2009-2010
Graduate Catalog
CEDAR CREST COLLEGE
Allentown, Pennsylvania

GRADUATE CATALOG ISSUE FOR 2009-2010

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CEDAR CREST COLLEGE GRADUATE CATALOG
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Cedar Crest College complies with all applicable federal and state legislation and does not
discriminate in educational programs or in employment on the basis of race, religion, national
origin, age, gender, disability or sexual orientation.

The provisions of this catalog are not to be regarded as an irrevocable contract between the student
and the College. The College reserves the right to change any provisions or requirements at any time.
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# Directory
FALL 2009
Graduate Student Orientation  Monday, August 17 (5:00-6:00 p.m.)
Opening Convocation  Sunday, August 23 (4 p.m.)
Classes Begin  Monday, August 24 (8 a.m.)
Labor Day Holiday  Monday, September 7 (No classes held)
Fall Break  Monday and Tuesday, October 12 and 13
President's Inauguration  Friday, October 23 (No classes held)
 Deadline for Course Withdrawal  Monday, November 9 (4 p.m.)
Thanksgiving Break  Wednesday, November 25 – Sunday, November 29
 Classes End  Tuesday, December 8 (10 p.m.)
Presentation Days  Wednesday, December 9 & Thursday, December 10
Reading Days  Follow Friday Schedule
Final Exams  Friday, December 11 – Tuesday, December 15
Grades Due  Thursday, December 17, 12:00 p.m.

WINTER TERM
Classes Held  Final Exams - Last Day of Classes
Online and Nursing Classes  Friday, January 8 – Sunday January 10
Grades Due  Friday, January 15 – Sunday January 17

SPRING 2010
Graduate Student Orientation  Monday, January 11 (5:00-6:00 p.m.)
Resident Students Return  Sunday, January 17
Martin Luther King Day of Service  Monday, January 18
Classes Begin  Tuesday, January 19
Deadline to apply for May Graduation  February 15
Spring Break  Monday, March 8– Friday, March 12
Break  Friday, April 2 – Monday, April 5
Classes Resume  Tuesday, April 6 - Follow Monday Schedule
Deadline for Course Withdrawal  Tuesday, April 13 (4 p.m.)
Classes End  Wednesday, May 5 (10 p.m.) Follow Friday Schedule
Presentation Days  Thursday, May 6; Friday, May 7
Reading Days  Thursday, May 6; Friday, May 7
Final Exams  Thursday, May 6 evening exams only; Saturday, May 8;
Senior Grades Due  Sunday, May 9; Monday, May 10 -Wednesday, May 12
Baccalaureate/Commencement  Thursday, May 13 (12:00 p.m.)
All Other Grades Due  Saturday, May 15

SUMMER 2010
Lifelong Learning Orientation  Wednesday, May 12 (6:00-7:30 p.m.)
May Term  May 18 – June 7
Grades Due  June 10
Summer Session I  Finals: June 29 and June 30
May 17 – June 28  (No classes Memorial Day, May 31)
Grades Due  Tuesday July 6
Summer Session II  Finals: August 17 and 18
July 6 – August 16  Monday, August 23
Grades Due

Graduate Catalog 2009-2010
Academic Programs

Cedar Crest College specializes in those graduate programs that hold the greatest potential for promoting a more humane and just society – a world free of ignorance, illness, exploitation and fear. Graduate education, available to both men and women, commenced at the college in 2003 with the establishment of the Master of Education program. A Master of Science in Forensic Science program was created in 2007. A Master of Science in Nursing commenced in 2008. Cedar Crest College is accredited by the Middle States Commission on Higher Education, 3624 Market Street; Philadelphia, PA 19104; 215-662-5606.

Academically, graduate education at Cedar Crest College is predicated upon the conviction that in an era of globalization success increasingly will depend upon an individual’s ability to thrive within the context of a dynamic array of intellectual, social, and institutional networks wherein professionalism is valued primarily for the results it produces and the strength of character it reveals. To prepare students to seize the opportunities which the 21st century will present, graduate education at the college is dedicated to helping students develop the disciplinary expertise, social intelligence, and moral character essential to the pursuit of career interests, personal aspirations, and engaged citizenship.

Mission Statement

Cedar Crest College is a liberal arts college for women dedicated to the education of the next generation of leaders. Cedar Crest College prepares women for life in a global community by educating the whole student.

Philosophy of Graduate Education

Building upon the college’s tradition of teaching excellence, graduate education at Cedar Crest aspires to provide students with the expertise, judgment, vision, and inspiration to participate actively and responsibly within the diverse communities and dynamic knowledge networks wherein their professional lives will unfold. Institutionally, this commitment rests upon four values which serve as the foundation for the college’s philosophy of graduate education:

Scholarship: Graduate programs should ensure that students master the theoretical perspectives, methodological techniques, and professional practices essential to the production of knowledge within their disciplines. This includes exposing students to an expanded definition of scholarship which moves beyond the traditional emphasis upon discovery to include the integration, application and dissemination of knowledge within and across disciplines.

Innovation: Graduate programs should ensure that students recognize the role that creativity, and the entrepreneurial spirit more generally, plays as a catalyst for the advancement of knowledge. While programs should acknowledge the value of risk-taking as an inherent element of scholarly practice, students also should learn that professional conduct must be tempered by an ethic of responsibility for the communities within which they live, work and learn.

Collaboration: Graduate programs should ensure that students understand how the revolution in information technology is profoundly altering the nature of professional practice by empowering epistemic communities from around the world to respond to issues of local, national and global significance. Programs should equip students with the communications and technological skills needed to collaborate within the context of transnational and interdisciplinary networks that serve as sites for the production, application and dissemination of knowledge.
Professionalism: Graduate programs should impress upon students that graduate school itself is but the prelude to a lifetime of ongoing professional development. Faculty should convey this message by modeling professional practices within the context of an active research agenda and other forms of scholarly activity which contribute to the production, dissemination and application of knowledge within and across disciplines. Similarly, the college should demonstrate its commitment to educational leadership by providing academic programs, faculty, and the graduate community more generally, with the institutional support needed to sustain high levels of academic achievement in the face of evolving professional, societal, and global standards.

Graduate Programs
Master of Education
Master of Science in Forensic Science
Master of Science in Nursing
The Master of Education program prepares teachers for advanced professional practices in learning and teaching and for assuming an active role as a participant in child advocacy and educational policy making.

The mission of the Education Department of Cedar Crest College is to provide graduate students with robust experiences and unique opportunities designed to graduate exceptional educators prepared for teaching in the twenty-first century. Special emphasis is placed upon learning and modeling best practices, intelligently consuming research, embracing technology as a teaching tool, working with culturally and linguistically diverse students, fostering within students a desire to be life-long learners, and meeting the myriad of challenges that confront educators across the United States.

Cedar Crest College is accredited by the Middle States Association of Colleges and Secondary Schools. The college is a member of the American Association of Colleges of Teacher Education, the Association of Independent Liberal Arts Colleges for Teacher Education and the Pennsylvania Association of Colleges of Teacher Education.

The Education Department

The Education Department is located on the Second Floor of Curtis Hall. The main telephone number for the Department is 610-606-4610. The Pedagogy Classroom, a state of the art elementary classroom, is located in Curtis 131. Teacher education candidates may use the computer labs throughout the campus. The Education Department Curriculum Library is in the lower level of the Cedar Crest College Library, and houses a large selection of child/adolescent literature and instructional materials for grades PreK-12.

Full-time faculty contributing teaching and research in the M.Ed. program include the following:

Meridith Gibbons, Assistant Professor of Education, Ed.D., Widener University.

Joan Kern, Instructor and Academic Advisor, M.ED., Kutztown University.

Nancy King, Chair of Education Department and Assistant Professor, Ed.D., Widener University.

Mary Beth O’Connell, Director of Student Teaching and Field Experiences and Assistant Professor of Education, M.Ed., Lehigh University.

Jill Purdy, Director of the Graduate Education Program and Assistant Professor of Education, Ed.D., Widener University.

Kim E. Spiezio, Professor of Political Science, Ph.D., State University of New York at Binghamton.

Degrees available in the Master of Education Program

A candidate may pursue one or more of the following degrees:

• Master of Education: The Art of Teaching
• Master of Education: Elementary Certification, K-6
• Master of Education: Secondary Certification in Biology
• Master of Education: Secondary Certification in Chemistry
• Master of Education: Secondary Certification in English
• Master of Education: Secondary Certification in General Science
• Master of Education: Secondary Certification in Mathematics
• Master of Education: Secondary Certification in Social Studies
• Master of Education: Secondary Certification in Spanish
• Certification in English as a Second Language*
• Certification in Special Education**

* Certification covers K-12 and requires dual (simultaneous) certification in secondary or elementary education

** Certification covers K – 12, Cognitive, Behavioral, and Physical Handicaps/Disabilities. Certification in this area requires dual (simultaneous) certification in secondary or elementary education.

Program Goals and Learning Objectives
Students completing the Master of Education program will be able to:

1. Demonstrate advanced skills for planning, implementing, and evaluating quality learning experiences for all K-12 students.

2. Demonstrate advanced knowledge of philosophical perspectives, critical issues and trends in education.

3. Demonstrate the ability to serve in leadership roles to both assess and contribute to developing current educational research and practices.

4. Become leaders who are able to fully engage in educational policy development and contribute to both the local community and the profession.

5. Implement a democratic model of classroom organization and learning.


7. Work collaboratively as team members and leaders within their schools, district, community, state and nation towards the goal of educational reform and advancement.

8. Improve classroom teaching and develop a sense of life long commitment to the profession.

9. Become master teachers who will be able to contribute to the welfare of the community and the democratic process in the U.S.

General Admissions Requirements
Students are admitted to graduate programs at Cedar Crest College on the basis of individual qualifications. Requests for application materials and all correspondence relating to admission should be addressed to:

Cedar Crest College
Center for Lifelong Learning
100 College Drive
Allentown, PA 18104-6196.

Phone: 610-740-3770
Email: graduateprograms@cedarcrest.edu
Fax: 610-740-3786
Online Application Materials: www.cedarcrest.edu/graduate
On campus, the Center for Lifelong Learning is located in Blaney Hall, Room 105 and is open Monday-Thursday, 8:30 a.m. -7:30 p.m.; Fridays, 8:30 a.m.- 4:30 p.m. and Saturdays, 9:00 a.m. to noon.

Students are encouraged to visit the campus to discuss their educational plans. Upon request a campus visit may be arranged along with an opportunity to meet with the Director of the M.Ed. program. For more information, please contact Dr. Jill Purdy at 610-606-4666, x3419 or jepurdy@cedacrest.edu.

A rolling admissions policy is in effect for this program. Hence, applications are accepted and reviewed on a continuing basis throughout the year. Students may be admitted officially at the beginning of any academic semester, including summers.

The general admissions requirements for the Master of Education program are as follows:

- Submission of a completed application form.
- Submission of official transcripts to the Lifelong Learning Center.
- Submission of a two page writing sample outlining the candidate's goals and why the candidate is interested in pursuing a graduate degree in education.
- Submission of letters of recommendation from appropriate members of the most recently attended academic institution(s) attesting to her or his preparedness for graduate studies. An applicant who has graduated from an academic institution more than 7 years prior to applying to Cedar Crest College should contact the Director of the Graduate Program to determine appropriate sources for the letters of recommendation.
- A foreign educated applicant should review the teacher certification requirements for “Foreign Educated Graduates” as published by the Pennsylvania Department of Education at http://www.pde.state.pa.us/

**Admissions Requirements for the M.Ed. in Elementary or Secondary Education**

In addition to the general admissions requirements, candidates for admission to the M.Ed. in Elementary or Secondary Education also must adhere to the following:

1. College Coursework and Letters of Recommendation
   a. An applicant must hold a baccalaureate degree from a regionally accredited college or university.
   b. An applicant must provide two letters of recommendation from faculty at the most recently attended academic institution.
   c. An applicant may transfer a maximum of nine graduate credits prior to formal acceptance. Credits ten years and older will not be accepted. Applicants may not transfer any credits after matriculating without permission from the Program Director.
   d. An applicant should have a cumulative undergraduate G.P.A. of 3.5 or higher.
   - Applicants with a cumulative GPA between 3.0 and 3.5 may apply for admission, but evidence of academic preparedness for graduate studies is required. In such cases, the applicant may be granted Provisional Status, and must earn a minimum GPA of 3.6 during the first 9 credit hours of graduate work taken at Cedar Crest College.
   - Applicants with a cumulative GPA below 3.0 should contact the Education Office.
2. Program Prerequisites for Elementary Education: Candidates must submit documentation indicating that the following coursework has been completed with a grade of C or better:
   - Three credits in English composition.
   - Three credits in American or British Literature.
   - Three credits in mathematics.
   - Three credits in US History or American Government.
   - Three credits in the natural or physical sciences.

3. Program Prerequisites for Secondary Education: Candidates must submit documentation indicating that the following coursework has been completed with a grade of C or better:
   - Three credits in English composition.
   - Three credits in American or British Literature.
   - Six credits in mathematics.

Admissions Requirements for the M.Ed. in The Art of Teaching

- See general requirements.
- If a candidate holds a teaching certification, the letters of recommendation should include a letter of support from the applicant’s principal and the other letter should be from additional administrators and/or faculty.
- In addition, if a candidate holds a teaching certification a copy should be provided with application materials.

Admissions Requirements for the Five-Year M.Ed. Program

Candidates for admission to the five-year M.Ed. program must adhere to the following:

- An applicant must be a full-time Cedar Crest student with Junior standing.
- An applicant must have at least a 3.00 overall GPA, with a grade of B or higher in all Education courses.
- An applicant in the secondary program must have a grade of a B or higher in each content area course.
- Two letters of recommendation from Cedar Crest Faculty.

Admissions Decisions

The Education Department will make final admissions decisions on the basis of the following criteria: GPA, writing Sample, letters of recommendation, related experience and background. Candidates will be considered from a holistic perspective. The Education Department reserves the right to ask the prospective candidate for additional information. Candidates will be advised of their application status via mail within three weeks of their department review.

Matriculation

Matriculation is required for any student who plans to receive financial aid and/or declare an academic major. A student applies for matriculation by submitting a completed application for admission to the
Center for Lifelong Learning. After submitting a complete application, students receive a letter from the College informing them of the decision concerning their acceptance as a degree candidate. Students are matriculated into the program once they have registered for classes during their first semester of academic study.

Graduate programs may permit non-matriculated and visiting students to enroll in graduate courses on a case-by-case basis. In the event that a graduate course reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

**Acceptance of Transfer Credits**

A candidate may transfer up to nine graduate credits from an accredited graduate program at another college or university. A student must earn a grade of “B” or higher for graduate credits to transfer to the program. Depending upon the program of study a student selects, transfer credits may or may not decrease the total number of credits required to complete the degree.

If previous coursework was completed outside of the U.S, students should have their academic degree validated as equivalent to a degree in the U.S. through one of the following non-profit agencies:

- **World Education Service**
  - P.O. Box #745
  - Old Chelsea Station
  - New York, New York 10011
  - 1-212-966-6311

- **Credentials Evaluation Services, Inc**
  - P.O. Box 66940
  - Los Angeles, CA 90066
  - 1-310-390-6276

- **Education Credential Evaluators, Inc.**
  - P.O. Box #92970
  - Milwaukee, WI 53202-0970
  - 1-414-289-3400

- **International Education Consultants**
  - P.O. Box #248233
  - Coral Gables, FL 33124
  - 1-305-666-0233

- **International Consultants of Delaware, Inc**
  - 914 Pickett Lane
  - Newark, DE 19711
  - 1-302-737-8715

- **Foreign Educational Document Service Credential**
  - P.O. Box #4019
  - Stockton, CA 95204
  - 1-209-948-6589

- **Association of International Evaluators**
  - P.O. Box #6756
  - Beverly Hills, CA 90212
  - 1-888-263-2423

**Degree Program Retention Policy**

Students must maintain a GPA of 3.0 to remain in the M.Ed. program. A student whose GPA falls below a 3.0 will be given one semester to raise his/her GPA to 3.0. During that semester the student will be permitted to take courses but will be on “academic probation.” If the GPA does not meet the 3.0 requirements by the second semester, the student will be asked to leave the program. A student may appeal this decision within 30 days of receipt of a notification that they are being asked to leave the program. Please see the appeals process outlined in the Academic Services and Policies section of this catalog.
Leave of Absence Policy

Students wishing to take an authorized leave of absence from the M.Ed. program must apply through the Director of the Graduate Education Program. If a student interrupts her/his certification process for more than one year, she/he will have to be readmitted under the most current requirements and must participate in an interview with the Program Director.

Completion of the Graduate Program and Graduation

To successfully complete the M.Ed. a student must adhere to the following:

• Complete all graduate education courses with a grade of B or higher.
• Apply to the Registrar for graduation at a specific scheduled graduation time (fall, winter, or spring), at least three months before the expected graduation date.
• Complete all the requirements for a given program.
• Fulfill all financial responsibilities to the College.

Graduate Tuition and Fees

M.Ed. Application fee (non refundable) ................................................................. $ 25.00
Education Graduate Tuition, per credit ................................................................. 414.00
Undergraduate Evening, Weekend Tuition rate per credit..................................... 414.00
Graduate On-line Course Tuition, per credit ......................................................... 414.00
Audit fee rate per credit .......................................................................................... 138.00
Independent Study Tuition rate per credit (590 level) ......................................... 772.00
Part-Time Student Activity Fee .............................................................................. 10.00
Full-Time Student Activity Fee ............................................................................ 100.00
Student Teaching Honorarium ............................................................................. 300.00

Note: The College reserves the right to change the fees and charges when necessary.

Graduate Assistantships

Graduate assistantships are designed to promote the educational goals and objectives of the masters program by providing students with opportunities to actively participate in a range of instructional and research experiences that serve to promote the mastery of knowledge and practice in the field of education. To this end, graduate assistants are placed with individual faculty and may assist in:

1. The development of classroom experiences for undergraduate students.
2. Assisting faculty in the instruction of undergraduate coursework.
3. Serve as an instructor in the event that assigned faculty is absent.
4. Provide background information in the form of literature searches for faculty projects.
5. Assist in collection and dissemination of research information.
6. Serve as an instructor in “mini-topics” within the large class content where experiences and expertise warrant.

Student wishing to apply for a graduate assistantship are asked to do so as part of the admissions process. To be eligible to receive an assistantship, as student must:

1. Have a cumulative undergraduate GPA of 3.2 or better.
2. Have completed all undergraduate prerequisites for the masters program.

3. Submit an application requesting an assistantship to the Program Director.

4. Successfully interview with the faculty member with whom the student will be placed.

Assistantships are awarded on a competitive basis by the Program Director in consultation with the faculty to whom graduate assistants will be assigned. The number of assistantships available in any given semester and the stipend to be awarded to each graduate assistant is determined by the Program Director in consultation with the Dean of Graduate Studies and the Provost. The decision of the Program Director in regard to award recipients is final and not subject to appeal.

Graduate Student Handbook

Each student will be given a copy of the Graduate Student Handbook prepared specifically for the M.Ed. in Education. The purpose of the handbook is to provide students with information pertaining to the curricular requirements, policies and procedures associated with the program. Students are responsible for familiarizing themselves and understanding the information presented in the Graduate Student Handbook. Questions regarding the content of the handbook should be directed to either the student's faculty advisor or the Director of the graduate program in Education.

Advising

Advising is an important element of any advanced degree program. A student accepted to the M.Ed. program will be assigned an academic advisor who will work with the student in planning the program of study, and as a mentor for professional development including the development of the initial proposal for the capstone project or thesis. The academic advisor may be, but is not required to be, the advisor for the capstone project or thesis.

