based learning, cognitive skills research, social skills research, and the practical uses of these concepts with students in the classroom.

Prerequisites: None
Corequisites: None

ALTE625 Investigating Curriculum Issues in Education (Min SH: 3, Max SH: 3)

Students may select one issue from the following: curriculum mapping, designing assessment using performance standards, differentiated instruction, brain-based learning. In the alternative, they may propose another issue for instructor approval. Through investigation, analysis, and discussion, students investigate and formulate criteria necessary for the implementation of best practices within the classroom. (ALTE625 does not supplant ALTE616.)

Prerequisites: None
Corequisites: None

ALTE645 Topics in Urban Education (Min SH: 1, Max SH: 3)

An intensive approach to urban education issues and practices designed to explore specialized knowledge and skill pertinent to the field of education. Topics may include, among others, equity and diversity in the classroom, multi-ability classroom practices, urban curriculum issues, urban minority families and communities, and other relevant federal legislations, classroom management, and poverty. Emphasis is placed on written work and discussion.

Prerequisites: None
Corequisites: None

ALTE692 Reflective Practice and Action Research 1 (Min SH: 3, Max SH: 3)

The first of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisites: None
Corequisites: None

ALTE694 Reflective Practice and Action Research 2 (Min SH: 3, Max SH: 3)

The second of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisites: (ALTE692) OR (EDTL692)
Corequisites: None

ALTE695 Advanced Field Experience (Min SH: 3, Max SH: 3)

The culminating course in the M.Ed. graduate program that allows the graduate student to apply knowledge and demonstrate skills gained in their professions. This course is restricted to graduate students and is a core requirement in the M.Ed. Teaching and Learning and Alternative Education programs.

Prerequisites: None
Corequisites: None

ART600 Renaissance and Baroque Art (Min SH: 3, Max SH: 3)

A study of the architecture, sculpture and painting in Italy, Flanders, Holland, Germany, England, and Spain, with an emphasis on the general characteristics of the Renaissance.

Prerequisites: None
Corequisites: None

ART609 History of Modern Art (Min SH: 3, Max SH: 3)

Modern art from 1800-1940. Emphasis is placed on the development of concepts relating to modern art and the philosophy underlying the development of various styles of art in the Nineteenth and early Twentieth Centuries.

Prerequisites: None
Corequisites: None

ART628 Humanities Seminar (Min SH: 3, Max SH: 3)

The chief purpose of this seminar is to explore the role of the fine arts in contemporary society and in the life of the individual. Students will be required to attend all cultural events on campus (i.e., concerts, plays, art exhibits, etc.). These events will be the basis for discussion, and brief review papers of all these events will be required. Field trips to Bucknell University, Lycoming College, and The Pennsylvania State University may be planned. When possible a trip to Washington, D.C., or New York City will be scheduled.

Prerequisites: None
Corequisites: None

ART630 American Art: Unity in Diversity (Min SH: 3, Max SH: 3)

An historical survey of American art covering prehistoric through modern eras. In addition to the American core culture, it includes typical contributions of minorities, such as American Indians, African Americans, Hispanic Americans, and women artists of all ethnic groups.

Prerequisites: None
Corequisites: None

ATTR600 Fundamentals of Athletic Training (Min SH: 4, Max SH: 4)

Designed to provide athletic training students the theoretical foundation and clinical skills necessary to create and implement injury prevention and emergency response plans. This course focuses on the foundational knowledge required to develop evidence-based treatment programs and acquisition of skills pertaining to the domains of athletic training.

Prerequisites: None
Corequisites: None

ATTR604 Administration and Organization of Athletic Training (Min SH: 3, Max SH: 3)

An in-depth analysis of the issues, policies, and procedures involved with the organization and administration of athletic training in various practice settings. This course evaluates allied health care professions, facility design, standard operating procedures, emergency action plans, budgeting, and health care services, as well as the organizations and documents that affect the profession of athletic training.

Prerequisites: None
Corequisites: None

ATTR615 Current Issues in Athletic Training (Min SH: 3, Max SH: 3)

Analyze the ever-changing factors that affect the athletic training profession. Students will evaluate continuing education options, analyze employment recruiting and retention practices, and review state and federal legislative efforts. Students will also be exposed to the associations and agencies that regulate the profession and the governing documents that they publish.

Prerequisites: None

Corequisites: None

ATTR622 Functional Anatomy 1 (Min SH: 4, Max SH: 4)

A clinically-based approach to human anatomy that stresses the functional relationships and interactions of the various anatomical structures. Human cadaver dissection by the students is an integral part of the laboratory sessions. Major body areas covered include the lower extremity, head, spine, and skin.

Prerequisites: None

Corequisites: None

ATTR630 Evidence-Based Medicine (Min SH: 1, Max SH: 1)

Designed to introduce the concepts of evidence-based medicine. Students develop the skills to generate an appropriate clinical question, to search and critically evaluate the relevant literature, and to make a clinical recommendation based on the findings.

Prerequisites: None

Corequisites: None

ATTR642 Functional Anatomy 2 (Min SH: 4, Max SH: 4)

A clinically based approach to human anatomy stressing functional relationship and interaction of the various anatomical structures. Human cadaver dissection by the students is an integral part of the laboratory sessions. Major body areas covered include the upper extremity, thorax, and abdomen.

Prerequisites: None

Corequisites: None

ATTR653 Clinical Experience 1 (Min SH: 3, Max SH: 3)

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical preceptor. This course is the first of four clinical experiences occurring in a variety of settings with diverse patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisites: None

Corequisites: None

ATTR655 Clinical Experience 3 (Min SH: 3, Max SH: 3)

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical instructor. This course is the third of four clinical experiences occurring in a variety of clinical settings with a variety of patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisites: None

Corequisites: None

ATTR656 Clinical Experience 4 (Min SH: 6, Max SH: 6)

Designed to provide opportunities for athletic training students to develop clinical skills in real life situations under the direct supervision of a clinical preceptor. This course is the final of four clinical experiences occurring in a variety of clinical settings with a variety of patient populations. The skills developed by the students will address competencies and proficiencies as directed by the National Athletic Trainers' Association Educational Competencies.

Prerequisites: None
Corequisites: None

ATTR660 General Medical Conditions in Athletic Training (Min SH: 3, Max SH: 3)

Provide students the knowledge and skills required to assess the general medical conditions and illnesses that occur in the physically active individual. The course includes an analysis of illness transmission, pathology, prevention, recognition, treatment and referral.

Prerequisites: None
Corequisites: None

ATTR664 Evaluation Techniques 1 (Min SH: 3, Max SH: 3)

Designed to teach students on-field and off-field injury evaluation techniques. Students will develop physical examination skills for the foot, ankle, lower leg, knee, hip, thigh, pelvis, and lumbar spine. Injuries and conditions of the lower extremity, pelvis, and lumbar spine will also be presented.

Prerequisites: None
Corequisites: None

ATTR665 Evaluation Techniques 2 (Min SH: 3, Max SH: 3)

Designed to teach students on-field and off-field injury evaluation techniques. Students will develop clinical evaluation skills, focusing on injuries of the hand, wrist, elbow, shoulder, head, face, cervical spine, and thorax. Injuries and conditions of the upper extremity, head, thorax, and cervical spine will also be presented.

Prerequisites: None
Corequisites: None

ATTR672 Therapeutic Interventions 1 (Min SH: 4, Max SH: 4)

Designed to provide athletic training students the theoretical foundation and clinical skills necessary to create and implement therapeutic interventions for the physically active. The course focuses on the foundational knowledge required to develop evidence-based treatment programs.

Prerequisites: None
Corequisites: None

ATTR673 Therapeutic Interventions 2 (Min SH: 4, Max SH: 4)

Designed to provide athletic training students the theoretical foundation and clinical skills necessary to create and implement therapeutic interventions. The course focuses on developing injury or condition specific evidence-based treatment programs in the physically active population.

Prerequisites: None
Corequisites: None

CHEM628 Science Seminar (Min SH: 3, Max SH: 3)

This seminar explores various topics in chemistry. Specific topic selection is based on the expertise and interest of the faculty.

Prerequisites: None
Corequisites: None

CMHC605 Clinical Mental Health Counseling as a Profession (Min SH: 3, Max SH: 3)

Focuses on ethical, legal, and professional issues in clinical mental health counseling. The various roles of clinical mental health counselors and issues facing the practice of mental health counseling will also be explored in this context. The profession of mental health counseling will be examined from both a historical standpoint and in light of current trends. Professional codes of ethics will be discussed as will critical legal cases and rulings. Professional credentialing, licensing requirements, and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) will be covered.

Prerequisites: None
Corequisites: None

CMHC610 Theories of Counseling and Psychotherapy (Min SH: 3, Max SH: 3)

Introduces students to theories and models of counseling and psychotherapy that are consistent with current professional practice and standards. The implications of various theories for conceptualizing client problems and generating intervention techniques will be highlighted. The course focuses upon counseling strategies whose efficacy is supported by empirical evidence.

Prerequisites: None
Corequisites: None

CMHC615 Assessment and Testing in Mental Health Counseling (Min SH: 3, Max SH: 3)

Designed to provide an overview of the assessment procedures and tools used by clinical mental health counselors. Students will learn to select, administer, and interpret tests of cognitive ability, achievement, aptitude, memory, personality, and mental and behavioral functioning. Additionally, students will learn to assess suicidality, lethality, and mental status. Emphasis will be placed on integrating the findings of various instruments and communicating the results via oral or written reports.

Prerequisites: None
Corequisites: None

CMHC620 Lifespan Development: Implications for Counseling (Min SH: 3, Max SH: 3)

An examination of human development theories across the lifespan. Emphasis will be placed on the importance of understanding developmental norms in conceptualizing the needs of clients and challenges they may be facing. Additionally, the importance of understanding typical human development in determining whether particular behaviors or responses represent disorders or are normative will be covered.

Prerequisites: None
Corequisites: None

CMHC625 Skills and Techniques in Mental Health Counseling (Min SH: 3, Max SH: 3)

This course focuses on interpersonal and counseling skills and techniques that characterize successful counseling interventions within and across various theoretical models. Evidence-based counseling interventions will be emphasized. The importance of various components of counseling such as goal-setting, developing a treatment plan, dealing with resistance, making a referral, and terminating the counseling relationship will be covered.

