The mission of the School of Adult and Graduate Education (SAGE) is to support the career interests and educational aspirations of men and women throughout every step of their professional development.

In fulfillment of this mission, the School of Adult and Graduate Education is dedicated to providing men and women with the expertise, judgment, vision, and inspiration to participate actively and responsibly within the diverse communities and dynamic professional networks wherein they will play a leadership role as graduates of Cedar Crest College.

The Adult and Graduate Admissions Office is located in Blaney Hall, Room 105 and may be reached by phone at 610-740-3770, by email at sage@cedarcrest.edu; or by fax at 610-740-3786. SAGE Admissions is open Monday-Thursday 8:30-6:30 and Fridays 8:30-4:30.

Effective August 29, 2016
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Mission Statement & Philosophy of Graduate Education
Mission Statement

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

Philosophy of Graduate Education

Building upon the College’s tradition of teaching excellence, graduate education at Cedar Crest aspires to provide men and women 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:** Academic programs should ensure that students learn how theoretical perspectives, methodological techniques, and professional
practices can be utilized to address the practical needs of local, national and global communities. While programs should acknowledge the value of professional expertise, students also should learn how to recognize, respect and collaborate with the human and social capital embedded within diverse communities.
Academic Policies
Academic Policies

**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.

5. 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.

6. 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.

**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

Students who hold a degree from a non-domestic institution or students who have completed credits at non-domestic institutions must have their transcripts evaluated by a transfer evaluation service recognized by the College. Transfer credit is evaluated according to program specific handbooks.

**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.
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.

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

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.

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.

**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 also vary across graduate programs. Please consult each program’s Graduate Student Handbook for specific details.

**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.

**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.
**Fee Assessments**

- Full-Time Graduate Activity Fee, per semester $20
- Part Time Graduate Activity Fee, per semester $20
- MBA Activity Fee, per semester $10
- Full-Time Technology Fee, per semester $100
- Part-Time Technology Fee, per semester $50
- MBA Technology Fee, per semester $25
- Accident/Health Insurance (per year) $1,578
- Graduation Fee: $100
- Transcript Fee (with signed written request per copy): $5
- Transcript Fee for fax (with signed written request per copy) $15
- Transcript Fee for next day delivery (with signed written request per copy): $40
- Key Replacement Fee $50
- Failure to return mailbox key at check out (minimum) $50
- ID Replacement $20
- Vehicle Registration/Parking Permit No Charge
- Returned Check Fine $35
- Damage Fines Assessed by Director of Housing/Facilities
- Library Fines Assessed by Library & Safety
- Traffic Violations: Assessed by Campus Security Late Registration Fee $30
- EZ Payment Plan Enrollment Fee (per semester) $25
- EZ Payment Plan Late Fee (per month) $50
- Full-Time Student Late Payment Fee (per month) $200
- Part-Time Student Late Payment Fee (per month) $100
- Tuition Deferment Late Fee (per month) $200

Note: 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.

**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 who are at least half time in graduate courses are eligible for various types of educational loans made available through the federal government. The following is list of these federal loans. For additional information, please contact the Student Financial Services. **Federal Direct Unsubsidized Stafford Loans:** (Graduate and Undergraduate students) These loans are available to
students regardless of need, however interest accrues while the student is enrolled in school. Principal is deferred while the student is enrolled at least half-time and options are available to pay interest monthly, quarterly or to allow capitalization upon repayment. To apply, students must complete the FAFSA.

**Direct Grad PLUS Loans:** Graduate students who are credit approved may borrow up to the cost of attendance for the period of enrollment, minus other estimated financial assistance received for that period. Direct 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 and should utilize all Federal Direct Stafford Loan eligibility for the period of enrollment needed prior to applying for a Direct Grad PLUS Loan.

**Financial Aid Policy**

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](http://www.fafsa.ed.gov). Cedar Crest’s FAFSA code is 003243. Applicants selected for FAFSA verification are required to submit an IRS Tax Return transcript (available at [www.IRS.gov](http://www.IRS.gov) or 1-800-908-9946) if the student did not utilize the IRS Data Retrieval Tool on the FASFA, 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.

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
Full-Time and Part-Time Status
Nine credit hours per semester constitute 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.

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 Financial Services. 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.

Grades and Grade Points

\[
\begin{align*}
A & = 4.0 \text{ quality points} \\
A- & = 3.7 \text{ quality points} \\
B+ & = 3.3 \text{ quality points} \\
B & = 3.0 \text{ quality points} \\
B- & = 2.7 \text{ quality points} \\
C+ & = 2.3 \text{ quality points} \\
C & = 2.0 \text{ quality points} \\
C- & = 1.7 \text{ quality points} \\
D+ & = 1.3 \text{ quality points} \\
D & = 1.0 \text{ quality points} \\
F & = 0 \text{ quality points}
\end{align*}
\]

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.
**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 for at least 6 credits per semester. For further information, please consult the graduate program descriptions.

**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 the School of Adult and Graduate Education, 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 is they have questions regarding the provisions of the handbook.