Faculty advisors are assigned by the Director of the M.Ed. program based upon a review of student interests and faculty availability. Students wishing to request a specific faculty advisor, must submit this request in writing to the Program Director.

A student who wishes to change her advisor should schedule a meeting with her current advisor to discuss her concerns. After this meeting, the student must notify the program Director, in writing, of her desire to change advisors. When a new advisor is identified, the student will be notified via e-mail. If a student is uncomfortable discussing her concerns directly with her current advisor, the student should contact the Program Director.

Programs of Study for M.Ed. Degrees

The following pages specify the course requirements for the following concentrations leading to the Master of Education: The Art of Teaching, Elementary Certification, Secondary Certification, and Special Education.

Please note that the curriculum checklists for the elementary certification concentration and the secondary certification concentration include all the PA Department of Education requirements for initial certification as outlined in the Chapter 354 Regulation. All requirements are subject to change by the Commonwealth of Pennsylvania.

Please note, however, that the Pennsylvania Department of Education will be changing certification levels and requirements by 2013. Therefore, existing programs and courses are subject to change to meet these evolving regulations.

Also, any student demonstrating difficulties with oral or written English language fluency may be required to take additional coursework.
Master of Education: The Art of Teaching (30 credits)

Core Courses (12 credits):
EDU-505  Law and Policy in American Education (3 cr)
EDU-509  Educational Philosophy and Ethics (3 cr)
EDU-525  Research Design and Methodology (3 cr)
EDU-559  Curriculum, Assessment and Instructional Strategies for Teaching Culturally And Linguistically Diverse Students (3 cr)

Electives (18 credits):
EDU-500  American Education
EDU-501  Educational Psychology
EDU-502  Advanced Seminar in Developmental Psychology (3 cr)
EDU-508  Integrating the Arts in the Elementary and Middle School Classroom (3 cr)
EDU-513  Reading and Language Arts (3 cr)
EDU-514  Reading in the Content Area (3 cr)
EDU-516  Diversity and Critical Pedagogy (3 cr)
EDU-535  Creative Drama in the Classroom (3 cr)
EDU-560  Special Topics in Education (3-12 cr)
EDU-590  Independent Study (3-6 cr)
EDU-599  Thesis or Capstone Application Project (3 cr)
SPE-533  Psycho-Educational Testing for Teacher (3 cr)
SPE-544  Adaptations and Modifications for the Exceptional Child in the General Education Classroom (3 cr)
SPE-546  Collaborative Partnerships in Inclusive Settings (3 cr)
SPE-547  Classroom Management (3 cr)
SPE-548  Teaching Students with Low Incidence Disabilities (3 cr)
SPE-550  Teaching Students with Learning and Behavior Challenges (3 cr)

M.Ed. in The Art of Teaching with Certification in Special Education
An add-on certificate in Special Education is available to Art of Teaching candidates. This certification program does include a student teaching/practicum component. Please contact the Director of the Graduate Program for more information.

M.Ed. in the Art of Teaching without Teaching Certification
Students who select this option must complete 30 graduate credits, which includes a Master's Thesis.

Master of Education: Elementary Certification, K-6 (44 credits)

General Prerequisites:
3 credits in English composition
3 credits of mathematics
3 credits in American or British Literature
3 credits in U.S. History or American government
3 credits in Natural or Physical Sciences course

Program Prerequisites which must be completed at Cedar Crest College:
MAT-202:  Mathematics for Elementary Education (3 cr)
EDU-500:  American Education (3 cr)
EDU-501:  Educational Psychology (3 cr)
Core Courses (12 credits):
EDU-505  Law and Policy in American Education (3 cr)
EDU-509  Educational Philosophy and Ethics (3 cr)
EDU-525  Research Design and Methodology (3 cr)
EDU-550  Educational Planning (3 cr)

Required Courses (32 credits):
EDU-511  Literacy I (3 cr)
EDU-512  Literacy II (3 cr)
EDU-508  Integrating the Arts in the Elementary and Middle School Classroom (3 cr)
OR
EDU-535  Creative Drama in the Classroom (3 cr)
EDU-517  Curriculum, Assessment & Learning Experiences in Elementary Science (4 cr)
EDU-518  Curriculum, Assessment & Learning Experiences in Elementary Social St. (3 cr)
EDU-520  Pre-Student Teaching Field Experience (1 cr)
EDU-532  Curriculum, Assessment and Learning Experiences in Elementary Math. (3 cr)
SPE-544  Adaptations/Modifications for Teaching the Exceptional Child in the General Education Classroom (3 cr)
OR
SPE-550  Teaching Students with Behavior and Learning Challenges (3 cr)
EDU-559  Curriculum, Assessment and Instructional Strategies for Teaching Culturally And Linguistically Diverse Students (3 cr)
EDU-572  Student Teaching: Elementary (3 cr) (Capstone Integrative Experience)
EDU-574  Professional Education Seminar (3 cr)

Note: Students in this concentration also are encouraged, but not required to complete:
SPE-547  Classroom Management (3 cr)
EDU-306  Technology for Educators (3 cr)

M.Ed. with Certification in Elementary and Special Education
Students must complete the certification requirements for elementary certification (N-6) to be eligible for special education (N-12) certification. Students seeking certification in special education (CBPH/D) will be required to take a second specialty test of the Praxis II.

Program Prerequisites:
SPE-243  Exceptional Child (3 cr)
SPE-544  Adaptations and Modifications for the Exceptional Child in the General Education Classroom (3 cr)
EDU-514  Reading in the Content Area (3 cr)
EDU-315  Field II: Secondary (1 cr)

Required Courses (21 credits):
SPE-533  Psycho-Educational Testing for Teachers (3 cr)
SPE-546  Collaborative Partnerships in Inclusive Settings (3 cr)
SPE-547  Classroom Management (3 cr)
SPE-548  Teaching Students with Low Incidence Disabilities (3 cr)
SPE-550  Teaching Students with Learning and Behavior Challenges (3 cr)
EDU-559   Curriculum, Assessment and Instructional Strategies for Teaching Culturally And Linguistically Diverse Students (3 cr)
SPE-575   Practicum in Special Education (3 cr)

**Master of Education: Secondary Certification (40 credits)**

**General Program Prerequisites:**
3 credits in English composition
3 credits in American or British Literature
6 credits in mathematics

**Program Prerequisites that must be taken at Cedar Crest College:**

EDU-500:   American Education (3 cr)
EDU-501:   Educational Psychology (3 cr)

**Core Courses (12 credits):**

EDU-505   Law and Policy in American Education (3 cr)
EDU-509   Educational Philosophy and Ethics (3 cr)
EDU-525   Research Design and Methodology (3 cr)
EDU-550   Educational Planning (3 cr)

**Required Courses (19 credits):**

EDU-514   Reading in the Content Areas (3 cr)
EDU-520   Pre-Student Teaching Field Experience (1 cr)
EDU-535   Creative Drama in the Classroom (3 cr)
EDU-559   Curriculum, Assessment and Instructional Strategies for Teaching Culturally And Linguistically Diverse Students (3 cr)
SPE-544   Adaptations/Modifications for the Exceptional Child in the General Education Classroom (3 cr)
EDU-573   Student Teaching: Secondary (Capstone Integrative Experience) (3 cr)
EDU-574   Professional Education Seminar (3 cr)

**Electives (3 credits):**

1. Select one course from the following:
   EDU-546   Curriculum, Assessment and Learning Experiences for Secondary Science and Mathematics (3 cr)
   EDU-547   Curriculum, Assessment and Learning Experiences for Secondary Social Studies (3 cr)
   EDU-548   Curriculum, Assessment & Learning Experiences for Secondary English (3 cr)
   EDU-549   Curriculum, Assessment & Learning Experiences for World Language K-12 (3 cr)

2. Select two additional courses in EDU and/or SPE. (The following courses are recommended)
   EDU-306   Technology for Education (3 cr)
   SPE-547   Classroom Management (3 cr)

**Content Area Requirements:**
To be certified in secondary education a student must possess an academic major or the equivalent of an academic major in at least one of the content areas available at Cedar Crest College: Biology, Chemistry, English, General Science, History, Mathematics, Political Science or Spanish. Students should consult with their advisors for specific information about the coursework required in each content area.
M.Ed. with Certification in Secondary and Special Education

Students must complete the certification requirements for secondary certification (7-12) to be eligible for Special Education (CBPH/D) (N-12) certification. Students seeking certification in teaching the physically and mentally handicapped will be required to take a second specialty test of the Praxis II.

Program Prerequisites:
SPE-243 Exceptional Child (3 cr)
SPE-544 Adaptations/Modifications for the Exceptional Learner in General Education Classrooms (3 cr)
EDU-511 Literacy I (3 cr)
EDU-512 Literacy II (3 cr)
EDU-313 Field II: Elementary (1 cr)
EDU-532 Curriculum, Assessment and Learning Experiences for Mathematics in the Elementary and Middle School (3 cr)

Required Courses (21 credits):
SPE-533 Psycho-Educational Testing for Teachers (3 cr)
SPE-546 Collaborative Partnerships in Inclusive Settings (3 cr)
SPE-547 Classroom Management (3 cr)
SPE-548 Teaching Students with Low Incidence Disabilities (3 cr)
SPE-550 Teaching Students with Learning and Behavior Challenges (3 cr)
EDU-559 Curriculum, Assessment and Instructional Strategies for Teaching Culturally And Linguistically Diverse Students (3 cr)
SPE-575 Practicum in Special Education (3 cr)

ESL Add-on Certificate (All Concentrations)

Required Courses (12 Credits):
EDU-555 Developing Cultural Awareness and Sensitivity (3 cr)
EDU-556 Second Language Acquisition and Language Development (3 cr)
EDU-558 Approaches to Educating ELIs (3 cr)
EDU 559 Curriculum, Assessment, and Instructional Strategies for Teaching Culturally and Linguistically Diverse Students in the K-12 Classroom (3 cr)

Praxis Examinations

All students must pass Pre-Professional Skills Tests within the first 15 credits in the program. Elementary concentration candidates must also pass the elementary content knowledge test #511 within the first 24 credits. All students are recommended to complete their Praxis exams no later than the semester prior to their student teaching/intern teaching assignments.

Registrations booklets for the Praxis exams may be obtained in the main office of the Education Department (Curtis Hall, Room 223). Test dates are located on the back of the registration booklet. Information also may be obtained on-line at praxis@ets.org

Students should consult with their advisors if they have any questions in regard to the Praxis examination process. Software and study guides for the PPSTs and the Praxis II may be purchased directly from the Educational Testing Service, at the college Bookstore or at area bookstores. Students also may seek help from the Cedar Crest Advising Center.

At the date of this publication, all students are required to complete the following Praxis exams:
10710 PPST Reading (computerized 5710)
20720 PPST Writing (computerized 5720)
10730 PPST Mathematics (computerized 5730)

**Elementary and Spanish:**
20511 Fundamental Subjects: Content Knowledge

**Elementary Only:**
10011 Elementary Education: Curriculum, Instruction & Assessment.

Secondary (by Content Area):
20235 Biology Content Knowledge
20245 Chemistry Content Knowledge
10041 English Language, Literature and Composition Content Knowledge
10435 General Science Content Knowledge
10061 Mathematics Content Knowledge (graphing calculator needed)
10081 Social Studies Content Knowledge
10191 Spanish Content Knowledge (contains listening section) and Fundamental Subjects (see above)

**Kappa Delta Pi International Honorary Society in Education, Omega Chi Chapter**

The purpose of the Education Honor Society is to promote excellence in and recognition of outstanding contributions to education. The Cedar Crest College Omega Chi Chapter was first established in the Spring of 2000. The charter members were initiated into the society on April 30, 2000.

To apply for membership in the Omega Chi Chapter of Kappa Delta Pi, a student must meet the following criteria:

- Maintain a minimum GPA of 3.5.
- Be enrolled as a graduate student in education.
- Write a letter identifying potential contributions to the Omega Chi Chapter of KDP consistent with the goals of the Omega Chi Chapter.
- Submit evidence of documented leadership in Student- Pennsylvania State Education Society (S-PSEA).

Students who meet eligibility criteria will be sent a letter approximately one month prior to the planned initiation date (late spring and late fall semesters). An email will also be sent to education students advising them that their letters are being sent out to them.

Application materials are submitted to the Chapter Counselor by the designated deadline. The Counselor and Officers review applications in accordance with the eligibility requirements. The Counselor, Officers and Education Department Faculty approve candidates.

Candidates are notified of their acceptance. This acceptance will be contingent upon the candidate's participation in at least one KDP activity during the induction period and attendance at a one-hour information session approximately one week before the initiation ceremony.
Master of Science in Forensic Science

The Master of Science in Forensic Science at Cedar Crest College differs from most others of its kind due to the emphasis this program places on research and developing leadership qualities in students. We believe that there is no better way to develop scientists than by placing research as the foundation for the program. It is also our hope that this program will prepare students not only for a career in forensic science but to inspire them to play leadership positions in the field as well. Given the pertinent role that Forensic Science now plays in the criminal justice system, the development of future leaders is necessary for the field to continue to fulfill its professional mandate.

The mission of the Master of Science in Forensic Science is to teach and continually emphasize forensic science foundational principles in all aspects of instruction to students who have a solid background in the natural sciences thereby helping to produce a future generation of competent, credible and ethical forensic scientists.

The Forensic Science Program

The Forensic Science program is housed within the Department of Chemical and Physical Sciences which is located in the Pool Science Center. Student research and laboratory coursework are performed in a variety of laboratories available to students and faculty. In January 2005, two state-of-art laboratories were opened. The forensic science program has laboratories and instrumentation for research and instruction in pattern analysis, crime scene reconstruction, microscopy, and forensic chemical and biological analysis. In addition to existing crime scene reconstruction and forensic science research laboratories, students in the forensic science program have state-of-the-art laboratory facilities and instrumentation for coursework and research. Students also have use of several computer labs on campus including the Allen Center for Nutrition Computer Lab located in the Miller portion of the Science Center.

Full-time faculty contributing teaching and research to the program include:

Lawrence Quarino, Director of the Graduate Program and Assistant Professor of Forensic Chemistry, Ph.D., City University of New York.

Thomas A. Brettell, Assistant Professor of Chemistry, Ph.D. Villanova University.

Brian Gestring, Assistant Professor of Forensic Chemistry, M.S., John Jay College of Criminal Justice/ CUNY.

K. Joy Karnas, Associate Professor of Biology, Ph.D., University of Arizona.

Marianne E. Staretz, Assistant Professor of Chemistry, Ph.D. State University of New York at Binghamton.

Program Goals and Learning Objectives

Upon completion of the Masters of Science in Forensic Science students will:

1. Have the necessary theoretical and practical background in all the primary areas of Criminalistics for a career in Forensic Science. These topics include crime scene reconstruction, pattern analysis, microscopy, forensic molecular biology and forensic chemistry.

2. Have an understanding of proper expert witness courtroom testimony and have demonstrated the ability to provide testimony.
3. Know the value of professional ethics as guidelines for professional conduct and the personal characteristics expected of professionals in the Forensic Science community. Graduates will also be knowledgeable of professional codes of ethics outlined by various professional forensic science organizations.

4. Understand the value of research in forensic science and demonstrate the ability to be research scientists.

5. Know the necessity of good oral and written communication skills for Forensic Science professionals and show proficiency in both.

6. Realize the importance of aspiring to leadership positions in forensic science research, administration and public policy.

**Admissions Requirements**

Students are admitted to graduate programs at Cedar Crest College on the basis of individual qualifications. Requests for application materials and all correspondence relating to admission should be addressed to:

Cedar Crest College  
Center for Lifelong Learning  
100 College Drive  
Allentown, PA 18104-6196

Phone: 610-740-3770  
Email: graduateprograms@cedarcrest.edu  
Fax: 610-740-3786  
Online Application Materials: www.cedarcrest.edu/graduate

On campus, the Center for Lifelong Learning is located in Blaney Hall, Room 105 and is open Monday-Thursday, 8:30 a.m. - 7:30 p.m.; Fridays, 8:30 a.m. - 4:30 p.m. and Saturdays, 9:00 a.m. to noon.

Students are encouraged to visit the campus to discuss their educational plans. Upon request a campus visit may be arranged along with an opportunity to meet with the Director of the Master's Program in Forensic Science. For more information, please contact Dr. Larry Quarino at 610-606-4666, x3567 or laquarin@cedarcrest.edu.

A rolling admissions policy is in effect for this program, although students who apply by January 2nd of the previous academic year will be given preference in admission. Hence, applications are accepted and reviewed on a continuing basis throughout the year. Students from institutions other than Cedar Crest must begin their academic program during the fall semester. Students may be admitted officially at the beginning of any academic semester, including summers.

**The general admissions requirements are as follows:**

- An applicant must have a completed application form.
- An applicant must have official transcripts sent to the Lifelong Learning Center of Cedar Crest College.
- An applicant must possess a B.S. degree in a natural or forensic science (or its equivalent coursework in a relevant field).
- An applicant must have a minimal cumulative GPA of 3.0.
- An applicant must have completed the GRE General Test.
• The applicant must submit two letters of recommendations from individuals who can attest to the candidate's scientific ability.

• Applicants from institutions other than Cedar Crest may be asked to undergo a successful interview with members of the forensic science faculty before acceptance into the program.

• It is recommended that the applicant have completed the following coursework at the undergraduate level.

• The applicant must submit two letters of recommendations from individuals who can attest to the candidate's scientific ability.

• Applicants from institutions other than Cedar Crest under consideration for admission must undergo a successful interview with members of the forensic science faculty before acceptance into the program. Results of the GRE General Test will be used as a comparative parameter between candidates.

• It is recommended that the applicant have completed the following coursework at the undergraduate level.

1. Two semesters of general (freshman) chemistry and two semesters of organic chemistry.
2. Two semesters of calculus (differential and integral preferred).
3. Two semesters of physics.
4. Two semesters of general (freshman) biology.

Note: Although it is recognized that some students may not finish the designed program in the desired two-year time frame (see maximum period of candidacy), it is not designed to be a part-time program. Students wishing to enter the program part-time will be considered but must complete the program in the required time frame (see maximum period of candidacy).

Admissions Decisions

The Director of the Graduate Program will make final admissions decisions in consultation with an Advisory Committee composed of four full-time faculty members working in the program. Decisions will be based upon the criteria specified above. Each applicant will be considered from a holistic perspective. The Program Director reserves the right to ask the prospective candidate for additional information.

Matriculation

Matriculation is required for any student who plans to receive financial aid and/or declare an academic major. A student applies for matriculation by submitting a completed application for admission to the Center for Lifelong Learning. After submitting a complete application, students receive a letter from the College informing them of the decision concerning their acceptance as a degree candidate. Students are matriculated into the program once they have registered for classes during their first semester of academic study.

Graduate programs may permit non-matriculated and visiting students to enroll in graduate courses on a case-by-case basis. In the event that a graduate course reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

Students who have completed all coursework but not their master's thesis will be required to maintain matriculation by registering for Continuing Research (FSC 599, 1 credit) for each semester until they complete the program. If students do not maintain matriculation they must request a leave of absence (see below). Those who are not granted a leave of absence will be dismissed from the program.
Transfer Credit Policy

Students entering the program may transfer up to 6 credits of coursework. The transferred coursework, however, must be equivalent to courses listed in the curriculum and must have been completed within ten years of the date of enrollment in the program (the first day of classes of a student's first academic year). Once matriculated in the program, students will not receive any credit for coursework taken at another institution.

Degree Program Retention Policy

Students must repeat any course in which they receive a grade of C. Students receiving more than 3 grades of C, having to repeat any course more than once, or receiving a failure in any course will be dismissed from the program.

