

# Graduate Education

# Student Handbook

## Degree Programs with Specialization:

Master of Education, M.Ed.  
M. Ed., Leadership  
M.Ed., Reading Specialist  
M.Ed., Autism  
M.Ed., ESL Specialization  
M.Ed., Special Education (prek-8)  
M.Ed., Special Education (7-12)  
M.Ed., Special Education Supervisory  
M.Ed., Principal

## Specialization/Certification:

Autism Spectrum Endorsement  
ESL Program Specialist  
Reading Specialist  
Special Education Supervisory  
Principal  
Superintendent/IU Executive Director  
Letter of Eligibility

## Post baccalaureate:

Secondary Education certification  
(biology, chemistry, English, math,  
social studies, Spanish)  
Special Education PK-8 and 7-12

Revised December 2018

**Department Information:**

Director – Mrs. Melissa Peppetti                      mpeppetti@francis.edu                      (814) 472-3068  
Associate Director – Mrs. Sherri Link                      slink@francis.edu                      (814) 472-3058

**Mailing Address:**

Saint Francis University  
Graduate Education  
PO Box 600  
Loretto, PA 15940

**Office Location:**        Library 303B  
**Office Hours:**            8:00 a.m. - 3:30 p.m.

**Website:**                [www.francis.edu/master-of-education](http://www.francis.edu/master-of-education)

<b>FOR INFORMATION ON...</b>	<b>CONTACT...</b>	<b>AT...</b>
Academic Advising	Graduate Education Department	(814)472-3058
Billing Questions	Business Office	(814)472-2884
Canvas	Instructional Tech, Theresa Wilson	(814)472-2799
Financial Aid	Financial Aid Office	(814)472-3010
Graduate Assistantships	Career Services, Beth McGregor	(814)472-3019
Student Information	IT, Annette Kelly	(814)472-3033
Textbooks	Bookstore, Barb Shingle	(814)472-3170
Transcripts	Registrar's Office, Margaret Wess	(814)472-3009

## TABLE OF CONTENTS

Statement of Mission, Graduate Education Department.....	5
Statement of Mission, Saint Francis University.....	5
Goals of Franciscan Higher Education at SFU .....	5
The Beginnings of Saint Francis University .....	6
Equal Employment, Nondiscrimination, Harassment, Sexual Misconduct, Stalking, Relationship Violence .....	7

### GRADES

Grading Scale .....	8
Continuing Grade (CN) .....	8
Incomplete (I) .....	8
Withdraw (W).....	8
QPA .....	9
Appealing a Grade .....	9

### POLICIES

Academic Honesty.....	9
Academic Advising .....	10
Class Attendance Regulations .....	10
Assignment Policy.....	10
Refund Policy .....	11
Withdrawal from Course .....	11
Withdrawal from University.....	11
Probation Policy .....	12
Dismissal Policy .....	12

### PROCEDURES

Matriculation .....	12
General Requirements for Graduation.....	12
Registration.....	13
Transfer Credits .....	13
Change Name or Address .....	14
Transcript Service.....	14
Grades.....	15
Course Locations & Times .....	16

### FINANCIAL INFORMATION

Fees.....	16
Billing .....	16
Tuition Deferment .....	16
Student Insurance Policy .....	17
Tuition Reduction .....	17

Financial Aid .....	17
---------------------	----

**OTHER SERVICES**

Student Account Information .....	17
Vehicle Registration .....	17
Student Identification Cards .....	17
Textbooks .....	17
Class Cancellation .....	18
Career Services Office.....	18
Graduate Assistantship .....	18

**GRADUATE EDUCATION PROGRAMS**

Program Descriptions .....	19
Master of Education.....	19
Master of Education (Leadership concentration).....	19
Master of Education (Literacy concentration) .....	19
Principal Certification .....	20
Special Education Supervisory Certification.....	20
Reading Specialist Certification .....	20
Superintendent/IU Executive Director Letter of Eligibility Certification .....	20
Autism Spectrum Disorder Endorsement .....	21
Instructional Coach Endorsement.....	21
Teachers of English to Speakers of Other Languages (TESOL) .....	21
ESL Program Specialist Certification.....	21
Post Baccalaureate Secondary Education Certification.....	21
Admission Requirements .....	22
Paradigms .....	22
Course Descriptions.....	23

## **STATEMENT OF MISSION, GRADUATE EDUCATION DEPARTMENT**

The Graduate Education Department strives to provide high quality programs for advancing professional degrees and opportunities for professional development. The Saint Francis University Graduate Department prepares graduate students for advanced and distinguished careers in teaching and learning, as well as experts in the public and private sectors. Graduate program cohorts within our region enables us to provide a high quality education within an area that is convenient for students to travel and maintain the integrity of the masters and administrative certification programs. The rigor and relevance of curriculum is a priority for our department. A combination of face to face, online, and hybrid course offerings provides a flexible schedule to accommodate professional educators in public and private sectors.

### **Department Vision Statement:**

The Graduate Education Department stresses the Mission of Saint Francis University by preparing graduate students to have a positive impact on society at regional and global levels while providing each student with the foundation for success in an interdependent world. Graduate Education provides a framework for educational excellence that enables students to develop fully as persons and to master professional and leadership skills necessary for meeting human needs.

## **STATEMENT OF MISSION, SAINT FRANCIS UNIVERSITY**

Saint Francis University offers higher education to individuals of all faiths in an environment inspired by Catholic values as expressed through the Franciscan tradition. The University serves undergraduate and graduate students, as well as all learners interested in continuing their personal and professional education. Thus the University aims to provide both broad intellectual development and career preparation; to develop the ability of students to communicate effectively; to integrate theory and practice; to enhance ethical judgment; to foster moral, spiritual, and social growth, and physical well-being; to promote opportunities to help people directly, to instill a love of lifelong learning and service to others; and to recognize that higher education is a means by which individuals can improve the condition of the human family.

## **GOALS OF FRANCISCAN HIGHER EDUCATION AT SAINT FRANCIS UNIVERSITY**

Saint Francis University, grateful for the Franciscan heritage of the institution and open to the living spirit of Saint Francis of Assisi, strives to incorporate these Franciscan values into the life and work of the community.

### **1. A humble and generous attitude toward learning**

Aware that all talents of mind and heart are gifts of God, the source of all good, and realizing that knowledge is not a personal possession intended solely for self-advancement, as members of the Saint Francis community we strive to share our abilities and skills generously with others. We seek not the power and prestige of knowledge nor the desire to control or dominate but to serve. We strive for excellence without arrogance, willingly sharing our knowledge and wisdom, and humbly learning from one another.

As a community of learners seeking the truth together, we encourage the free and open exchange of ideas and responsible action.

### **2. Reverence for all life and for the goodness of all humanity**

As children of God, we are brothers and sisters to each other, to all humanity, and to all God's creatures.

Thus we strive to show reverence for all human life and for life in all its forms, to treat all people with dignity and respect, and to work together for the common good. In a spirit of charity, we care for and support each other, helping to bind the wounds of those who suffer and bearing one another's burdens.

We also care for the earth which is our home and work to protect and preserve it for future generations.

### **3. Respect for the uniqueness of individual persons**

In imitation of Saint Francis of Assisi, who was open to human personality in all its variety and who saw the image of God multiplied but never monotonous, we recognize that each individual person is a unique combination of God-given abilities and we know that each person expresses the goodness of God in a particular way. Every member of the University community thus deserves to be treated respectfully and each should treat others with respect. Students especially should be accorded as much personal attention as possible. With education of the whole person as our goal, we endeavor to foster the intellectual,

physical, social, and spiritual growth of Saint Francis students and to prepare them not just for productive careers but for fruitful lives.

#### **4. A global vision**

As citizens of the earth and as brothers and sisters in the global community, we embrace all classes of people and respect all cultures, all races, and all religions. We strive to resolve conflict non-violently and to work for justice within our community, our society, and our world. We work to build up God's people everywhere, to bring reconciliation, and to act as instruments of peace in the communities we serve.

#### **5. Service to the poor and the needy**

In the spirit of Saint Francis, the *poverello*, we strive to be compassionate to all and especially to the poor and disenfranchised. Recognizing our own dependence on God and on others, and trusting in His providence, we engage in active service to the poor and to those with special needs such as the elderly and youth, the ill and the imprisoned. With gratitude to those who share their means to help us accomplish our Franciscan mission, we seek also to exercise a wise and careful stewardship of the institution's resources. We commit ourselves to honesty and integrity in our work, accept personal responsibility for our actions, and exercise high ethical standards in our personal and professional lives.

#### **6. A community of faith and prayer**

The Saint Francis community, while respecting the religious beliefs and traditions of others, seeks to listen to the Word of God and to observe the Gospel of Jesus Christ. The University strives to promote the spiritual growth and development of its members and invites all to gather in prayer and worship and, when possible, to participate in the Eucharist and in the sacramental life of the Church. Following the example of Francis, the University is devoted to the Catholic Church and its leaders and strives to serve the educational and spiritual needs of the Church's clergy, religious, and laity.