**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.

**Housing**

Female 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 Steinmetz Director of Residence Life at kmsteinmetz@cedarcrest.edu, or 610-606-4603.

**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.
**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 Adult and Graduate Education who will forward the independent study form to the Provost. Upon approval, the form will be sent 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.
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.

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.

**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.

**Official Withdrawal from Cedar Crest**

In order to withdraw officially from the College, a student must complete an exit interview that starts with the Withdrawal or Leave of Absence Application on the Current Student tab 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.

Students may apply to audit courses in the Pan-European MFA program, indicating such in their applications or through notice to the Program and Administrative Directors. Permission to audit a course is granted by decision of the MFA Program and Administrative Directors, according to program admissions standards that may include consultation with a faculty member working in the student’s creative genre. Auditors will complete all mentorship exchanges, workshop critiques, tutorial sessions, or other assignments that are part of the audited course. An audited Pan-European MFA course does not count toward the completion of degree requirements. Audited courses are graded S (Satisfactory) or U (Unsatisfactory). The per-credit tuition rate for audited Pan-European MFA courses shall be set each semester by the College. Students may, with permission of the faculty mentor and the MFA Program and Administrative Directors, convert an audited course to for-credit at any time prior the end of a program term. Adjustment of tuition and fees to the level of the for-credit rate will be made where applicable. After the start of a program term, students enrolled in a for-credit Pan-European MFA course may not convert the course to audit
Procedure for Application and Matriculation

Matriculation is a student's formal acceptance as a degree candidate at Cedar Crest. The date of matriculation is the first day of classes in the term in which the student is enrolled after having satisfied all matriculation requirements. Matriculation is required for any student who plans to receive financial aid and/or declare an academic major.

Students intending to complete a degree are encouraged to matriculate upon entry. The date of matriculation determines the liberal education requirements and major requirements under which the student will graduate, unless the student chooses to graduate according to provisions enacted by the faculty and stipulated in subsequent catalogs. **Students who do not matriculate upon entry are required to do so depending upon the policies of the graduate program to which they are admitted.** In the event that a course section reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

Refund Policies

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

It is a 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 the Registrar 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
from Course(s). Assistance with the withdrawal process can be obtained through Academic Advising, the Registrar’s Office or Student Financial Services.

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 Direct Stafford Loan, Subsidized Direct Stafford Loan, Perkins Loan, Direct PLUS (Graduate Student), FFEL/Direct PLUS (Parent), Pell Grant, FSEOG, 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 2016-2017 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.

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.

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.

Standards of Satisfactory Academic Progress

Statement of Policy

Federal and state regulations, as well as institutional policy, require that a
student maintain satisfactory academic progress (SAP) towards their degree
in order to receive financial aid.

To measure progress, Student Financial Services evaluates a student’s
academic record at the completion of each academic year, reviewing both
the quantitative (the maximum time frame and completion rate) and the
qualitative (cumulative grade point average) as a student pursues her/his
degree. Failure to meet these standards will result in the suspension of
financial aid eligibility, which may include federal, state and institutional aid.

*Summer Semester: Credit hours attempted during the summer semester
will be included in the calculation of SAP standards just as any other period
of enrollment.

Quantitative Standards

Completion Rate: Students must maintain a minimum course completion
percentage for progress each academic year of at least 67%. This is
calculated by dividing the number of credits earned by the credits
attempted. Credits transferred from another institution count towards
attempted and earned credits.
Maximum Time Frame: Per federal guidelines, the maximum time frame for program completion for federal Title IV funds is defined as 150% of the credits required to complete the degree or certificate program as defined by Cedar Crest. (For example: Bachelor of Science in Criminal Justice= 120 credits x 150%= 180 credits. 180 credits is the maximum that can be attempted with federal Title IV funds.) The maximum credit standard for graduate degree programs are based upon the minimum program credit requirements published in the Cedar Crest College Graduate Catalog. Cedar Crest College funded aid is limited to a maximum of 10 full-time semesters. The maximum number of credits allowed will be based upon the credit maximums for a single degree, even when a student is pursuing more than one major at one time or there is a change of academic major.

- **Repeated Coursework:** Students may repeat a previously passed course one time if a better grade is required for the major/minor and maintain financial eligibility, assuming all other academic progress requirements have been met. Repeated course work counts toward the 150% completion time frame.

- **Transfer Credits:** Credits transferred from another institution count towards attempted and earned credits.

- **Audited Courses:** Students do not earn any academic credit for audited courses. They do not count in the calculation of attempted credits.

- **Pass/Fail Courses:** These courses count in attempted and earned credits.

- **Withdrawals:** These are counted as courses attempted and count toward the maximum time frame.

Qualitative Standards

The qualitative requirement establishes a minimum cumulative grade point average for all students to reasonably progress through their program of study. The following chart identifies the minimum standards required for students to achieve and maintain satisfactory academic progress for undergraduate and certificate programs. Graduate programs require a minimum 3.0 GPA.