Leaves of Absence and Course Withdrawals

Students wishing to take a leave of absence from the program, may request to do so in writing to the Director of the program. The granting of the requested leave is at the discretion of the Program Director and Advisory Board pending approval from the Dean of Graduate Studies. A granted leave of absence has no bearing on the maximum period of candidacy. Students can withdraw from no more than 2 courses during any one semester. The final day for withdrawal will be two weeks from the last day of classes. If students need to withdraw from more than 2 courses during any semester for any reason, they should request a leave of absence from the Director.

Maximum Period of Candidacy

Unless compelling and exigent reasons exist, students must complete the program in three academic years beginning from the semester of matriculation. Requests for a waiver of the maximum period of candidacy must be made in writing to the Director and approved by both the Director and the Dean of Graduate Studies. Such requests must clearly explain the reason(s) for the extension. Unless a waiver is granted, a student will be dropped from the program after the maximum period of candidacy has expired.

Completion of the Graduate Program and Graduation

To successfully complete the MSFS, a student must adhere to the following:

• A student must successfully complete all the requirements for the program.

• A student must complete all required coursework with no grade lower than a B- in any course.

• The final draft of a student's master's thesis must be approved by all three members of the student's thesis committee. Approval is noted by the signatures of each member of the committee on the Approval Page of the thesis. Once approved, a minimum of two copies of the thesis need to be bound (please contact the Program Director on what services to use for the binding of the thesis). One bound copy must be sent to the library.

• A student must apply to the Registrar for graduation at least three months before the expected graduation date.

• A student must fulfill all financial responsibilities to the college.
Graduate Tuition and Fees

M.S.E.S. Application fee (non-refundable) ................................................................. $50.00
Forensic Science Graduate Tuition, per credit .............................................................. 609.00
Undergraduate Tuition rate per credit, daytime students ............................................. 772.00
Deposit (non-refundable) due upon acceptance to the program .................................... 500.00
Masters Thesis Fee (non-refundable) ............................................................................ 300.00
Full-Time/Part-Time Student Activity Fee, per semester .............................................. 10.00
Full-Time/Part-Time Technology Fee, per semester ...................................................... 100.00

Note: The college reserves the right to change fees and charges as necessary. Books, supplies, lab materials and other program costs are not included in the tuition. The deposit is credited toward the tuition cost for the first term.

Graduate Assistantships in Forensic Science

Graduate assistantships are designed to promote the educational goals and objectives of the masters program by providing students with opportunities to actively participate in a range of instructional and research activities which serve to promote mastery of knowledge in the field of forensic science. To this end, graduate assistants are placed with individual forensic science faculty and are expected to work a minimum of 10 hours per week.

The duties of a graduate assistant may include:

- The development of new laboratory exercises for undergraduate forensic science students.
- Assisting faculty in the instruction of undergraduate coursework laboratories as well as the assessment of student performance in the laboratories.
- Serve as a lecturer or primary lab instructor in the event that assigned faculty is absent.
- Provide background information in the form of literature searches for faculty projects.
- Assist in the implementation and development of workshops for the Forensic Science Training Institute as well as other professional activities associated with the Forensic Science Program.

Students wishing to apply for a graduate assistantship are asked to do so as part of the admissions process or they can apply directly through the Program Director. To be eligible to receive an assistantship, a student must:

- Be enrolled for a minimum of 9 credits during each semester of the academic year they are applying for the assistantship.
- Have completed all undergraduate prerequisites for the master's program.
- Submit an application requesting an assistantship to the Program Director.
- Successfully interview with the faculty member with whom the student will be placed.

Assistantships are awarded on an academic year basis and recipients are selected on a competitive basis by the Program Director in consultation with the faculty to whom graduate assistants will be assigned. The number of assistantships available in any given academic year and the stipend to be awarded to each graduate assistant is determined by the Program Director in consultation with the Dean of Graduate Studies and the Provost. The decision of the Program Director in regard to award recipients is final and is not subject to appeal.
Program of Study for the M.S. in Forensic Science

The Master of Science in Forensic Science program is a two-year program including summer. A student’s academic program will be determined on a case-by-case basis and may not be the same for every student. In general, year one will consist of completing undergraduate prerequisites, the writing of a thesis proposal, and the selection of a thesis committee. Depending on a student’s background, some graduate courses may be taken in the first year. The writing of the thesis proposal and the selection of the thesis committee will occur in the 2-credit Thesis Prospectus course (FSC 500) which is offered during the spring semester. The thesis committee will consist of a primary mentor and two other individuals. All members of the thesis committee must have at a minimum a master’s degree. The primary mentor must be a member of the Cedar Crest College faculty and the second reader must be external to the Forensic Science Program and the Department of Chemical and Physical Sciences. The selection of the second reader may, for instance, be a faculty member from another department at Cedar Crest College, a faculty member from another institution, or a forensic science practitioner. The role of the secondary reader is to provide the student with technical guidance in consultation with the primary reader. The third reader must be a faculty member from the Cedar Crest College Forensic Science Program who will perform an administrative review of the thesis. The composition of the thesis committee must be approved by the Advisory Committee.

Undergraduate prerequisites include three advanced natural science courses, one statistics course, and subject matter in forensic science, which are necessary for success in the program. The advanced natural science courses include Biochemistry, Genetics, and Instrumental Analysis. Students accepted into the program without these courses must register for these courses at the undergraduate level during the first year. In addition, students will need background in crime scene reconstruction, pattern evidence, trace evidence analysis, microscopy, and forensic biology. Students without sufficient undergraduate background in any of these areas will also be asked to register for undergraduate courses offering this background during the first year.

Students will be required to perform the bulk of their master’s thesis research during the summer between the first and second year. Research can be performed on campus or at an external laboratory (requires prior approval from the Program Director and Advisory Committee). Cedar Crest offers two summer sessions and students will be required to register for both sessions.

During the second year Graduate Seminar courses, each student will be required to present a one-hour seminar on the results of their research. The student’s thesis committee is responsible for writing a review of the seminar and providing a grade to the instructor of the Graduate Seminar. Students will also be required to write a thesis during the second year. The progress of the thesis writing will be monitored during the seminar courses. In addition to completing the writing of the thesis, the second year of the curriculum will consist of completing the remainder of required coursework. Students are also required to register for 1 credit of research in both semesters under FSC 599 in the academic year immediately after summer research.

Advising

Students coming into the program will be asked to attend an orientation prior to their first semester of academic study. During this time, each student will be assigned an academic advisor who will be a member of the Forensic Science program faculty. It is the responsibility of students to meet with their advisor in regard to academic issues.
Graduate Student Handbook

Each student will be given a copy of the Graduate Student Handbook prepared specifically for the M.S. in Forensic Science. The purpose of the handbook is to provide students with information pertaining to the curricular requirements, policies and procedures associated with the program. Students are responsible for familiarizing themselves and understanding the information presented in the Graduate Student Handbook. Questions regarding the content of the handbook should be directed to either the student's faculty advisor or the Director of the graduate program in Forensic Science.

Master of Science in Forensic Science (40 credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FSC 500</td>
<td>Thesis Prospectus</td>
<td>(2 credits)</td>
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<tr>
<td>FSC 501</td>
<td>Forensic Science Research I</td>
<td>(4 credits)</td>
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<tr>
<td>FSC 502</td>
<td>Forensic Science Research II</td>
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<tr>
<td>FSC 503</td>
<td>Graduate Seminar</td>
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<td>FSC 504</td>
<td>Graduate Seminar</td>
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<tr>
<td>FSC 505</td>
<td>Separations Chemistry</td>
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<td>FSC 506</td>
<td>Analytical Spectroscopy</td>
<td>(2 credits)</td>
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<td>FSC 507</td>
<td>Forensic Chemistry</td>
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<td>FSC 508</td>
<td>Forensic Toxicology</td>
<td>(3 credits)</td>
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<tr>
<td>FSC 509</td>
<td>Advanced Crime Scene Reconstruction</td>
<td>(2 credits)</td>
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<tr>
<td>FSC 510</td>
<td>Recent Advance in Forensic Biology</td>
<td>(2 credits)</td>
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<tr>
<td>FSC 511</td>
<td>Molecular Biology</td>
<td>(3 credits)</td>
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<tr>
<td>FSC 512</td>
<td>Forensic Science Administration</td>
<td>(2 credits)</td>
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<tr>
<td>FSC 513</td>
<td>Advanced Microscopy</td>
<td>(2 credits)</td>
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<tr>
<td>FSC 514</td>
<td>Legal and Ethical Issues in the Forensic Sciences</td>
<td>(2 credits)</td>
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<tr>
<td>FSC 504</td>
<td>Graduate Seminar</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>FSC 599</td>
<td>Continuing Research</td>
<td>(1 credit for 2 semesters)</td>
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Professional Organizations for Students

Student memberships are available with the national forensic science organization, the American Academy of Forensic Sciences. Applications for membership are available through the Director of the program or on-line at www.AAFS.org and all students are encouraged to apply.

Students are also encouraged to attend the annual meeting of the American Academy of Forensic Sciences held every February as well as the annual meeting of the applicable regional professional organizations, the Northeastern Association of Forensic Scientists (NEAFS) and the Mid-Atlantic Association of Forensic Scientists (MAAFS). NEAFS has their annual meeting in the fall and MAAFS holds their annual meeting in the spring.

Student Code of Conduct

Students in the program are required to read Section I of the Technical Working Group on Education and Training in Forensic Science (TWGED) document titled, “Qualifications for a Career in Forensic Science.” This document may be found in the Graduate Student Handbook for the Forensic Science Program. Section I of the document details the personal, academic, and professional characteristics needed for the model candidate for a career in forensic science. Students wishing to enter a career in forensic science should strive to achieve and maintain these standards. If it is proven that a student in the forensic science program has engaged in behavior contrary to these standards (for instance, illegal drug use), the Director of the Forensic Science Program at his discretion may recommend to the Dean of Graduate Studies that the student not be allowed to continue in the program.
In 2001, the TWGED was created by the Department of Justice and West Virginia University to develop models for training and education in forensic science. The planning panel for this organization brought together a diverse group of individuals from various disciplines in the forensic sciences with the common thread that each member has a stake in the future of education and training in the forensic sciences. The group consisted of laboratory directors, educators, and trainers and produced a document addressing qualifications for a career in forensic science, undergraduate curriculum in forensic science, graduate education in forensic science, and training and continuing education. Guidelines were recommended for each category and have become the basis for accreditation of educational programs in the forensic sciences through the Forensic Science Education Programs Accreditation Commission (FEPAC). The undergraduate Forensic Science Program at Cedar Crest College is FEPAC accredited.

The TWGED document states, “A model candidate for all forensic science practices should have personal integrity. Because forensic science is part of the criminal justice system, personal honesty, integrity, and scientific objectivity are paramount” (www.aafs.org/pdf/TWGEDFinalDraft.pdf). In this spirit, deliberate violations of the Cedar Crest College Honor Code by students in the program cannot be tolerated. If a student is found guilty of an Honor Code Violation by any professor, the Director of the Forensic Science Program at his discretion may recommend to the Dean of Graduate Studies that the student not be allowed to continue in the program.
The primary purpose of the Master of Science in Nursing program is to prepare nurses to function in the role of educators or administrators. The program will foster development of nursing leadership skills that will enable graduates to assess and evaluate nursing and health-care practice systems, educational methods and research findings, while also equipping students to develop evidence-based practice changes in health-care agencies or academic institutions.

Graduates of the MS in Nursing program will become leaders in nursing education or administration. The program emphasizes technological competency and information literacy within the field of nursing. In addition, the program stresses the impact of national and global events on nursing education, administration, and the delivery of health care so that as future nurse leaders, they may respond to areas of need through research and public policy. By presenting the discipline as dynamic and not static, the program will educate students to strive not only for future careers as nurse educators and nurse administrators but for leadership positions in the field as well. Graduates also will be prepared to continue their education in doctoral programs of study.

The Nursing Department
The Cedar Crest College Nursing Department’s facilities are housed in the Hamilton Boulevard Building, a new state-of-the-art facility that is one of the finest of its kind in the region. The 33,000 square foot building includes: three multi-media labs including a health assessment lab, a maternal and pediatric lab, and an adult health lab; a fully equipped nursing unit that simulates a hospital environment; a simulation center with 2 adjacent computerized learning mannequin laboratories and a separate control/observation room; a community health lab set up to replicate a home-care environment; convertible classrooms, and conference facilities to accommodate 300 persons. The Hamilton Boulevard Building also houses a computer lab for student use and all nursing faculty offices.

Full-time faculty contributing teaching and research to the program include:

Nancy DalPezzo, MSN, RN, PhD(c), Acting Chairperson of the Nursing Department, Assistant Professor of Nursing, Rocky Mountain University

Nancy Johnston, PhD, CRNP, Assistant Professor of Nursing, The Pennsylvania State University

Sandra Leh, PhD, RN, Director of the Undergraduate Nursing Program, Assistant Professor of Nursing, Widener University

Sharon Melincavage, DEd, CRNP-BC, CNE, Assistant Professor of Nursing, The Pennsylvania State University

Laurie R. Murray, DNS, RN, Associate Professor of Nursing, The University of Alabama at Birmingham

Mae Ann Pasquale, PhD(c), RN, Assistant Professor of Nursing, University of Wisconsin-Milwaukee

Wendy J. Robb, PhD, RN, CNE, Director of the Graduate Nursing Program, Assistant Professor of Nursing, Widener University
Program Goals and Learning Objectives
The Master of Science in Nursing program at Cedar Crest College has five educational goals. Demonstrated mastery of the associated competencies indicates achievement of the programmatic goals.

1. Synthesize knowledge from a variety of resources and experiences to develop a comprehensive, ethical approach to nursing care delivery in a global society.

   Competencies:
   a. Critically evaluate knowledge and theories from nursing and other disciplines for their contribution to nursing practice.
   b. Facilitate the provision of comprehensive and culturally sensitive health care to diverse populations.
   c. Apply theoretical frameworks to guide professional nursing practice.
   d. Model, integrate, and establish accountability for nursing codes and standards of practice.

2. Articulate the issues and trends that affect the social, economic, political, and institutional forces that influence nursing and health care delivery.

   Competencies:
   a. Interpret the impact of state and federal legislation on nursing practice, education and administration.
   b. Recognize the effect of globalization on the health and welfare of diverse populations.
   c. Identify the impact of economics on health care delivery, education, and quality outcomes.
   d. Engage in interdisciplinary efforts to address health care and education needs.

3. Function as a change agent and leader to improve the quality and outcomes of health care in accordance with professional nursing standards and evidence-based practice.

   Competencies:
   a. Model cultural sensitivity when advocating for change.
   b. Integrate a long-term, innovative, and creative perspective in the nurse educator/administrator role.
   c. Participate in interdisciplinary efforts to address health care needs locally, regionally, nationally, or internationally.
   d. Evaluate organizational effectiveness and implements strategies for organization change.
   e. Promote innovative and creative practices in education and administration.

4. Reflect an awareness of self and others and convey ideas in a variety of contexts.

   Competencies:
   a. Integrate oral, written and electronic communication skills to disseminate information.
   b. Develop interdisciplinary networks to promote an environment that fosters creativity.
c. Create an environment that recognizes and values diversity.
d. Skillfully use information technologies to support processes and decision-making.

5. Critically appraise and utilize scientific, expert, and other sources of knowledge to ensure quality outcomes in the context of evidence-based practice.

**Competencies:**

a. Translate evidence into recommendations for clinical, educational and administrative realms.
b. Foster an evidence based practice organizational culture.
c. Assemble, synthesize, and disseminate evidence into practice, policies and programs.
d. Guide the interdisciplinary team to choose evidence-based approaches to decision making.

Upon completion of the Nursing Education track, the graduate will be able to:

- Create an environment in classroom, laboratory, and clinical settings that facilitate student learning and achievement of desired cognitive, affective, and psychomotor outcomes.
- Recognize the responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.
- Use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.
- Formulate program outcomes and design curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.
- Function as change agents and leaders to create a preferred future for nursing education and nursing practice.
- Maintain competence in the educator role through the commitment to and pursuit of continuous quality improvement.
- Engage effectively in scholarship as an integral component of the nurse educator role.
- Demonstrate knowledge about the educational environment within which the student practices and recognize how political, institutional, social, and economic forces impact the role of nurse educator.

Note: Adapted from the National League for Nursing Core Competencies of Nurse Educators with Task Statements (2005).

Upon completion of the Nursing Administration track, the graduate will be able to:

- Function effectively as a leader within a health care system.
- Use systems thinking to evaluate the impact of nursing decisions on the health care organization as a whole.
- Apply knowledge of health care policy, regulations, economics, budgeting, and finance to improve organizational effectiveness.
- Lead and manage a diverse human workforce.
- Develop collaborative relationships within the health care system, the community and academia.
• Locate, evaluate and apply best evidence to improve organizational effectiveness and patient outcomes.

• Determine patient care quality improvement goals in accordance with national quality initiatives.

• Use information systems to access and analyze data for use in planning for patient care and health care system processes.

• Apply legal and ethical standards to health care operations.

• Facilitate change within health care organizations.

Note: Adapted from the American Organization of Nurse Executives AONE Nurse Executive Competencies (2005).

**Admission Requirements**

Students are admitted to graduate programs at Cedar Crest College on the basis of individual qualifications. Requests for application materials and all correspondence relating to admission should be addressed to:

Cedar Crest College  
Center for Lifelong Learning  
100 College Drive  
Allentown, PA 18104-6196

Phone: 610-740-3770  
Email: graduateprograms@cedarcrest.edu  
Fax: 610-740-3786  
Online Application Materials: www.cedarcrest.edu/graduate

On campus, the Center for Lifelong Learning is located in Blaney Hall, Room 105 and is open Monday-Thursday, 8:30 a.m. -7:30 p.m.; Fridays, 8:30 a.m.- 4:30 p.m. and Saturdays, 9:00 a.m. to noon.

Students are encouraged to visit the campus to discuss their educational plans. Upon request a campus visit may be arranged along with an opportunity to meet with the Director of the Graduate Program in Nursing. For more information, please contact Dr. Wendy Robb at 610-606-4666, x3480 or wjrobb@cedarcrest.edu.

A rolling admissions policy is in effect for this program. Students who apply by January 2nd of the previous academic year will be given preference in admission. Applications are accepted and reviewed on a continuing basis throughout the year. A new cohort begins each Fall semester.

**The general admission requirements for the Master of Science in Nursing program are as follows:**

• Submission of a completed application form

• Bachelor’s degree in nursing from an NLNAC- or CCNE-accredited program

• Current RN license

• Minimum of 3.0 grade point average (on a 4.0 scale) in a BSN program
• Submission of official transcripts from all previously attended institutions of higher education
• Current resume with a professional goal statement
• Completion of undergraduate statistics, research, and health assessment courses with a grade of C or better
• Three (3) professional recommendations preferably from nurses with graduate degrees, including:
  - Current employer (1)
  - Nursing Professor (1)
  - Other nursing professional (1)

Note: The Department of Nursing may make exceptions to the recommendation requirements, on an individual basis.
• Completion of an interview with the Director of the Graduate Nursing Program
• A sample of previously written, scholarly work, project or presentation
• Recent relevant practice in nursing preferred (a minimum of 1 year)
• Satisfactory scores on the Test of English as a Foreign Language (TOEFL) for all applicants who are non-native English speakers.

Upon admission into the Master of Science in Nursing program, students will be required to submit the following documents:
• Valid CPR certification (American Heart Association Basic Life Support for Healthcare Providers or American Red Cross CPR/AED for the Professional Rescuer)
• Proof of health insurance
• Copy of current nursing license
• Clearances*:
  - Child Abuse Check
  - FBI check
  - Report of Health Evaluation

*Clearances must be completed during the second semester of study and submitted by June 1 of the first summer semester.