#### **7. A spirit of simplicity and joy**

Imitating Francis, who called himself the herald of the Great King and the troubadour of God, the Saint Francis community celebrates life in simplicity and joy. With good humor and common sense, we share our stories and teach by good example. We also extend courtesy and hospitality to all guests and to all who wish to join this community.

#### **8. Franciscan presence**

The University gratefully acknowledges the vision, sacrifice, and zeal of our Franciscan founders and of the friars who have served the campus community loyally over the years. We strive to emulate the Franciscan values evident in their ministry. Franciscan presence also encompasses all men and women of good will who have been associated with the University and whose lives and work exemplify the ideals of Saint Francis. We encourage and promote these values for future generations, knowing that as long as the spirit of Francis of Assisi continues to animate this community of learners, Saint Francis University will be graced with Franciscan presence.

## **THE BEGINNINGS OF SAINT FRANCIS UNIVERSITY**

The seeds of what has become Saint Francis University were planted by six Franciscan friars from Ireland who founded a boys' academy in the mountain hamlet of Loretto, Pennsylvania, in 1847. Saint Francis College was soon given the power to grant degrees by the Commonwealth of Pennsylvania and was one of the first Catholic co-ed colleges in the nation.

An extensive building program, begun after World War II and continued through the 50's and 60's, resulted in the current 22-building campus. Eight residence halls, a student union, classroom and administrative buildings, athletics center, dining hall, library and chapel are aesthetically located on the 600-acre campus. In 1976, the Southern Alleghenies Museum of Art was opened in the former gymnasium, Doyle Hall, and now offers extensive artistic opportunities for

students and area residents. The nearby Charles M. Schwab Estate and Gardens, Lake Saint Francis, and Immergrun Golf course further enhance the setting of Saint Francis University, making it an exceptional environment for living and learning.

Today, Saint Francis University is governed by a Board of Trustees comprised of both laypeople and Franciscans. The President, chief executive officer of the University, receives input from faculty, administrators, and students in order to provide members of the University community the opportunity to participate in the University's development.

## **SAINT FRANCIS UNIVERSITY EQUAL OPPORTUNITY, NONDISCRIMINATION, HARASSMENT, SEXUAL MISCONDUCT, STALKING AND RELATIONSHIP VIOLENCE**

Saint Francis University, inspired by its Franciscan and Catholic identity, values equality of opportunity, human dignity, racial, cultural, and ethnic diversity, both as an educational institution and as an employer. Accordingly, the University prohibits and does not engage in discrimination or harassment on the basis of gender, gender identity, age, race, color, ethnicity, religion, sexual orientation, marital status, disability, pregnancy status, veteran status, predisposing genetic characteristic or any protected classification. Saint Francis University will not tolerate sexual violence, dating violence, domestic violence, stalking, or sexually inappropriate conduct in any form. The University is committed to this policy based upon its values and as required by Title IX of the Education Amendments Act of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. This policy applies to all programs and activities of the University, including, but not limited to, admission and employment practices, educational policies, scholarship and loan programs and athletic or other University-sponsored programs.

Saint Francis University affirms its commitment to promote the goals of fairness and equity. All policies contained herein are subject to resolution using the University's Resolution Process, as detailed below. The Resolution Process applies regardless of the status of the parties involved, who may be members or non-members of the campus community, students, student organizations, faculty, administrators and/or staff. The University reserves the right to act on incidents occurring on campus or off-campus, when the off-campus conduct could have an on-campus impact or impact on the mission of the University.

The Vice President for Finance and Administration oversees implementation of the University's Affirmative Action and Equal Opportunity plan and disability compliance. The Associate Dean of Students/Title IX Coordinator oversees implementation of the University's policy on equal opportunity, discrimination, harassment, sexual misconduct, stalking, and relationship violence. Reports of discrimination, harassment, sexual misconduct, stalking, relationship violence, and retaliation should be made to the Title IX Coordinator promptly. There is no time limitation on the filing of allegations as long as the accused individual remains subject to the University's jurisdiction. However, a delay in filing a report will weaken an investigation. Reporting is addressed more specifically below.

- a) Any situation where it appears that the accused individual may present a danger or threat to the health or safety of him/herself or others;
- b) Any situation that significantly impinges upon the rights, property or achievements of self or others or substantially breaches the peace and causes social disorder; and/or
- c) Any situation that is detrimental to the educational interests of the University.

Inquiries about the University Affirmative Action and Equal Opportunity plan and Disability Compliance policy and procedure may be made internally to:

Jeffrey Savino  
University Vice President for Finance and Administration  
101 Raymond Hall  
(814) 472-3261  
Email: [jsavino@francis.edu](mailto:jsavino@francis.edu)

Inquiries about the University Harassment, Sexual Misconduct, Stalking, and Relationship Violence policy and procedure may be made to:

Lynne Banks, M.Ed.  
Associate Dean of Students & Title IX Coordinator  
232 Padua Hall  
(814) 472-3002  
Email: [lbanks@francis.edu](mailto:lbanks@francis.edu)

OR a [Title IX team member](#)

## GRADES

### Grading Scale

A	100-93
A-	92-90
B+	89-86
B	85-83
B-	82-80
C+	79-76
C	75-73
D	72-70
F	69 and below

*Approved by the Graduate Education Advisory Board in October 2011.  
Effective January 2012*

### Continuing Grade (CN) Contract

This grade is used when unusual circumstances make it difficult or impossible for a student to complete course work by the end of the semester.

A "CN" grade may be used only when the student initiates the process by obtaining a "CN" contract from the Provost. In this contract, the student, the instructor, and the Provost must agree to both the intended date of completion and the specific nature of the assignment to be completed.

Once the contract is agreed upon, it must be submitted to the Registrar. The Registrar will not accept CN grades which are not accompanied by an appropriately signed and dated contract.

### Incomplete (I)

This grade is to be used when the student has failed to complete all course requirements by the end of the semester. The grade of "I" may be used at the discretion of the instructor, but no instructor is required to extend this option to students. Each instructor should explain his/her policy on the grade of "I" to each class at the beginning of each semester.

### Withdraw (W)

Withdraw from a course after the drop/add period and prior to the deadline for withdrawal.



## QPA

Grades of A, B, C, D, F, W and AD are entered on the student's permanent academic record. Grades of A, B, C, D, and F are used to compute the student's Quality Point Average. The QPA is determined by dividing the total number of quality points earned by the total number of credits taken for grade. For each "A" the student earns, four quality points per credit; for each "B" the student earns, three quality points per credit; for each "C" the student earns, two quality points per credit; for each "D" the student earns, one quality point per credit; and no quality points are awarded for each "F".

## Appealing a Grade

A student enrolled in classes at Saint Francis University has the right to appeal a grade he/she has received in a particular course. All appeals are to be in **written form** and will be received after the grades have been posted. In all grade appeals, the following procedures must occur prior to the sixth week of the subsequent fall or spring semester.

The Director of the Graduate Education program will notify the student that she has received the student's letter of appeal by telephone and discuss with him or her, the procedure of appeal. The student is informed that the procedure for appeal is as follows:

1. Contact the instructor for an explanation of the grade determination. The instructor of the course will review how the grade was determined. If a grade change is warranted, instructor will complete and submit a grade change request.
2. If not satisfied with the grade and explanation, the student will then appeal to the department chairperson or director of the academic program sponsoring the course. The chairperson/director will review the grade determination with the course instructor, and then meet with the student to explain the outcome of the appeal. Some departments/programs have published appeal policies that must be followed.
3. A student who remains unsatisfied with the results of the appeal must, prior to the end of the sixth week of the subsequent fall or spring semester, submit a letter of appeal to the appropriate dean. The letter must include a summary of the meetings with the instructor and the appeal results, as well as a rationale for the appeal. After discussing the appeal with the instructor and the department chairperson/program director, the dean will meet with the student to explain the final decision. In cases where the dean is the course instructor, the Provost will review the final appeal.

September 19, 2012

## POLICIES

### Academic Honesty

Academic honesty is an essential part of the Saint Francis University experience. Dishonesty in any aspect of the life of the University is viewed as being incompatible with its moral tradition. Accordingly, Saint Francis University has prepared a policy on academic honesty which will guide students in dealing with such issues in the process of learning.

The Franciscan tradition of Saint Francis University holds that students maintain honesty in all intellectual and academic pursuits, which means they will present as their own only work they have created. In addition, all material must be properly attributed to the original author or source.

This includes always conducting oneself with integrity and honesty in all University business.

A copy of the policy is published on the local web:

[https://my.francis.edu/apps/sfu\\_policies/policy\\_detail\\_search.asp?policy\\_id=31&user\\_id=](https://my.francis.edu/apps/sfu_policies/policy_detail_search.asp?policy_id=31&user_id=)

### **Academic Advising**

The SFU Graduate Education Department has been developing new graduate programs over the past couple of years. We are committed to developing and maintaining programs of quality and integrity. We value our students and recommend that they check with the department at least once during the school year concerning their program to ensure that they are on target with their course selections.