Prerequisites: None
Corequisites: None

CMHC630 Research and Evaluation (Min SH: 3, Max SH: 3)

Designed to provide students with the skills and knowledge needed to critically evaluate research in the practice of clinical mental health counseling. The course will focus on research methods, statistical analyses, and ethical and multicultural

guidelines for conducting research, developing measurable outcomes to determine therapeutic effectiveness and models for evaluation of counseling services. Students will learn to critically evaluate research articles.

Prerequisites: None
Corequisites: None

CMHC640 Career Development and Counseling (Min SH: 3, Max SH: 3)

An overview of career development theories and decision-making models. Students will learn to identify and utilize appropriate assessment and counseling strategies. Career and educational planning across the lifespan will be emphasized.

Prerequisites: (CMHC605)
Corequisites: None

CMHC645 Addiction Counseling (Min SH: 3, Max SH: 3)

An introduction to the assessment, etiology, understanding, and treatment of addictions, including substance abuse, gambling, shopping and other behavioral addictions. Prevention, dual diagnosis, risk assessment, crisis intervention and issues related to diagnosis and treatment in multicultural, rural and veteran populations will be covered. Empirically supported models of understanding and treating addictions will be emphasized.

Prerequisites: (CMHC605 AND CMHC610)
Corequisites: None

CMHC650 Psychopathology, Differential Diagnosis and Intervention (Min SH: 3, Max SH: 3)

An explication of diagnostic classification using the DSM-5. Students will gain an understanding of the etiology, symptoms, and clinical presentation of various mental disorders to facilitate differential diagnosis and treatment. The course also covers the basic classes and uses of commonly prescribed psychopharmacological medications. The importance of differential diagnosis in developing a treatment plan and selecting appropriate interventions will be emphasized.

Prerequisites: (CMHC615 AND CMHC620 AND CMHC625)
Corequisites: None

CMHC655 Advanced Counseling Skills (Min SH: 3, Max SH: 3)

Allows students to practice their newly developed differential diagnosis, treatment planning and counseling skills through role-playing to practice before entering the field experiences working with real clients. Direct supervision and feedback will enhance the students' abilities to become effective counselors.

Prerequisites: (CMHC620 AND CMHC625)
Corequisites: (CMHC650)

CMHC660 Family and Couples Therapy (Min SH: 3, Max SH: 3)

An introduction to family and couples therapy from a systemic perspective. Focus on current evidence-based models commonly used in counseling families and couples will be emphasized. Approaches to assessment and treatment planning as well as ethical, legal and professional issues will be covered.

Prerequisites: (CMHC605 AND CMHC610)
Corequisites: None

CMHC662 Child and Adolescent Counseling (Min SH: 3, Max SH: 3)

An introduction to child and adolescent counseling. Common disorders and issues for this population will be explored, along with an overview of evidence-based interventions, strategies, and approaches to working with children, adolescents, and their

parents/guardians. Ethical and legal considerations for counselors working with children, adolescents, and their families will be emphasized.

Prerequisites: (CMHC605 AND CMHC610 AND CMHC625)

Corequisites: None

CMHC664 Creative Therapies for Children and Adolescents (Min SH: 3, Max SH: 3)

Provides an overview of creative therapeutic techniques such as play therapy, cognitive-behavioral therapy, social skills training, art therapy and other types of interventions designed to engage children and adolescents into the therapy process. Discussion, demonstration and practice of a variety of techniques and strategies will be the focus.

Prerequisites: (CMHC605 AND CMHC610 AND CMHC625)

Corequisites: None

CMHC670 Trauma and Crisis Counseling (Min SH: 3, Max SH: 3)

Addresses trauma-causing events, disasters, and crises in diverse populations across the lifespan. Identification, conceptualization, and assessment techniques for individuals impacted by crises, disasters, and other trauma-causing events will be emphasized. In addition, students will explore the principles of crisis intervention, diagnosis, theories and models of intervention to enhance individual, family, group, and community resilience. They will also emphasize the need for clinical mental health agencies, emergency management systems, and other crises intervention teams to address self-care.

Prerequisites: None

Corequisites: None

CMHC675 Issues Facing Military Veterans (Min SH: 3, Max SH: 3)

An introduction to psychological issues facing the veterans including dual diagnosis, risk assessment, crisis intervention, and issues related to diagnosis in multicultural veteran populations. Stages of military deployment will be assessed along with the common psychological and/or behavioral issues that veterans may experience during these stages. Considerations for counselors working with military veterans will be emphasized.

Prerequisites: (CMHC605 AND CMHC610 AND CMHC625)

Corequisites: None

CMHC680 Reintegration and Recovery for Veterans and their Families (Min SH: 3, Max SH: 3)

A review of the post-deployment stage and issues facing military veterans and their families during reintegration and recovery. Empirically supported techniques and interventions for veterans and their families will be analyzed. Issues facing military veterans and families once discharged will be discussed as well as advocacy processes to address challenges faced by the veteran population. Implications of vicarious trauma will be discussed along with individual and organizational strategies to mitigate the potential for vicarious trauma.

Prerequisites: (CMHC605 AND CMHC610 AND CMHC625)

Corequisites: None

CMHC685 Ethical, Legal, and Professional Issues in Counseling (Min SH: 3, Max SH: 3)

Provides students with an in-depth understanding and application of ethical, legal, and professional issues for counselors. Current professional issues within the field will provide a framework to thoroughly review the American Counseling Association (ACA) Code of Ethics. Emphasis will be placed on the wellness model and self-care issues as related to ethical decision making, as well as advocacy efforts for both the profession and the client.

Prerequisites: (CMHC605)

Corequisites: None

CMHC690 Practicum (Min SH: 3, Max SH: 3)

Introduces the student to the work experience of a professional clinical mental health counselor. Students will complete the practicum in a setting that reflects his/her career interests under the supervision of an on-site supervisor and a faculty member. The total practicum experience must yield 100 on-site clock hours to meet CACREP accreditation, of which at least 40 will be spent providing direct clinical service, including experience leading groups. Students will receive at least one hour of weekly individual supervision from the on-site supervisor, and 1.5 hours of group supervision per week from program faculty.

Prerequisites: (CMHC625 AND CMHC635 AND CMHC650 AND CMHC655 AND CMHC665)

Corequisites: None

CMHC695 Internship 1 for Clinical Mental Health Counseling (Min SH: 3, Max SH: 3)

Students complete a 300 on-site clock hour (120 hours providing direct clinical service, including leading groups) internship in a setting that reflects their career interests. Students receive one hour of weekly individual site supervision and 1.5 hours of group supervision from the program faculty. Students are encouraged to work in 2 different sites throughout the experience to reflect the comprehensive work experiences of a professional clinical mental health counselor.

Prerequisites: None

Corequisites: None

CMHC696 Internship 2 for Clinical Mental Health Counseling (Min SH: 3, Max SH: 3)

Students complete a 300 on-site clock hour (120 hours providing direct clinical service, including leading groups) internship in a setting that reflects their career interests. Students receive one hour of weekly individual site supervision and 1.5 hours of group supervision from the program faculty. Students are encouraged to work in 2 different sites throughout the experience to reflect the comprehensive work experiences of a professional clinical mental health counselor.

Prerequisites: None

Corequisites: None

CRJS605 Research Methods in Criminal Justice (Min SH: 3, Max SH: 3)

Provides an overview of applied research and the advanced concepts of research design most frequently used in the discipline. Students will learn how research builds to theory and how trends in the discipline are identified from the accumulation of research results. Students are also introduced to the dissemination of research in the field and ways to retrieve existing research.

Prerequisites: None

Corequisites: None

ECED605 Diversity in Development from Infancy through 4th Grade (Min SH: 3, Max SH: 3)

Designed to provide graduate students with the opportunity to explore diversity factors in depth and examine and analyze the implications for teaching and learning. This is an advanced course and it is assumed that students already have solid knowledge of development of children from birth through 4th grade.

Prerequisites: None

Corequisites: None

ECED610 Childhood Play: Theory and Practice (Min SH: 3, Max SH: 3)

Designed to provide graduate students with an in depth look at play theories and the importance of play in child development and learning.

Prerequisites: None

Corequisites: None

ECED615 Family, Community and Educational Collaboration (Min SH: 3, Max SH: 3)

Designed to provide graduate students with a review of frameworks for viewing educational collaboration from a family and community perspective. These two factors are explored in depth to examine and analyze their implications for teaching and learning.

Prerequisites: None

Corequisites: None

ECED620 Assessment, Evaluation, and Observation (Min SH: 3, Max SH: 3)

Designed to provide graduate students with an in depth look at various methods of assessment and evaluation, theories of measurement, and the role of assessment as an essential part of the instructional process.

Prerequisites: None

Corequisites: None

ECED625 Leadership in Early Childhood Education (Min SH: 3, Max SH: 3)

Provide graduate students with opportunities to identify and examine critical leadership issues in early childhood education programs for children from birth to age 5. This course prepares educators for leadership roles working with staff and families in early childhood education settings.

Prerequisites: None

Corequisites: None

ECON628 Social Science Seminar (Min SH: 3, Max SH: 3)

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism –political, economic, and historical– in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisites: None

Corequisites: None

EDIT610 Management of Instructional Technologies (Min SH: 3, Max SH: 3)

Introduces students to management skills required to create a stable, full-featured technology assisted teaching and learning environment. Students will design a needs assessment, research the products that support the functionality required, compare products functionality and usability, set-up and deliver a working prototype, create a workflow for system users, design an evaluation system that assesses students and faculty satisfaction, and determine the cost effectiveness of the product in relation to improved learning outcomes.

Prerequisites: None

Corequisites: None

EDIT615 Grant Acquisition, Management, and Reporting (Min SH: 3, Max SH: 3)

Introduces students to grant writing policies, procedures, compliance, data collection, and records management. Students will design a needs assessment, research the organizations and foundations that support similar projects, review the procedures for application, write a proposal, create a timeline, establish milestones, build a budget, and utilize an electronic reporting system for grant application and management.

Prerequisites: None

Corequisites: None

EDLD600 Intro to Educational Leadership (Min SH: 3, Max SH: 3)

An introduction to the Educational Leadership program. This course has a four-fold purpose: 1) to introduce students to the program and all applicable program standards; 2) to establish the requirements and initial structuring of a professional portfolio; 3) to introduce students to basic issues of educational leadership; and 4) to introduce students to the role of a school Principal.

Prerequisites: None

Corequisites: None

EDLD602 School Law (Min SH: 3, Max SH: 3)

Focuses primarily on court cases and ethical issues related to the following topics: instruction programs, freedom of expression, search and seizure, student discipline, discrimination, privacy, and teacher dismissal.