**Provisional Acceptance**

Provisional acceptance will be considered for students who do not meet all admission criteria. Once granted provisional acceptance into the program, the student must maintain a 3.0 GPA in the first 6 credits.

Provisional acceptance is intended to allow students the opportunity to verify their level of readiness for graduate study. An individualized remediation plan may be developed to assist a student do so.

**Visiting Student**

Candidates may apply as a non-degree visiting student and take a maximum of 6 credits from the nursing CORE courses. Upon completion of those credits, the student must apply for admission.
Admissions Decisions

The Graduate Nursing Committee will make final admissions decisions on the basis of the following criteria: GPA, interview with the Director of the Graduate Nursing Program, letters of recommendation, work experience and background. The Graduate Nursing Committee reserves the right to ask the prospective candidate for additional information. Each candidate will be considered from a holistic perspective.

Matriculation

Matriculation is required for any student who plans to receive financial aid and/or declare an academic major. A student applies for matriculation by submitting a completed application for admission to the Center for Lifelong Learning. After submitting a complete application, students receive a letter from the College informing them of the decision concerning their acceptance as a degree candidate. Students are matriculated into the program once they have registered for classes during their first semester of academic study.

Graduate programs may permit non-matriculated and visiting students to enroll in graduate courses on a case-by-case basis. In the event that a graduate course reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

Transfer Credit Policy

Students entering the program may transfer up to 6 credits of coursework. The transferred coursework, however, must be equivalent to courses listed in the curriculum and must have been completed within five years of the date of enrollment in the program (the first day of classes of a student’s first academic year). Once matriculated in the program, students will not receive any credit for coursework taken at another institution.

Degree Program Retention Policy

Students must maintain a minimum GPA of 3.0 to remain in the Master of Science in Nursing program. A student whose GPA falls below a 3.0 will be given one semester to raise his/her GPA to 3.0. During that semester the student will be permitted to take courses but will be on “academic probation.” If the GPA does not meet the 3.0 requirements by the second semester, the student will be asked to leave the program. A student may appeal this decision within 30 days of receipt of a notification that they are being asked to leave the program. Please see the appeals process outlined in the Academic Services and Policies section of this catalog.

Leaves of Absence

Students wishing to take a leave of absence from the program may request to do so in writing to the Director of the Graduate Nursing program. The granting of the requested leave is at the discretion of the Director and the Graduate Nursing Committee pending approval from the Dean of Graduate Studies. A granted leave of absence has no bearing on the maximum period of candidacy.

Maximum Period of Candidacy

The program is a part-time six-semester program. All efforts will be made to ensure that students finish their degree within the span of two years. However, it is recognized that exigent circumstances may prevent some students from doing this. Students requesting more time to complete the program must make the request formally in writing to the Director of the Graduate Nursing Program explaining the reasons for the extension request. Students granted the request for extension will be granted a maximum of three academic years (beyond the expected graduation year) to complete the program.
Completion of the Graduate Program and Graduation

To successfully complete the Master of Science in Nursing Program, a student must adhere to the following:

• Successfully complete all the requirements for the program
• Maintain a minimum, cumulative GPA of 3.0.
• Apply to the Registrar for graduation at least three months before the expected graduation date.
• Fulfill all financial responsibilities to the College.

Graduate Tuition and Fees

Master of Science in Nursing Application fee (non-refundable) ................................................ $ 30.00
Nursing Graduate Tuition, per credit ................................................................. $ 650.00
Full-Time/Part-Time Student Activity Fee, per semester ................................................. $10.00
Full-Time/Part-Time Technology Fee, per semester ......................................................... $100.00

Note: The College reserves the right to change fees and charges as necessary. Books, supplies, identification badges, criminal clearances, and other programmatic costs are not included in tuition.

Graduate Assistantships in Nursing

Graduate assistantships are designed to promote the educational goals and objectives of the Masters program by providing students with opportunities to actively participate in a range of instructional and research activities that serve to promote mastery of knowledge in the field of nursing science. To this end, graduate assistants are placed with individual graduate nursing faculty and may participate in one or more of the following learning experiences:

• The development of new laboratory or simulated exercises for undergraduate nursing students.
• Assisting faculty in the instruction of undergraduate coursework as well as in the assessment of student performance in the laboratories and clinical areas.
• Serve as a lecturer or primary instructor in the event that assigned faculty is absent.
• Provide background information in the form of literature searches for faculty projects.
• Participate in professional activities associated with the Nursing Program.

Students wishing to apply for a graduate assistantship are asked to do so as part of the admissions process or can apply directly through the Director of the Graduate Nursing Program. To be eligible to receive an assistantship, a student must:

• Be enrolled for a minimum of 6 credits during each semester of the academic year they are applying for the assistantship.
• Maintain matriculation status in the graduate nursing program.
• Submit an application requesting an assistantship to the Director of the Graduate Nursing Program.
• Successfully interview with the faculty member with whom the student will be placed.

Assistantships are awarded three times per academic year (Fall, Spring and Summer semesters) and recipients are selected on a competitive basis by the Director of the Graduate Nursing Program in consultation with the Graduate Nursing Committee and faculty to whom graduate assistants will be assigned. Students may apply for a part time assistantship (60 hours per semester) or a full time...
assistantship (120 hours). The number of assistantships available in any given academic year and the stipend to be awarded to each graduate assistant is determined by the Director in consultation with the Dean of Graduate Studies and the Provost. The decision of the Director in regard to award recipients is final and is not subject to appeal.

**Program of Study for the Master of Science in Nursing Degree**

The Master of Science in Nursing curriculum encourages students to further their clinical expertise while developing proficiency in the specialties of nursing education or nursing administration. This 38-credit academic program allows students to choose either a Nursing Education or Nursing Administration track.

A curricular emphasis on evidence-based practice prepares graduate students to translate and integrate current best practices, contribute to nursing’s unique body of knowledge, and advance the profession of nursing. Graduates will be prepared to assume leadership positions in a variety of nursing education and nursing administration roles and will be equipped to influence change within the healthcare delivery systems of the twenty-first century.

**Master of Science in Nursing (38 credits)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Program Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 510</td>
<td>Conceptual and Theoretical Foundations for Nursing</td>
<td>Core</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 512</td>
<td>Research for Evidence-Based Nursing Practice</td>
<td>Core</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 514</td>
<td>Informatics and Technology in Nursing</td>
<td>Core</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 516</td>
<td>Issues and Trends Relevant to Nursing</td>
<td>Core</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 520*</td>
<td>Vulnerable Populations: Nursing Perspectives</td>
<td>Clinical</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 522*</td>
<td>Advances in Clinical Nursing Practice</td>
<td>Clinical</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 525*</td>
<td>Clinical Nursing Practicum</td>
<td>Clinical</td>
<td>4 credits</td>
</tr>
<tr>
<td>NUR 531*</td>
<td>Curricula in Nursing Education</td>
<td>Role ±</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 533*</td>
<td>Teaching Strategies for the Nurse Educator</td>
<td>Role ±</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 535*</td>
<td>Nurse Educator Practicum</td>
<td>Role §</td>
<td>5 credits</td>
</tr>
<tr>
<td>NUR 541*</td>
<td>Nursing Care Delivery Systems</td>
<td>Role §</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 543*</td>
<td>Resources for the Delivery of Nursing Care</td>
<td>Role §</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 545*</td>
<td>Nurse Administrator Practicum</td>
<td>Role §</td>
<td>5 credits</td>
</tr>
<tr>
<td>NUR 558*</td>
<td>Evidence-Based Nursing Practice: Preparation</td>
<td>EBP</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 559*</td>
<td>Evidence-Based Nursing Practice: Translation</td>
<td>EBP</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

*Indicates courses that can be taken with a specialty section as noted below

<table>
<thead>
<tr>
<th>Course Section</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>Acute Care</td>
</tr>
<tr>
<td>72</td>
<td>Adult Health</td>
</tr>
<tr>
<td>73</td>
<td>Community Health</td>
</tr>
<tr>
<td>74</td>
<td>Gerontology</td>
</tr>
<tr>
<td>75</td>
<td>Maternal Child</td>
</tr>
<tr>
<td>76</td>
<td>Mental Health</td>
</tr>
<tr>
<td>77</td>
<td>Pediatric Health</td>
</tr>
<tr>
<td>78</td>
<td>Women's Health</td>
</tr>
<tr>
<td>79</td>
<td>Other</td>
</tr>
</tbody>
</table>

A new cohort begins each Fall. Students will study part-time for six consecutive sessions with anticipated completion of the program in two years. Classes are planned for Wednesday evenings to
accommodate the schedules of working professionals and to allow students to attend classes only one night per week. Visiting and provisional students may take up to 6 credits prior to matriculation. Small class size and student to faculty ratios, state-of-the-art facilities, and nationally funded expert faculty with eminent research programs help to distinguish this Cedar Crest’s program from others.

Course section assignments provide students with an opportunity to focus on a practice specialty. Specific section numbers will be evident on student transcripts to indicate a graduate’s focus within a specialty practice area, e.g. -71 Acute Care, -72 Adult Health, -73 Community Health, -74 Gerontology, -75 Maternal Child, -76, Mental Health, -77 Pediatric Health, -78, Women’s Health, and -79 Other. This will allow students who are taking the same course to work within a specialty practice area and demonstrate this focus to future employers or institutions of higher education via the transcript.

Courses in the CORE component of the program do not have a practice specialty section. All courses in the CLINICAL, ROLE and EVIDENCE-BASED PRACTICE components will offer students the option of a specialty practice section. Students have the option of selecting a specialty section, but are not obligated to choose one. If no specialty section is selected, the course will be listed by the course number only. Students are permitted to change their specialty sections with subsequent courses. Specialty sections within courses indicate that the course work has been completed in the identified specialty practice area.

Some examples of course work that might be accomplished via the specialty practice option could include:

a) Formulation of a comprehensive plan to address the special needs of infants born with HIV (NUR 520-77 Vulnerable Populations: Nursing Perspectives – pediatric health concentration)

b) Development of an undergraduate course that addresses care of the patient with psychiatric dysfunction (NUR 531-76 Curricula in Nursing Education – mental health concentration).

In courses with a clinical component students are required to perform their clinical hours in the specialty practice area. In addition, course work would be required in this area.

**Accreditation**

The program will seek accreditation through the National League for Nursing Accreditation Commission ( NLNAC) once it becomes eligible. The format and course content of the curriculum reflect NLNAC as well as the Commission on Collegiate Nursing Education (CCNE) Masters in Nursing guidelines.

**Advising**

Advising is an important element of any advanced degree program. A student accepted to the Master of Science in Nursing Program will be assigned an academic advisor who will work with the student in planning the program of study, and as a mentor for professional development. Faculty advisors are assigned by the Director of the Graduate Nursing Program based upon a review of student interests. Students wishing to request a specific faculty advisor, should submit this request in writing to the Director.
Graduate Student Handbook

Each student will be given a copy of the Graduate Student Handbook prepared specifically for the Master of Science in Nursing. The purpose of the handbook is to provide students with information pertaining to the curricular requirements, policies and procedures associated with the program. Students are responsible for familiarizing themselves and understanding the information presented in the Graduate Student Handbook. Questions regarding the content of the handbook should be directed to either the student's faculty advisor or the Director of the Graduate Nursing Program.

Sigma Theta Tau

The International Nursing Honor Society Theta Rho Chapter

The Cedar Crest College Nursing Honor Society was established in the Spring of 1981. The first group was inducted into the Society on April 23, 1981.

Through the efforts of many Society members, by-laws were developed according to the recommendations of Sigma Theta Tau, the International Honor Society for Nursing. In April 1986, the Nursing Honor Society was chartered as Theta Rho Chapter of Sigma Theta Tau.

As described in the Chapter by-laws, the purposes of the Nursing Honor Society are to: recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

To apply for membership in the Theta Rho Chapter, the graduate student must meet the following criteria. The students must:

• have completed at least 10 credit hours of the MS in Nursing program
• have a minimum GPA of 3.5
• meet the expectation of academic integrity

Graduate students who meet eligibility criteria may request the necessary application materials from the Nursing Department's Eligibility Committee in the Fall semester. Application materials are to be submitted to the Eligibility Committee. Applications are reviewed by the Eligibility Committee in accordance with the eligibility criteria. Candidates are approved by the Executive Committee of Theta Rho Chapter, as well as Theta Rho chapter members. Candidates are notified of their acceptance. The Induction Ceremony is held in the Spring semester. The Sigma Theta Tau Honor cord is available to members to wear with their graduation gown at the Commencement Exercises.
Academic Services and Policies

**Office of Academic Services**

Academic Services is located in Curtis Hall. The primary goal of Academic Services is the academic support of all students. The Director of Academic Services is available weekdays from 8:30 a.m. to 4:30 p.m. and by appointment to assist students with any area of concern. The phone number is 610- 606-4628. For more information, visit the academic services website at www.cedarcrest.edu/acadadvising/

Students with Disabilities: It is the policy and practice of Cedar Crest College to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. The Americans with Disabilities Act (ADA) extends some of the provisions of Section 504. Under these laws, no otherwise qualified individual with a disability shall solely by reason of such disability be denied access to or participation in services, programs, and activities here on campus. In accordance with these statutes, Cedar Crest College provides reasonable accommodations for students with disabilities. Students may contact Academic Services for details about accommodations. The school is authorized under federal law to enroll nonimmigrant alien students.

Academic Services works with students with disabilities, staff, and faculty to ensure that Section 504 and ADA regulations are fulfilled in a reasonable and timely manner. Academic Services is responsible for coordinating specific services and resources for disabled students at Cedar Crest College. Academic accommodations may not necessarily be the same as those received in high school or at another college or university.

Academic Services does not provide any testing to determine learning disabilities. Upon request, the center provides students with a list of local test providers. Disabilities must be documented in accordance with state and federal laws. All documentation and information pertaining to a student’s disability are confidential and will not be released without the express written consent of the student unless required by law. For more information, please visit the Academic Services section of MyCedarCrest.

**Office of the Registrar**

The Office of the Registrar is dedicated to providing service to the Cedar Crest College community. Services include creating, maintaining and transmitting academic records in accordance with the Family Education Rights and Privacy Act of 1974 (FERPA), processing student registrations, scheduling final examinations, evaluating transfer credits, auditing degree progress and completion, coordinating Veteran’s benefits, and issuing academic transcripts and diplomas.

The Registrar's Office is located in Blaney Hall room 209. The office hours are Monday through Friday 8:30 am - 4:30 p.m. The office telephone number is 610.740.3765 and the fax number is 610.740.3766. The office email is Registrar@cedarcrest.edu

In keeping with federal law, Cedar Crest College does not release a student's educational records to any individual, agency or organization without the written permission of the student, unless the following exceptions apply:

a. Records may be released to Cedar Crest faculty members, administrators, and staff who have a legitimate educational interest in the records.

b. Records may be released to authorized representatives of the federal or state agencies with the legal authority to obtain such information.

c. Records may be released to persons who require access in consideration of a student's
application for, or receipt of, financial aid.

d. Records may be released to the parent(s) of the dependent students as defined by the Internal Revenue Service. Information released to a parent will generally be given with the knowledge of the student.

e. Records may be released to persons authorized to receive such data through judicial order or pursuant to a subpoena. All such inquiries must be referred to the Office of the Provost. Except in instances where such information is sought under the USA Patriot Act or the Foreign Intelligence Surveillance Act, the College will attempt to notify the student in advance of its compliance with such orders.

f. Records may be released to appropriate persons in connection with an emergency if knowledge of such information is necessary to protect the health or safety of the student or other persons.

**Academic Integrity**

**Honor Code:** Cedar Crest College students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor.

Individuals who accept the honor of membership in the Cedar Crest College community pledge to accept responsibility for their actions in all academic and social situations and the effect their actions may have on other members of the College community.

**Academic Standards of Integrity:** Incumbent from the Honor Code, academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written, or visual) completed as part of a Cedar Crest education.

**Academic Misconduct:** Cedar Crest College considers the following acts, but not only the following acts, to be breaches of its Academic Standard of Integrity. Cedar Crest College reserves the right to alter the definitions of academic misconduct herein.

1. **Cheating.** During the completion of an academic assignment (e.g. quizzes, tests, examinations, artistic works, presentations, or papers), it is dishonest to use, have access to, or attempt to gain access to any and all sources or assistance not authorized by the instructor.

2. **Plagiarism.** Plagiarism is the act, intentional or not, of misrepresenting the work, research, language, or ideas of another person (published or unpublished) as one's own. An assignment, or part of an assignment, that fails to acknowledge source material through an appropriate academic discipline's citation conventions for quotation, paraphrase, and summary also constitutes plagiarism.

3. **Collusion.** Collusion is the collaboration of two or more individuals in either giving or receiving assistance not authorized by the instructor for the completion of an academic assignment.

4. **Falsification.** Falsification is the misrepresentation of academic work or records. Falsification includes, but is not limited to: the fabrication of research, scientific data, or an experiment's results; providing false information regarding an academic assignment, including reasons for absence, deadline extension, or tardiness; the tampering with grade or attendance records; the forging or misuse of college documents or records; or the forging of faculty or administrator signatures. An assignment, or part of an assignment, submitted for academic credit in one course and resubmitted by the student for academic credit in another course without both instructors' permission also constitutes falsification.
4. Sabotage. Sabotage is the act of hindering another student’s (or students’) ability to complete an academic assignment. Destruction of college property (e.g. library holdings, laboratory materials, or computer hardware or software) may constitute sabotage.

vi. Other Forms of Academic Misconduct. The forms of academic misconduct defined above are not exhaustive, and other acts in violation of the Cedar Crest Honor Code or Academic Standard of Integrity may be deemed academic misconduct by an instructor or by the college.

**Response to Academic Misconduct:** Students who breach the Academic Standard are subject to sanctions imposed by an instructor, a department chair, the provost, or the Board of Trustees. Such sanctions can range from, but are not limited to, the expectation to redo an assignment, the reduction in grade for an assignment or course, or the failure of an assignment or course. Extreme cases of academic misconduct, as determined by the provost or the Board of Trustees, may result in suspension or expulsion from the college, or the withholding, denial, or rescinding of academic degrees.

The initial response to academic misconduct rests with the individual instructor, who is entitled to take into account the student’s degree of academic experience and any prior instances of academic misconduct in the student’s time at the College, when determining the penalty for the offense. If a student withdraws from a course and the instructor discovers academic misconduct either before or after the withdrawal, an instructor’s grade of “F” for the course supersedes the “W.”

All instructors who determine that a student has breached the Academic Standard of Integrity must report the incident to the Provost’s Office using the “Report of Academic Misconduct” and attach relevant evidentiary documentation as appropriate. Instructors encountering a case of academic misconduct may consult with the Provost’s Office to determine if the student has committed acts of academic misconduct on other occasions.

All instructors are required to include the College’s Academic Standard of Integrity on their course syllabi, as well as information about the response to evidence of academic misconduct and potential sanctions incurred.

Upon receiving a “Report of Academic Misconduct,” the Provost’s Office will notify the student of the misconduct charge and of her rights and the procedure to appeal the charge and its sanctions. Appeals to charges of academic misconduct or their sanctions follow the process for appealing academic decisions outlined below in this section.

All reported incidents or academic misconduct will be held on record by the Provost’s Office. The Provost’s Office is to make an annual report to the faculty and to the Honor and Judicial Board, on the number and nature of academic misconduct cases that occurred during the year.

**Classroom Protocol**

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The college’s community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of scholarly disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students’ education. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by a reasonable faculty member. Academic
programs or individual faculty members may establish additional behavioral policies for their courses, including those which take classroom behavior into account for a student’s academic evaluation.