<table>
<thead>
<tr>
<th>Undergraduate and Certificate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Attempted (Including)</td>
</tr>
<tr>
<td>Minimum Cumulative Grade Point</td>
</tr>
</tbody>
</table>
### Transfer Credits)

<table>
<thead>
<tr>
<th>Transfer Credits</th>
<th>Average (GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-23</td>
<td>1.8</td>
</tr>
<tr>
<td>24-54</td>
<td>1.9</td>
</tr>
<tr>
<td>55+</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Cedar Crest Academic Scholarship Recipients:** Students who are recipients of Cedar Crest College merit scholarships and awards must maintain full-time enrollment and GPA standards of the specific scholarship to maintain award eligibility. Students should refer to the merit scholarship and awards section of the specific Cedar Crest Course Catalog they enrolled under (year admitted to the College) for more details.

**Failure to Meet the Satisfactory Academic Progress Standards**

Students who fail to meet the Satisfactory Academic Progress Standards will lose their financial aid eligibility immediately. They will be notified in writing by Student Financial Services. Students may reestablish eligibility by successfully completing the required number of credits and/or by attaining the overall required grade point average by the end of the next semester without receiving financial aid. If the student fails to meet the maximum time frame standards, the student will not receive any additional financial aid for the remainder of their degree.

**Appeal Process**

A student may appeal her/his failure to maintain SAP standards for financial aid if extenuating or mitigating circumstances exist. Appeals will be considered for circumstances that include but are not limited to, death or illness of an immediate family member, medical condition, hospitalization, documented emotional distress, or any other situation beyond the student’s control. All appeals must be in written format and include the following information:

- Name, student ID and program of study
- Details of the situation resulting in the financial aid suspension
- Documentation supporting the details of the letter (e.g. death certificate, doctor’s note, hospital bill, police report, letter from
academic advisor or 3rd party)

- Plans for next term of enrollment (e.g. number of credits, change of major, academic improvement plan details, etc)

As a part of the appeals process, the student must provide information about why she/he failed to maintain SAP standards, and what has changed in the student’s situation that will allow her/him to demonstrate satisfactory academic progress at the next evaluation. Meeting with an academic advisor (Academic Services) to create an academic plan may be required.

Appeals are evaluated by the Financial Aid Appeal Committee. Students should make payment arrangements if necessary while waiting on the Committee’s decision if necessary. The student will be notified of the Committee’s decision in writing. The decision of the Committee is final. There is no secondary or director appeal process. If an appeal is denied, students can only be reinstated for aid eligibility if they satisfy all deficiencies. If an appeal is approved and the student does not fulfill the conditions of his or her probation or academic plan, the student will not be eligible for aid for any future semesters during their academic career unless the student satisfies all academic deficiencies.

*Please note that any appeal granted by Cedar Crest College to its Satisfactory Academic Progress Policy is not applicable to the Pennsylvania State Grant program. A separate appeal process must be completed directly with the Pennsylvania Higher Education Assistance Agency State Grant Division.

**Financial Aid Probation**
Students who have had an appeal approved will be placed on probation for one semester and will have their financial aid reinstated for the probation semester. If the student fails to maintain the SAP standards at the end of the semester, she/he will lose financial aid eligibility until SAP standards are met.

If a student on financial aid probation meets the terms of the probation, the student will be permitted to continue to receive financial aid for a subsequent semester. If a student does not meet the terms of the probation, the student will lose eligibility for financial aid at that time.

**Reinstatement of Eligibility**
Financial aid eligibility may be reinstated after a student meets the SAP standards, quantitative and qualitative, as defined above. Students who retain eligibility by completing required coursework must notify the Student Financial Services in order to have their progress reevaluated, and financial
Description of Grades and their effect on SAP Standards:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Attempted Credits</th>
<th>Earned Credits</th>
<th>Grade Point Average</th>
<th>Maximum Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>A-</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>B+</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<td>B</td>
<td>Y</td>
<td>Y</td>
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<td>B-</td>
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<td>Y</td>
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<td>C+</td>
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<tr>
<td>C</td>
<td>Y</td>
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<td>C-</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
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<td>F</td>
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<td>P</td>
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<td>Y</td>
<td>N</td>
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<tr>
<td>I*</td>
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<td>N</td>
<td>N</td>
<td>Y</td>
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<tr>
<td>W</td>
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<td>N</td>
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<td>NG</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
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<tr>
<td>AU</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
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</tbody>
</table>

*It is the student’s responsibility to inform Student Financial Services of all grade changes (ex. From “I” to “B”) to ensure that the SAP status is
reviewed.
**Student Appeals Process**

**Student Due Process – Academic Matters**

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 elect to contest the decision through the Student Complaints - Appeals Process (see below). If the issue is a dispute of a final grade received in a course, the appeal must be submitted within thirty days of the date that term grades are issued by the Registrar.