Prerequisites: None

Corequisites: None

EDLD605 Curriculum and Program Evaluation (Min SH: 3, Max SH: 3)

A required course in the Educational Leadership program and/or elective in the Alternative Education program. The course provides a history of evaluation, identifies the varied purposes of evaluation, and reviews various models of curriculum and program evaluation.

Prerequisites: None

Corequisites: None

EDLD607 Professional Development in Schools (Min SH: 3, Max SH: 3)

Reviews the latest research available to educators about implementing professional development programs. Candidates will become familiar with how to design professional development programs with the goal of increasing student achievement. University partnerships, professional development schools, data-driven programming and standards are included as units of study in the course.

Prerequisites: None

Corequisites: None

EDLD612 Instructional Strategies (Min SH: 3, Max SH: 3)

Provides principals with a practical and theoretical overview of effective instructional strategies and used in today's classrooms. The course will highlight scaffolding instruction, differentiated instruction, inclusive practices, varied learning styles and multiple intelligences, standards-based instruction, Blooms' Taxonomy of cognitive development and writing across the curriculum.

Prerequisites: None

Corequisites: None

EDLD620 Leadership and Supervision (Min SH: 3, Max SH: 3)

Exploration of the role of the school principal and supervision responsibilities. Among the functions and leadership roles explored are the following: reformer and change agent; planner; budget administrator; liaison between community, school board, teachers, and government; supervisor; student and teacher advocate, and; instructional leader.

Prerequisites: None
Corequisites: None

EDLD625 Special Education Leadership and Administration (Min SH: 3, Max SH: 3)

Focuses on developing the knowledge, competencies and practices for leadership of special education. A required core course in the Educational Leadership program. Evidence-based instructional practices in inclusive settings, legal issues, overrepresentation of minorities in special education and presentation and early intervention practices are major topic areas.

Prerequisites: None
Corequisites: None

EDLD630 Leadership Skills for Curriculum Development (Min SH: 3, Max SH: 3)

Explores the role of curriculum leadership through the study and application of varied skills in curriculum development and implementation, curriculum considerations for special populations, evaluation and analysis of the impact of curriculum upon student achievement, and the relationship between evaluation and both student and teacher performance. Students develop competencies for working in a Standards Aligned System (SAS).

Prerequisites: None
Corequisites: None

EDLD650 Supervision: Curriculum Issues in a Standards Aligned System (Min SH: 3, Max SH: 3)

Examines the principles underlying the development and supervision of a K-12 school curriculum. Emphasis will be placed on curriculum supervision and methods of determining curriculum priorities, objectives, scope and sequence, and organizational patterns designed to enhance student learning and increase performance. Theory and practice of Standards Aligned System (SAS) and Response to Instruction and Intervention (RTII) are examined. This course requires 60 hours of field experience.

Prerequisites: None
Corequisites: None

EDLD680 Supervision: Leadership and Administration (Min SH: 3, Max SH: 3)

A combination of classroom and field experiences to develop skills, knowledge, and dispositions related to leadership and administration outlined in the Pennsylvania Department of Education's Framework and Guidelines for Principal Preparation Programs. Students will develop knowledge, skills and dispositions related to strategic planning processes, budgeting, policy development, student discipline, and other areas of leadership and administration.

Prerequisites: None
Corequisites: None

EDLD685 Supervision Leadership and Administration Issues - Advanced Field Experience (Min SH: 3, Max SH: 3)

Allows students to apply skills, knowledge, and dispositions to areas that enhance the performance of an administrator. The course will highlight staff development, data collection, analysis and evaluation, program development, parent involvement, curriculum development, and accountability. Students will complete a variety of considerable in-school/district experiences over the 15 week period; not less than 120 hours.

Prerequisites: None
Corequisites: None

EDLD692 Reflective Practice and the Design of Action Research (Min SH: 3, Max SH: 3)

Designed to promote thoughtful consideration and application of educational leadership theory and research to the analysis of one or more issues that impact student learning in the administrators daily decision-making process.

Prerequisites: (EDLD600)
Corequisites: None

EDTF602 Global Perspectives in Education (Min SH: 3, Max SH: 3)

An examination of education in light of the global village concept. Focus is on psychosociological, economic, political, historical, and environmental forces that both shape and are shaped by education. Graduates will elevate their critical awareness of the education institution by examining similarities and differences among selected issues in nation states; formulate possible solutions to shared problems; and hone their decision-making skills.

Prerequisites: None
Corequisites: None

EDTL600 Introduction: Inquiry and Educational Change (Min SH: 3, Max SH: 3)

Introduces the Master of Education in Teaching and Learning and Alternative Education. In this course graduate students will be introduced to the program expectations, tools and objectives including the technologies utilized for program delivery and electronic portfolio development, online learning strategies, the National Board for Professional Teaching Standards, the National Educational Technology Standards for Teachers, and educational research.

Prerequisites: None
Corequisites: None

EDTL601 Teaching and Learning in an Information Age (Min SH: 3, Max SH: 3)

Provides graduate students with an understanding of the teaching/learning process in relation to the emergence of the "information age." Students will consider paradigm shifts in the roles of teacher, learner and technology. Students will compare and contrast the effectiveness of various technology types and how they impact the teaching/learning process. Students will develop technology enhanced learning experiences while developing technology skills reflective of the best practices and applications.

Prerequisites: None
Corequisites: None

EDTL602 Advanced Instructional Design and Development (Min SH: 3, Max SH: 3)

The purpose of this course is to provide graduate students understanding and experience with various models of instructional design and development. Students will identify topics, analyze learners, generate objectives and assessments as well as develop content outlines and learning activities. Learners will develop a personal instructional design model reflecting their educational philosophy and approach.

Prerequisites: None
Corequisites: None

EDTL603 Educational Assessment Strategies (Min SH: 3, Max SH: 3)

This course will investigate the practical and theoretical issues involved in evaluating student performance, teacher performance and educational programs. The students enrolled in this course will examine a variety of assessment instruments and strategies and discuss the role (s) each has in the evaluation process. The course will enable students to plan, execute and interpret educational assessments.

Prerequisites: None
Corequisites: None

EDTL604 Designing Assessments Using Performance Standards (Min SH: 3, Max SH: 3)

The purpose of this course is to provide graduate students an understanding of and practice with the design and analysis of assessments and rubrics that can be employed in a standards-based classroom. Readings and activities are grounded in educational research and illustrated with meaningful classroom practices of teaching and learning in a standards-based environment.

Prerequisites: None
Corequisites: None

EDTL605 Critical Issues in Education (Min SH: 3, Max SH: 3)

This course serves to examine timely problems, trends and issues related to education from a multi-disciplinary perspective. The focus is on contemporary influences of change in education at various points across the delivery process. These include issues that come from federal or state decisions in policy and law which impact educational practice, those that are generated by the changing professional knowledge base regarding curriculum and methodology that define best practice, and those that occur at the initial point of education to learners as a function of district policy and teacher practice.

Prerequisites: None
Corequisites: None

EDTL607 Projects, Readings and Case Studies in Education (Min SH: 3, Max SH: 3)

A course in the M.Ed. program that allows the student to choose a subject of interest in education and pursue a focused and self-directed review of the literature or creation of a project or case study.

Prerequisites: None
Corequisites: None

EDTL608 Education Reform (Min SH: 3, Max SH: 3)

An in-depth look at efforts to reform the education system in the United States. The course includes a historical overview of American education during the past 100 years; an analysis of reform efforts; contributions by various cultures, inside and outside of the United States to reform efforts; an overview of the process of reform; and, an exploration of current reform initiatives.

Prerequisites: None
Corequisites: None

EDTL609 Classroom Management and Control (Min SH: 3, Max SH: 3)

Designed to provide an opportunity for teachers at the graduate level to fully explore an alternative approach to classroom management using Glasser's Choice Theory. Students will apply their understanding of choice theory both personally and professionally in a self-study to analyze and evaluate the efficacy of a choice theory approach in the classroom.

Prerequisites: None
Corequisites: None

EDTL610 Fundamentals of Educational Leadership (Min SH: 3, Max SH: 3)

Fundamentals of Educational Leadership is designed for teachers (or others) who are interested in developing their knowledge and skills in the area of leadership studies. Topics covered include contemporary leadership theory, gender and ethnic issues in leadership, assessment of personal leadership socio-emotional (SEQ) skill profiles, informal and formal school leadership, assessment of leadership cultures in schools, classroom leadership, teaching leadership skills to students, project and team leadership, transformational and change leadership, exemplary school leadership and the development of a personal leadership portfolio.

Prerequisites: None
Corequisites: None

EDTL611 Character Education: Developing Students to Become Productive Citizens (Min SH: 3, Max SH: 3)

Focuses on the need for developing students' ability to make good decisions based on reasoned principles and an approach to incorporate this skill as a part of the regular curriculum. Graduate students enrolled in this course will trace the history of moral education and evaluate various approaches to improve the moral behavior of grade school learners. In addition, the graduate students will choose one area of the curriculum and devise a long-range plan that will enhance the character development of their student learners.

Prerequisites: None
Corequisites: None

EDTL612 Number and Number Systems and Pedagogy (Min SH: 3, Max SH: 3)

Utilizes the five core propositions of the National Board for Professional Teaching Standards and the associated discipline/grade level standards as a framework. Graduate students will utilize best practice in mathematical pedagogy and collaborate with other teachers to plan, teach and revise lesson plans in a format that follows Lesson Study research.

Prerequisites: None
Corequisites: None

EDTL615 Alternative Education: An Introduction to Theory and Practice (Min SH: 3, Max SH: 3)

This course is designed to be an introduction to theories and practices in Alternative Education. An array of topics is explored to bring research, theories and practices together in a meaningful format. The inquiry nature of this course will serve as a building block for issues in other courses and the capstone research project. Emphasis is placed upon the practical application of theories in the classroom, best practices and characteristics of effective programs.

Prerequisites: None
Corequisites: None

EDTL618 Understanding the Role of Cognition and Social Skills in the Classroom (Min SH: 3, Max SH: 3)

This course is designed to promote student mastery of theory and practice related to cognitive and social skills training. Specifically, students will explore brain-based learning, cognitive skills research, social skills research, and the practical uses of these concepts with students in the classroom.