### **Class Attendance Regulations**

Students are expected to attend all classes as scheduled as an academic obligation. Students' grades are based on prompt completion of all assignments, presence for all examinations, reading of the required references, and participation in class discussions as well as on the general quality of work. Instructors have no inherent obligation to provide make-up opportunities for an absence unless in their judgment the reason for the absence warrants such consideration.

Every instructor maintains a record of attendance and has a right to determine the importance of any absences a student may incur during the course insofar as the absence affects the student's performance and achievement in class, the taking of examinations, class participation, laboratory work, or any other factor considered by the instructor in determining the grade a student will receive. All course work must be completed by the last meeting of the class.

After the instructors have explained the standards and requirements during the first meeting of a class, the student is responsible for successful completion of the course based on these criteria.

If students are absent excessively from consecutive classes, the absences are reported to the Director of Graduate Education. Students reporting late for class may be denied admission by the instructor and be recorded as absent.

### **Assignment Policy**

To be determined upon approval

### **Withdrawal Policy**

All withdrawals and requests for refunds must be made in writing and will be calculated according to the postmark date it was delivered to the Graduate Education Department. Textbook sales are final. There are no refunds for textbooks. A student will receive a tuition reduction only according to the following schedule:

100% Only when courses are canceled by the Graduate Education Department

75% From date of registration to the date of the first class

50% Up to the date of the second class

25% Up to the date of the third class

After the third class, no reduction will be given.

**A written notice of withdrawal must be sent to the Graduate Education Department. Non-attendance will not constitute notice of withdrawal.**

### **REFUND POLICY – Distance Education**

The University’s Refund Policy for Distance Education applies to students who are enrolled in distance education programs or courses. All withdrawals and requests for refunds must be made in writing to the program director and will be calculated according to the date of the email or postmark it was received. If the course has been cancelled by the University, the student will receive a full refund. In the event of dismissal, no refunds will be issued. Non-attendance will not constitute notice of withdrawal.

**Withdrawal from a course:** In case of withdrawal from a course during the first week, 100% tuition will be refunded. No financial refund can be made for withdrawal from a course occurring after the first week after the start of the course. A week starts on Monday and ends on Sunday. For courses scheduled for 5 weeks or less, no financial refund can be made for withdrawal occurring after the first day of class.

**Withdrawal from the University:** In the event of complete withdrawal from the University after the opening of classes, tuition will be refunded according to the schedule below. A University Withdrawal constitutes a drop from all courses. The student will also be dropped from his/her degree program and must be readmitted before any future credits or grades will apply to the degree. It is recommended that the student speak with the program director about the impact to his/her degree, academic requirements, and re-admittance policies before withdrawal.

#### **7-Week Session**

<b>Date of Student’s Official Withdrawal</b>	<b>Percent of Payment Refunded</b>
Before or during first week of class	100%
During second week	75%
During third week	50%
After week three	No refund

#### **15-Week Session**

<b>Date of Student’s Official Withdrawal</b>	<b>Percent of Payment Refunded</b>
Before or during first week of class	100%
During second and third weeks	90%
During fourth and fifth weeks	80%
During sixth week	70%
During seventh and eighth weeks	60%
After week eight	No refund

In the case of withdrawal after the first week of class, a grade of “W” will be recorded on the transcript. Withdrawal after the third week (7-week course) or 49<sup>th</sup> day (15-week course) subjects a student to an “F” grade.

If students with Title IV funding discontinue their studies, a percentage of the aid must be returned to the Title IV funds according to the institutional formula which is available through the Financial Aid Office. Refunds are made within 60 days from the date of withdrawal or termination.

**State Refund Policies:** Distance education students residing in a state listed below are subject to the terms of that particular state’s refund policy.

#### **Additional State Specific Information:**

**Maryland:** The Maryland State Refund Policy applies to students residing in Maryland who are enrolled in Saint Francis University distance education programs. The minimum refund that shall be paid to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

<b>Proportion of Total Course Completed as of Date of Withdrawal or Termination</b>	<b>Tuition Refund</b>
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to and including 60%	20% refund
More than 60%	No refund

**Oregon:** An Oregon student who withdraws from a course is eligible for a partial refund through the middle week of the term in accordance with OAR § 583-030-0035(18)(c). Refunds shall be based on unused instructional time and shall be prorated on a weekly basis for schools using a semester, quarter or nontraditional calendar.

*Approved by Provost 01/06/15, 05/30/15*

*Revised as per Oregon Higher Education Coordinating Commission (HECC) 12/22/14*

*Revised as per Maryland Higher Education Committee 09/19/14*

*Approved by Provost 04/10/13*

### **Probation Policy**

A minimum 3.0 QPA must be maintained throughout the program. If a student falls below the 3.0 requirement, he or she **will** be placed on academic probation for the next semester. Student's continued eligibility in the program will depend on the QPA in the semester following the low QPA. If the QPA does not go above the 3.0, after being placed on probation, the student is subject to dismissal from the program.

### **Dismissal Policy**

If during the period of probation, the student receives < or = C (3.0), in any graduate course, the student will be dismissed from the program and not permitted to graduate/complete the program.

## **PROCEDURES**

### **Matriculation**

*A full-time graduate student is one registered for 9 credits or more per semester.*

*A part-time graduate student is one who is registered for 8 or fewer credits per semester.*

*A matriculated student is one who is a candidate for a degree.*

*A non-matriculated student is one who is not a candidate for a degree.*

Once a student has matriculated at Saint Francis University, all courses in the major must be completed at Saint Francis University. Likewise, it is expected that all collateral courses will be completed at Saint Francis University. Applications for exception may be directed to the Graduate Education Department.

### **General Requirements for Graduation**

Students are required to follow the course curriculum as stated in the Graduate Education Student Handbook in effect at the time of the student's acceptance into the program. A student who wishes to follow a curriculum adopted after that time must speak with the department advisor.

Every candidate for a degree must make formal application for the degree at the beginning of the semester of the graduation date. Proper completion of the official *Application for Degree Card*, obtainable at the Graduate Education Department, constitutes formal application.

Students wishing to attend the graduation ceremonies must complete a cap and gown order form before the deadline. Cap and gowns may only be ordered through the website: [www.herffjones.com/college/sfu](http://www.herffjones.com/college/sfu).

A standard fee will be assessed by all applicants for graduation, regardless of whether or not attendance at graduation is anticipated. Graduation ceremonies are held in May. Summer and fall graduates will be invited to attend the following May's graduation ceremonies. Graduates not in attendance will receive their diplomas by mail.

### **Registration**

Registration for all graduate education courses must be done using the web portal: <https://my.francis.edu/ics>. Students must use their assigned username and password to access the web portal for registration. Registration begins approximately ten weeks prior to the start of each semester. The Graduate Education department will monitor enrollment as it get close to the start of classes to determine if there is sufficient enrollment in each course.

Prior to registering for courses, every semester, students **must** agree to the Saint Francis University Financial Terms and Conditions by reviewing the Registration Agreement form.

### **Transfer Credit Policy**

Policy Statement: Students who are formally accepted into a graduate program and registered for courses may request transfer credit for relevant graduate courses completed at regionally accredited institutions, including courses taken at SFU while enrolled in another graduate program, whether or not a master's degree was awarded.

Credits taken prior to the term of graduate admission and used to satisfy program requirements are considered transfer credits. Transfer of graduate credit is subject to the approval of the Program Director, the Dean, and to the regulations of the SFU academic program in which the student is enrolled.

Transfer credits are awarded only for courses:

- Completed within five years to the date of admission to the SFU graduate program. (The Graduate Education department considers transfer of credit for courses completed within seven years to the date of admission.)
- Completed at a regionally accredited institution in the United States or an officially recognized degree-granting international institution.
- Comparable in content and rigor to the SFU course.

These are general guidelines. It remains at the individual program's sole discretion whether or not to grant approval for transfer of credit.

Additional limitations:

- A maximum of six graduate-level credits may be transferred.

- Credits for courses in which the student earned a grade below B (3.0) or received a non-letter grade such as a pass/fail are not transferable.
- Courses used as part of a previously completed bachelor's program may not be transferred. The Graduate Nursing program will not accept transfer credits from any previously earned degree.
- Grades in courses transferred from other institutions, or from a prior master's degree program completed at SFU, will not be calculated into the student's grade point average (GPA).
- SFU will not accept transfer credits titled as “workshops.” Each transfer request is evaluated on a case-by-case basis.
- Academic credit cannot be awarded for life or military experience, or previous work experience.
- Transfer institutions outside the United States must be recognized as degree granting institutions by their home country. A course-by-course evaluation of all foreign university transcripts by an independent service based in the United States is required for international transfer students.
- The MOT, DPT, MPAS, DPT/MBA, and MMS programs do not accept transfer credits at the graduate level.