**Student Complaints – Appeal Process**

A student who wishes to appeal the decision of an academic matter (academic matters include disputes over grades, allegations of academic misconduct, and program dismissals) or has a specific complaint regarding a non-academic matter should address the issue in writing to the Program Director of the academic program. If the complaint or appeal involves the Program Director, the student should address the issue in writing to the Department Chair. The original complaint or appeal will be kept on file with the Program Director. The Program Director in consultation with the Department Chair and any faculty named in the complaint or appeal or the Department Chair (if the complaint or appeal involves the Program Director) will make a decision on the adjudication of the complaint or appeal to the student in writing within thirty days. This decision will be kept on file with the Program Director. If the student is dissatisfied with the decision of the Program Director or Department Chair, the student has seven days to appeal in writing to the Dean of the School of Adult and Graduate Education. The student should submit all correspondences along with the appeal. The Dean will respond in writing to the student and Program Director within thirty days regarding the Dean’s decision of the appeal. The decision of the Dean will be kept on file with the Provost. If the student is not satisfied with the decision of the Dean, the student has seven days to address the issue in writing to the Provost. The Program Director also has the option of appealing the Dean’s decision to the Provost. Upon receipt of the appeal and all correspondences, the Provost will consult with the Dean and will have thirty days to respond in writing to the student, Dean, and Program Director regarding the decision of the Provost. The appeal to the Provost and the written response will be kept on file with the Provost. Decisions of the Provost are final.
Allegations of Student Academic Misconduct

Faculty who suspect academic misconduct on the part of a student, should first discuss the issue with the student. If, after discussion with the student, the faculty member believes that academic misconduct occurred the faculty member must report the incident to the Provost’s Office in a timely manner using the “Report of Academic Misconduct” and attach relevant evidentiary documentation as appropriate. Contemporaneous with the submission of the report to the Provost’s Office, the faculty member must report the incident in writing to the Program Director. This report will be kept with the Program Director. Within fourteen days of receiving the report, the Program Director in consultation with the faculty member issuing the report and the Department Chair will make a written notification to the Provost regarding the extent (if any) of the disciplinary action toward the student. The student will also receive written notification from the Program Director regarding this decision. Both the written notification to the Provost and to the student will be kept with the Program Director. Students disagreeing with the decision of the Program Director should follow the Student Complaint – Appeals Process.
**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.

**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 Adult and Graduate Admissions Office 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.

**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 for the fall & spring semesters only. Students must be current on the plan (including paying the semester fee) and must have submitted all required payment by the tuition due date. Enrollment and payments are completed on-line through the my.cedarcrest.edu portal.

**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.
Graduate Programs
Dietetic Internship

Program Mission and Goals
The Dietetic Internship at Cedar Crest College, in accordance with the mission of the College, is dedicated to the education of the next generation of leaders. Cedar Crest College prepares students for life in a global community by educating the whole student. The Cedar Crest College Dietetic Internship supports the education, development, and preparation of entry-level registered dietitians through a dedicated and knowledgeable faculty and community preceptors working within program goals and outcomes.

Program Goals
The Dietetic Internship goals for Cedar Crest College reflect program direction for the faculty, staff, and preceptors. The goals reflect the mission of the Dietetic Internship which mirrors the mission of Cedar Crest College to educate the whole student, preparing interns for success in professional and personal life. The goals additionally meet the standards of the Accreditation Council for Education in Nutrition and Dietetics as of the time when this document is being printed.

Accreditation Status
The Cedar Crest College Dietetic Internship Program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), a specialized accrediting body recognized by the United States Department of Education. The contact information for ACEND is:

120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
312-899-0040 ext. 5400
1-800-877-1600 ext. 5400
cade@eatright.org
http://www.eatright.org/ACEND

General Program Information
The Dietetic Internship is housed within the Department of Nutrition which is located in the Miller Family Building. Interns within close proximity to the college will have access to various classrooms, computer labs, and the Allen Center for Nutrition Foods Laboratory, all located on the Cedar Crest College campus. All didactic coursework can be completed virtually, with the requirement of an internet connection speed that supports real-time online conferencing (students should not rely on a data account through a cellular service for internet access to complete virtual live class meetings, and internet access should provide a minimum bandwidth of 500 kbps upload
and 300 kbps download capability to ensure optimal online learning experiences).

**Admission Standards and Procedures**

Admission Requirements for the Cedar Crest College Dietetic Internship include the following:

- Minimum of a Baccalaureate Degree
- Verification of completion of the Didactic Program in Nutrition and Dietetics or the Intent to Complete form from an accredited DP
- Overall and DP GPA of 3.0 or above
- Two semesters (or the equivalent) of a Medical Nutrition Therapy Course completed no more than four years prior to application to the Cedar Crest College Dietetic Internship.
- A biochemistry course completed no more than five years prior to application to the Dietetic Internship.

Applicants to Cedar Crest College’s Dietetic Internship must complete all application materials including the computer matching process. The Cedar Crest College Dietetic Internship uses the on-line centralized internship application (DICAS) which can be accessed at https://portal.dicas.org. The application materials can be found on Cedar Crest College’s web site ([http://sage.cedarcrest.edu/graduate/dietetic-internship/](http://sage.cedarcrest.edu/graduate/dietetic-internship/) or [www.cedarcrest.edu/di](http://www.cedarcrest.edu/di)).