Prerequisites: None
Corequisites: None

EDTL620 Introduction to Deliberative Public Learning (Min SH: 3, Max SH: 3)

This course introduces students to the theory and practice of deliberative citizen discourse in a democracy. The course links study of theory with participation in actual public forums. Principles of deliberative discourse are studied in relation to theories of democracy and then applied in public forums. Research on public learning and classroom learning are examined, especially in relation to standards-based outcomes assessment. Students will become effective moderators in public deliberative forums and interpreters of results. This course also prepares students for more advanced study of civic engagement and public scholarship and its application in the middle and secondary school settings.

Prerequisites: None
Corequisites: None

EDTL625 Investigating Curriculum Issues in Education (Min SH: 3, Max SH: 3)

Students may select one issue from the following: curriculum mapping, designing assessment using performance standards, differentiated instruction, brain-based learning. In the alternative, they may propose another issue for instructor approval. Through investigation, analysis, and discussion, students investigate and formulate criteria necessary for the implementation of best practices within the classroom.

Prerequisites: None
Corequisites: None

EDTL627 Learning Theory and Practice (Min SH: 3, Max SH: 3)

In this course, graduate students will study classical and contemporary theories of learning, their contrasts and connections, and their impact on teaching and curriculum design. These studies, along with the completion of applied projects, will provide a basis for students to enrich their own instructional practice.

Prerequisites: None
Corequisites: None

EDTL632 Supervision of Student Teachers (Min SH: 3, Max SH: 3)

Theories and strategies of supervision for cooperating teachers at all levels in the direction of student teaching experiences. Includes the study of delivery systems in the school and classroom which relate to the teacher-student relationship for improving learning capacity, such as planning with specific objectives, skillfully conducted conferences, assessment techniques for analyzing teaching, resolution of teaching and learning problems, understanding role relationships, and exploration of value systems.

Prerequisites: None
Corequisites: None

EDTL634 Research Methods in Education (Min SH: 3, Max SH: 3)

An exploration of modern research methodology and theory through readings, lecture, discussions, and exercises. Students will develop skills in the scientific collection and evaluation of data, which will be applied towards solving and evaluating educational and other problems. The focus is on making students more effective consumers of research obtained from both professional journals and the popular media as well as the application of research methodology in a classroom setting.

Prerequisites: None
Corequisites: None

EDTL641 School Law (Min SH: 3, Max SH: 3)

This course will emphasize the legal position of the teacher in Pennsylvania and the United States with regard to the organization and administration of school districts, teacher certification, teacher liability, and other legal principles affecting the teacher, principal, pupil, and school district. Opportunity will be provided to use legal source materials and libraries. Significant court cases will be studied and discussed.

Prerequisites: None
Corequisites: None

EDTL650 Comparative and International Education (Min SH: 3, Max SH: 3)

This course will examine the dynamics of education in light of the global village concept. Focus will be on the social, economic, political, cultural, and environmental forces that shape or that can be shaped by education. Similarities and differences among selected educational systems will be explored. Research will be extracted from diverse data bases. Current technology will be utilized to connect graduate students with educators outside of the United States to discuss issues, trends, similarities, and differences; to formulate solutions to shared problems; and to foster positive changes.

Prerequisites: None
Corequisites: None

EDTL680 Internship 1 (Min SH: 6, Max SH: 6)

Provides the first part of a two-tiered internship sequence for actively employed emergency certified teachers. This course provides a specific population of graduate students with opportunities to develop and enhance critical and reflective practices positively impacting student learning. (

Prerequisites: None

Corequisites: None

EDTL681 Internship 2 (Min SH: 6, Max SH: 6)

The second and culminating teaching internship experience for actively employed emergency certified teachers, Internship 2 extends and scaffolds upon the objectives, activities, and experiences of Internship 1. Students have the opportunity to refine instructional strategies and the principles of critical and reflective practice explored during the actual internship experience. This course provides a specific population of graduate students with further opportunities to develop and enhance critical and reflective practices related to positively impacting student learning. (

Prerequisites: None

Corequisites: None

EDTL685 Performance Based Assessment (Min SH: 3, Max SH: 3)

In this course students will explore various means of performance-based assessment such as portfolio development, observation and other performance-based evaluation techniques. The effective use of technology will be included. Students will develop rubrics and practice skills in scoring them.

Prerequisites: None

Corequisites: None

EDTL690 Current Philosophies of Education (Min SH: 3, Max SH: 3)

A study of the philosophies of education that have had an impact on education today. The works of educational philosophies and critiques of their positions will be read and discussed. The implications for today's educational experiences will be discussed.

Prerequisites: None

Corequisites: None

EDTL692 Reflective Practice and Action Research 1 (Min SH: 3, Max SH: 3)

The first of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisites: None

Corequisites: None

EDTL694 Reflective Practice and Action Research 2 (Min SH: 3, Max SH: 3)

The second of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

Prerequisites: (EDTL692) OR (ALTE692)

Corequisites: None

FINA605 Corporate Finance (Min SH: 3, Max SH: 3)

An introduction to corporate financial management and investments. The primary objective is to provide students with a framework and toolset to analyze financial decisions based on fundamental principles of modern financial theory. Capital markets and the process of raising capital will be addressed along with how financial managers make investment decisions that create value for shareholders.

Prerequisites: (ACCT610)
Corequisites: None

FINA610 Financial Risk Management (Min SH: 3, Max SH: 3)

An introduction to financial risk management. An examination of the issues involved in identifying, measuring, computing and managing financial risks. The course will focus on learning and using the tools and methods for identifying sources of risk and risk factors, and for applying hedging and other risk management methods.

Prerequisites: (FINA605)
Corequisites: None

GEOS628 Science Seminar (Min SH: 3, Max SH: 3)

The course looks at how scientists search for knowledge and try to gain an understanding of natural phenomena. Students explore the roles science and technology play in human activities both locally and globally. Specific topics vary and are based upon the expertise and interest of the faculty member responsible for teaching the course that semester.

Prerequisites: None
Corequisites: None

HIST605 The Renaissance and Reformation (Min SH: 3, Max SH: 3)

Key intellectual developments of the Renaissance including secularism, humanism, and individualism. Analysis of early Protestant movements. Ideas and influences of Protestant and Catholic leaders including Luther, Calvin, Loyola, and Pope Paul III. The Commercial Revolution.

Prerequisites: None
Corequisites: None

HIST608 History of Ideas in the United States (Min SH: 3, Max SH: 3)

A survey of the major trends in American religious, political, social and economic thought from the colonial period to the present.

Prerequisites: None
Corequisites: None

HIST618 US Women's History (Min SH: 3, Max SH: 3)

An exploration of the experiences of women in the United States from colonial times to the present. The course examines the way that U.S. history has been shaped by gender, that is, the impact of gender on women's economic status and social roles. It also explores the diversity of experiences of women of different classes and ethnic backgrounds. Finally, the course examines women's contributions to U.S. culture or politics.

Prerequisites: None
Corequisites: None

HIST622 History of Modern China (Min SH: 3, Max SH: 3)

Traces the political, social, economic, and intellectual evolution of China from approximately 1800 to present. Special emphasis will be placed upon Western imperialism in China, the Revolution of 1911, the rise of the Nationalist and Communist Parties, the Chinese Civil War, the People's Republic, and post-Mao China. No previous exposure to China is presumed.

Prerequisites: None
Corequisites: None

HIST628 Social Science Seminar (Min SH: 3, Max SH: 3)

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisites: None
Corequisites: None

HIST666 History of Modern Southeast Asia (Min SH: 3, Max SH: 3)

Traces the evolution of Southeast Asia from its early modern history as a focal region for European and American colonialism and conquest, to the emergence of the contemporary independent states. Emphasis will be placed on Dutch colonialism in Indonesia, the British in Burma and Malaysia, America in the Philippines, French Indochina, the Vietnam War, and Southeast Asia since 1975.

Prerequisites: None
Corequisites: None

HIST672 Historical Perspectives on Appalachian Health Care (Min SH: 3, Max SH: 3)

Students will study the development of health care systems and issues in Appalachia, a region that contains central Pennsylvania. This course will provide students with an opportunity to scrutinize and discuss primary sources and historical analyses that address the following issues: identification of the region and recognition of the unique health needs of its inhabitants; the development of the medical profession and its relationship to other health care providers; and evaluation of the effectiveness of the traditional medical system in Appalachia.

Prerequisites: None
Corequisites: None

HIST690 Contemporary World Problems (Min SH: 3, Max SH: 3)

A detailed study of the historical background and significance of several major contemporary problems. Issues treated will vary from year to year in response to the changing world scene. Typical problems are the Arab-Israeli conflict, arms limitation, northern Ireland, the status of Taiwan, among others.

Prerequisites: None
Corequisites: None

HLTH600 Substance Abuse Issues (Min SH: 3, Max SH: 3)

The purpose of this course is to provide current, accurate, and documented information concerning drug use and abuse in society. Special attention will be given to prevention, intervention, and treatment. This course will aid individuals involved in education or developing educational programs dealing with drug awareness.

Prerequisites: None
Corequisites: None

HLTH601 Current Issues in Health (Min SH: 3, Max SH: 3)

Health is a dynamic and rapidly changing field that requires constant and continuous monitoring and study to keep abreast of contemporary developments. Selected current health topics drawn from popular and professional literature are presented and discussed. Extensive utilization of current newspapers on a day-to-day basis is also stressed.

Prerequisites: None

Corequisites: None

HLTH603 Gross Human Anatomy (Min SH: 4, Max SH: 4)

Gross anatomy is studied regionally stressing relationships of major structures, organs, vessels, and nerves. Human cadaver observation and dissection by students are included in the laboratory sessions. All major areas of the body are covered. References to the relationship of anatomical structures to pathology, traumatic injury and medicine are stressed.

Prerequisites: None

Corequisites: None

HLTH610 Contemporary Issues in Health and Healthcare (Min SH: 3, Max SH: 3)

Focuses on the current issues and trends in health and healthcare. The course recognizes the fact that the field of health is a dynamic and rapidly changing area that requires constant and continuous monitoring and study to keep abreast of contemporary developments. Selected current health topics drawn largely from current popular and professional literature will be presented, evaluated, analyzed and discussed. Extensive utilization of daily popular press will also be stressed.

Prerequisites: None

Corequisites: None

HLTH615 Introduction to Pharmacology (Min SH: 3, Max SH: 3)

An introduction to pharmacology which focuses on principles of drug actions and major classes of drugs. The course emphasizes mechanisms of action, rationale for therapeutic use, side effects, and relevant toxicities. Emphasis will be placed on pharmacotherapeutics in order to promote an understanding of the use of drugs in the clinical setting.