**Procedures:**

Below are the steps involved in processing transfer course work for graduate students.

- Students must provide official transcripts from any previous institution(s) to the graduate program director.
- Students must provide a “Transfer of Credit Request” form for consideration of credit transfer no later than the end of the first enrolled semester. Students are responsible for providing any course descriptions or syllabi that may be needed for accurate evaluations to be made.
- Granting of transfer credits requires the written approval of the Program Director of the relevant program and the Dean of the relevant school. The Program Director completes and signs the “Transfer Credit Evaluation” form, and forwards it to the Office of the Registrar.

*Approved by Committee on Graduate Studies 01/2017*

*Approved by Faculty Senate 02/2017*

**Change of Name or Address**

The Graduate Education Department is to be informed immediately of the change of a student's home address, work address and/or change of a student's name. Notification of a change in name or address must be submitted in writing to the Graduate Education Department. If there is a name change, a document such as a marriage certificate must also be submitted.

**Transcript Service**

Saint Francis University understands the importance of providing our students with effective and efficient transcript services. Your new career, entrance to Graduate School, professional certificate, or other important events depend on the prompt and secure delivery of your transcript.

We also understand the need to protect the privacy of your transcript and our obligations under Federal Law. The instructions that follow will enable you to request your transcript for delivery as quickly and efficiently as possible.

**Order Online** - Saint Francis University in partnership with Credentials Solutions provides 24/7 access to online transcript ordering. Our online service provides automated email and optional text messaging communication for order confirmation and status updates.

Former students and Alumni, should use this website to order an academic transcript;  
<http://francis.edu/request-a-transcript/>.

Transcript Release Regulations:

- Because Federal Law requires your signature in order to release your academic records, you must complete a Consent Form and return it as directed before your first request can be processed.
- No transcript can be issued for a student who has an outstanding financial obligation to the University.

**Print and Mail Order –**

1. Print out the [Transcript Request Form](#).
2. Type or print all information request clearly.
3. There is a \$10 fee for each copy of the transcript requested. **Please send the completed form along with a check to:**  
Office of the Registrar  
318 Scotus Hall  
Saint Francis University  
Loretto, PA 15940-0600

**Make all check payable to: Saint Francis University**

Transcript Release Regulations:

- All transcript requests must contain the requestor's signature before they can be processed.
- It is not possible for us to accept requests for transcripts by telephone, fax, or e-mail, because the release of a transcript must be authorized by the requestor's original signature.
- It is not possible for us to send transcripts by fax or email, due to concern for the security of confidential information that might be lost or misdirected in an electronic medium.
- No transcript can be issued for a student who has an outstanding financial obligation to the University.
- Typed or handwritten request may be used as a substitute for the Transcript Request Form, as long as all of the information requested on the Transcript Request Form is provided and the request contains the requestor's original signature.

## **Grades**

Mid-semester grades are not reported for Graduate Education courses. Students can view their final grade report through the on-line student information link at <http://my.francis.edu>.

### Course Locations and Times

Since most of our students are already balancing work and family responsibilities, we schedule many of our classes in the evenings, on campus, at multiple off-campus locations and online. This provides students with a greater degree of flexibility. Evening classes are offered in fall, spring and summer semesters.

## FINANCIAL INFORMATION

### Fees

Application Fee	\$30
Comprehensive Examination	\$150
Graduation	\$195
<i>(Fee assessed regardless of whether or not the student participates in graduation.)</i>	
Vehicle registration	\$10

Please see tuition and fees listing for current rates: <http://francis.edu/graduate-tuition-and-fees/>.  
The University reserves the right to change tuition rates and other fees without notice.

### Billing Timeline

#### Fall semester

- Online statement produced beginning of July
- Due date for balance owed during beginning of August

#### Spring semester

- Online statement produced beginning of December
- Due date for balance owed beginning of January

#### Summer semester

- Online statement produced first week of May
- Due date for balance owed end of May

### Tuition Deferment for Those Students who are Employer Sponsored:

To be eligible for tuition deferment, a letter regarding your company's tuition reimbursement policy is due at the beginning of every semester. The letter must be on school district letterhead, include the student's name and the reimbursement policy of the company. Each student will receive a billing statement at the end of the semester. It is the responsibility of the student to give the statement of account to his/her employer at the completion of the course along with his/her grade for reimbursement. Payment must be made within 45 days upon completion of the course. If you have any questions, contact the Accounts Receivable Specialist, at (814) 472-2884 or [billing@francis.edu](mailto:billing@francis.edu).

Please forward your company letter to the following:  
Saint Francis University  
Business Office  
PO Box 600  
Loretto, PA 15940  
Fax: (814) 472-3886  
Phone: (814) 472-2884  
[billing@francis.edu](mailto:billing@francis.edu)



### **Student Insurance Policy**

All full-time Undergraduate (12+ credits) and Graduate (9+ credits) students must have health insurance coverage. A Student Health Insurance Plan is available for those students who do not have current insurance coverage. All full-time students must participate in this insurance plan unless proof can be furnished that other similar insurance is carried by the student while they are attending Saint Francis University. Please be aware no proof of insurance waiver forms will be accepted after the 20<sup>th</sup> business day of each semester and you will be responsible for the cost of the health insurance. Billing is handled by the Business Office; all inquiries should be directed to that office by either calling (814) 472-2884, email [billing@francis.edu](mailto:billing@francis.edu) or visiting Raymond Hall, first floor.

### **Tuition Reduction**

As part of the continuing support of the educational mission of the Catholic Church, Saint Francis University offers a 10% tuition reduction to students who are directors of religious education, administrators or faculty members in the Catholic school system. Catholic educators are responsible for the registration fee, cost of books, and the remaining amount of tuition. A Tuition Reduction Form (available in the Graduate Education Department) must be completed each semester.

### **Financial Aid**

Financial aid is available to qualifying graduate students. Students that complete a Free Application for Federal Student Aid (FAFSA) may obtain loans under the Direct Federal Stafford Loan Program. Graduate PLUS and Alternative loans may also be available. For more information, contact the Financial Aid Office at (814) 472-3010 or visit their office at Padua Hall, Room 228.

## **OTHER SERVICES**

### **Student Account Information**

All students at Saint Francis University are given a user account. Every Saint Francis University student is provided with an email account and online access to registration, schedules, transcripts, schedules, bills and much more.

Students can find out how to access student username and password clicking on the quick link first time users' *click here*. To access your student account username, log on to <https://my.francis.edu/ics>.

### **Vehicle Registration**

All students, staff and faculty who park on the campus must register their vehicles with the University Police Department. The office is located in the Small Business Development Center. Phone (814) 472-3360.

### **Student Identification Cards**

All students attending Saint Francis University must have an identification card. **This card also serves as your "library card"**. Photos for graduate education student identification cards will be taken at the University Police Department. Contact the University Police at (814) 472-3360 if you are in need of a student identification card.

### **Textbooks**

Graduate students may purchase their books in a variety of ways. Students may purchase their textbooks by phone, fax, on site at the bookstore or through the Saint Francis website

(www.francis.edu). The methods of payment accepted are cash, check, money order, travelers check, and credit card (MasterCard, Visa, Discover, Mac and Amex). Students who wish to have their books sent to them will be charged shipping costs. All rates are subject to change.

### **Class Cancellation Due to Weather**

Class cancellation is at the discretion of the professor. The professor will create a contact list via email or text to notify students of a cancellation due to weather. **If the university cancels all evening classes, this takes priority over a professor's decision.** This decision will be posted on the local weather channels and radio stations. If you have any questions about this policy or a class cancellation, please contact the Graduate Education Office.

### **Career Services**

The Career Services Office is a centralized operation of Saint Francis University committed to meeting the needs of graduate students as well as undergraduate students. The department has an ongoing goal that guides its operation: to help individuals discover their current status in their career development, to provide them with skills and resources to move forward in their development, and to empower them with strategies for lifelong career planning activities.

For graduate education students, the Career Services Office performs the following functions (free of charge):

1. Job search training: Training students in effective resume writing, job market research techniques, interviewing skills, and overall job search strategies.
2. Videotaped mock interviews arranged upon request; evening appointments available.
3. Individual advising/career counseling appointments for students needing personalized assistance with any phase of the career planning and/or job search processes. Evening hours are available to graduate students who work full-time (by appointment only).

To find out more about the services offered by the Career Services Office, call (814) 472-3019 or visit their office in Library 211.

### **Graduate Assistantship**

Graduate Assistantship opportunities are available in many departments across campus. If students are interested in an assistantship to assist with graduate school, contact the Career Services Office for an application and information, (814) 472-3019 or visit their office in Library 211. Students must be accepted to graduate school before applying for the assistantship.