If a student would like to bring a guest to class, permission must be secured from the instructor prior to that class time.

Faculty members are entitled to respond to disruptive student behavior. Responses can range from a verbal warning to requiring the student to leave class. Faculty may further choose to treat dismissal from class as an absence, for the purposes of attendance policies. If a student refuses to leave when requested, the faculty member is to call Campus Security and have the student removed. Unless it should be necessary to protect oneself, the faculty member should not make any effort or threat to remove the student physically. If the faculty member desires that the expulsion extend beyond the class period or that it be permanent, the faculty member must first notify the chair of his or her department, and then make such a request to the Provost prior to the beginning of the next meeting of that class. If the Provost concurs, the student is to be notified of procedures by which she may appeal. Under some circumstances, some disruptive classroom behavior may warrant dismissal from the College.

Admissions Credentials: International Students

To apply for graduate admission, an international student should submit the following documents:

- Official transcripts from post-secondary study translated into English
- Results of the TOEFL examination or an equivalent test if English is not the first language
- An English writing sample in the form of a one-page typed essay
- Statement of finances

Graduate Degree Requirements

Degree requirements for graduate programs are established by Graduate Program Directors in consultation with the Chair of the department in which the program is to be housed (if appropriate), the Graduate Program Committee, the Dean of Graduate Studies, and the Provost. Curricular requirements and academic policies vary across graduate programs. Faculty and students should consult each program's Graduate Student Handbook for specific details.

Graduate Student Handbooks

Graduate Program Directors are responsible for preparing a Graduate Student Handbook which clearly specifies the curricular requirements and academic policies pertaining to their respective programs. Each Director also is responsible for ensuring that each graduate student enrolled in their program receives a copy of the handbook. Directors are encouraged to require students to sign a verification of receipt form to document that they have received a copy of the handbook. By signing this form, students acknowledge their responsibility for familiarizing themselves and understanding the information presented in the handbook. Students are encouraged to contact the Director of their program if they have questions regarding the provisions of the handbook.

Procedure for Application and Matriculation

Matriculation is required for any student who plans to receive financial aid and/or declare an academic major. A student applies for matriculation by submitting a completed application for admission to the Center for Lifelong Learning. After submitting a complete application, students receive a letter from the
College informing them of the decision concerning their acceptance as a degree candidate. Students are matriculated into the program once they have registered for classes during their first semester of academic study.

**Admissions Credentials: International Students**

To apply for graduate admission, an international student should submit the following documents:

- Official transcripts from post-secondary study translated into English
- Results of the TOEFL examination or an equivalent test if English is not the first language
- An English writing sample in the form of a one-page typed essay
- Statement of finances

**Transfer Credits**

Policies pertaining to the number of transfer credits a student may apply toward a Master's degree, and under what circumstances, varies across graduate programs. Please consult each program’s Graduate Student Handbook for specific details. In general, however, once a student becomes matriculated at Cedar Crest College, students will not receive any credit for graduate coursework completed at another institution.

Students are required to submit official transcripts to the Center for Lifelong Learning as part of the application process whereby they are formally admitted to a graduate program. Each Graduate Program Director is responsible for evaluating applicant transcripts and making the final determination as to whether transfer credits should be granted. Such decisions are not subject to appeal. The Graduate Program Director is responsible for notifying the Registrar’s Office in the event that transfer credits are granted to a student.

**Full-Time and Part-Time Status**

Nine credits hours per semester constitutes a full-time load for graduate students.

No student will be permitted to schedule an academic credit overload (over 9 credits) without the written permission of the Director of the graduate program in which the student is enrolled.

**Course Registration**

Course registration is available to graduate students in good financial standing with the College.

If a student is not financially eligible to register, the student may not register online or with a completed registration form in the Registrar’s Office until that hold is removed. A copy of the registration will be kept in the Registrar’s Office until notification of a change in the student’s status is received from Student Financial Services. Policies pertaining to online course registration vary across programs. Please consult each Graduate Student Handbook for specific details.

**Assessment of Students for Field Placements**

Students enrolled in programs which require the completion of a field practicum or clinical experiences shall be subject to an assessment by the Graduate Program Director and/or explicitly designated faculty teaching in the program. The purpose of the review is to assess whether the candidate possesses the interpersonal skills, maturity of judgment, and demeanor to work with the public in a professional setting. This assessment, along with other appropriate indicators of student character and
performance, are to be utilized as the basis for determining whether a student should be permitted to register for a field placement.

Visiting Students

Policies pertaining to visiting students vary across graduate programs. Please consult each Graduate Student Handbook for specific details. In all cases, however, if a graduate course reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

Independent Study

The purpose of an independent study is to enable a student to investigate a topic not covered in depth in regularly scheduled classes. It is generally assumed that the student has the necessary academic background and skills to pursue intensive scholarly work on the topic independently. Such work requires initiative, commitment to scholarship, excellent academic and study skills, and familiarity with the subject under study. The role of the instructor in such a course is primarily for consultation, advisement, and possible collaboration. Before proposing an independent study, the student should have explored other avenues for receiving instruction or course credit, including a course substitution chosen in consultation with the student's advisor and/or the Director of the graduate program in question.

The student should discuss the following aspects of the course organization with the faculty member:

- Learning objectives
- Reasons for pursuing the independent study
- Relevance to the student's academic program
- Schedule of meetings with the instructor
- Assignments and other work to be submitted
- Assessment and grading procedures

A student must prepare a proposal explaining these aspects of the learning experience and any other relevant information. The student must submit the proposal and an independent study form to the Graduate Program Director. The student also must receive approval from the Department Chair of the faculty member who will be supervising the independent study. The proposal and the independent study form bearing all required signatures must then be submitted to the Dean of Graduate Studies who, upon approval of the proposal, will forward the independent study form to the Registrar's Office.

Independent studies are charged at the current day per-credit rate, unless otherwise noted. A faculty member who agrees to supervise an independent study receives compensation at the per-credit rate established for independent studies. Policies pertaining to the total number of independent study credits a student may receive vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details.

Financial Aid Policy and Academic Standing

To be eligible for financial aid, a graduate student must be accepted, matriculated and enrolled for a minimum of six credits per semester.

All graduate students applying for financial aid must complete the FAFSA (Free Application for
Federal Student Aid) between January 1st and May 1st for the following academic year. The FAFSA can be completed online at www.fafsa.ed.gov. Cedar Crest’s FAFSA code is 003243. Applicants selected for FAFSA verification are required to submit signed copies of federal income tax returns, W-2 forms and a Department of Education Verification Worksheet (provided by the College) to the College’s Student Financial Services Office.

The academic year for all tuition, room and board as well as institutional, federal and state financial aid is defined as two fifteen-week Fall and Spring semesters followed by an optional trailing fifteen-week Summer semester which includes a May/Summer I and Summer II session. The Spring semester includes an optional 2-3 week Winter session. This same academic year applies to students enrolled in programs which require attendance in the Winter and Summer sessions; however, depending upon sequence of entrance and/or semester course enrollment, a trimester policy for federal and state financial aid may be required. Students must contact Student Financial Services to determine which federal and state requirements apply to their program of study.

A student’s eligibility for financial aid will be reviewed after the end of each academic year. The Financial Aid Office will notify the student in writing of the decision to deny eligibility for aid as soon as the information needed to measure academic progress is available. Full or part-time students are not required to maintain continuous enrollment to remain eligible for financial aid; however, students returning after a period of time will be reviewed for eligibility before financial aid is granted.

**Maximum Period of Candidacy**

Policies pertaining to the maximum number of years that a student may qualify as a matriculated student vary across graduate programs. Please consult each program’s Graduate Student Handbook for specific details.

**Dismissals and Re-admissions**

Matriculated students who fail to achieve a cumulative grade point average of 3.00 after each semester may be subject to dismissal procedures. Policies pertaining to the re-admission of students vary across graduate programs. Please consult each program’s Graduate Student Handbook for specific details.

**Graduation Requirements**

The College confers degrees on graduates in during Commencement in May.

To participate in a graduation exercise, a student must have

- Successfully completed all degree requirements for his or her graduate program.
- Submitted an Application for Graduation form to the Registrar’s Office at least three months before the expected graduation date.
- Fulfilled all financial responsibilities to the College.

Graduate Program Directors are responsible for certifying that students applying for graduation from their respective programs have fulfilled all degree requirements.

**Leave of Absence**

Students wishing to take a leave of absence from a graduate program must submit a written request to the Director of the graduate program in question. The granting of the requested leave is at the discretion of the Director based upon the procedures and criteria established for that program.
Official Withdrawal from Cedar Crest

In order to withdraw officially from the College, a student must complete a process that starts in the Student tab of MyCedarCrest. All withdrawing students must complete an exit interview, which begins the withdrawal process on MyCedarCrest.

Official withdrawal prior to the official deadline for course withdrawal will result in all course work in progress being graded “W” (not computed into average). Withdrawal after the official deadline for course withdrawal will result in a grade of “F” for all courses.

Pass/Fail and Audit Options

Matriculated students are not permitted to enroll in graduate courses on a pass/fail basis.

Neither are they permitted to audit graduate courses.

Class Attendance

Regular attendance at classes is expected of all students, regardless of whether attendance is a factor in a student's grade for a course. If attendance is used to compute the final grades for the course, that fact must be reflected in the course syllabus.

When an academic or extracurricular activity is scheduled in conflict with a pre-existing class time, the class takes precedence; arrangements with the instructor must be made in advance to enable students to attend the conflicting activity.

Students who are aware of potential conflicts due to College sanctioned activities should report and discuss these conflicts with course instructors as soon as they are known. The College encourages students to participate in sanctioned activities and encourages faculty to make arrangements to facilitate these experiences where possible.

Drop/Add Period

A student may add a course only during the first week of the course, space permitting. A student may drop a class during the drop/add period, or prior to the start of the class without the drop appearing on the student’s transcript. Dropping one or more classes may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should contact the Student Financial Services Office for information.

Policies pertaining to course withdrawals after the end of official drop/add period vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details.

Incompletes

A temporary grade of Incomplete (I) is only given to a student who is doing passing work in a course but who, for reasons beyond the student's control, is not able to complete the course requirements by the deadline for submitting grades. At least 75% of the assigned work for the class must have been completed before a grade of “I” can be requested.

An Incomplete must be requested by the student, who will provide proper documentation of the reason for the request. The Incomplete must be approved both by the instructor and by the Director of the graduate program in question. The “Request for Incomplete” form is available in the Registrar's office. The deadline for requesting an Incomplete grade is ordinarily the last day of classes for the semester in which the course is taken. However, in cases involving unusual circumstances, such as
sickness or injury, a member of Academic Services Staff or the instructor may request an Incomplete on the student's behalf.

A grade of ‘I’ is not entered on a student's permanent record. Ordinarily, coursework must be completed within the first six weeks after the last day of final examinations. The instructor may choose to indicate on the "Request for Incomplete" form the grade the student should receive if no additional work is completed by the deadline specified. If the instructor does not turn in a grade within the six week period and has not indicated a grade on the incomplete form, a grade of “F” will be recorded for the course.

**Repeating a Course**

Policies pertaining to the issue of whether a student may repeat a graduate course, and under what conditions, vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details.

If a course is repeated, the higher grade earned is computed into the student's grade point average. However, both grades appear on the permanent record. Repeating courses may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should consult the Student Financial Services Office for information.

**Grades and Grade Points**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

The GPA is computed at the completion of each academic semester and summer session for those courses taken at Cedar Crest College. Total quality points for each course are calculated by multiplying the number of course credits by the quality points for the grade earned. The average is calculated by dividing the total credits attempted into the total quality points earned.

Credits earned by examination or by transfer from another institution are not computed into the Cedar Crest GPA.

**Student Appeals Process**

A student who has a disagreement with a faculty member about an academic matter should first attempt to resolve the matter through discussion with the instructor. If the issue is not resolved satisfactorily between the student and the instructor, the student may specify in writing the basis for the disagreement and request a review by the Director of the graduate program in question. If the issue is an appeal of the final grade received in a course, this request must be submitted within three months of the date that term grades are issued by the Registrar.

A student who wishes to appeal the decision of the Program Director must write to the Dean of Graduate Studies within a month of the date of the Program Director's decision, enclosing copies of the written documents and requesting a review. The Dean of Graduate Studies, in consultation with the Program Director, will arrive at a final decision in the matter.

The Program Director and the Dean of Graduate Studies will each act within one month during the
academic year of receiving a written student request pertaining to the matter. If the instructor is no longer employed by the College, the Program Director is empowered to act in his or her behalf.

**Graduate Assistantships**

Graduate assistantships are designed to promote the educational goals and objectives of a master's program by providing students with opportunities to actively participate in a range of instructional, research, and other campus activities which serve to promote mastery of knowledge in their chosen field of specialization. For certain assistantships, a graduate student must be enrolled on a full-time basis (i.e. for at least 9 credits per semester). For further information, please consult the graduate program descriptions provided above.

**Intellectual Property Rights**

It is the policy of Cedar Crest College to create an environment that encourages the generation of new knowledge by faculty, staff, and students, and facilitates the transfer of useful inventions and writings to society. To motivate the development and dissemination of intellectual property, the College seeks to ensure that the creators receive proper credit and financial rewards for their work.

For purposes of this policy the term intellectual property includes any patentable invention, any copyrightable subject matter, or valuable technology. It also includes works of art, inventions or creations that might normally be developed on a propriety basis because copyright or patent protection is not available. This policy applies to any full-time or part-time student, regardless of whether the student receives financial aid from the College or from outside sources.

A student retains all rights to intellectual property created solely by herself. This includes rights to articles, and other writings of which the intended purpose is to disseminate the results of student research or scholarly work. A student also retains all rights to popular nonfiction, novels, poems, musical works, dramatic works including any accompanying music, pantomimes and choreographic works, pictorial, graphic and sculptural works, motion pictures and other similar audio-visual works, and sound recordings. The use of College owned computers and other facilities in the preparation of such works does not alter this provision, though other College policies may limit such use or require reimbursement to the College.

In cases where the College provides funding or facilities for a particular student research project that are in excess of those normally available to students working in that area, the College may choose to act as a sponsor for that research and therefore own the rights of such property. Where student research is subject to an agreement between an external sponsor and the College that restricts the disposition of rights to intellectual property, the rights will be handled in accordance with that agreement. If a student is employed by the College specifically for the purpose of working as a research assistant, the College retains the rights of such property.

Issues not covered by any of the above provisions are subject to the policies which apply to the intellectual property rights of faculty and staff at the College.
Office of Student Affairs

Student Affairs is committed to the holistic development of students through intentional programming and services. Members of the Student Affairs staff work collaboratively to foster an environment that promotes health and wellness, the development of leadership skills, and a commitment to civic engagement. Through co-curricular involvement students are encouraged to develop a spirit of cooperation, respect for diverse people and ideas, and the ability to become productive members of the larger community.

Housing

Graduate students are eligible for on-campus housing in Curtis Hall. Curtis Hall is both a residence hall and an administrative building where offices are located and classes are held. Up to 72 residents live in Curtis Hall, with 13 spaces allocated for graduate students in a separate wing. The graduate wing is traditional in style, with double and single rooms, a community bathroom, and shared lounge space.

For information on graduate student housing please contact Kelly Mycek Director of Residence Life at kamycek@cedarcrest.edu or 610-606-4603.

College Chaplain

The College views a student’s spiritual development as an integral part of her educational experience. To this end, Cedar Crest provides students of all faiths the opportunity to seek avenues of personal growth. The chaplain facilitates on-campus activities for students of all faiths and assists all students who wish to interact with a local faith community. (The Allentown area is home to many religions and denominations.) Campus religious activities include worship services, interest groups, and various other programs. The chaplain also is available for support and counseling on spiritual concerns and provides programs on campus to address a variety of issues important to our student community. For additional information, please contact Dr. Allen Richardson at 610-606-4666, extension 3320.

Safety and Security

Cedar Crest’s fine security record is attributable to the College’s location in a low-crime residential area, its efforts to ensure the safety of students, faculty and staff, and the cooperation of the entire campus community. Information on Campus Safety & Security policies and procedures is available to students, faculty and staff online at any time and is located at, http://www2.cedarcrest.edu/security/securitybooklet. Hard copies are also available upon request from the Safety & Security Office.

Vehicles: Cedar Crest students may have a vehicle on campus. However, all vehicles must be registered, and operators must comply with all motor vehicle and parking regulations as listed in the College student handbook. Parking and traffic Regulations are distributed to all students at the beginning of the academic year and additional copies can be obtained at any time from the Safety & Security Office located in the Physical Plant Building. The regulations cover such areas as registering a vehicle, traffic and parking rules and related infractions. Vehicles may not be left on campus during summer or winter breaks.

Drugs and Alcohol: Cedar Crest College shares the concern of the medical profession and law enforcement agencies over the serious effects that can result from the use of dangerous drugs and narcotics. Cedar Crest opposes the possession and use of dangerous drugs and narcotics by its students.
on or off campus. The College will cooperate with the state in the enforcement of the Pennsylvania state laws. It may take disciplinary action against a student who violates this law, to the extent of separation from the College. Cedar Crest College complies with the Commonwealth of Pennsylvania liquor laws. All students are expected to know and abide by these laws and to follow the College procedures that support them.

**Weapons:** Weapons are prohibited on the campus of Cedar Crest College. It is against College policy for any person to possess or carry, whether openly or concealed, any knife, firearm, explosive or potentially dangerous weapon on College property. All federal, state and local laws regulating the possession, use and sale of weapons are in force on the Cedar Crest campus. Because Cedar Crest has a record of being a safe, secure campus with no incident having occurred that would warrant the use of armed officers, members of the campus security force do not carry firearms unless a special security event warrants such a need.

**Class Cancellation because of Inclement Weather**

In every situation, both individual and institutional, the decision to cancel classes should be taken very seriously. The reputation of the institution and the integrity of the academic program rely on every class being conducted according to the schedule; as well, there are financial ramifications for students and their employers whenever a class is not held.

When predictions of severe weather warrant closing the College or delaying the opening of the College, every attempt will be made to announce this decision at least two hours in advance, to accommodate those faculty and students who come to campus from a distance. This information may be obtained from any of the following sources:

- Inclement Weather Hotline (610-606-4629)
- Television stations: WFMZ TV 69, WNEP TV 16
- Radio stations: WODE FM 99.9, WCTO FM 96.1, WLEV FM 100.7, WAEB FM 104.1, WAEB AM 790, WEST AM 1400

**Graduate Student Organization**

The Graduate Student Organization is a student-led association which serves to enrich the educational experience of graduate students at Cedar Crest by promoting opportunities for students to develop professionally, socially, and academically. The Graduate Student Organization also represents the interests of graduate students before the faculty, administration and Trustees of the College when it comes to any matter that affects the graduate student body in the realm of either academic affairs or student life.

All graduate students, who are matriculated in a graduate program offered at the College, are members of the GSO. This includes both part-time and full-time students. Additional information pertaining to the organization can be obtained from the Office of Student Affairs or from GSO Representatives in Education, Forensic Science or Nursing.
Student Financial Services and Policies

Student Financial Services Office

The Student Financial Services Office is located in Room 212, Blaney Hall. Students can contact the office in person during regular office hours, by phone 610-606-4602 or e-mail to financialservices@cedarcrest.edu. More detailed contact information is available through the Student Financial Service's portion of the College's website.

Tuition for graduate students is billed at a per-credit rate which varies according to the graduate program in which a student is enrolled. For further details, please consult the program descriptions provided above.

General Regulations

All student charges must be paid in full by the invoice due date before the start of each semester. Students are not permitted to attend classes, unless full payment has been remitted or a payment plan has been prearranged with student accounts. Students who are not in good financial standing with the College will not be eligible to receive diplomas, transcripts or register for future semesters. The Trustees of the College have the right to adjust tuition charges and fees when necessary.