Prerequisites: None

Corequisites: None

HLTH620 Applied Research and Statistics (Min SH: 3, Max SH: 3)

Designed to teach students to interpret research and determine methods of best practice. This course will apply the design and data analysis of recent topics in health research to common statistical methods in the field. Experimental and observational designs will be used to discuss statistical methods, both descriptive and inferential.

Prerequisites: None

Corequisites: None

HLTH624 Leadership Theory and Practice (Min SH: 3, Max SH: 3)

Integrate the theoretical and interdisciplinary nature of leadership into a variety of work settings with particular emphasis on healthcare/health services delivery systems. Students will assess their personal leadership qualities and develop a plan to enhance their leadership potential in the workplace.

Prerequisites: None

Corequisites: None

HLTH625 Grief and Loss Education (Min SH: 3, Max SH: 3)

The purpose of this course is to recognize loss, grief and bereavement as an important part of life. The course contributes to general education through the development of knowledge and skills necessary to address loss, grief and bereavement in personal and professional roles. This course will aid individuals involved in education or developing educational programs concerning loss and grief including educational systems, communities and health care providers.

Prerequisites: None
Corequisites: None

HLTH630 Women's Health Issues (Min SH: 3, Max SH: 3)

Addresses relevant issues regarding women's health and puts this knowledge to use. Provides a forum for the presentation of medical and scientific information on the health needs of women. For the context of this course, women's health issues are defined as any matters that affect women's health differently from that of men.

Prerequisites: None
Corequisites: None

HLTH631 Applied Leadership in Healthcare (Min SH: 3, Max SH: 3)

Constructed to challenge students to appraise leadership within public health and healthcare organizations using contemporary leadership perspectives. Students will construct a lens through which leadership within these environments can be evaluated. This systematic analysis will be used to assess leadership behaviors revealed through a wide range of case studies within the health care industry as well as those displayed within their own work environment.

Prerequisites: None
Corequisites: None

HLTH634 Healthcare Informatics (Min SH: 3, Max SH: 3)

Analysis of the evolution of information technology in healthcare with an emphasis on administrative and clinical decision making. Students will assess the value of implementing or advancing technology in their area of practice.

Prerequisites: None
Corequisites: None

HLTH635 Epidemiology in Community Health (Min SH: 3, Max SH: 3)

Focuses on the study of epidemiology including the patterns of disease and injury in human populations and the application of this study to the control of health problems such as infections and chronic disease, mental disorders, community and environmental health hazards, unintentional injuries and geriatric problems.

Prerequisites: None
Corequisites: None

HLTH638 Ethical Trends in Healthcare (Min SH: 3, Max SH: 3)

Examines ethical and professional issues administrators and practitioners most often encounter in the changing consumer-driven healthcare environment. Topics will include business and organizational ethics, organization and individual responsibility, and ethical decision-making.

Prerequisites: None
Corequisites: None

HLTH640 Grant Writing (Min SH: 3, Max SH: 3)

An introduction and application of the mechanics, principles and techniques of successful grant writing. Students will apply the fundamental components of a grant proposal such as identifying sources of grant funding, conducting research to support their application and tailoring their proposals to specific audience interests. Students will locate funding opportunities and develop a competitive grant proposal for an agency of their choice following the agency's Request for Proposal (RFP) format.

Prerequisites: None
Corequisites: None

HLTH641 Applied Healthcare Finance and Data Management (Min SH: 3, Max SH: 3)

An introduction to the basic concepts of accounting, finance, and economics as they apply to healthcare. The course also discusses the role of financial information in the decision making process. Data types, sources, and uses are discussed and applied in the context of case studies.

Prerequisites: None
Corequisites: None

HLTH644 Assessment and Planning for Health Programs 2 (Min SH: 3, Max SH: 3)

A critical examination of program planning models and processes to systematically design and evaluate theory-based health programs in community and clinical settings. Students will examine systematic data collection, analysis and presentation of community and clinical program implementation, quality control, efficacy and cost considerations.

Prerequisites: (HLTH605 AND HLTH620)
Corequisites: None

HLTH645 Theoretical Foundations of Health Education and Promotion Programs (Min SH: 3, Max SH: 3)

An introduction to the theoretical foundations of health education and promotion programs. The course emphasizes the practical applications of theory for planning, needs and assets assessment, evaluation, and research.

Prerequisites: None
Corequisites: None

HLTH663 Applied Sport and Exercise Science (Min SH: 3, Max SH: 3)

Provides students the fundamentals of fitness assessment, exercise prescription, and sports nutrition from a Health Science perspective. Students will develop and apply the skills required to perform a fitness assessment and subsequent exercise prescription in the physically active population. Course content also includes the nutritional requirements for optimal exercise performance.

Prerequisites: None
Corequisites: None

HLTH670 Sex Education (Min SH: 3, Max SH: 3)

Human sexuality from a biological, behavioral and cultural perspective. The component parts of each area are integrated to provide a comprehensive and total concept of human sexuality.

Prerequisites: None
Corequisites: None

HLTH685 Advanced Professional Field Experience in Health Science (Min SH: 3, Max SH: 9)

An emphasis on the development of practical, on-the-job experience and skills under the direct supervision of a professional in the field of healthcare or health education. The professional field experience is considered a culminating experience and will demand an advanced degree of preparation, initiative and responsibility to complete successfully. Supervision is provided by both the instructional staff of the university and the cooperating agency.

Prerequisites: None
Corequisites: None

HLTH690 Capstone Project in Health Science (Min SH: 6, Max SH: 6)

Prerequisites: None
Corequisites: None

HLTH698 Health Science Seminar (Min SH: 3, Max SH: 3)

A critical analysis and/or comparison of topics related to health science within a framework provided by the instructor. Examples include contemporary issues in healthcare; a comparative analysis of healthcare systems in different countries; health issues related to population, economics, social and other factors; healthcare issues of special populations; the healthcare crisis in the United States; and emerging healthcare technologies and fields.

Prerequisites: None
Corequisites: None

HPED605 Contemporary Instructional Models in Physical Education (Min SH: 3, Max SH: 3)

Overview and analysis of current theory-based models of instruction described in the professional physical education literature. Students in this course will design specific curricular plans based on these contemporary models for implementation and will align specific standards and objectives within an assessment plan for student outcomes for the models. Additionally, students will support the selection of various models with current research on teaching physical education.

Prerequisites: None
Corequisites: None

HPED610 Qualitative Analysis of Motor Skills (Min SH: 3, Max SH: 3)

Designed to measure, analyze, and qualitatively evaluate complex motor skills, such as sport skills, by using and integrating basic subdisciplines of motor learning and control, kinesiology, and biomechanics.

Prerequisites: None
Corequisites: None

LART600 Core Introductory Seminar: Research Methods and Interdisciplinary Thought (Min SH: 3, Max SH: 3)

Introductory seminar course acquainting students with the interdisciplinary nature of the Masters of Liberal Arts (MLA) program. Students will evaluate works (theories, philosophies, and research methods) that illustrate how interdisciplinary research leads to new insights and discoveries. Students will outline a personal professional development plan, design their program of study, and practice the steps required to construct a capstone proposal.

Prerequisites: None
Corequisites: None

LART601 Cross Cultural Seminar (Min SH: 3, Max SH: 3)

Explores multiple intensive cross-cultural topics leading to the development of critical thinking, creativity, broad-based knowledge, and communication skills. Using interdisciplinary approaches from multiple cultural and social perspectives, the assumptions of the current age are challenged using the tools of research and discovery, while focusing on the perennial and international concerns of human life drawn from the humanities, the sciences and the arts.

Prerequisites: None
Corequisites: None

LART605 Women, Technology and the Information Age (Min SH: 3, Max SH: 3)

Provides a detailed inquiry into, and analysis of, some of the major social, philosophical and ethical issues concerning women in the age of information technology. Particular attention will be given to the following topics: the education of girls in the

elementary and secondary classroom; the technological resources available to women, especially in developing nations; the impact on women in the workplace; the impact on women in terms of family life; the impact on society.

Prerequisites: None
Corequisites: None

LART620 Introduction to Deliberative Public Learning (Min SH: 3, Max SH: 3)

This course introduces students to the theory and practice of deliberative citizen discourse in a democracy. The course links study of theory with participation in actual public forums. Principles of deliberative discourse are studied in relation to theories of democracy and then applied in public forums. Research on public learning and classroom learning are examined, especially in relation to standards-based outcomes assessment. Students will become effective moderators in public deliberative forums and interpreters of results. This course also prepares students for more advanced study of civic engagement and public scholarship and its application in the middle and secondary school settings.

Prerequisites: None
Corequisites: None

LART680 Capstone and Continuing Capstone Studies (Min SH: 1, Max SH: 6)

A research-based seminar designed to facilitate the design, development, and implementation of either a creative or research-based MLA Capstone Project as the culmination of the Master of Liberal Arts program. Restricted to graduate-level students who have completed all other requirements for the Master of Liberal Arts degree, a minimum of 24 credits. Students must also have had their Capstone Proposals approved by the MLA Director.

Prerequisites: None
Corequisites: None

LART698 Liberal Arts Seminar (Min SH: 3, Max SH: 3)

An intensive seminar approach to the development of critical thinking, creativity, broad-based knowledge of worldwide culture and overall communication skills. Topics are designed to facilitate interdisciplinary approaches to the perennial and international concerns of human life, challenge the assumptions of the current age, and the discovery and understanding of ideas drawn from the humanities, the sciences, and the arts through the tools of research and academic development.

Prerequisites: None
Corequisites: None

MATH605 Probability (Min SH: 3, Max SH: 3)

The mathematical treatment of probability is covered. Introductory topics included: counting principles, subadditivity formulas, independence and conditional probability. There is also a thorough treatment of discrete and continuous random variable, both univariate and multivariate, including traditionally discussed examples (including Binomial, Negative Binomial, Poisson, Normal, Gamma), properties of expected value, statistical independence, moment generating functions and transformations of random variables. This course covers materials for the actuarial exam P (Probability).

Prerequisites: None
Corequisites: None

MATH615 Actuarial Models and Life Data Analysis (Min SH: 3, Max SH: 3)

A discussion of the traditional actuarial models and theory of life contingencies with modern computational techniques. Emphasis is placed on the practical context for the survival models and valuation methods necessary to foster general business awareness in the life insurance context and to develop the mathematical tools necessary for risk management in this context. This course covers materials for the actuarial exam MLC (Models for Life Contingencies).