## **GRADUATE EDUCATION PROGRAMS**

### *Master's degrees with specializations*

Master of Education  
Master of Education – Leadership  
Master of Education – Reading Specialist  
Master of Education – Autism Spectrum Disorder  
Master of Education – ESL Program Specialist  
Master of Education – Special Education (prek-8)  
Master of Education – Special Education (7-12)  
Master of Education – Special Education Supervisory  
Master of Education - Principal

### *Specialization/Certification*

Autism Spectrum Disorder Endorsement  
ESL Program Specialist  
Reading Specialist  
Special Education Supervisory  
Principal  
Superintendent/IU Executive Director Letter of Eligibility

### *Post Baccalaureate*

Secondary Education (7-12) – biology, chemistry, English, mathematics, social studies, Spanish  
Special Education (prek-8)  
Special Education (7-12)

## **Program Descriptions**

### *Master of Education, M.Ed.*

A Master of Education degree makes teachers more marketable, significantly broadening their job prospects at a time when the profession is becoming increasingly competitive and more demanding. The Master of Education Program at Saint Francis University offers advanced study for elementary and secondary education teachers interested in strengthening their professional skills and deepening their knowledge base. Students divide their class time among three different concentrations of courses: Core, Instructional, Specialization Electives. Each specialization area has a different form of assessment based on the specialization/certification chosen.

Specialization areas to choose from are: leadership, reading specialist, autism spectrum disorder, ESL, special education (prek-8), special education (7-12), special education supervisory and principal.

### *Specialization/certifications*

Candidates with a master's degree, can choose an area of specialization to add an endorsement, add-on, or administrative certificate to an already existing instructional certificate.

Many exceptional teachers choose to enter school administration as a way to positively influence not

only students but other educators and education systems. As they continue with professional development, these specializations/certifications are an extra way to earn Act 48 credits, instructional II certification, and/or endorsements on an existing certificate.

#### *Post Baccalaureate Secondary Education*

Students holding a B.A. or B.S. degree from an accredited four-year institution may take courses at Saint Francis University to receive their education certification, providing that they have a cumulative QPA of 3.0 or above and have passed the first three Praxis examinations in mathematics, reading and writing during the first term of their enrollment in the program. Students may enroll on a full-time or part-time basis.

#### *Special Education prek-8 and 7-12*

This program design is deeply rooted in PA competencies/expected learning outcomes, and structured to build on candidate's knowledge, professional experiences, and advanced academic study. Further, the program is designed for candidates to be able to implement methods, strategies, and research validated methods to provide increased opportunity for immediate impact on student learning and special education programming at school districts, programs that employ and consult with them.

Post-baccalaureate students are in the Graduate Education's target market of current educators who desire evening and weekend courses with traditional, hybrid and online courses and professional experience opportunities. Candidates in the Special Education preK-8 and 7-12 program are required to have an Instructional I or Instructional II certificate; therefore, they have already completed student teaching requirements.

### **Admission Requirements**

Students must apply for admission into all of the graduate education programs. The Graduate Education Department reviews applications throughout the year; there are no set application deadlines. In order to be considered for admission, applicants must have a bachelor's degree from an accredited college or university (or a master's degree if applying to a specialization area. Applicants must submit the following materials:

- Application form
- \$30 Application fee (payable to Saint Francis University)
- Minimum grade point average of 3.0 is required. If candidate's GPA is less than 3.0; he or she may be accepted on a provisional basis while taking up to nine (9) credits. The student must obtain a minimum GPA of 3.0 in the first nine credits to be admitted to the program. If these requirements are not met the student will not be admitted to the program.
- Two letters of professional/academic recommendation. Additional letter required from seated superintendent if applying to Superintendent Program.
- Copy of instructional I certificate (if applying to the Principal Certification, Special Education Supervisor, Reading Specialist Certification, Instructional Coach Endorsement program or Post Bacc Special Education prek-8 and 7-12). **For Special Education Supervisor, applicant MUST have an instructional certificate in special education.**
- Paper discussing applicant's philosophy of education (if applying to the Principal Certification or Special Education Supervisor Certification program).

- Paper discussing applicant's view of the Role of the Reading Specialist (if applying to the Reading Specialist Certification program).
- Written Philosophy of a Special Education educator (if applying to Post-bacc Special Education prek-8 and 7-12 program)
- **Official** transcripts for all undergraduate and graduate work completed.
- Clearances required for Post-bacc Secondary Education and Special Education prek-8 and 7-12 certificate programs.

### **Paradigms**

For additional program and course requirements, visit this Graduate Education website at <http://francis.edu/master-of-education-degrees-and-programs/>.

## **GRADUATE EDUCATION COURSE DESCRIPTIONS**

**All courses are three (3) credits unless otherwise noted.**

**Only courses listed are those currently offered.**

### **EDUC502: Language and Reading Development**

This 3-credit graduate course investigates the issues at the core of reading/writing development through a study of language acquisition theory and the various influences on language development affecting the young child today, including cultural, ethnic, and sociological factors. In addition, the student will study how reading, writing, oral language, and listening skills interact in the emergent stage of literacy development, including interest and motivation to read. Students will also develop skills in monitoring the progress of emergent readers in foundation skills.

### **EDUC503: Reading Foundations**

This is a 3-credit graduate course. The last decade has witnessed intense debate in the field of reading. In order to understand and appreciate the information that is available to teachers in the area of reading, it is necessary to have a sound foundation in the process and development of reading, both from a historical perspective and through the current literature. This class will provide that foundation so that teachers can develop a critical and analytical stance in evaluating trends and reports in the field to insure that sound, effective instruction is provided for every child. Students will also develop a repertoire of effective methods modeled on research-based best practices.

### **EDUC504: Assessment and Diagnosis in Reading/Writing**

This 3-credit graduate course includes a thorough investigation of assessment in the areas of reading and writing, including formal and informal measures and ongoing monitoring processes. Through this investigation, students will acquire skill in diagnosing reading difficulty and designing appropriate intervention, and well as working with colleagues and parents in addressing reading needs. Students will work with an individual child to apply growing skills in assessment and diagnosis. Students will be expected to select and administer appropriate assessment instruments, design appropriate lessons on the basis of assessment results, monitor student progress, and share information with the student, colleagues and parents in a meaningful manner. (*Prerequisites: EDUC502 and EDUC503*)

### **EDUC505: Reading in the Content Area**

This 3- credit graduate course will provide opportunity to expand knowledge and techniques related to reading instruction to demands outside the reading classroom. In so doing, the teacher will learn to assist students in determining purpose for reading and the appropriate approaches for various task demands. The teacher will be able to widen his/her repertoire in children's and adolescent's literature and incorporate it into content instruction. Reading/writing activities will also support growth in reading for information, writing outside of the creative writing realm, and building vocabulary and fluency. Teachers will use class discussion, technology exploration, strategy instruction, and case study application to develop skills. (*Prerequisites: EDUC502 and EDUC503*)

### **EDUC506: Strategies in Reading and Writing**

This 3-credit graduate course examines the issues related to the development of efficient and independent readers. Through a study of cognitive strategies, the teacher will learn how to assist students in monitoring their own performance, utilizing resources/techniques available to them when attempting various kinds of print materials for a variety of purposes. Teachers will also learn to enable students to expand their strategies to a wide range of reading endeavors, especially in content reading and writing. Teachers will evaluate commercial programs to determine how they support growth of independence as well as supplemental materials in print and in the media and determine how to match approaches to the style and need of individual students. This course will also involve the teacher in collegial consultation. Students will be asked to complete critical evaluation of materials, develop a repertoire of strategies in reading and writing, and develop skills in teaching students about strategy use. (*Prerequisites: EDUC502 and EDUC503*)

### **EDUC507: The Affective Domain: Interest and Motivation to Read**

This 3-credit graduate course will enable teachers to experience and evaluate a variety of approaches to enhance student interest and motivation to read. It will examine the many factors which come into play and a variety of approaches to meet different interests, needs, and skill levels, all directed at increasing not only reading skills, but desire to read. Popular media issues will be investigated as well. Teachers will develop a repertoire of in class assessment techniques to monitor these factors and enhance their bibliography of print sources to reach atypical readers; they will add substantially to their professional portfolio of instructional methods and techniques. Students will also engage in an action research project in this course. (*Prerequisites: EDUC502 and EDUC503*)

### **EDUC508: Clinic I: Practicum in Diagnosis and Remediation**

In the 3-credit graduate Clinic I experience, opportunity is provided for an intensive experience in diagnosis and remediation through a tutorial relationship between child and tutor. In addition, candidate tutors collaborate to promote group approaches which facilitate instruction to address diverse abilities and interests. Candidate tutors are expected to complete an extensive case study which documents diagnosis procedures, methods employed for instruction/remediation, evaluation of instructional effectiveness, and student

progress as well as the ability to share clear and concise recommendations appropriate for other professionals, parents and the student him/herself in a setting in which they receive intensive supervision and feedback. (*Prerequisites: EDUC502, EDUC503, EDUC504, EDUC505, EDUC506, EDUC507*)

#### **EDUC509: Clinic II: Literacy Leadership Internship**

In the 3-credit graduate class of Clinic II, the candidate is expected to step beyond the more narrow focus of the tutor/child experience of Clinic I to incorporate greater involvement in the school, the school system, and the larger community. In this capacity, the candidate must help foster a culture of literacy through professional growth, collegial interaction within the schools, and liaison with the parents and community. Through this process, the candidate will demonstrate leadership in the implementation of the vision developed and articulated in the Clinic I proposal. The culmination of this experience will be the presentation of the complete Clinical Portfolio and self-evaluation. (*Prerequisites: EDUC502, EDUC503, EDUC504, EDUC505, EDUC506, EDUC507, EDUC508*)

#### **EDUC511 Educational Psychology of Learning**

This course is a review of historical antecedents of modern learning theories and a review and critical analysis of modern theories. It is also an analysis of learning processes and an examination of empirically derived principles of learning and their applicability of school learning.