Tuition Payment Plans

The College offers an “EZ Pay Plan.” This payment plan offers students the choice to pay a semester balance over five (5) months. Students must be current on the plan (including paying the semester fee) and must have submitted all required payment by the tuition due date. Payments are made directly to Cedar Crest College and are recorded by the school on student accounts after payment is made. Enrollment is completed on-line through the my.cedarcrest.edu portal.

Employer Tuition Reimbursement Benefits

If a student's employer provides tuition reimbursement after the student completes his/her course(s), the student may apply to defer his/her payment to the College until payment is provided by the employer. Students are responsible for requesting grade reports or transcripts from the Registrar's Office to submit for employment payment. Deferred tuition must be submitted to Student Financial Service no later than four weeks after grades are available.

To be eligible for tuition deferment, the student must complete an Employer Tuition Benefit Application. In addition, each semester the student must submit a Tuition Deferment Form prior to the semester due date. It is the student's responsibility to notify the College of any change in employment or benefits. Students are responsible for payment in full of all tuition, whether or not reimbursement is ever received from the employer. If payment is not received by the tuition deferment due date, students will be charged a $200.00 late fee per month. All forms are available through Student Financial Services, via e-mail request to financialservices@cedarcrest.edu or through the College's website.

Student Health Insurance

Full-time graduate students are encouraged to have medical insurance providing coverage for accidents or illness. If students do not have their own plan, the College provides an annual plan at a reasonable cost for full-time graduate students. Students who enroll in January are charged for a partial year's coverage. All election forms must be submitted prior to the first day of classes. This basic plan...
may not cover all expenses incurred for the medical treatment of a student. It is strongly recommended that students review the coverage provided to be sure it meets their needs.

**Fee Assessments**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Fee Full-time Graduate Students (per semester)</td>
<td>$10</td>
</tr>
<tr>
<td>Activity Fee Part-time Graduate Students (per semester)</td>
<td>$10</td>
</tr>
<tr>
<td>Technology Fee (all students part-time and full-time)</td>
<td>$100</td>
</tr>
<tr>
<td>Accident/Health Insurance (per year)</td>
<td>$489</td>
</tr>
<tr>
<td>Transcript Fee (with signed written request per copy)</td>
<td>$5</td>
</tr>
<tr>
<td>Transcript-On-Demand Fee (with signed written request per copy)</td>
<td>$10</td>
</tr>
<tr>
<td>Mailbox Rental Fee (all non-residential students)</td>
<td>$25 (per semester)</td>
</tr>
<tr>
<td>Key Replacement Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Failure to return mailbox key at check out (minimum)</td>
<td>$50</td>
</tr>
<tr>
<td>ID Replacement</td>
<td>$20</td>
</tr>
<tr>
<td>Vehicle Registration/Parking Permit</td>
<td>No Charge</td>
</tr>
<tr>
<td>Returned Check Fine</td>
<td>$35</td>
</tr>
<tr>
<td>Damage Fines (Assessed by Director of Housing/Facilities), Library Fines (Assessed by Library), Traffic &amp; Safety Violations (Assessed by Campus Security), Late Registration Fee</td>
<td>$30</td>
</tr>
<tr>
<td>EZ Payment Plan Fee</td>
<td>$25 (per semester)</td>
</tr>
<tr>
<td>Full-Time Student Late Payment Fee (per month)</td>
<td>$200</td>
</tr>
<tr>
<td>Part-Time Student Late Payment Fee (per month)</td>
<td>$100</td>
</tr>
<tr>
<td>Tuition Deferment Late Fee (per month)</td>
<td>$200</td>
</tr>
</tbody>
</table>

The College reserves the right to change the fees and charges when necessary. Breakage of laboratory equipment is assessed to the student responsible and must be paid by the close of each term.

**Refund Policies**

**Financial Refund Policies for Withdrawal/Separation from the College or Courses:**

It is the student’s responsibility to notify the College when it is necessary to withdraw from course enrollment (from individual courses or entirely) for any reason. Withdrawal or Leave of Absence Notification can be made through the Registrar’s Office’s link at My.CedarCrest.edu on the College’s student web information system. Students must have a valid User ID and password to access this function. For additional information regarding Withdrawal or Leave of Absence procedures, please refer to the Academic Policies and Services section of the Catalog.

All students who withdraw from all courses during a semester or session, either by official notification to the College, or by failing to remain enrolled in courses as expected without any notification to the College are considered to have Withdrawn/Separated from the College and are subject to the Financial Refund Policy for Students Withdrawing/Separating from the College.

If a student is withdrawing from individual courses during a semester, but will continue to be enrolled in remaining courses, or receives a letter grade for any course that session, they are not considered to have withdrawn or separated from the College and may be subject to a refund of individual course charges under the Financial Refund Policy for Students Withdrawing/Separating from the College.
Financial Refund Policy for Students Withdrawing/Separating from the College:

Students withdrawing from the College (or from all classes) after the first day of the semester, but prior to the 60% point of the semester, will have all tuition, fees designated as refundable, and financial aid (federal Title IV funds, state funds and institutional aid) pro-rated based on the number of calendar days remaining in the semester. Calendar days are calculated as the number of calendar days completed out of the total number of calendar days in a semester, excluding scheduled semester breaks of five days or more. After the 60% point of the semester, no adjustment to tuition, fees or financial aid will be made.

Title IV financial aid recipients will have the unearned portion of financial aid (grants and/or loans) returned to the Title IV funding source, in accordance with the federal Return of Funds policy governing Title IV assistance. Recipients of Title IV financial aid who are subject to a calculation of eligibility after withdrawal will have funds returned to Title IV programs in the following order, as applicable: Unsubsidized FFEL/Direct Stafford Loan, Subsidized FFEL/Direct Stafford Loan, Perkins Loan, FFEL/Direct PLUS (Graduate Student), FFEL/Direct PLUS (Parent), Pell Grant, Academic Competitiveness Grant (ACG), National SMART Grant, FSEOG, TEACH Grant, other Title IV assistance. Detained Title IV policy regarding the adjustment of federal financial aid funds is available by request through Student Financial Services.

Financial Refund Policy for Students Withdrawing from Course(s):

Full-time traditional students who drop below 12 credits after the end of the drop/add period, based on enrollment in a course or in an accelerated course and failure to attend, will receive no adjustment to the full-time charge and may be subject to an adjustment to financial aid and other charges. Students who drop during the drop/add period without replacing an equal number of credits in the same period, or who withdraw from courses after the end of the drop/add period, will receive an adjustment of tuition, fees (if applicable), and financial aid as required, based on the date of withdrawal, according to the following schedule:

Course Withdrawal Financial Refund Schedule for Non-Accelerated Courses:

Prior to the First Class Meeting ...................................................................................................100%
Prior to the End of Drop/Add (if not replacing credits) .................................................................90%
Prior to the End of the 2nd week of classes ..................................................................................75%
Prior to the End of the 3rd week of classes ....................................................................................50%
During and after the 4th week of classes ...................................................................................... No Refund

This schedule does not apply to Accelerated Courses. Students can access a detailed 2008-2009 Accelerated Course Financial Refund Schedule, as well as a link to the academic calendar and course schedule through the Student Financial Services’ portion of the College website or by contacting Student Financial Services in person or by email to financialservices@cedarcrest.edu.

Students must use the College's published requirement for notification of withdrawal in order to be subject to the College's refund policy regarding tuition/fees/other charges.

Financial Aid and Loans

All students applying for financial aid must complete the FAFSA (Free Application for Federal Student Aid) between January 1st and May 1st for the following academic year. Graduate students are eligible for various types of educational loans made available through both the federal government and
private lenders. The following is a partial list of federal loans. For additional information, please contact the Student Financial Services.

Graduate students are eligible for various types of educational loans made available through both the federal government and private lenders. The following is a partial list of federal loans. For additional information, please contact the Student Financial Services.

Federal Direct Subsidized Stafford Loans: These are federally subsidized and guaranteed loans made through participating banks and lenders. No interest is charged while the student is enrolled in school, and the standard repayment term is ten years. Annual loan limits are tied to the cost of attendance and individual eligibility.

Federal Direct Unsubsidized Stafford Loans: These loans are available to students regardless of need, however, interest accrues while the student is enrolled in school. The interest rate is the same as that of the subsidized Stafford program. Annual loan limits are tied to the cost of attendance and individual eligibility.

Direct Grad PLUS Loans may be available to students enrolled at least half-time in a graduate or professional program. Direct Grad PLUS borrowers may borrow up to the cost of attendance for the period of enrollment, minus other estimated financial assistance received for that period. Grad PLUS Loans are subject to credit review; however, a Direct Grad PLUS applicant who has an adverse credit history may be able to obtain the loan with an endorser who does not have an adverse credit history. To apply, students must complete the FAFSA.

**Check Cashing & ATMS**

Students may cash checks at the cashier's window on the second floor of Blaney Hall. A local bank maintains an automatic teller machine in the Tompkins College Center.
Cedar Crest College is located in the Lehigh Valley in eastern Pennsylvania, one of the most rapidly growing and diverse regions in the state. The adjacent cities of Bethlehem and Easton have a combined population of more than 600,000 people and support a variety of cultural and community activities. The College is within 55 miles of Philadelphia and 90 miles of New York City.

Founded in 1867, the college began as a private, liberal arts college for women located in downtown Allentown, Pennsylvania. Today the campus consists of 84 acres of park-like land nestled in a western residential section of the city.

Thanks to the foresight of Dr. William F. Curtis, who was president of the College when it moved to its present site in 1915, the grounds are adorned with mature and beautiful examples of more than 140 species of trees from all over the world. Cedar Crest’s tree collection is officially designated the William F. Curtis Arboretum and is registered with the American Association of Botanical Gardens and Arboreta.

The following pages provide a brief description of the facilities and related services that students can find on campus.

**Cressman Library**

Rising in three levels from the Cedar Crest hillside, the Cressman Library houses collections and services supporting the College’s commitment to a liberal arts education. The College is equipped for wireless Internet access. An outstanding feature of the building is the view from the reading area. The library terrace is accessible from steps on the east side of the building. The main level includes the reference and journal collections, microforms, an exhibition space that features changing art exhibits, and an information commons of 13 workstations. From these workstations, students have access to the online catalog, the Internet and full-text resources. The Marjorie Wright Miller Poet’s Corner houses the library’s collection of poetry by American women.

The library webpage is accessible at library.cedarcrest.edu. Registered students have off-campus access to indexes, abstracts and full-text resources through a proxy-server. Through the Lehigh Valley Association of Independent Colleges, the Library is affiliated with the libraries of DeSales and Lehigh Universities and Lafayette, Muhlenberg and Moravian colleges. You must have a current Cedar Crest student picture ID to borrow directly from these libraries. A weekday delivery service makes it possible for our students to have access, through interlibrary loan, to over two million volumes in the combined collections of these institutions.

The library is also a member of the Pennsylvania Academic Library Consortium Incorporated. PALCI enables the student to search and borrow from 70 private and public academic libraries in Pennsylvania, West Virginia and New Jersey through the EZ-borrow interface.

Once each semester, a five-part library workshop is given. Students are encouraged to attend in order to learn how to use the library’s resources to their optimum advantage. The SIRSI integrated library system supports the on-line catalog, circulation and acquisition services. The majority of staff offices are on the main level as are the lending and information services desks, enabling students to have immediate access to assistance.

The intermediate level houses the majority of the book collection, study carrels and tables, as well as the curriculum library, which contains a collection of juvenile fiction, non-fiction and K-12 textbooks. The terrace level houses the rest of the book collection, study carrels and tables, older print journals and the record and score/libretto collections. The Media Services/InterLibrary Loan office is also on this
level. The media collection includes laser discs, videos, DVDs and music CDs that can be circulated or played in the adjacent audio/visual listening area.

**Art Galleries**

Art at Cedar Crest is an integral part of daily life. A multiple gallery system allows the opportunity to showcase a wide variety of exhibitions at locations throughout the campus. Major spaces include the Tompkins Gallery in the Tompkins College Center, Lachaise Gallery in the Miller Family Building, the David Finn Sculpture Garden featuring works by Bruno Lucchesi and the gallery in the Cressman Library.

Additionally, there are student spaces including the Capstone Gallery in Alumnae Hall and the Alumnae Gallery in TCC. The campus, a nationally registered arboretum, is a site for rotating outdoor sculpture exhibits, as well as historically significant pieces on permanent loan. The activities of the galleries are intimately woven into the program of the Art department, bringing in the work of artists with national and international reputations.

**Academic Halls**

**Alumnae Hall and Lees Memorial Chapel (ALH):** Alumnae Hall contains classrooms, an auditorium, little theatre, faculty offices, a color television studio (used in the communication program) and Lees Memorial Chapel. A notable feature of the Chapel is the group of stained glass windows portraying ten women who made lasting impressions upon civilization. The departments of art and performing arts have studios, faculty offices, practice rooms and workshops in part of Alumnae Hall.

**Blaney Hall (BHA):** The central structure on the campus is Blaney Hall which houses offices of the president, provost, executive vice president for finance & administration, executive vice president of enrollment management, admissions, finance, human resources, registrar, college relations, center for lifelong learning, financial aid, alumnae affairs, student accounts and printing services. Classrooms, including two multimedia facilities, are located in this building.

**Curtis Hall (CUR):** Faculty offices for management, information systems, computer science, mathematics, economics, education, psychology and the social sciences (anthropology, criminal justice, religious studies, sociology and social work) are located in Curtis Hall. The Roland and Doris Sigal Center For Business and Technology, the multimedia development and networking (including two multimedia computer classrooms and a micro computer lab), a distance learning facility and Academic Services also are located in Curtis Hall. The second floor contains The Ethics Institute, Alumnae Museum and classrooms. The third floor houses students, a classroom, and the Alumnae Board Room. Curtis also houses the health and counseling services center and the specially equipped Inez Cantrell Donley Education Demonstration Classroom on the ground level.

**Hamilton Boulevard Building (HBB):** This facility is the College’s latest acquisition: A completely renovated building located on the southern side of the campus, east of the softball field. The facility includes 5 multimedia classrooms, 4 nursing labs, Nursing faculty offices, a computer lab, and several student lounges. The building is scheduled to open in the fall of 2007.

**Hartzel Hall (HHL):** Hartzel Hall contains faculty offices for the Humanities department (communication, English, Hispanic and Latino Studies), the History, Law and Politics department, a language laboratory, the honors program center, the college radio station (WCCC), a ceramics studio, and a papermaking studio.

**Donald P. Miller Family Building (MIL):** The College’s Miller Family Building for art, science and peace, includes a genetic engineering lab, a physics lab, bioinformatics and computational biology computer lab, The Allen Center for Nutrition, a state-of-the-art food laboratory and the Lachaise Gallery.
Steinbright Dance Studio (STE): Facility includes a sprung dance floor, extensive barre, two studios with full studio-length mirrored walls, faculty offices and changing facilities.

College Centers

Dorothy Rider Pool Science Center (SCI): The Pool Science Center is a modern classroom and laboratory building arranged around a central landscaped court. It houses all instructional and research facilities for biology, chemistry and physics, with laboratories for course-related and independent work in all fields. The Biological Sciences department includes fully-equipped radiation and genetic engineering laboratories, darkroom and greenhouse. It has instruments for electrophoresis, electrophysiology, tissue culture, high-speed centrifugation, liquid scintillation counting, thin sectioning, photomicrography and phase, dark-field, scanning, fluorescent, and confocal microscopy. Additional equipment includes a DNA sequencer and thermocyclers.

The Chemical and Physical Sciences department contains most modern instrumentation methods, including gas and liquid chromatography (both with and without mass spectroscopy), electrochemistry, UV-visible, infrared, atomic absorption and fluorescence spectrophotometry, polarized and fluorescent microscopy and computer techniques. The science center also is equipped with nuclear magnetic resonance instrumentation and a scanning electron microscope interfaced with x-ray fluorescence.

Harold and Miriam Oberkotter Center for Health and Wellness (OBC): The Oberkotter Center for Health and Wellness (OBC) features a forensics and biological science lab, a biochemistry lab, a 100-seat state-of-the-art multi-media classroom, faculty offices, and a student lounge.

Rodale Aquatic Center For Civic Health: The Rodale Aquatic Center offers swimming, fitness and wellness classes to the College and adds a major health resource to the Lehigh Valley community. The facility includes a 25' x 40' warm-water exercise pool, a 25-yard x 8-lane fitness/competitive pool, locker rooms, meeting spaces, and parking areas all accessible for physically disabled visitors.

Tompkins College Center (TCC): The Tompkins College Center's floor-to-ceiling windows frame the magnificent park-like views of the Cedar Crest campus. This newly renovated building is a popular place for many campus activities and provides facilities for student organizations, meetings, lectures, cultural events, receptions, movies, banquets and social gatherings. It houses dining services, as well as the bookstore, post office, Samuels Theatre, information desk and art gallery. An activities lounge with electronic games, a pool table, wide-screen TV and kitchen facilities are on the ground floor. Performing arts offices, including scene and costume shops, also are located in the Center. Meeting rooms are available for use by College organizations and outside groups. Senior art majors have the opportunity to exhibit their work in the art gallery, which also hosts exhibitions by artists with national and international exhibition records. Students are encouraged to become involved with gallery exhibitions and activities and are an important presence at gallery opening receptions.

Campus Technology

The campus technology environment includes 12 computer labs and 37 classrooms with Internet access. Internet access, e-mail and shared resources (such as application software and laser printers) are available to students through their campus network accounts.

Scanners with graphics and OCR capabilities are located in each computer lab. Wireless Internet access is available in the TCC Café, the Cressman Library, the Oberkotter Center for Health and Wellness, Pool Science, the Miller building, and throughout the residence halls. Computer classrooms and labs are found in academic departments and the residence halls. The Roland and Doris Sigal Center for Business and Information Technology, which occupies the east wing of Curtis Hall, contains a 14-station lab with multimedia/development capabilities, two computer classrooms and a Networking
Lab for computer science projects. The Allen Center for Nutrition, located in the Miller Family Building, has a classroom/lab with 24 stations. The psychology labs are located in Curtis Hall.

The Hamilton Boulevard Building hosts one computer lab and 5 technology-equipped classrooms. Wireless Internet service is available throughout the entire building. A Macintosh lab in the Dorothy Rider Pool Science Center has served primarily students in the biological sciences. Funded by a grant from the Keck Foundation, a lab for computational biology and bioinformatics recently opened in the Miller Family Building. The campus also maintains a distance learning facility for local and international videoconferences located in Curtis Hall.

Designated computer labs are staffed by trained student consultants, who gain valuable work experience, while working alongside Information Technology staff to provide computer support for the campus community. Online services include web-based email, MyCedarCrest (my.cedarcrest.edu), as well as online and web-enhanced courses.

**Athletics and Other Points of Interest**

**Allen House:** The former president's home now houses offices of the student affairs division, which includes the dean of student affairs, student activities, director of residence life, community service and career planning.

**College Bookstore:** The College Bookstore is located on Level 1 of the Tompkins College Center. It offers an excellent selection of imprinted clothing and gifts, textbooks and a wide variety of selected reading material with the capability of special ordering, as well as art and school supplies, gifts, snacks and sundries.

**Lees Hall (LEE):** Seating capacity for athletic activities is more than 300; for other events, 750. Other facilities in Lees Hall include a fitness center, athletic training room and offices for the athletic department staff. Fitness Center - hours of operation are 6:00 a.m. – 1:00 a.m.

**Playing Fields:** Large areas of the campus have been arranged to provide for various outdoor sports. Tennis, basketball and volleyball courts are usable most of the year. Regulation fields for field hockey, lacrosse, soccer and softball are located behind Lees Hall. The cross country course extends throughout the campus and adjacent parks.