Prerequisites: (MATH605 AND MATH610)
Corequisites: None

MATH620 Mathematical Statistics (Min SH: 3, Max SH: 3)

A rigorous mathematical foundation of inferential statistics. The sampling distribution for the mean, proportion, difference between two means or proportions, prediction intervals and tolerance limits, variance and ratio of two variances. One-sided and two-sided confidence intervals will be covered, and hypothesis testing of population claims will be studied. Chi-square goodness-of-fit tests, the Neyman Pearson Lemma and decision theory will be discussed, as well as an introduction to simple linear regression.

Prerequisites: (MATH605)

Corequisites: None

MATH625 Regression Analysis and Statistical Models (Min SH: 3, Max SH: 3)

An introduction to linear regression is covered. Simple linear regression with least squares estimates and general regression models with hypotheses testing and confidence intervals for regression parameters are studied. Multiple linear regression with least squares estimation, matrix approach, hypotheses testing, and ANOVA are covered. Testing of models, data analysis and appropriateness of models are covered. Use of dummy variables and selections of the "best subset" of the predictor variable are discussed, along with logistic regression.

Prerequisites: None

Corequisites: (MATH620)

MATH628 Mathematical Science Seminar (Min SH: 3, Max SH: 3)

This seminar has featured such topics as the study of the history of mathematics, the impact and potential effects of computers upon society, and the study of mathematics as it occurs with society in the forms of puzzles, games, and other types of recreation.

Prerequisites: None

Corequisites: None

MATH630 Time Series and Forecasting (Min SH: 3, Max SH: 3)

An introduction to time series and forecasting. Topics include an introduction to prediction using time-series regression methods with seasonal and non-seasonal data. The use of data observed and collected over a series of time is used to model and forecast using univariate, autoregressive, and moving average models. Smoothing methods for forecasting are also covered.

Prerequisites: (MATH625)

Corequisites: None

MATH665 Internship in Actuarial Science (Min SH: 3, Max SH: 6)

An exploration of major concepts and topics that encompass the field of actuarial science. It is an integrated experience in which the students apply their knowledge of business, mathematics, statistics and actuarial science skills gained from previous coursework. All internships must be completed under a university supervisor.

Prerequisites: (MATH615)

Corequisites: None

MATH690 Capstone Project in Actuarial Science (Min SH: 3, Max SH: 6)

Explores major concepts and topics that encompass the field of actuarial science. As a capstone project, it is an integrated experience in which the students apply their knowledge of business, mathematics, statistics and actuarial science skills gained from previous coursework. All capstone projects must be completed under a university supervisor.

Prerequisites: (MATH615)
Corequisites: None

MUSI628 Humanities Seminar (Min SH: 3, Max SH: 3)

Music Seminar

Prerequisites: None
Corequisites: None

PHIL615 Ethical Issues in the Health Care Professions (Min SH: 3, Max SH: 3)

An examination of some of the major ethical issues in the various health care professions. Particular analysis will include, but not be limited to the following: the allocation of medical resources; consent and truth telling in medicine; genetic engineering; reproductive technologies; and advanced directives. Professionals from various health care fields will be invited to speak on selected topics.

Prerequisites: None
Corequisites: None

PHIL620 Bio-Medical Ethics: An Overview (Min SH: 1, Max SH: 1)

The purpose of this course is to provide an overview of some of the major ethical issues in medicine and possible approaches to resolving ethical dilemmas in that context. Particular attention will be given to the following topics: the allocation of medical resources, consent and truth telling in medicine, confidentiality, and advanced directives.

Prerequisites: None
Corequisites: None

PHIL625 Ethics in Business and Industry (Min SH: 3, Max SH: 3)

An in-depth survey of the relevance of ethical theory to the making of professional decisions in business and industry. An extensive introduction to ethical theory and logic is followed by a discussion of difficult ethical dilemmas that professionals must confront every day. Emphasis is placed on hiring and firing practices, advertising and marketing, environmental issues, and the impact of industry on society at large.

Prerequisites: None
Corequisites: None

PHIL628 Humanities Seminar (Min SH: 3, Max SH: 3)

Graduate philosophy seminar.

Prerequisites: None
Corequisites: None

PHIL690 Current Philosophies of Education (Min SH: 3, Max SH: 3)

A study of the philosophies of education that have had an impact on education today. The works of educational philosophies and critiques of their positions will be read and discussed. The implications for today's educational experiences will be discussed.

Prerequisites: None

Corequisites: None

PHYS628 Science Seminar (Min SH: 3, Max SH: 3)

This seminar explores various topics in the physical sciences with an emphasis on physics. Students are expected to research and develop knowledge on subjects discussed in the seminar, where the expertise of the instructor is used to explain and interpret the more technical aspects. Students will participate in class discussions using a knowledge base formed in part by class assignments. Students will give presentations to the class. Specific topic selection is based upon the expertise and interest of the designated science faculty. Examples include: Biographies of 20th Century Physicists, Science in the 20th Century, Pseudoscience, Science and Science Fiction, and Popularization of Science.

Prerequisites: None

Corequisites: None

POLI628 Social Science Seminar (Min SH: 3, Max SH: 3)

A thematic or topical approach, with emphasis on historical/political/economic analysis. Treatment of historical, contemporary and/or comparative topics (for example, the historical roots and contemporary practice of terrorism and its political and economic impact; the impact of imperialism --political, economic, and historical-- in different global areas; the frontier experience of Russian Siberia and the American West) within a framework provided by the instructor.

Prerequisites: None

Corequisites: None

POLI630 Public Policy (Min SH: 3, Max SH: 3)

An upper-level course on the study of public policy. Includes an overview of the epistemological and methodological issues surrounding the study of public policy as they are viewed from different ideological perspectives. In addition the course provides an in-depth study of public policy related to poverty and welfare in the U.S.

Prerequisites: None

Corequisites: None

POLI650 International Relations (Min SH: 3, Max SH: 3)

The study of current diplomatic, economic, and political problems as they affect the balance of power, disarmament, the East-West struggle, the United Nations and the emerging states of Africa and Asia.

Prerequisites: None

Corequisites: None

POLI690 Political Theory (Min SH: 3, Max SH: 3)

The history of Western political thought from the Greeks through the 18th century. Theories pertaining to the nature of the state and the legitimate objectives of governments: authority, sovereignty, law, liberty, etc.

Prerequisites: None

Corequisites: None

PSYC612 Human Neuropsychology (Min SH: 3, Max SH: 3)

An introduction to the field of Neuropsychology. The instructor will cover basic brain anatomy relevant to higher mental functions and will describe the methods used in Clinical Neuropsychological assessment. The course will cover language dysfunctions affecting speaking, comprehending, reading, and writing. It will also cover descriptions and assessment of computation, movement, and recognition deficits. Neglect, callosal, frontal lobe, amnesic, epileptic, emotional, and dementia syndromes will conclude the topics for the course. Students will learn through reading and discussing case histories of patients

who have suffered brain damage. The students will be expected to design treatment and management plans for some of these patients.

Prerequisites: None
Corequisites: None

PSYC625 Psychology of Women (Min SH: 3, Max SH: 3)

Examines the psychology of women in the following areas: The status of women from a historical and current perspective; developmental issues; achievement motivation; female sexuality; and psychological disorders prevalent in women.

Prerequisites: None
Corequisites: None

PSYC628 Social Science Seminar (Min SH: 3, Max SH: 3)

This seminar explores various topics in psychology. Specific topic selection is based on the expertise and interest of the faculty.

Prerequisites: None
Corequisites: None

PYAS600 Service Learning Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It prepares the student to participate in program service learning projects that focus on the health care needs of rural communities. Content areas in this module include: introduction to community health and preventive medicine, community health needs assessment, community screening and health promotion/disease prevention programs, diagnostic procedures used in health screening programs, and alternative therapies. Each student will participate in designing, implementing, and assessing community-based service learning projects in designated communities within proximity to the university.

Prerequisites: None
Corequisites: None

PYAS601 Medical Decisions (Min SH: 3, Max SH: 3)

An exploration of the many influences in medical decisions made by providers, patients, communities and governments. Institutional and psychological constraints will be considered when looking at legal, ethical, moral and personal medical decisions. Medical decisions will also be viewed through various multicultural prisms. Throughout the course, we will examine the balance of pragmatism and compassion in the quickly changing medical arena.

Prerequisites: None
Corequisites: None

PYAS602 Introductory Module (Min SH: 5, Max SH: 5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It introduces the student to fundamental concepts essential to understanding subsequent components of the curriculum. Content areas in this module include: fundamentals of medical research and reasoning, an overview of pathophysiology, introductory patient assessment including the medical history and physical examination, pharmacokinetics and pharmacodynamics, health promotion and disease prevention, medical records, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS603 Gross Human Anatomy (Min SH: 4, Max SH: 4)

Gross anatomy is studied regionally stressing relationships of major structures, organs, vessels, and nerves. Human cadaver observation and dissection by students are included in the laboratory sessions. All major areas of the body are covered. References to the relationship of anatomical structures to pathology, traumatic injury and medicine are stressed.

Prerequisites: None
Corequisites: None

PYAS604 Women's Health Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in gynecology and women's health. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS605 Corrections Medicine (Min SH: 3, Max SH: 3)

Designed to provide the PA student with an overview of health care systems in correctional facilities. The course will explore social, medical, health care policy, financial, ethical and other issues relevant to care of the incarcerated patient. It provides the student with the background and knowledge of the delivery of healthcare in the correctional facility setting.

Prerequisites: None
Corequisites: None

PYAS606 Urology and Sexually Transmitted Disease Module (Min SH: 0.5, Max SH: 0.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in urology, including sexually transmitted diseases. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, services learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS610 Infectious Disease Module (Min SH: 2, Max SH: 2)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in infectious diseases. Content areas in this module include: medical research and reasoning, medical microbiology, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education,, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS612 Allergy and Immunology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in allergy and immunology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS614 Hematology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in hematology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS615 Underserved Populations (Min SH: 3, Max SH: 3)

An exploration of factors, especially historical, racial, ethnic, socioeconomic, and geographic, determined to create disparities in healthcare access, delivery, and policy. The course will specifically encompass/consider barriers known to affect these disparities in rural and urban regions as well as various healthcare settings including correctional facilities.