#### **EDUC515 Curriculum Development and Management**

This course presents a practical approach to curriculum development and management for teachers and administrators. Following a brief historical philosophical, and theoretical introduction, students will engage in a number of activities and projects where they will create projects and products that can be used in their daily classroom/school.

This course explores theories of curriculum development, the process for developing school curricula, the relationships among critical attributes of written, taught, tested curricula, and various guidelines for developing curriculum and planned courses. Along with the theories of curriculum development, the course will provide information and practical experiences in the utilization of the Standards Aligned System (SAS) and investigate its utilization with local curriculum and instructional practices.

#### **EDUC521 Foundations of Education**

This course examines the historical and philosophical foundations of western education, emphasizing those aspects of education that have been influential in America. It includes the critical investigation of the contributors to educational thought such as Plato, Aristotle, Quintilian, Augustine, Comenius, Rousseau, Herbart, Froebel, Pestalozzi, Locke, Spencer, Mann and Dewey.

#### **EDUC522 Comparative Education**

This course is a study of the present educational systems in various parts of the world with a comparative analysis of these systems. It examines their aims, methods of support, organizational patterns curricula, classroom practices, teacher-preparation, critical issues, and promising trends.

#### **EDUC523 School, Society, and the Future**

Through research and discussion, this course investigates several current theories of future developments, and considers the role of schools and other institutions in the future. Both radical and moderate educational alternatives are discussed. Authors whose works are considered include Toffler, Slater, Reimer, Illich, Friere, and John Holt.

#### **EDUC527 Autism Spectrum Disorders**

This is an introductory course on Autistic Spectrum Disorders that will focus on the range of behaviors, characteristics and educational implications of students on the Autism Spectrum. Focus will be on ABA based teaching interventions in the classroom and natural environment teaching (NET). Areas of communication, social skills, and stereotypical behaviors will be examined. Recognition of, and intervention for co-morbid conditions such as Obsessive Compulsive Disorder and Anxiety Disorder will be examined. Family relationships and long term educational planning will be addressed.

*Cross-listed with EDUC420 Autism Spectrum Disorders*

#### **EDUC532 Educational Statistics**

This is a basic statistics course for research in education. It emphasizes the collection, analysis, interpretation, and presentation of data. The course includes sampling theory, assessing differences between groups, research design, hypothesis testing, correlation, distributions, measures of central tendency and variation.

#### **EDUC533 Educational Research Procedures**

This course offers a balanced, inclusive, and integrated overview of the educational research field as it currently stands. The course includes the examination of the general nature of educational research and the specific quantitative and qualitative approaches to it. The objectives of this research course are multiple and are listed under two broad categories: (1) students as consumers of research and (2) students as producers of research.

**EDUC534 Sensory Interventions for Students with Autism Spectrum Disorders**

This course provides students with a basic overview of sensory processing, the theoretical foundations of Sensory Integration, sensory difficulties commonly seen in students diagnosed with Autism Spectrum Disorder. Students will take an in-depth assessment of their own sensory preferences and thresholds to gain a thorough understanding of sensory differences. This course will be developmental in nature, in that each week, students will build on the foundations of sensory processing to gain a good understanding of what happens with children, students specifically, have inappropriate sensory responses in their environments.

*Pre-requisite: EDUC527 Autism Spectrum Disorders*

*Cross-listed with EDUC434 Sensory Interventions for Students with Autism Spectrum Disorders*

**EDUC535 Applied Behavior Analysis/Verbal Behavior**

This course creates a framework for understanding the principles of behavioral assessment, behavior change procedures and programming strategies for behavior change. Success in changing behaviors is a result of using techniques including but are not limited to positive and negative reinforcement, extinction, punishment, discrimination and stimulus control. An in-depth examination of functional behavior assessment (interview and observation procedures), functional analysis (development of hypotheses based on functional assessment data) and behavioral intervention based on functional equivalence will be taught following Pennsylvania Department of Education guidelines. Students will discuss Skinner's (1957) theoretical analysis of "language" as described in Verbal Behavior, and demonstrate applications derived from the analysis by Sundberg, Parington, and Michael.

*Pre-requisites: EDUC527 Autism Spectrum Disorders*

**EDUC536 Instructional Methodologies for Students with Autism Spectrum Disorders**

This course provides participants an in-depth knowledge of concepts and interventions related to planning effective educational programs for students diagnosed with Autism Spectrum Disorder. This issues, challenges and strategies involved in developing programs for students with ASD will be evaluated and discussed through this course. Quality educational programs and treatment will provide students skills and strategies to ensure success in the regular education and special education classrooms. Deliver of effective instruction in the areas of communication, social skills, academics, daily living, and transition will have a positive impact on student achievement.

*Pre-requisites: EDUC527 Autism Spectrum Disorder, EDUC534 Sensory Interventions for Students with Autism Spectrum Disorders and EDUC535 Applied Behavior Analysis/Verbal Behavior*

**EDUC537 Understanding Language and Second Language Acquisition**

This three credit course provides comprehensive insight into the theory and practice of second language acquisition. The course explores factors related to the language learning process, compares and contrasts first and second language acquisition, focuses on grammar, pronunciation, phonology, morphology, syntax, semantics and pragmatics as they relate to English as a Second Language (ESL). Other topics included in the course cover basic interpersonal communication (BICS), cognitive academic language proficiency (CALP), various theoretical teaching models and individual differences in learning. Teaching second language acquisition, candidates will focus on listening, speaking, reading, writing, pronunciation and grammar. *Minimum of ten hours of clinical field experience required.*

**EDUC538 Culturally Diverse Learners: Socio-cultural Aspects of Language**

In this three credit course, students will develop knowledge and skills in working with culturally and linguistically diverse learners. The students will explore the social aspects of culture/diversity and language and the relationship between language use and the social world. It provides an overview of the main topics of sociolinguistics and an introduction to the most important methods used in sociolinguistic research and analysis. Topics such as the speech community, code-switching, and language variation will be covered. The course will also explore beliefs, values, and attitudes and promote cultural awareness and sensitivity within the educational setting for ELLs. Candidates will understand the transition period between home and school and will recognize bias, prejudice, and stereotypes. *Minimum of ten hours of clinical field experience required.*

*Prerequisite: EDUC537 Understanding Language and Second Language Acquisition*

**EDUC539 Second Language Teaching: Methods and Materials I**

The primary purpose of this three credit course is to prepare students to teach English as a second language by creating a discourse for research-based theories of teaching methodologies for second language learners. The course will focus on the teaching skill areas of listening, speaking, reading and writing; classroom management; lesson planning, activities and the development and selection of materials. Candidate will utilize PA Academic Standards, English Language Proficiency Standards and Can-Do descriptors. The course will discuss underlying principles and characteristics of various approaches, methods, techniques, activities, and materials available for teaching English as a second language; as well as, exploration into digital tools and references. *Minimum of fifteen hours of clinical field experience required.*

*Prerequisites: EDUC537 Understanding Language and Second Language Acquisition and EDUC538 Culturally Diverse Learners: Socio-cultural Aspects of Language.*



**EDUC540 Assessment and Evaluation in Second Language Teaching (4 credits)**

This four credit course will focus on effective assessment practices and support for ELL students. The course will guide students in understanding and applying principles of curriculum design and assessment. Candidates will use multiple approaches to informal and formal assessment and make informed decisions about teaching and learning. A linguistic focus will explore a multi-literacy curriculum in which reading, writing, listening and speaking are addressed. This course also critically examines curriculum design and assessment with the goal of enriching content-based language learning. A particular emphasis is placed on reading and writing instruction and assessment. Students will apply progress monitoring in all literacy areas with the goal of English language proficiency. *Minimum of fifteen hours of clinical field experience required.*

*Prerequisites: EDUC537 Understanding Language and Second Language Acquisition, EDUC538 Culturally Diverse Learners: Socio-cultural Aspects of Language and EDUC539 Second Language Teaching: Methods and Materials I.*

**EDUC544 Assessment Evaluation in Education**

This course examines current attitudes and practices in the measurement and evaluation of student development in academic and general personality areas. It includes criteria for the development and selection of measuring and evaluating instruments, their administration, analysis and interpretation as related to student progress.