**President’s Home:** The president's home faces the campus on College Drive across from Moore Hall.
Graduate Education Courses

EDU 500 American Education 3 credits
An examination of the most pressing policy issues confronting elementary and secondary education as seen from the perspective of the socio-economic, political and legal frameworks within which teachers teach. Topics include academic standards and assessment, school choice, educational technologies, character education, school finance, and the civil rights of students. Particular attention is devoted to the debate over the purposes of education in an era of globalization and the governance issues raised by the standards-based reform movement in American education.

EDU 501 Educational Psychology 3 credits
An advanced survey of the historical and contemporary uses of psychology within the Education profession, and how an understanding of Educational psychology can enhance professional practice. Topics addressed include behavioral psychology, motivation, and learning theory. Additional emphasis is placed on multicultural and special education issues as they relate to learning and behavior. Students will conduct original research in this course.

EDU 505 Law and Policy in American Education 3 credits
An analysis of the legal frameworks within which teachers teach. Primary attention is devoted to federal and state laws which serve to define the legal rights and responsibilities of teachers. Topics include academic freedom, due process rights, liability, special education, free speech rights, collective bargaining and personnel issues, civil rights issues, and religion.

EDU 508 Integrating the Arts Across the Elementary and Middle School Curriculum 3 credits
This course prepares elementary and middle school teachers to integrate music, visual arts and movement/dance across the academic content areas. Emphasis is placed on fostering creativity as well as adapting learning experiences in the arts for exceptional students and ELL students. A module on physical education is included in the content of this course. Practical application to unit planning and the proposed PA Standards for the Arts are stressed. Prerequisite: EDU 550.

EDU 509 Educational Philosophy and Ethics 3 credits
Graduate students will explore contemporary and historical approaches to teaching and learning in American education. The major philosophical positions that guide current and past practice will be examined and students will be required to place their own philosophical ideologies within the context of philosophy. Students will also examine how philosophy is an integral part of educational research.

EDU 511 Literacy I 3 credits
In this course the student will develop an understanding of the major theoretical models of reading, writing, listening, and speaking in Grades K-3 in an effort to practice such models in the classroom. Prospective students develop competencies for the implementation of emergent and developmental literacy using a balanced literacy model as described in the No Child Left Behind initiative. Students will be expected to analyze research and write literary reviews on current conceptual models of literacy.

EDU 512 Literacy II 3 credits
This course is designed to provide prospective elementary and middle school teachers with the knowledge and competencies to plan, implement, and assess literacy curriculum and learning
experiences grounded in the PDE Standards for Speaking, Listening, Reading, and Writing, and to become effective agents for social and policy change in literacy education. Prospective teachers will acquire an understanding of the works from various literary genres as the basis for the developmental reading/language arts curriculum in grades 4-8 with the particular focus on the use of Literature Circles. Prospective teachers will apply their knowledge of theories and research on literacy to develop learning experiences to foster reading comprehension, critical thinking, problem solving, language arts skills, reading in the academic content areas, media literacy, and appreciation of human diversity. They will also develop competence in the integration of literacy skills across the other academic areas. This course includes intensive analysis of traditional and modern works of child and adolescent literature with an emphasis on the development of critical literacy. Diagnosis and remediation of reading difficulties are introduced. Pre-Requisite: EDU 511

EDU 513 Reading and Language Arts 3 credits
This course is designed to provide elementary and middle school teachers (K-6) the knowledge and competencies to plan, implement, and assess emergent and developmental literacy instruction. PDE Standards for Reading, Writing, Speaking, and Listening; The Balanced Literacy Model; Children's literature of various genres will be read and used to model comprehension strategy instruction. Current research articles will be included. Teachers will develop skills to assist students in their classrooms to become strategic and critical readers. Prerequisite: EDU 550.

EDU 514 Reading in the Content Areas 3 credits
Students in this course will examine best teaching practices for supporting students in the reading of content area texts. Students participating in this course will gain expertise in the strategies that increase comprehension skills for content area reading. In addition students will learn to extend content area learning through the integration of adolescent literature. A review of research of the current trends in adolescent reading is a component of this course. Prerequisite: EDU 550.

EDU 516 Diversity and Critical Pedagogy 3 credits
Students will explore instructional and political issues related to race, ethnicity, gender, sexual orientation, age, religion, etc. as they impact student learning and educational experiences and the American education system toward developing personal sensitivity and appreciation of diversity as well as a sense of their own voice as education professionals. Critical theory and more specifically strategies and approaches for facilitating a critical literacy in students grades K-12 will be a focus of this course.

EDU 517 Curriculum, Assessment and Learning Experiences for Science in K-6 3 credits
Students are exposed to the various methodologies to successfully teach science to elementary students, integrating hands on activities, challenging extensions to standard lessons/activities, and an extensive introduction to the family of calculators, CBL2, and Vernier sensors to collect real data for the above activities. This course requires an extensive review of science concepts that relate to the many science misconceptions held by elementary students. Considerable emphasis is placed on the review of current research in peer reviewed journals and active participation in on line and class discussions. This course is WEB Enhanced utilizing eCollege and current membership in NSTA and on line access is required. Prerequisite: EDU 550.

EDU 518 Curriculum, Assessment and Learning Experiences for Social Studies in the Elementary and Middle Schools 3 credits
This course prepares the prospective teacher to develop and implement learning experiences and assessments based on the PDE standards and current research in the field of education. Emphasis is placed on conceptualizing the social studies as a keystone for the integration of all subjects. Students will be expected to plan, model, and reflect upon their teaching. Prerequisite: EDU 550.
EDU 520 Pre-Student Teaching Field Experiences  
Graduate students will observe and participate in an elementary or secondary school classroom. Meetings with the instructor during the semester provides the prospective teacher with the opportunity for analysis and synthesis of field experiences. The student will complete 90 observational hours.

EDU 525 Research Design and Methodology  
An introduction to the art and science of research design and methodology – that integrates both qualitative and quantitative research methods. Special emphasis is given to the nature of the successful interview for mixed studies. Literature review, sampling techniques, data collection, and analysis of appropriate data share equal importance. Three drafts of the research proposal are submitted and reviewed by the instructor and the second draft is peer reviewed. The final draft is expected to be of superior quality and a scholarly foundation for a potential Master Thesis. This course is enhanced with online educational experiences utilizing eCollege. Prerequisite: Classroom experience (30 hours) or EDU 520.

EDU 526 Advanced Research Design and Methodology  
Students will develop the ability to design and conduct program evaluations. Students will apply the information and strategies learned in EDU-425 to a classroom, school or district setting independently or in teams under the guidance of a faculty member to have hands-on experience conducting research or evaluation studies. Prerequisite: EDU 525.

EDU 532 Curriculum, Assessment and Learning Experiences for Elementary and Middle School Mathematics  
Students are exposed to the various methodologies to successfully teach mathematics to elementary students, integrating hands on activities with various manipulatives and challenging extensions to standard lessons. A current membership in the NCTM is suggested. Considerable emphasis is placed on the review of current research in peer review journals. Prerequisites: MAT 202 and EDU 550.

EDU 535 Creative Drama in the Classroom  
This course is designed to demonstrate through a review of theory/research and experimental projects the uses, planning and implementation of creative drama in a wide variety of ways in the elementary, middle school and secondary school classroom. Practical application to unit planning and the proposed PA Standards for the Arts are stressed. Prerequisite: EDU 550.

EDU 546 Curriculum, Assessment and Learning Experiences for Secondary Science and Mathematics  
Students are exposed to the various methodologies to successfully teach mathematics and science to secondary students, integrating hands on activities with various manipulatives, challenging extensions to standard lessons/activities, and an extensive introduction to TI84 family of graphing calculators, CBL2, and Vernier sensors to collect real data for the above activities. A membership in the NCTM or NSTA and on line access is required. Online discussions and in class discussions are focused on articles from the NCTM, NSTA, and JRST journals. Considerable emphasis is placed on the review of current research in peer reviewed journals. This course is web enhanced with online educational experiences utilizing eCollege. Prerequisites: MAT 202 and EDU 550.

EDU 547 Curriculum, Assessment and Learning Experiences for Secondary Citizenship and Social Studies  
Prepares prospective secondary and middle school teachers to design, implement, and assess learning experiences that foster the development of competencies outlined in state and national standards that guide the discipline. A strong emphasis is placed on students’ ability to plan, model, and reflect
upon their teaching. Students will engage in action research as well as develop skills to be intelligent consumers of research. Prerequisite: EDU 514.

**EDU 548 Curriculum, Assessment and Learning Experiences for Secondary English**  
3 credits  
Prepares prospective secondary and middle school teachers to design, implement, and assess learning experiences that foster the development of competencies outlined in state and national standards that guide the discipline. A strong emphasis is placed on students' ability to plan, model, and reflect upon their teaching. Students will engage in action research as well as develop skills to be intelligent consumers of research. Prerequisite: EDU 514.

**EDU 549 Curriculum, Assessment and Learning Experiences for World Languages**  
3 credits  
Prepares prospective secondary and middle school teachers to design, implement, and assess learning experiences that foster the development of competencies outlined in state and national standards that guide the discipline. A strong emphasis is placed on students' ability to plan, model, and reflect upon their teaching. Students will engage in action research as well as develop skills to be intelligent consumers of research. Prerequisite: EDU 514.

**EDU 550 Educational Planning**  
3 credits  
This course will prepare prospective teachers to design a cohesive unit plan so that they will be able to demonstrate the application and implementation of lesson planning based upon effective teaching methods grounded in research. The course will also provide prospective teachers with an understanding of principles of curriculum, instructional strategies, assessment, and classroom management as they relate to teaching and learning. All students are required to read and critique several assigned scholarly reviews. This assignment will culminate in a formally typed paper and oral presentation.

**EDU 555 Developing Cultural Awareness and Sensitivity**  
3 credits  
Students will study the relationship between cultures, multicultural education, and effective teaching strategies for all students. This course will prepare educators to create an environment that will be culturally sensitive and support varied instructional approaches. It will include a study of knowledge, skills, and strategies that enable teachers to facilitate learning for students from diverse cultural and linguistic backgrounds.

**EDU 556 Second Language Acquisition and Language Development**  
3 credits  
This course will provide education practitioners with an awareness of the process of language acquisition for first and second languages both in terms of the theoretical background and in terms of the practical application in the classroom. Cognitive stages of language development, basic linguistics, and the structure of English will be introduced. Practitioners will develop competency in the integration of TESOL and PDE standards in speaking, listening, reading, and writing as well as instructional and assessment strategies to successfully increase English language learners' L2 competency. Course goals will be achieved through class lecture, discussion, research, presentations, and practical application projects.

**EDU 558 Approaches to Educating ELL's**  
3 credits  
This course offers educational practitioners a survey of the major approaches to teaching different types of English language learners in terms of method, instructional strategies, assessment. The practical application of research including adapting materials, assessment and evaluation techniques, and access to student/teacher resources will be the primary focus of the course. These topics and other issues faced by ESL teachers and learners will be addressed in a multicultural context with the goal to develop competency in the integration of TESOL and PDE standards in the classroom. This course is designed
for master's level education students and other education practitioners. Course content will be covered through lecture, discussion, student facilitation, practical application projects, and research.

**EDU 559 Curriculum, Assessment and Instruction Strategies for Teaching Culturally and Linguistically Diverse Students** 3 credits
This course prepares the teacher to adapt learning experiences to meet the needs of students who are nonnative speakers of English or students who are from a cultural heritage other than American to provide equal educational opportunity for these students. Students will be exposed to research on second language development, intercultural communication, fostering English language development and academic content learning simultaneously, facilitating acculturation and social integration of CLD students. Major emphasis is placed on the development of the prospective teachers' respect and appreciation for heritage culture and language. Prerequisite: EDU 550.

**EDU 560 Special Topics in Education** 3 credits
The focus of this course will vary for the purpose of allowing students to study critical issues in the field not covered in detail in other graduate courses.

**EDU 572 Student Teaching: Elementary School (Capstone Experience)** 3 credits
The student will spend the entire semester in a full-time experience in K-6 classrooms partnering elementary and middle schools under the guidance of a mentor teacher and a supervisor from the college. Prospective teachers receive daily feedback on the mastery of professional education competencies from the cooperating mentor teacher and weekly feedback from observation by the college supervisor.

**EDU 573 Student Teaching: Secondary Schools** 3 credits
The student will spend the entire semester in a full-time partnering middle and high schools under the guidance of a mentor teacher and a supervisor from the college. Prospective teachers receive daily feedback on the mastery of professional education competencies from the cooperating mentor teacher and weekly feedback from observation by the college supervisor.

**EDU 574 Professional Education Seminar (Capstone Experience)** 3 credits
Co-requisite is EDU-572. The course parallels student teaching (EDU-572 or EDU-573), and will meet one evening weekly during that experience. Major topics will include interpersonal and interracial relations, measurement and evaluation, technology, motivation and discipline, interview techniques and subjects of current interest and value. A variety of speakers address the national and state implications for education, strategic planning, discipline in the classroom, and IST programs. A portfolio will be developed as the culminating project.

**EDU 590 Independent Study in Learning or Teaching** 3 credits
This course is designed for a student who wants to pursue an in-depth study of a specific topic in learning or teaching and culminates in a publishable scholarly article or research study.

**EDU 599 Thesis or Capstone Application Project** 3 credits
The students will design and conduct a quantitative or qualitative research study or program evaluation under the guidance of a faculty thesis director and a committee of at least two other faculty.

**SPE 533 Psycho-Educational Testing for Teachers** 3 credits
The goal of this course is to develop a functional understanding of the theories and techniques of education and psychological testing as applied to the educational setting. Students will develop skills needed to be a contributing member of a multi-disciplinary team. This course offers students the opportunity to understand and interpret psychometric principles that apply to psychological, educational, and diagnostic assessments. Students will explore the administration, scoring, and
interpretation procedures used in a psycho-educational battery; understand the ethical standards for use and administration; and be able to both interpret and contribute to the psycho-educational process. Students will have a functional understanding of “Response to Intervention” practices and be able to identify the reliability and validity constructs as they pertain to student assessments. Students will analyze scenarios, interpret research studies and journal references, demonstrate content competencies through evaluations, and demonstrate understanding of legal responsibilities via classroom presentations.

SPE 544 Adaptations/Modifications for the Exceptional Learner in the General Education Classrooms 3 credits
Today’s educator must be prepared to support a diverse inclusive environment. This course will explore adaptations and modifications used within the general education curriculum, and technology to support students with disabilities. Historical and legal aspects of special education will be reviewed including the evaluation and individual educational plan process. Research-based practices to support students with high and low incidence disabilities will be investigated through journal reviews. Students will design and modify lesson plans, and prepare an action research proposal, which includes a thorough literature review, in an area of interest linked to this course. In addition, students are required to collaboratively plan and present assigned topics relevant to this course content.

SPE 546 Collaborative Partnerships in Inclusive Settings 3 credits
This course explores the collaborative practices of teamwork that facilitates the inclusive classroom through hands-on, interactive activities. Students are introduced to best practice strategies, collaborative/team-building skills, models of co-teaching structures, communication patterns, strategic planning, and implementation models of collaboration. These strategies will enhance the participation of special education students within the general education environment. Students are required to interpret and critique research articles, complete self-evaluations of their own leadership style, use nominal group techniques to move the group toward consensus, and apply scenario activities to practice conflict management skills. The course will provide the participant a functional understanding of organization change and the tools to facilitate productive outcomes. Student evaluations, assignments and activities will allow the participant the opportunity demonstrate their competencies in collaborative partnership understanding.

SPE 547 Classroom Management 3 credits
Intrinsic to a well-run classroom is a classroom based on the theoretical constructs of a positive behavior support plan. This course focuses on school-wide, classroom, and individual behavioral approaches appropriate for the regular and special education environments. Emphasis will be placed on the participant’s understanding of “personal fit” which matches one’s core philosophy to theories of: rules and consequences; confronting and contracting; and relationships and listening. Seminal work of renowned theorists will be explored, e.g., F. Jones, Canter, Glasser, K. Rogers, etc., as well as behavioral and reinforcement strategies. Participants conclude their study by designing a system that addresses: limit setting, administrative backup systems, incentives, encouragement systems, and management and classroom structures that are supported in research-based practices. Students will design a behavioral change study based on extending a published research study.

SPE 548 Teaching Students with Low Incidence Disabilities 3 credits
Prospective teachers are provided with an overview of classification, learning characteristics, and research-based strategies relevant to the education of students with moderate to severe disabilities. Emphasis is on assessing, planning instruction, and implementing a functional curriculum for students with significant cognitive delays and multiple disabilities. Students will review and summarize a series of journal articles that highlight peer-reviewed, research-based practices to support students with low incidence disabilities. This course will emphasize characteristics, etiological factors, child study
teams, specific assessment tools, educational practices of applied behavioral analysis, related services, family issues, inclusion, transition activities and augmentative communication devices. Participants are required to participate in scenario problem-solving activities, and lead discussion with peers based on research studies.

**SPE 550 Teaching Students with Behavioral and Learning Challenges**  
3 credits

Students will learn about the impact of learning and behavioral exceptionalities and how to plan and adapt instructional strategies to enhance effective learning through constructs of applied behavioral analysis. The course will focus on historical perspective, legal procedures and responsibilities, and implementing behavioral approaches in a diagnostic-prescriptive format. Case-scenario instruction will offer a problem solving approach so students develop a repository of viable strategies based on research-based designs. Using single-case design research studies, students will develop a behavioral change proposal. Students will demonstrate competencies in functional behavioral assessment and positive behavior support planning, delivering of explicit direct instruction, and design and interpret progress monitoring systems tied to goals within the student's individual education plan.

**SPE-575: Special Education Internship**  
3 credits

The director of student teaching and field experiences arranges practicum assignments well in advance. The student should, therefore, check with her advisor during the junior year to obtain the due date for internship applications. The intern teacher is responsible for transportation arrangements and expenses in getting to the assigned practicum site. Please note that during the spring term, the intern teacher will be expected to teach during the College spring break. If a student is a resident student, she may remain in the resident hall but will be responsible for her own meals. Students will spend half of the semester working under the supervision of a special education professional in an included classroom context. Weekly observations and conferencing with the college supervisor will foster the development of the knowledge, skills and values learned in coursework in special education. There is a $150.00 cooperating mentor teacher honorarium charged for this course.
Graduate Forensic Science Courses

FSC 500 Thesis Prospectus 2 credits
An introduction to scholarly and research manuscript writing, forensic science literature, and
documentation styles and techniques. Discussion will center on current research trends within the
forensic science community. Each student will write a thesis proposal by the end of the semester and
select a thesis committee. Prerequisites: Acceptance into the master's program in forensic science and
completion of all undergraduate prerequisites.

FSC 501 Forensic Science Research I 4 credits
First-half of laboratory research in forensic science subject areas. Data generated from research will
form the basis of a master's thesis needed for degree completion. Prerequisites: Successful completion
of FSC 500.

FSC 502 Forensic Science Research II 4 credits
Second-half of laboratory research in forensic science subject areas. Data generated from research will
form the basis of a master's thesis needed for degree completion. Prerequisites: Successful completion of FSC 500 and FSC 501.

FSC 503 Graduate Seminar I 2 credits
A lecture series involving presentations from students on their master's thesis research and from invited
speakers. Student progress toward the completion of the master's thesis is monitored. Prerequisites:
Successful completion of FSC 500, FSC 501 and FSC 502.

FSC 504 Graduate Seminar II 2 credits
A lecture series involving presentations from students on their master's thesis research and from invited
speakers. Student progress toward the completion of the master's thesis is monitored. Prerequisites:
Successful completion of FSC 500, FSC 501, FSC 502 and FSC 503.