Prerequisites: None

Corequisites: None

PYAS616 Oncology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in oncology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS618 Endocrinology Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in endocrinology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS620 Cardiology Module (Min SH: 3, Max SH: 3)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in cardiology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None

Corequisites: None

PYAS624 Nephrology Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in nephrology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS626 Psychiatry Module (Min SH: 2, Max SH: 2)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in psychiatry. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedure, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS628 Ophthalmology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in ophthalmology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS630 Neurology Module (Min SH: 2, Max SH: 2)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in neurology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS632 Orthopedics Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in orthopedics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS634 Rheumatology Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and

treatment of specific diseases encountered in rheumatology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS636 Dermatology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in dermatology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS640 Obstetrics Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in obstetrics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS642 Otorhinolaryngology Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in otorhinolaryngology. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS644 Pediatrics Module (Min SH: 2, Max SH: 2)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in pediatrics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS646 Geriatrics Module (Min SH: 1, Max SH: 1)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in geriatrics. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS648 Surgery Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of specific diseases encountered in surgery. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS650 Emergency Medicine Module (Min SH: 1.5, Max SH: 1.5)

This module is one of the series of modules that comprises the didactic curriculum of the program. It provides both a disease oriented and problem-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis and treatment of specific diseases encountered in emergency medicine. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues. Content areas in this module include: medical research and reasoning, anatomy, pathophysiology, patient assessment, diagnostic procedures, therapeutics, patient education, service learning, medical record keeping, and rural and professional issues.

Prerequisites: None
Corequisites: None

PYAS652 Integrative, Alternative, and Complementary Medicine Module (Min SH: 0.5, Max SH: 0.5)

One of the series of modules that comprises the didactic curriculum of the Physician Assistant program. This module provides the student with an orientation to integrative, complementary, and alternative methods of health care, including such fields as acupuncture, chiropractic, energy medicine, herbal medicine, naturopathy, and culturally-based therapies.

Prerequisites: None
Corequisites: None

PYAS661 Evidence Based Medicine I (Min SH: 1, Max SH: 1)

The first of three complimentary courses that will develop skills in Evidence Based Medicine (EBM). Students will build upon skills acquired during the first year of the program and apply EBM skills to authentic patient cases. Students will explore the limitations and the ethical implications of evidence based practice. The overall goal this course will be to extrapolate (EBM) use into their future practice as clinicians.

Prerequisites: None
Corequisites: None

PYAS662 Evidence Based Medicine II (Min SH: 1, Max SH: 1)

The second of three complimentary courses that will develop skills in Evidence Based Medicine (EBM). Students will build upon skills acquired during the first year of the program EBM I. Students will apply EBM skills to authentic patient cases. Students will explore the limitations and the ethical implications of evidence based practice. The overall goal this course will be to extrapolate evidence based medicine use into their future practice as clinicians.

Prerequisites: None
Corequisites: None

PYAS663 Evidence Based Medicine III (Min SH: 1, Max SH: 1)

The third of three complimentary courses that will build upon skills acquired during EBM I and II. Students will further develop skills using the concepts of variability, validity, sensitivity, specificity and probability of testing. Students will apply EBM to their daily clinical practice. This course culminates in the written and oral presentation of the EBM capstone project.

Prerequisites: (PYAS662)
Corequisites: None

PYAS664 Clinical Rotations I (Min SH: 10, Max SH: 10)

The first in a series of three rotations, 12 weeks in duration, designed to allow students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups seen in primary care. Students will be assigned to a minimum of two clinical rotation sites in any of the following disciplines: surgery, internal medicine, pediatrics, OB/GYN, emergency medicine, or any subspecialty discipline that will develop skills required for generalist/primary care practice.

Prerequisites: None
Corequisites: None

PYAS665 Clinical Rotations II (Min SH: 15, Max SH: 15)

An eighteen-week clinical experience, the second in a series of three courses, that allows students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups seen in primary care. Students will be assigned to a minimum of three clinical rotation sites in any of the following disciplines: surgery, internal medicine, pediatrics, OB/GYN, emergency medicine, or any subspecialty discipline that will develop skills required for generalist/primary care practice.

Prerequisites: None
Corequisites: None

PYAS666 Clinical Rotations III (Min SH: 15, Max SH: 15)

An eighteen-week clinical experience, the third in a series of three courses, that allows students to develop the knowledge, skills, abilities and attitudes required to care for patients of all age groups seen in primary care. Students will develop an understanding of the health promotion, disease prevention needs of communities and refine skills that develop problem-focused and disease-oriented approach diseases commonly seen in the primary care setting.

Prerequisites: (PYAS665)
Corequisites: None

PYAS670 Clinical Rotation: Corrections Medicine (Min SH: 6, Max SH: 6)

This rotation is one of a series of rotations required by students enrolled in the LHU Physician Assistant Program Corrections Concentration. The course will expose the student to medical and ethical issues inherent to providing healthcare services in correctional settings. During the six-week correction medicine rotation, the PA student will develop appreciation for the care of the incarcerated patient with particular emphasis being placed on the uniqueness of such care in the corrections setting.

Prerequisites: None
Corequisites: None

PYAS672 Clinical Rotation: General Surgery (Min SH: 6, Max SH: 6)

This six-week clinical rotation is one of a series of five designed to develop a core base of medical knowledge for the Physician Assistant in Rural Primary Care student. Students will be assigned to a physician preceptor, who will act as both mentor and teacher, developing the surgical acumen required in primary care practice. Students will be required to develop a problem and disease oriented approach to the etiology, pathophysiology, manifestations, diagnosis and treatment of surgical disease commonly seen in the primary care setting.

Prerequisites: None

Corequisites: None

PYAS673 Clinical Rotation: Pediatrics (Min SH: 6, Max SH: 6)

In this six-week clinical rotation, the student is assigned to a preceptor who practices pediatrics/maternal and child health. The student will develop the knowledge, skills, abilities and attitudes required to care for pediatric patients in office and hospital settings. The student will develop both a problem-oriented and disease-oriented approach to understanding the etiology, pathophysiology, manifestations, diagnosis, and treatment of common pediatric problems seen in primary care.

Prerequisites: None

Corequisites: None

PYAS674 Clinical Rotation: Internal Medicine (Min SH: 6, Max SH: 6)

In this six-week clinical rotation, the student is assigned to an internist physician preceptor, who will serve both as mentor and clinical instructor. The student will develop the knowledge, skills, abilities and attitudes required to care for the adult and geriatric patient in rural primary care. Students will develop both a problem-oriented and disease-oriented approach to the etiology, pathophysiology, manifestations, diagnosis, and treatment of diseases commonly seen in the primary care setting.

Prerequisites: None

Corequisites: None

PYAS675 Clinical Rotation: Elective (Min SH: 6, Max SH: 6)

This course is one in a series of five clinical rotations designed to develop a core base of medical knowledge for the Physician Assistant in Rural Primary Care student. Students will be assigned to a physician preceptor, who will serve as both mentor and teacher, developing the skills required to care for the patient in rural primary care. The elective rotation allows the student to develop skills in a primary care subspecialty outside the four core rotations that are requirements within the curriculum. Areas considered appropriate for elective rotations include, but are not limited to: emergency medicine, Geriatrics, Psychiatry, oncology, Otolaryngology, Orthopaedics, or any other area that is appropriate to rural primary care practice. Students will be required to develop an appreciation of epidemiology, etiology, clinical presentation, and management of diseases that commonly present in primary care that are shared with the primary care sub-specialist.

Prerequisites: None

Corequisites: None

PYAS676 Preceptorship in Rural Primary Care (Min SH: 18, Max SH: 18)

In this eighteen-week clinical preceptorship, the student is assigned to a primary care physician preceptor, who will serve both as mentor and clinical instructor. The student will develop the knowledge, skills, abilities and attitudes required to care for the pediatric, adult and geriatric patient in rural primary care. In addition to developing a problem-oriented and disease-oriented approach to the etiology, pathophysiology, manifestations, diagnosis, and treatment of diseases commonly seen in the primary care setting, the student will also develop an understanding of the health promotion, disease prevention needs of the community in which they are located.

Prerequisites: None

Corequisites: None

PYAS677 Clinical Rotation: Emergency Medicine (Min SH: 6, Max SH: 6)

This rotation is one of a series of rotations required by students enrolled in the LHU Physician Assistant Program. The course will expose the student to medical and ethical issues inherent to providing healthcare services in an emergency room setting. During the six-week rotation the PA student will develop appreciation for the care of the emergency department patient with particular emphasis being placed on the uniqueness of such care in the emergency setting.

Prerequisites: None

Corequisites: None

PYAS690 Summative Remediation Module (Min SH: 3, Max SH: 3)

This module represents a customized unit of study that will assist the student in meeting the requirements set forth in the Physician Assistant Program Summative Evaluation Process. The LHU PA Program summative evaluation is designed to evaluate student's mastery of areas including cognitive, psychomotor and affective skills required for entry level clinical practice as a physician assistant. Enrollment is limited to students who, at the completion of the 24-month Physician Assistant Curriculum, have not met the standards set forth in summative evaluation or who desire to enhance their preparation for National Board Certification.

Prerequisites: None

Corequisites: None

SCI602 Plant Adaptations and Survival (Min SH: 1, Max SH: 1)

Examines a variety of anatomical, morphological, life cycle, and physiological adaptations that contribute to growth, survival, and reproduction of plants. These adaptations allow plants to successfully survive in various environments and are a basis for biodiversity. The course is founded upon the National Science Education Standards, Pennsylvania Science and Technology Standards and the Pennsylvania Ecology and Environmental Standards and provides content knowledge which is pertinent to elementary and middle school classroom instruction.

Prerequisites: None

Corequisites: None

SCI603 Genetic Concepts (Min SH: 1, Max SH: 1)

Reviews basic concepts in Mendelian (transmission), molecular, and evolutionary genetics through hands-on activities, projects, and discussions. This course is based on the National Science Education Standards and the Pennsylvania Science and Technology Standards, and provides content knowledge pertinent to elementary and middle school classroom instruction.

Prerequisites: None

Corequisites: None

SCI604 Wetlands Ecology (Min SH: 1, Max SH: 1)

Provides content background which elementary and middle school teachers need to effectively teach concepts related to wetland habits, species and ecology. Wetland structure and function will be presented using inquiry-based pedagogy. This course is founded upon both the National Science Education Standards, the Pennsylvania Science and Technology Standards and the Ecology and Environmental Standards and provides content knowledge which is pertinent to elementary and middle school classroom instruction.

Prerequisites: None

Corequisites: None

SCI640 Water Resources (Min SH: 1, Max SH: 1)

Provides advanced content background that elementary and middle school teachers need to teach effectively the principles of water resources. This course is founded upon the National Science Education Standards, Pennsylvania Science and Technology Standards, and Pennsylvania Ecology and Environment Standards.