**EDUC549 Planning for Change in Education**

The major objectives of the course are to provide an overview of the theoretical and practical approaches to planned change in education; to provide an opportunity for the development of planning skills and the observation of change agent strategies and skills; and to provide consultative and evaluative assistance for a planned change project.

**EDUC553 School and Community Development**

This course examines the impact that school and community have on each other, the basis of desirable interrelationships between school and community, and desirable goals for school and community. This is an action program that is geared to the interests and needs of participants and their communities.

**EDUC556 School Law**

This course enables teachers to study the legal basis of their chosen profession and develop more adequate understanding of federal, state and local laws applicable to teachers and pupils of public school. Primary emphasis is placed on Pennsylvania statutes and judicial interpretations.

**EDUC557 Professional Studies Elective**

This is an elective course whose content may be determined on the basis of student and/or school district interests. Such a course must have a very clear and direct bearing upon some aspect of classroom teaching. A minimum of twenty-five students must be interested for such a class to be offered.

**EDUC557a Models of Effective Teaching**

This course explores findings from "Effective Schools Research." It describes teacher decision-making, summarizes the findings of researchers regarding effective instruction, defines motivation and discusses critical motivational factors, and examines strategies for increasing students' motivation to learn.

**EDUC557f Administration of Special Education**

This course focuses on developing the broad base of special education administrative knowledge and skills required for effective supervision and leadership of special education services and programs. Knowledge and skills areas relating to special education philosophies, models, court cases, legislation, regulations, policies, practices, communication and collaboration will be emphasized.

**EDUC557k Classroom Discipline and Management**

Using current research-based information, this course analyzes specific, practical suggestions for managing a classroom, explores various models, strategies, and techniques designed to focus on the important discipline aspects of prevention, support, and correction, and examines a pro-active approach to preventing disruptive situations.

**EDUC557m Special Topics**

1 to 3 credits

This course is a study of a given topic, the specific subject to be announced each time the course is offered.

**EDUC560 Successful Inclusion for Educational Leaders**

This course is required of, and designed for students who are pursuing principal certification. The purpose of this course is to develop a sound knowledge base regarding special education legal mandates, and an understanding of currently available research of best practices in providing special education services. For principal candidates, the intended outcome of the course is that they will be better able to act from a position of understanding and strength to successfully implement the legal requirements of special education.

**EDUC562 Second Language Teaching: Methods and Materials II (3 credits)**

The primary purpose of this three credit course is to prepare students to teach English as a second language by creating a discourse for research-based theories of teaching methodologies in a K-12 setting. The course will focus on the curriculum and program management as it applies to English Language Learners. Classroom management; lesson planning, activities and the development and selection of materials will highlight this course. The course will discuss underlying principles of curriculum development, evaluating and ELL program and triangulation of data to monitor curriculum. *Minimum of ten hours of clinical field experience required.*

*Prerequisites: EDUC537 Understanding Language and Second Language Acquisition, EDUC538 Culturally Diverse Learners: Socio-cultural Aspects of Language, EDUC539 Second Language Teaching: Methods and Materials I and EDUC540 Assessment and Evaluation in Second Language Teaching.*

**EDUC571 Foundations and Methods of Special Education (3-credits)** This course is designed to re-acquaint the student with the historical evolution of the special education field through human rights advocacy and legal processes. The emphasis, however, will be to bring contemporary knowledge of current special education processes and practices, Amendments to ADA, IDEA, ESSA/NCLB; and the unique opportunities and barriers individuals with disabilities experience in today's inclusive classrooms.

*Significant changes in the field of special education and supportive student services occur at a rapid pace, and students will benefit from knowledge of trends, initiatives, and advocacy efforts that have occurred since their previous coursework.*

Upon completion of this course, the student will be able to analyze and accurately explain/report on recent research, advocacy efforts, educational initiatives, dispute resolutions and subsequent legislation that continue to make the Special Education field "fluid" and evolving to meet the educational and functional needs of all children in public school settings. *Ten hours of clinical observation required.*

**EDUC572 Assessment and Evaluation in Special Education (3-credits)** This course is designed to review research-validated assessment methods (formative, summative, diagnostic) and formats (paper / pencil, oral assessment, utilizing technological platforms) to most effectively identify unique strengths, needs, and potential barriers and strategies for individuals with disabilities. Students will learn advanced methods in ongoing assessment (progress monitoring, Supplementary Aids and Services Toolkit Planning Process) to ensure students with disabilities are learning and making meaningful educational benefit. Federally mandated summative state standardized assessment testing for individuals with disabilities, allowable accommodations and modifications, and the impact on student programming will be addressed.

Upon completion of this course, the student will be able to demonstrate competency in using effective research-validated methods and tools to accurately assess and identify the strengths, interests, and educational/functional needs of children with special needs.

Additionally, the student will be able to demonstrate competency in using methods and tools to evaluate educational programming and settings to appropriately design interventions and accommodations to provide children with special needs increased opportunities to demonstrate learning and interact to the greatest extent with their classmates without disabilities. *Ten hours of clinical observation required.*

Prerequisites: EDUC571 Foundations and Methods of Special Education

**EDUC573 Inclusive and Collaborative Teaching Methods (3-credits)** This course is designed to gain understanding of the potential opportunities and barriers students with disabilities face within regular education classrooms and within grade-level general education curriculum. Research-Based Strategies to be taught to and reinforced with students with disabilities to best utilize their learning strengths and overcome present and potential barriers will be emphasized during the course. The use of Universal Design and Focused / Implicit Teaching Methods will also be explored. Additionally, learning to use tools such as the Supplementary Aids and Services Toolkit Process, will help course students to systematically develop a positive learning / functional profile, identify potential barriers to the general education (or supplemental) curriculum, and design a plan of strategy instruction and accommodation to best help support students with disabilities.

Upon completion of this course, the student will be able to demonstrate knowledge of and competency in assessing potential environmental, instructional, curricular, social-emotional barriers faced by students with disabilities in public education situations, settings and learning environments. The student will also be able to research and demonstrate knowledge in appropriate planning to remove barriers and implement supportive programming (including direct instruction to children in strategy use) to again provide all children access to educational and social opportunities with peers in inclusive public educational systems. *Ten hours of clinical observation required.*

Prerequisites: EDUC571 Foundations and Methods of Special Education, EDUC572 Assessment and Evaluation in Special Education

**EDUC574 Positive Behavioral Support for Students with Disabilities (3-credits)** This course is designed to present advanced methods of understanding the function of behavior and planning effective means to identify potential problems and prevent the likelihood of negative behaviors in students. Students will learn how to observe, reflect, and evaluate the numerous educational environments and situations in which students are expected to learn (identifying potential triggers and barriers), planning (gaining specific knowledge of student strengths and needs through Functional Behavior Assessment), instruction (teaching strategies and self-monitoring to students), and the importance of consistent plan delivery and evaluation. Unique and effective methods and

interventions under ongoing research for students diagnosed with Autism Spectrum Disorder, Social-Emotional Disturbance, Mental Health and complex issues related to Traumatic Brain Injury will be explored in this course.

Upon completion of this course, the student will be able to demonstrate competency and understanding of the function of behavior demonstrated by students (attention, desire items/situation, stimulation, avoidance, tension-reduction), the independent completion of a Functional Behavior Assessment, and Development of an Appropriate Positive Behavioral Support Plan for a student (which would include setting program accommodations and direct instruction to the student in strategy use). *Ten hours of clinical observation required.*

Prerequisites: EDUC571 Foundations and Methods of Special Education, EDUC572 Assessment and Evaluation in Special Education, EDUC573 Inclusive and Collaborative Teaching Methods

**EDUC575 IEP Development and Successful Transitions for Students with Disabilities (3-credits)** The focus of this course will be on the content and development of a legally correct IEP. Students will review IDEA requirements regarding the referral and evaluation process, the IEP, placement decisions and timelines. Special consideration will be given to the transition component of the IEP. Transitions and corresponding instructional and behavioral supports will be addressed for individuals transitioning to pre-school programming, to school-age programming, through stages of school-age (elementary – middle/junior high - high school) to the comprehensive planning completed collaboratively to help individuals work toward desired post-school outcomes (postsecondary training/education, employment and independent living).

Upon completion of this course, the student will be able to develop an appropriate IEP as well as identify common transitions in the educational experience of a child with a disability. The student will also be able to demonstrate formal post-secondary transition planning for a child with a disability preparing for life after graduation from public school; focusing on areas of further training/education, employment and independent living. *Ten hours of clinical observation required.*

Prerequisites: EDUC571 Foundations and Methods of Special Education, EDUC572 Assessment and Evaluation in Special Education, EDUC573 Inclusive and Collaborative Teaching Methods, EDUC574 Positive Behavioral Support for Students with Disabilities

**EDUC576 High and Low Incidence Comprehensive Seminar (3 credits)** High and Low Incidence Comprehensive Seminar is a course that focuses on observation and demonstration of teaching competencies to students with complex learning needs in special education programs. Students will review the characteristics and education implications of students with a wide variety of disabilities and receive instruction in the use of specific interventions from evidence based practice in the classroom setting. This course also provides an overview of the major trends and issues in educating students with high and low incidence disabilities.