Interns are matched with a program through the national D&D matching program in April of a given year. Anyone who is matched must have completed a Bachelor of Science degree from a US accredited college or university or foreign equivalent and have fulfilled the Didactic Program in Nutrition and Dietetics (DP) requirements. A Verification Statement from a DP indicates that the student has met the requirements of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) ([www.eatright.org/ACEND](http://www.eatright.org/ACEND)). If you have not completed the educational requirements at the time of application, an Intent to Complete document from a DP is required. Once matched to Cedar Crest College’s internship, students must meet all admission criteria including health and medical clearances and a criminal background search. You will be required to obtain a ServSafe Manager certification (or be certified with an equivalent food and safety sanitation certification based on your supervised practice state) prior to the Internship Orientation.
**Preselect to the Cedar Crest College Dietetic Internship**
Ten positions in the competitive Cedar Crest College DI are reserved for eligible Cedar Crest College seniors through the preselect process.

Students who achieve a DP GPA of 3.3 or above at the midterm of their senior Fall Semester and have accumulated the recommended body of experiences are eligible to apply for one of the 10 positions available in the Cedar Crest College DI preselect process in October of their senior year.

A meeting with the DP Program Director prior to the start of the fall semester is required to begin this process.

A student who is offered and chooses to accept a position in the Cedar Crest College DI through the preselect process is not eligible to apply to other programs during the national Spring DI match.

Students who do not choose to or are not eligible to participate in the preselect process are eligible to apply to the Cedar Crest College DI (or any other Accredited DI program) during the national DI match in the spring. Cedar Crest College students who participate in the national Spring DI match enter into the regular pool of applicants at that time; positions in the Cedar Crest College DI will not be reserved for Cedar Crest College seniors or alumnae during the national Spring DI match.

**D&D Digital Systems Computer Matching**

Cedar Crest College participates in the computer matching process which is handled by D&D Digital Systems. Applicants will rank their choice of internship using a code number. The code number is obtained through D&D. There is a $55 fee for using the computer matching process. Once you have identified your internship choices, enter them online at www.dnddigital.com. Registration dates for this process TBA by D&D. D&D can be reached at 515-292-0490 or dnd@sigler.com.

**How to Submit your Application**

The completed application packet must be submitted to DICAS by the February deadline for the April match notification. (Date TBA by the Academy of Nutrition and Dietetics) The Cedar Crest College Dietetic Internship begins in July.

A Cedar Crest College Onsite or Distance Track Application Checklist form is available on our website and must be completed and sent with our $60.00 application fee. Please note that applicants to the Cedar Crest College
Dietetic Internship are required to pay just one application fee to the College whether applying to one track only or to both tracks. The Application Checklist and application fee must both be sent to:

Marilou Weider B.S., M.S.
Director, Dietetic Internship
Cedar Crest College
100 College Drive
Allentown, PA 18104-6196

**Dietetic Internship Centralized Application System (DICAS)**

The Cedar Crest College Dietetic Internship uses the online centralized internship application (DICAS) which can be accessed at [https://portal.dicas.org](https://portal.dicas.org); e-mail DICASinfo@DICAS.org. The fee to use DICAS is $45 for the first application submitted and $20 for each additional application.

Detailed application instructions / information and the Dietetic Internship Student Handbook can be found on our website at [http://sage.cedarcrest.edu/graduate/dietetic-internship/](http://sage.cedarcrest.edu/graduate/dietetic-internship/)

**Didactic Coursework and Supervised Practice**

There are two components to the Dietetic Internship: the didactic portion and the supervised practice portion. The didactic portion involves attending virtual classes on a weekly basis. Students are informed of their progress in didactic coursework through grades earned on case studies, live discussions, papers, presentations, or other assigned work. All didactic work must be completed successfully in order to complete the internship. The supervised practice portion includes all supervised practice hours in each of the four rotations (Clinical, Community, Community Concentration, and Food Service Management). The required number of practice hours for each rotation (and a total of 1,200 hours) must be completed in order to complete the internship program. Preceptors from each rotation will be evaluating the interns’ performance. There will be required projects, presentations and papers which must be completed successfully in order to complete the internship.

Interns in supervised practice cannot be used to compensate for or support employee shortages and/or absences in any facility.

**Maximum Period of Internship**

All Dietetic Internship Students must complete the program within 150% of
the initial program length (within 15 months).

**Withdrawal**
An intern may withdraw from the program at any time. Once an intern withdraws, his/her position in the program is closed and no longer available for re-admittance. If the intern wishes to reenter the program he/she must reapply as a new student. Previously paid tuition and fees are not refundable. Should the intern reapply and be reaccepted, the previous fees and tuitions will not be credited toward costs for the program.

**Health Clearance**
Each intern must have a current physical examination. Both a Health History and Immunization Record form must be signed by a physician. It is required that the forms be completed before interns arrive on campus. Interns need to complete all immunizations and other health clearances listed on the program’s list of medical requirements. The physical and immunizations must be current as of the spring of the year interns begin the program and remain current for the duration of the internship. All forms must be completed and be on file at the online portal Certified Background prior to the July Orientation.