Prerequisites: None

Corequisites: None

SCI660 Simple Machines (Min SH: 1, Max SH: 1)

Provides content background that elementary and middle school teachers need to effectively teach the tenets of simple machines based on the Standards. Topics addressed in this course (levers, wheel and axles, pulleys, inclined planes, screws, and

wedges) are presented using inquiry-based pedagogy and stress the processes of science. This course is founded upon the National Science Education Standards and Pennsylvania Science and Technology Standards.

Prerequisites: None
Corequisites: None

SOCW613 Women in Crisis (Min SH: 3, Max SH: 3)

Explores women's changing roles, and crises due to these changes, and their implications for Social Work and human service practitioners. Emphasizing the social worker's responsibilities for advocacy and the responsibilities of a change agent, this course focuses on the social worker's accelerated roles and tasks associated with the situation.

Prerequisites: None
Corequisites: None

SPAN618 Spanish Drama 2 (Min SH: 3, Max SH: 3)

A study of the major works of the Spanish theater from the second half of the 19th century until the present time. Trends in the evolution of modern drama will be identified and analyzed and the nature of a dramatic work in performance will be considered.

Prerequisites: None
Corequisites: None

SPEC612 Collaboration with Families, Agencies, Community to Support Individuals with Autism Spec Dis (Min SH: 3, Max SH: 3)

Designed to provide students with an advanced level of knowledge and skills to effectively collaborate with families, agencies, and the community to support the educational, social, functional, and transition needs of students with Autism Spectrum Disorders (ASD). Students will examine family systems and address issues that impact family dynamics. Significant emphasis will be on identifying available community resources, designing individual programming, promoting collaborative efforts, leading cross-system planning efforts, and providing professional service leadership activities to teach and mentor others to effectively engage with students with ASD.

Prerequisites: None
Corequisites: None

SPEC622 Assessment for Instructional Planning for Students with Autism Spectrum Disorders (Min SH: 3, Max SH: 3)

Designed to provide students with additional knowledge and skills to effectively conduct assessments and plan instructional programming for students with Autism Spectrum Disorders (ASD). Students will gain an understanding of the legal provisions for current assessment practices relevant to students with ASD. Significant emphasis will be on selecting and implementing appropriate assessment instruments, interpreting data to design and adapt programming, and leading the functional behavior assessment process to identify problematic behaviors.

Prerequisites: (SPEC602)
Corequisites: None

SPEC632 Instructional Interventions and Methods Across Grade Levels for Autism Spectrum Disorders (Min SH: 3, Max SH: 3)

Designed to offer a comprehensive understanding of instructional interventions and methods across grade levels for students with Autism Spectrum Disorders (ASD). Students will develop and demonstrate in-depth an understanding related to research driven, evidence-based instructional practices for academic, functional, and occupational skills, as well as communications and social skills instruction.

Prerequisites: (SPEC602)
Corequisites: None

SPRT600 Research Methods in Sport Science (Min SH: 3, Max SH: 3)

An application of historical, descriptive and experimental research strategies and designs to sport and physical activity. Prepares graduate students to design, conduct, and report research. Emphasis is placed upon planning research, utilizing research methods, and interpreting results.

Prerequisites: None
Corequisites: None

SPRT601 Sport in American Culture (Min SH: 3, Max SH: 3)

A comprehensive examination of the sociocultural environment in which sport exists, including detailed evaluation of the impact of such issues as gender, race, media, social stratification, ethnicity, mass media and commercialization, politics, and leadership from historical and contemporary sociocultural perspectives. It is designed to focus on American cultural ideologies throughout history and their interplay with both amateur and professional sport.

Prerequisites: None
Corequisites: None

SPRT602 Ethics in Sport (Min SH: 3, Max SH: 3)

An advanced interpretation of moral issues in sport. An examination of the meaning and significance of values and ethics issues in sport including ethical decision-making, towards the formulation of a professional philosophy of sport and physical activity. Intended to help foster critical thinking skills, to interpret the philosophical and ethical background of sport, and to cultivate written communication skills.

Prerequisites: None
Corequisites: None

SPRT610 Foundations of Sport and Exercise Psychology (Min SH: 3, Max SH: 3)

A survey of the psychological factors related to performance and participation in sport and exercise settings. Emphasis is placed on determining how psychological variables influence performance and participation in physical activity pursuits and how physical activity participation affects the psychological well-being of the individual. This course will assess theoretical and methodological approaches to a variety of sport and exercise psychology topics including motivation, group processes, competition, and performance enhancement.

Prerequisites: None
Corequisites: None

SPRT612 Sport Psychology for Performance Enhancement (Min SH: 3, Max SH: 3)

An evaluation of the nature of performance, sources of performance crises, and self-regulation strategies used to enhance sport performance. Specific objectives include (a) distinguishing the antecedents and consequences of subjective and objective performances, (b) conceptualizing motor performance and performance problems in a psychological context, and (c) matching psychologically-based performance problems with theoretically-based intervention strategies. This class is specifically designed to help students formulate practical strategies for teaching various psychological skills from an education perspective.

Prerequisites: None
Corequisites: None

SPRT613 Psychology of Athletic Injury and Recovery (Min SH: 3, Max SH: 3)

An examination of psychological theories and applied considerations related to athletic injuries and the subsequent rehabilitation of the physically active. Emphasis placed on the psychosocial antecedents to athletic injury and factors related to the psychological experience and treatment of the injured athlete and athlete in transition.

Prerequisites: None

Corequisites: None

SPRT614 Stress Management for the Physically Active (Min SH: 3, Max SH: 3)

An examination of the demands of athletic competition that cause stress for athletes, coaches, and other sport figures. Identifies the psychophysiology of the stress response and the individual/ performance costs of distress. Emphasis is placed on the principles and methods of preventive stress management, such as social support, exercise, and the relaxation response and their application in sport and exercise settings for improved performance.

Prerequisites: None

Corequisites: None

SPRT615 Seminar in Sport Science (Min SH: 3, Max SH: 3)

An intensive seminar approach to the study of sport science. The course will address contemporary issues and emerging trends in sport science and examine their historical and cultural significance. Specific topics will vary and may be repeated if topic under study is different.

Prerequisites: None

Corequisites: None

SPRT616 Professional Ethics in Sport and Exercise Psychology (Min SH: 3, Max SH: 3)

An introduction to the professional and ethical issues relevant to the practice of sport and exercise psychology. The goal of the course is to encourage ethical behavior of sport and exercise psychology professionals consistent with the ethical principles and guidelines recognized by the discipline. These include competence, integrity, professional and scientific responsibility, respect and concern for others, and social responsibility.

Prerequisites: None

Corequisites: None

SPRT617 Cultural and Ethnic Diversity for Sport Psychology Consulting (Min SH: 3, Max SH: 3)

Examines the influence of cultural and ethnic differences on the delivery of sport psychology consulting services. This course is designed to develop appropriate skills, competencies and knowledge of consultants working with diverse athlete and performance populations. The analysis of conceptual frameworks for sociopolitical and cultural factors that impact human behavior will provide an understanding of diversity, multiculturalism, and cultural awareness. Students will explore a variety of topics including culture, ethnicity, race, national origin, language, physical appearance and ability, sexual orientation, and spirituality.

Prerequisites: None

Corequisites: None

SPRT618 Counseling Skills for Sport and Exercise Psychology (Min SH: 3, Max SH: 3)

An introduction to basic counseling skills and techniques relevant to applied sport and psychology. Students will develop skills in presenting sport psychology intervention materials. Included are tools for building rapport, empathy, listening and life-development skills, treatment versus consulting, ethics, closure, and termination. Students will become aware of the boundaries of the sport psychology consultant and how to refer for clinical issues.

Prerequisites: None

Corequisites: None

SPRT621 Financial Management in Sport (Min SH: 3, Max SH: 3)

Designed to evaluate the financial aspects of sport including traditional and innovative revenue producing strategies available to sport organizations. Topics include financial challenges at diverse levels, facility financing, public subsidization and support, budgeting and economic impact analysis.

Prerequisites: None
Corequisites: None

SPRT622 Marketing and Public Relations in Sport (Min SH: 3, Max SH: 3)

Designed to evaluate the marketing and public relations strategies used by sport organizations to increase brand awareness, brand/fan loyalty, and brand/fan identification.

Prerequisites: None
Corequisites: None

SPRT623 Legal and Policy Issues in Sport (Min SH: 3, Max SH: 3)

An evaluation of law and policy as they relate to the specific domain of sport. The course will interpret existing legal precedents and current federal, state and local policies that influence contemporary sport administration. Specific topics include contracts, torts, Title IX, the American Disability Act, civil rights policy and constitutional law. This course will evaluate the relevance of court cases and existing policy for sport administrators.

Prerequisites: None
Corequisites: None

SPRT624 Advanced Field Experience (Min SH: 6, Max SH: 6)

An emphasis on the development of practical, on-the-job skills and experience through work with a sponsoring entity under the supervision of an approved mentor in an area related to sport administration. Requires full-time, on-the-job work and may or may not include financial compensation. The Advanced Field Experience is demanding of the student's skills and abilities and requires an advanced degree of preparation, initiative, and responsibility to complete successfully and, as such, is considered a culminating experience.

Prerequisites: None
Corequisites: None

SPRT630 Capstone in Sport Science (Min SH: 3, Max SH: 3)

Facilitate the design, development and implementation of a capstone project in sport science. Students are required to conduct a comprehensive synthesis of the literature on an approved topic in sport science and complete either a research, strategic management or policy project in accordance with accreditation standards of the Commission on Sport Management Accreditation (COSMA).

Prerequisites: None
Corequisites: None

SPRT631 Mentored Experience in Sport and Exercise Psychology (Min SH: 3, Max SH: 3)

Designed to provide opportunities for sport and exercise psychology students to develop applied skills in real life situations under the supervision of a sport and exercise psychology professional. The skills developed by the students will address competencies and proficiencies as directed by the Association for Applied Sport Psychology (AASP).

Prerequisites: None
Corequisites: None

THEA628 Humanities Seminar (Min SH: 3, Max SH: 3)

Examines the social, cultural and politically powerful connections between our gender identities (as they have been historically constructed) and the various modes of performance (including live theatre, television, film, games, and other digital media) that continue to represent those gendered identities and, in doing so, significantly influence how we both investigate and create history.

Prerequisites: None

Corequisites: None