FSC 505 Separations Chemistry 2 credits
An advanced study of the various types of separation methods used in chemistry with attention to
specific types of applications to forensic evidence and modern methods of forensic chemical analysis.
This course will challenge and advance the students understanding of the analytical separation
methods and analyses of forensic science from a fundamental, chemical perspective. Students will
learn from a scientific analytical perspective the theoretical and practical aspects in the concepts of
separating analytes in forensic evidence. Topics will be presented to include modern separation
methods, concepts, and techniques such as sample preparation techniques, extraction methods such as
liquid-liquid, solid-phase, and micro-extraction, precipitation separations, ion-exchange separations,
electrochemical and gravimetric separation methods, and chromatographic separations such as gas
chromatography, liquid chromatography, supercritical fluid and capillary electrophoresis. Prerequisites:
Completion of undergraduate prerequisites for the program.

FSC 506 Advanced Analytical Spectroscopy 2 credits
An advanced study of the various types of spectroscopy methods used in chemistry with attention to
specific types of applications to forensic evidence and modern methods of forensic chemical analysis.
This course will challenge and advance the students understanding of the analytical spectroscopy
methods and analyses of forensic science from a fundamental, chemical perspective. Students will learn
from a scientific analytical perspective the theoretical and practical aspects in the concepts of analyzing
specific analytes in forensic evidence through spectroscopy. Topics will be presented to include
modern spectroscopy methods, concepts, and techniques such as molecular spectroscopy, ultraviolet spectroscopy, infrared spectroscopy, mass spectrometry (MS), atomic emission spectroscopy, atomic MS, atomic X-Ray spectrometry, inductively coupled plasma (ICP), ICP/MS, Raman spectroscopy, and surface characterization by spectroscopy. Prerequisites: Completion of undergraduate prerequisites for the program.

FSC 507 Forensic Chemistry 3 credits
A study of the chemistry of certain types of forensic evidence and modern methods of forensic chemical analysis. This course will challenge and advance the students understanding of the analytical methods and analyses of forensic science from a fundamental, chemical perspective. Students will learn from a scientific analytical perspective the analysis of materials such as drugs, glass, paints and plastics, fire debris, explosives, fibers and other types of physical evidence. The student will learn the meaning and significance of analytical data from a fundamental approach. Topics will be presented to include modern reactions, concepts, techniques and instrumentation such as chromatography, infrared spectroscopy, and ultraviolet spectroscopy. Prerequisites: Completion of undergraduate prerequisites for the program.

FSC 508 Forensic Toxicology 3 credits
The course will introduce students to principles and methods in the area of forensic toxicology. The course will introduce pharmacological and toxicological principles as they pertain to commonly encountered abused and toxic substances. Discussions will focus on the toxicants, their mechanism of action, post-mortem characteristics, methods of collection and methods of preservation and analysis. The course will review basic concepts of analytical chemistry as it applies to drug and body fluid analyses. Specific methods for the analysis of alcohol, barbiturates, benzodiazepines, opioids, cocaine, marijuana, amphetamines, and hallucinogens will be presented. Prerequisites: Completion of undergraduate prerequisites for the program.

FSC 509 Advanced Crime Scene Reconstruction 2 credits
This course will begin with an introduction to basic forensic pathology as it relates to crime scene reconstruction followed by an in-depth study of advanced bloodstain pattern analysis. Students will then use this knowledge to analyze autopsy reports, clothing, photos, crime laboratory reports, and BPA computer programs to reconstruct several crime scenes. Advanced crime scene reconstruction techniques such as computer-graphic facial reconstruction, advanced shooting incident reconstruction, and high-technology crime reconstruction will also be discussed. The semester will end with a discussion on report writing and courtroom testimony of reconstruction cases. Prerequisites: Completion of undergraduate prerequisites for the program.

FSC 510 Recent Advances in Forensic Biology 3 credits
An advanced forensic biology course that will deal primarily with newer techniques used in body fluid stain identification, DNA extraction, DNA quantitation, PCR, and genotyping. Emphasis will be placed on state-of-the-art technologies and their application to common forensic biological issues such as degradation, sensitivity, specificity, and variation in sample type. Advanced DNA topics including SNPs, microbial DNA, Y-STRs, mitochondrial DNA, and plant and animal DNA will also be discussed. The course will also focus on population statistics used in forensic DNA analysis with an emphasis on statistical interpretation of mixtures. Prerequisites: Completion of undergraduate prerequisites for the program.

FSC 511 Molecular Biology 3 credits
The course begins with an examination of basic molecular biology including the structure of DNA,
methodology of DNA replication, regulation of gene expression, and consequences of DNA mutations. The use of recombinant DNA and its applications in the study of human genetics will be explored as well as the impact of biotechnology on society. Prerequisites: Completion of undergraduate prerequisites for the program.

**FSC 512 Forensic Science Administration**

Theoretical and practical applications of forensic science laboratory management. Scenarios of actual issues confronted by forensic science laboratory managers will be discussed as well as economic and business considerations in the administration of a forensic science laboratory. Discussion will also include prioritizing resource allocation, management of personnel, forensic science laboratory facility issues, building relationships with outside agencies, leadership in a crime laboratory, and crisis response. Prerequisites: Completion of undergraduate prerequisites for the program.

**FSC 513 Advanced Microscopy**

An advanced study in the theory and practical application of microscopy methods. The course will focus on polarized light, fluorescence and scanning electron microscopy. Emphasis will be placed on spectroscopic methods that can be interfaced with microscopy such as micro-FTIR, microspectrophotometry and x-ray microanalysis. Additionally, digital imaging and photomicrography will be discussed. Prerequisites: Completion of undergraduate prerequisites for the program.

**FSC 514 Legal and Ethical Issues in the Forensic Sciences**

The role that a forensic scientist plays in the litigation process will be discussed. Students will learn the appropriate guidelines for professionalism and conduct in expert witnessing. All students will participate in a moot court exercise. The course will also address standards of reliability and relevance of scientific evidence in court and the distinction between good science, bad science and junk science. Legal rules regarding the search and seizure of physical evidence and the development and application of professional codes of ethic will also be discussed. Prerequisites: Open to students in their last semester of academic study.

**FSC 599 Continuing Research**

Continuation of summer thesis research into the academic year. Prerequisites: FSC 500, 501 and 502.
Graduate Nursing Courses

NUR 510 Conceptual and Theoretical Foundations for Nursing  
3 credits
This course explores the epistemology of nursing science, including historical perspectives, current concepts pertinent to nursing, and the impact of grand and midrange nursing theories on the future of nursing practice.

NUR 512 Research for Evidence-based Nursing Practice  
3 credits
This course is designed to develop the role of the professional graduate student as a competent research consumer. Students develop the skills needed to identify and critically appraise scientific evidence to evaluate the quality and applicability to clinical practice. The course content includes an overview of research concepts, ethical issues, literature searches and reviews, quantitative and qualitative research methods and designs, data collection, analysis and interpretation techniques. Students gain an understanding of the research process and the role of research in evidence-based practice.

NUR 514 Informatics and Technology in Nursing  
3 credits
This course explores the impact of informatics upon evidence-based practice, leadership, management, and education. Emphasis is placed on how informatics supports evidence-based decision-making, and on how informatics and technology impact the delivery of nursing and health care.

NUR 516 Issues and Trends Relevant to Nursing  
3 credits
This course focuses on the nonclinical yet critical content necessary to practice safely in a competent professional nursing role. Topics explored include current international, national, state, and local trends affecting nursing such as health care/illness care financing, bioterrorism, professional credentialing, ethical decision making, bioethical dilemmas, federal and state laws, nursing's professional organizations, and issues of interest based on nursing specialties.

NUR 520 Vulnerable Populations: Nursing Perspectives  
3 credits
The elimination of health disparities has been identified as an area of research emphasis by the National Institute of Nursing Research. This course examines health determinants and health disparities within the United States as well as in the global community. The student will examine health disparities and the burden of disease within social, cultural, political, economic, and environmental contexts using a systematic, multidisciplinary approach.

NUR 522 Advances in Clinical Nursing Practice  
3 credits
Overarching strategic issues of significant importance to the nursing profession, as identified by the National Institute of Nursing Research, will be investigated and explored in this seminar-style offering. This course provides a platform for students from diverse clinical specialties and backgrounds to share personal exemplars with an audience of peer scholars. Integral topics such as, the holistic nursing paradigm, health promotion and disease management, caregiving, quality of life and end-of-life care issues are relevant to all nursing specialty areas and are keystone elements that comprise the unique knowledge-base of the nursing discipline. These seminal concerns will be probed and elucidated within the context of universal nursing care.

NUR 525 Clinical Nursing Practicum  
4 credits
This course explores a variety of decision-making approaches that are frequently used by leaders of nursing practice. Multiple decision-making methods are explored including the effects of current evidence, history, tradition, and other ways of knowing on nurses and their ability to make decisions within the complex healthcare milieu. Legal, spiritual, cultural, and political factors that influence nurses’ consideration of the patient, family and community needs will be discussed as well as emotional
intelligence and its impact on clinical decision-making. Students will complete 84 hours (2 credits) of clinical experience in a specified clinical setting and 28 hours (2 credits) in classroom seminars.

NUR 531 Curricula in Nursing Education 3 credits
This course is designed to introduce the student to traditional and contemporary considerations for curriculum planning and design as applied to nursing education. The primary focus is the process of curriculum development and program evaluation. Historical, social, and theoretical issues related to curricula planning will be examined.

NUR 533 Teaching Strategies for the Nurse Educator 3 credits
This course presents the facilitation process necessary to motivate change in learners. Effective teaching strategies and materials to maximize learning in academic and clinical settings are emphasized. Measurement and evaluation techniques that are essential to effective teaching in academic and clinical practice settings are explored.

NUR 535 Nurse Educator Practicum 5 credits
This course will provide students the opportunity to apply concepts and develop skills in curriculum development, classroom and clinical teaching, and evaluation methods in an educator role within the student's area of specialization. The student can choose from a variety of opportunities in clinical settings with patients or staff nurses or with nurse educators in clinical or academic settings. Students will gain experience interfacing with faculty, administrators, and support service personnel in the institution(s) of their choice. Students will complete 84 hours (2 credits) of clinical experience in an educator role and 42 hours (3 credits) in classroom seminars.

NUR 541 Nursing Care Delivery Systems 3 credits
This course will introduce the student to leadership and management theory, the roles of the nurse administrator, the organizational structure of health care delivery systems, care delivery models, the planning process, program evaluation methods, and the effects of national and international health care policy on institutions.

NUR 543 Resources for the Delivery of Nursing 3 credits
This course will introduce students to health care economics, budgeting and financial management, health care reimbursement, business plans and grants, and development and management of human resources.

NUR 545 Nurse Administrator Practicum 5 credits
This course will introduce students to professional ethics, health care laws and regulations, collective bargaining, institutional and individual credentialing, professional and institutional liability, contract administration, and the role of politics and power in nursing and health care. Students will have the opportunity to apply concepts learned in NUR541 and 543 in a managerial role within the student's area of clinical specialization. Students will complete 84 hours (2 credits) of clinical experience in an educator role and 42 hours (3 credits) in classroom seminars.

NUR 558 Evidence-based Nursing Practice: Preparation 3 credits
Students will build on the knowledge and skills acquired throughout the MS in Nursing curriculum to develop an innovative evidence-based practice project to address an answerable clinical question. The purpose of this culminating project is to prepare nurse leaders for designing and implementing evidence-based practice initiatives for purposes of healthcare policy and practice in diverse healthcare settings across the continuum of care. Students will examine the interaction of theory, research, and clinical expertise in the development of evidence-based nursing practice. Students will develop the skills
necessary to delineate their individual clinical question, integrate critically appraised extant knowledge, and design a document that transforms empirically developed information for use in nursing practice.

**NUR 559 Evidence-based Nursing Practice: Translation**  
2 credits

In this course, students will extend their understanding of the process of moving from evidence to action through the translation of evidence synthesis. Under the direction of a nursing faculty mentor, students will focus on the use and dissemination of evidence by proposing a method to implement and evaluate an evidence-based practice project for use in a selected practice setting that is appropriate to the learner and learning goals. The student will complete the project by submitting an extensive portfolio of the project's conception, development, and implementation and evaluation plan.
College Personnel

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Alumnae Association
The Alumnae Association is composed of alumnae of the College. Its purpose is to advocate alumnae engagement with the College; support Cedar Crest College in realizing its mission, programs, and student affairs; promote financial support for the College; assist the Alumnae Office in effectively serving alumnae; and encourage alumnae spirit of service. Officers are elected by active members.

Alumnae Association Board – 2009-2010
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1st Vice President, Virginia Pityo Mihalik ’77
2nd Vice President, Janet Moore ’85
3rd Vice President, Nancy Yanuzzi Cleff ’80
Secretary, Jo Cale Brumund ’64
Treasurer, Tracy Broomall ’93

Administration

Academic Programs
Provost:
Associate Provost:
Executive Assistant to the Provost:
Assistant to the Provost:
Director of Institutional Research and Planning:
Dean of Graduate Programs:

Academic Services
Director:
ESL Specialist/Special Populations Advisor:
Coordinator of Science and Math Resources:
Science Coordinator:
Writing Center Coordinator:
Disabilities Specialist:

Admissions, Enrollment Management and Student Financial Services
Senior Executive Vice President Enrollment Management and Student Affairs:
Assistant to the Senior Executive Vice President Enrollment Management and Student Affairs:
Director of Student Financial Services:
Associate Director of Student Financial Services:
Associate Director of Student Financial Services:
Associate Director of Admissions:
Associate Director of Admissions:
Admissions Counselor:
Admissions Counselor:
Admissions Counselor:
Admissions Counselor:
Database Manager:
Allen Center for Nutrition
Director: Martine Scannavino, DHSc, RD, LDN

Alumnae Affairs
Executive Director: Susan Seccombe Cox, B.A.
Assistant Director of Alumnae Affairs: Diane Gehringer, B.A.

Center for Lifelong Learning
Director: Nancy Hollinger, M.Ed.
Assistant Director: Kristine Lendvay, M.Ed.
Assistant Director: Michael Yergey, B.A.
Admission Representative: Mary Ellen Hickes, B.A.
Database Coordinator: Michele Potts, B.A.

College Relations
Executive Director: Michael Traupman, B.A.
Media Relations Associate: David Jwanier, B.A.
Internal Communication and Special Events Associate: Elizabeth Brandl, B.A.
Web Design and Electronic Media Associate: Paul N. Pastrone, B.A.
Graphic Design Associate: Kimberly Harrison, B.F.A.

Facilities
Director: Joseph Hartner
Assistant to the Director: Denise Eckert
Supervisor, Custodial Services: Michael Mille
Supervisor, Maintenance: Roger Borman, A.B.
Supervisor, Grounds: William Rantz

Finance and Administration
Executive Vice President of Finance and Administration/Treasurer: Elaine N. Deutch, M.S.
Executive Assistant: Leslie K. Zavar
Human Resources Director: Margie Grandinetti, M.S.
Compensation Manager: Heather Hartner, A.B.
Human Resources Generalist: Amanda Fredd
Controller: Audra Hoffman, B.A., B.S.
Assistant Controller: Valerie Kreiser, A.B.
Accounting Assistant: Marca Kreger, B.S.
Purchasing Coordinator: Karen Khattari
Printing Coordinator: TBA
Accounts Payable Coordinator: Mary Deutsch

General Services
Director of General Services: Walter J. Baransky, B.A.
Information Technology

Director of Information Technology: Kathleen Cunningham, B.S.
Assistant Director: Julie Hobert, B.S.
Web Programmer/Analyst: Paul Edinger, B.S.
Educational Technology Specialist: Matthew Kile, M.S.
Information Technology Specialist: Shannon Pretko, B.S.
Information Technology Specialist: Scott Koder
Network Administrator: Michael Ortiz, B.S.

Institutional Advancement

Vice President of Institutional Advancement: Patricia Moran, M.B.A.
Director of Annual Fund: TBA
Assistant Director of Annual Fund: Mary Hunter, B.A.
Leadership Gifts Officer: Katherine Davis Santoro, B.A.
Information Services Manager: Linda George, B.S.
Information Services Assistant: Brandi Furry, B.A.
Director of Foundation & Government Relations: Marcie Walker, Ph.D.
Manager of Advancement Research: Barbara Esteve, B.A.

Library

Director: Mary Beth A. Freeh, M.L.S.
Head of Information & Instructional Services: Carolyn C. Nippert, M.L.S.
Cataloger: Barbara Bollinger, M.S.L.S.
Systems Librarian & Information Technologist: Sheri Schneider, M.S., M.S.L.S.
Lending Services Supervisor: Susan Phillips, B.S.

Office of the President

President: Carmen Twillie Ambar, M.A., J.D.
Executive Assistant to the President: Cheryl Wenner, B.A.
Assistant to the President: Karen Dorney, B.A.

Registrar’s Office

Registrar: Janet Baker, B.A.
Associate Registrar: Stacey Berger, B.S.
Office Coordinator: Ashley Hall, B.A.
Registration Systems Analyst: Lyn Williams, B.S.

Rodale Aquatic Center for Civic Health

Director: Scott Rowlands, B.A.
Director: Susan Danish
Office Manager: Jennifer Helmuth, B.A.
Fitness Coordinator/Head Lifeguard: Seth Rehrig

Safety and Security

Chief of Campus Security: Mark Vitalos
Assistant Chief of Campus Security: Roger Johns, B.A.
Assistant to Security and General Services: Carolyn Mraz
### Student Affairs

Senior Executive Vice President Enrollment Management and Student Affairs: Kimberly Owens, Ph.D.

Dean: TBA

Acting Dean of Student Affairs: Denise O’Neill, Ph.D.

Assistant to the Dean: Sheryl Riddlestorffer

Director of Athletics: Kristin Maile, M.B.A.

Assistant Director of Athletics: Dan Donahue, B.S.

Athletic Trainer: Beth Oudin, B.S., ATC, CSCS

Assistant to the Director: TBA

Director of Athletic Communications: Marci Lippert, M.Ed.

Director of Career Planning: Melissa Faulkner, M.Ed.

Director of Community Services Programs: Tammy Bean, M.Ed.

Director of Residence Life: Kelly Mycek, B.A.

Residence Life Coordinator: Angela Kramer, B.A.

Residence Life Coordinator: Kelly Ann Murray, B.S.

Health and Wellness Coordinator: Valerie Donahue, B.S.N

### Tompkins College Center

Director of College Center Services: Allison Valentine, B.A.

Assistant to the Director: Mary Pat Phillip, A.A.S.
Directory

Academic Services
610-606-4628
Curtis Hall Room 109
advising@cedarcrest.edu

Cressman Library
610-606-4605
library@cedarcrest.edu

Bookstore
610-740-3775
Tompkins College Center, Lower Level
bookstore@cedarcrest.edu

Dean of Students
610-606-4603
Allen House
doneil@cedarcrest.edu

Career Planning & Internships
610-606-4648
Allen House
career@cedarcrest.edu

Student Financial Services
610-606-4602
Blaney Hall, Room 212
finaid@cedarcrest.edu

Center for Lifelong Learning
610-740-3770
Blaney Hall, Room 105
lifelong@cedarcrest.edu

Registrar
610-740-3765
Blaney Hall, Room 209
registrar@cedarcrest.edu

College Automated System
610.606.4666
610.606.4667

Safety & Security
610-606-4642
Emergency – Dial “O” from any campus phone.

College Operator
610-437-4471

Student Financial Services
610-606-4602
Blaney Hall, Room 212
financialservices@cedarcrest.edu

Inclement Weather Hotline
610-606-4629