All students are required to submit to any health and background clearances required by the supervised practice site that are not part of the Cedar Crest College general requirements. Completion of all ancillary testing and checks is the responsibility of the student.

Once accepted into the Dietetic Internship, all interns will be provided with the information for completing all medical and background checks using “Certified Background.” No intern will be allowed in a supervised practice setting without a current physical and immunization record.

**Substance Abuse and Drug/Alcohol Testing Policy**
It is the policy of the Nursing, Nutrition, Nuclear Medicine Technology and Social Work(as applicable) programs to promote a healthy learning environment and to assure that students adhere to the policies of clinical facilities with which the College affiliates for the clinical component of these programs. Many agencies affiliated with these programs now require drug testing of all students. All students enrolled in the Dietetic Internship program will be required to submit to drug testing and consent to the release of test results to Cedar Crest College Health Services and the affiliate agency. In some cases, interns will be required to submit to an additional drug/alcohol screening within 30 days of beginning supervised practice at particular sites. Additionally, any student in the program suspected of being under the influence of alcohol or drugs will be required to submit to an
immediate substance screening, as a condition of remaining in the program.

**Evaluation of Professional Experience for Supervised Practice Hour Equivalents**
The student must have at least six (6) months of full time (at minimum of 32 hours / week) or one (1) year of part-time (at minimum of 20 hours / week) work experience in the nutrition discipline at the level of supervised practice for the rotation competencies being challenged. The student must present proof of experience.

The student must notify the Program Director that he/she intends to challenge the supervised practice hours at least six weeks prior to orientation. This time element is important to the applicant because it enables him/her to demonstrate supervised practice competency via proof of professional experience and allows for appropriate scheduling of interns at all practice sites. The student cannot challenge more than 300 hours of supervised practice for the entire program and the student may not challenge the hours required for the program's Community Concentration rotation.

**Process for Prior Professional Experience Evaluation**
Prior Professional Experience Evaluation is an avenue by which a dietetic intern may be awarded credit for experiential learning acquired through a paid position, such as a dietary manager, dietetic technician, WIC Aide, or certified professional chef with responsibilities that fulfill certain dietetic internship competencies.

Procedures for establishing credit for prior learning are as follows:

1. Intern will contact Program Director at least 6 weeks prior to Orientation to request an assessment of prior learning. If this request is verbally approved, then the intern will follow up with a written request using the portfolio method. The Supervised Practice Coordinator will provide the intern with a list of the ACEND-approved internship competencies for the rotation that is being assessed.

2. The prior professional experience portfolio should thoroughly describe and document knowledge gained experientially, and also should demonstrate how knowledge gained outside the internship is related to the Dietetic Internship Competencies. Examples can include job description(s)/job duties, performance appraisals, promotions, projects (e.g. lesson plans, budget reports, copies of developed employee scheduling, menus, etc.), and other relevant documentation.

3. The intern must obtain a letter corroborating work experience from
his/her immediate supervisor(s).

4. Intern must submit the portfolio and all supporting documentation at least 1 month before the first day of Orientation. (This is to allow time for scheduling changes.)

The Program Director or Supervised Practice Coordinator will review the portfolio to determine if ACEND-approved competencies have been met, and to what extent. The number of supervised practice hours to be credited will depend upon the number of rotation competencies for which the intern is able to demonstrate competency achievement. The Program Director or Supervised Practice Coordinator will determine if prior credit will replace a portion of a rotation or if an alternate rotation will be provided to enhance learning beyond the intern’s previous related paid position experiences. If the Program Director determines that prior credit will replace a portion of a rotation, it may be possible that the rotation(s) will be shortened accordingly (tuition fee is not adjusted).

**Tuition and Fees 2016-2017**

**Expenses**

Tuition: $17,281 (or $1,440 per credit)  
Application fee (non-refundable): $60  
Acceptance Deposit (non-refundable): $500  
Technology Fee per Semester: $100  
Liability Insurance: $35 *Securing insurance is the responsibility of the intern  
Health Insurance: Varies *Securing insurance is the responsibility of the intern  
Academy of Nutrition and Dietetics Student Membership: $50  
Local Dietetic Association Membership: Varies  
Background Check: Varies  
Physical Exam: Varies  
Books & Supplies: Detailed list will be sent upon acceptance into the program  
Lab Coat (2): ~$100  
Transportation: Private vehicle is required

**Housing & Board for Onsite Interns**

On-Campus Housing is optional and available to female interns  
Double Room: $2,580 per semester  
Single Room: $2,950 per semester

On-Campus Board is optional
Unlimited meal plan: $2,886.50 per semester
190 Block Meal Plan: $2,625.00 per semester
150 meal block: $2,339.50 per semester

Off-Campus Housing: Varies

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

**Program Calendar 2016-2017**
Orientation: 07/11/16 - 07/18/16
Rotations begin: 07/25/16
Labor Day holiday: 09/05/16
Thanksgiving break: 11/23/16 - 11/25/16
Rotations resume: 11/28/16
Winter break: 12/19/16 - 12/30/16
Rotations resume: 01/02/17
Rotations end: 04/07/17
Graduation: 04/22/17
Vacation: 14 scheduled days

**Payment and Refund of Tuition**
Interns are required to pay a non-refundable $500 deposit on tuition upon acceptance into the program. Half of the remaining fees for the program must be paid, or suitable arrangements made with Cedar Crest College, prior to the internship orientation as well as prior to beginning any didactic courses or supervised practice rotations. The second half of the remaining fees must be paid, or suitable arrangements made with Cedar Crest College, prior to resuming any didactic courses or supervised practice rotations following the program’s winter break. All fees and tuitions are non-refundable.