This seminar is required for students pursuing a special education certification at the post-baccalaureate level. The Comprehensive Seminar design offers candidates the option of completing observation or clinical experiences in their place of employment (with district approval) and/or experiences in times when students are available for instruction (before school activities/after school activities, related programs and services).

Upon completion of this course, the student will be able to use knowledge gained through prerequisite coursework and related observations to systematically plan for, deliver, and assess the needs of students with high and low incidence disabilities through projects, case studies, observations, and evaluations.

*Prerequisites: EDUC571 Foundations and Methods of Special Education, EDUC572 Assessment and Evaluation in Special Education, EDUC573 Inclusive and Collaborative Teaching Methods, EDUC574 Positive Behavioral Support for Students with Disabilities, EDUC575 IEP Development and Successful Transitions for Students with Disabilities, EDUC527 Autism Spectrum Disorders, and EDUC577 Teaching Diverse Learners.*

**EDUC577 Teaching Diverse Learners (3 credits)** This course will examine how cultural and linguistic differences impact the educational experiences for students with and without disabilities. Students will examine intervention strategies to address these differences and apply their knowledge through analysis of case studies, observations, and development of artifacts.

It is important that educators are prepared to enter the work force with a genuine sense of pride in their profession and understanding of the diverse learner. From this course, the teacher candidate will be able to identify the characteristics of diverse learners and select specific strategies to address emotional, social, linguistic and cognitive differences at appropriate times. Additionally, candidates will apply their knowledge of students' individual differences in order to design coherent instruction, communicate effectively with families, appropriately manage and engage students in learning. *Ten hours of clinical observation required.*

Prerequisites: EDUC571 Foundations and Methods of Special Education, EDUC572 Assessment and Evaluation in Special Education, EDUC573 Inclusive and Collaborative Teaching Methods, EDUC574 Positive Behavioral Support for Students with Disabilities, EDUC575 IEP Development and Successful Transitions for Students with Disabilities.

### **EDUC581 Ethics in Education**

A study of the critical ethical questions involved in education, this course focuses on issues which highlight the moral role of administrators and/or educators in society. It explores basic ethical theory as it applies to education, engages students in guided consideration of the multiple ethical dimensions of educational leadership, and examines specific dilemmas experienced in today's schools.

**EDUC582 Teaching and Learning with Technology**

This course examines current trends and practices in educational technology with a focus on the impact of new technologies at the instructional level and the classroom level. Learners will examine technology tools that facilitate teaching, learning and assessment practices and also analyze the challenges faced by students, schools and society as a result of rapidly advancing technologies

**EDUC601 Independent Study**

This course serves two purposes. It is available to students who may wish to pursue research that is not otherwise provided in the graduate curriculum, and it serves as an alternative for students who may wish to develop a master=s thesis in place of taking a comprehensive exam for M.Ed. status.

**EDUC604 School Principalship (4 credits)**

This course explores the dynamic nature of the Principalship (elementary and secondary) and provides a framework for establishing the leadership necessary for today's schools. The course focuses on the importance of providing visionary, instructional, and administrative leadership.

**EDUC605: Instructional Supervision**

This course focuses on the clinical model of instructional supervision, and it also explores a variety of other supervisory practices that can be employed by administrators to deal with the diverse needs of teachers and unique school cultures. A major underlying course theme, supporting all programs of instructional supervision, is quality management with its emphasis on ownership, collaboration, and decision-making at the lowest level of responsibility.

**EDUC606p Education Practicum-Principal (6 credits)**

The Education Principal Practicum is a 360 hour experience that is intended to tie theory to practical application. This 6 credit experience is the culminating learning experience for principal K-12 certification. The practicum program is designed to develop visionary school leaders that still strive to improve student achievement in America's schools as well as act as the instructional leader for highly qualified teachers. Students must design and implement administrative projects that reflect the Core and Corollary Standards from the Principal Framework and Guidelines from the Pennsylvania State Department of Education. Performance-based assessment tools are used to assess and document the candidate's successful completion of the practicum experience and attainment of the Core and Corollary Standards.

**EDUC606s Education Practicum-Special Education Supervisory (6 credits)**

This 360 hour minimum practicum is intended to tie theory to practical application. It is the culminating learning experience for special education supervisor certifications, in effect, an internship completed on site at the candidate's school. Students must design and implement administrative projects that reflect course goals areas. *Eligible candidates must finalize objectives with their practicum advisor prior to the first day of classes for the semester.*

**EDUC607 School and Community Relations (4 credits)**

Current issues such as tax reform and scarce resources accelerate the importance of the school superintendent's role in fostering the engagement and confidence of the community. Few Pennsylvania school districts can support a public relations professional; consequently, this critical area becomes the superintendent's responsibility. This course will focus on the role of the superintendent in planning and implementing system-wide and building level communications and involvement networks. Also addressed will be the utilization of community resources and the creation of collaborative efforts to provide for the educational, cultural, and health needs of students and citizens in the community.

**EDUC608 School District Operations (4 credits)**

A critical component of developing the school district superintendent's ability to promote the success of all students is to manage the district's operations and resources for a safe, efficient and effective learning environment. School district operations present a variety of complex issues and problems that school district superintendents must understand, analyze, and communicate. Due to the myriad topics presented, the course will focus on accessing available resources to facilitate problem solving. Competencies will be demonstrated in action research projects and within the internship experience.

**EDUC609 Human Resource Management (4 credits)**

As the chief executive officer of the school district, the superintendent is responsible for developing and implementing a personnel management program. This course examines the background, current conditions, and future directions of school personnel management in the context of educational philosophy and theories of leadership.

**EDUC610 Superintendency (4 credits)**

The school superintendent in Pennsylvania must have a diverse set of skills, talents, and habits of mind. The new reality of this

position requires artful balancing of the divergent interests of students, parents, board, and community, while facilitating the development, articulation, and implementation of a vision of learning that is shared and supported by all constituents. This course will focus on the major political and leadership functions of the Superintendency with an emphasis on supporting student learning.

#### **EDUC611 Internship (4 credits)**

The problems, issues, and realities of schools drive the internship experience. Theory is related to practical application. Candidates must design and implement administrative projects that reflect the four major courses that represent the 18 competencies in the areas as follows: School and Community Relations, Organizational Management and Leadership, Human Resource Management, School District Operations.

#### **Additional Course Descriptions in the Master of Education/Leadership Degree Program**

##### **MBA 500 Perspectives on Management**

A survey of the classic writings on management and, as such, covers most of the major areas in management, but does not focus on any one area. 1) The course will study the classic literature and writers in management; 2) Introduce classic principles of management; 3) Develop or refine a philosophy of management.

##### **MBA 504 Managerial Communication: Speaking and Writing for Management**

This course is designed to enable students to develop written interaction, and presentation skills of communication which contribute to professional effectiveness. Class participants will become actively involved in collaborative activities, including preparation of business documents and presentations. Communication competence and effectiveness will be emphasized.

##### **MBA 511 Management Information Systems**

This course is designed to introduce MIS concepts and theories to the student. Topics covered include the role of information systems in improving the efficiency and effectiveness of organizations; planning and designing a comprehensive information system including procedures and forms for reporting, evaluation, and operational decision making; an appreciation of modern computer/communications technology and the potential economic trade-offs this implies. In addition, students are instructed in the use of packaged software for managerial problem solving.

##### **MBA 496 Computer Applications for Managers**

This course focuses on the computer applications that managers will need to master. The hands-on, computer-driven course will feature applications using word processing, electronic spreadsheets, and data bases. This project-based course is designed for beginners and novice computer software users. A series of practical computer-based projects are incorporated into the course. (MBA 496 was formally numbered MBA 513.)

##### **MHRM 512 Employment Law**

Employment Law will be a survey course of the various regulations affecting business in the human resource area. Topics covered include wrongful discharge, employment contracts, restrictive covenants, employee handbooks, employment discrimination, drug testing, and workers compensation.

##### **MHRM 520 Collective Bargaining**

This course investigates labor policy and the practice of collective bargaining. The course examines bargaining processes and techniques in both the private and public sector and reviews the integral components of labor agreement. Students will get a solid understanding of many types of contract provisions, to include just cause, grievance procedures, management rights and seniority. Economic consequences of collective bargaining provisions and the dynamics of "power politics", i.e. collective bargaining, are also analyzed.

##### **MHRM 521 Human Resource Management**

This course studies the general and special functions of a professional in personnel, including human resource planning, recruiting, selecting, training, placing, appraising, compensating, discharging, or laying-off, and controlling the work environment: recognizing the requirements for Human Resource Certification Institute examination.