**Orientation**
Orientation to the Dietetic Internship is conducted onsite at Cedar Crest College and is mandatory. It is an eight-day program designed to introduce the intern to Cedar Crest College and the expectations of the internship as well as to build foundation knowledge and skills needed for entry into graduate-level coursework and supervised practice in dietetics. Activities emphasize hands-on experience with a strong emphasis on affective learning, preceptor feedback, and critical self-reflection.

On-campus housing for interns enrolled in the program is available during
orientation for a fee.

**Faculty and Staff**

**Program Director:** Marilou Wieder, B.S. Eastern Mennonite University; M.S. Marywood University.  
**Program Coordinator:** Tara Miltenberger, RDN, LDN - B.S. in Biology, Moravian College  
**Administrative Assistant to the Dietetic Internship:** Bonnie Heydt - B.S. in Marketing, King's College; MBA, Moravian College  
**Administrative Assistant to the Nutrition Department and Dietetic Internship:** Lesley Jones

**Department of Nutrition Chair:** Dr. Martine Scannavino - Associate Professor in the Department of Nutrition, M.S. in Nutrition, Hunter College; D.H.Sc. in Health Science Nova Southeastern University

**Verification Statement & Certificate**

Upon successful completion of all didactic coursework and supervised practice, the Program Director will provide the graduates with the required registration eligibility paperwork. The Program Director will also provide each graduate with five signed copies of the verification statement. Another original is placed in the graduate’s file. The verification statement assures that the graduate has completed all work in a satisfactory manner. This verification statement is necessary for eligibility to take the Registration Examination. Upon successful completion of all didactic coursework and supervised practice hours and assignments, all interns will also receive a Dietetic Internship Certificate signed by both the Program Director and the President of Cedar Crest College.

**Registration Examination**

The graduate must obtain the application to take the Dietetic Registration exam from the Commission on Dietetics Registration (CDR) and submit it to CDR by the necessary deadlines. Cedar Crest College is neither responsible for, nor liable for, a graduate’s failure to pass the Dietetic Registration exam.

**HIPAA and FERPA /Confidentiality Statement**

The Health Insurance Portability and Accountability Act (HIPAA) dictates how the interns deal with patients', clients', and residents' confidentiality. HIPAA applies to Protected Health Information that is individually identifiable health information. Each facility may require the intern to attend an in-service on HIPAA.

Some facilities, such as schools, will require interns to observe the Family Educational Rights and Privacy Act (FERPA).
Interns are expected to maintain confidentiality with regard to each supervised practice facility, the college, patients, clients, residents, employees, peers, mentors, and faculty.

**Code of Ethics**
Interns are expected to comply with all aspects of the American Dietetic Association's Code of Ethics as the guiding principles governing all members of the Academy of Nutrition and Dietetics.
Master of Arts in Art Therapy

The Master of Arts in Art Therapy (MAAT) program at Cedar Crest College prepares students to use the power of imagery and art making within personal, psychological, and cultural constructs to support others by promoting restoration, clarity, and wellness. This studio-based program, designed to meet the Educational Standards of the American Art Therapy Association (AATA), immerses students in art therapy theories and practices that are based in a humanistic model of treatment and that fosters emotional, psychological, and spiritual growth.

Developing the creative student as a human service professional with education and experience in all aspects of the therapeutic relationship is central to the program’s philosophy. The program’s foundation in the arts enables the student to hone the studio practices that are essential in helping clients through their verbal and nonverbal communications and toward increasing self-awareness. Through critical examinations of social factors and studio art applications, the student is prepared to function as a competent, ethical, creative, and compassionate art therapist within a variety of treatment settings.

Cedar Crest College’s MAAT program offers students a comprehensive education in the field of art therapy. Because the program prepares students for the sensitive task of addressing emotional, psychological, and social issues with art therapy clients, the aim of the curriculum is to balance clinical skill development with thoughtful self-examination. The study of art therapy is combined with courses in studio materials and methods, psychotherapy, and counseling to foster cultural competence and to develop and refine the student’s knowledge of and ability to work with varying client populations.

Art Department

Graduate Art Therapy Program
The main telephone number for the art department is 610-606-4666 ext. 3594. Art therapy core curriculum classes are held on the lower level of Alumnae Hall in Room ALH-13. MAAT candidates may use the computer labs throughout campus and the graduate art therapy studio classroom at times when a class is not in session. Art therapy literature is located on the lower level of the Cedar Crest College Library, online through Cressman Library, and through the American Art Therapy Association journal database.
Faculty
The professional knowledge and experience of our faculty ensures that students in this program are provided the best of instruction in the areas related to art therapy. Full-time art therapy faculty are registered, board certified art therapists who continue to work professionally. Additional faculty are credentialed, working professionals in their respective fields including psychology, counseling and studio practices. All faculty have a diverse range of scholarly and studio achievements including presentations, publications, exhibitions, active professional membership, and service in state and national associations.

Program Mission
The Master of Arts in Art Therapy program at Cedar Crest College offers an educational experience that prepares students in clinical practices to effectively function as competent and ethically responsible art therapists. Development of a therapeutic studio model and dedication to a strengths-based approach to treatment inspires compassionate leaders who can promote the healing potential of the arts within a variety of human service settings.

Program Goals and Learning Objectives
The goals of the MA in Art Therapy are to enable students to:

1. Have a broad knowledge of foundational approaches, theories, techniques, and evaluation methods of art therapy.
2. Articulate a professional position regarding an artist as therapist identity.
3. Develop a professional attitude and personal view of art as therapy, art in therapy, and the use of art in a therapeutic framework.
4. Apply analytical, evaluative and integrative skills of studio art, art therapy, and strengths-based psychology.
5. Integrate theories of art therapy with practical application and a high level of professional, ethical, and cultural competence with diverse populations.
6. Develop capabilities as art therapy researchers, understanding the inter-relationship between theory, practice, and science.

Coursework
The Master of Arts in Art Therapy degree at Cedar Crest College is a 60 credit program consisting of courses in art therapy, studio materials and methods, psychology and counseling, and 900 hours of internship
experience. Students must also complete an in-depth culminating project. All programming happens on Cedar Crest’s campus in evening, weekend-accelerated, and hybrid formats.

**Internship Experience**
Extensive practical experience is an integral part of the program and provides students with the opportunity to apply academic concepts in a professional setting. The internship program is fully supervised by college faculty who are Registered Art Therapists as well as on-site professionals who have a minimum of a master’s degree in art therapy or a related field.

In order to ensure that students gain experience in working with diverse populations, they are required to complete 100 hours of observational experience and 800 hours of internship within four distinct site placements. Sites are available at various clinical and human service locations throughout the Lehigh Valley and surrounding areas.

**Culminating project**
In order to meet the requirement of the culminating project, students will complete a focused literature review in conjunction with an in-depth case study or research thesis. Integration of the core values of the program should be included in the topic chosen. The project is open to a range of formats including art-based inquiry to more quantitative approaches and is mentored by a faculty advisor who works closely with the student during the last semester of the program.

**Courses Required**

**Art Therapy Content**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ATP 520</td>
<td>History and Theory of Art Therapy</td>
<td>3 credits</td>
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<tr>
<td>ATP 533</td>
<td>Family Art Therapy</td>
<td>3 credits</td>
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<tr>
<td>ATP 539</td>
<td>The Studio as a Therapeutic Environment</td>
<td>3 credits</td>
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<td>ATP 549</td>
<td>Cultural Perspectives in Art Therapy</td>
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<td>ATP 552</td>
<td>Group Art Therapy</td>
<td>3 credits</td>
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<td>ATP 555</td>
<td>Professional Ethics for Art Therapists</td>
<td>3 credits</td>
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<td>ATP 559</td>
<td>Artistic Development across the Lifespan</td>
<td>3 credits</td>
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<td>ATP 575</td>
<td>Theories of Assessment in Art Therapy</td>
<td>3 credits</td>
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<tr>
<td>ATP 620</td>
<td>Culminating Project</td>
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**Related Content**

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<tbody>
<tr>
<td>ATP 501</td>
<td>Research Design and Methodology</td>
<td>3 credits</td>
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<tr>
<td>ATP 505</td>
<td>Theories and Systems of Counseling</td>
<td>3 credits</td>
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<td></td>
<td>Psychology</td>
<td>3 credits</td>
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<tr>
<td>ATP 534</td>
<td>Psychopathology</td>
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Studio Materials and Methods
ATP 535  Art Therapy 2D Materials and Methods  3 credits
ATP 536  Art Therapy 3D Materials and Methods  3 credits

Internship Experience
ATP 601  Internship/Group Supervision  3 credits
ATP 602  Internship/Group Supervision  3 credits
ATP 603  Internship/Group Supervision  3 credits
ATP 604  Internship/Group Supervision  3 credits

Electives (select two)
ATP 537  Advanced Topics in Art Therapy Material and Methods  3 credits
ATP 547  Investigations in the Treatment of Trauma  3 credits
ATP 560  Child Art Therapy  3 credits
ATP 572  Art Therapy in the Treatment of Addictions  3 credits

Preparation for registration and licensure
The MAAT program provides a curriculum that fulfills the current Art Therapy Credentials Board Registration (ATR) and Certification (BC) guidelines and qualifies graduates to apply for the Pennsylvania Licensed Professional Counselor (LPC) credential offered through the Bureau of Professional & Occupational Affairs State Board of Social Workers, Marriage & Family Therapists, and Professional Counselors.

Applicants to the program are encouraged to research licensure standards in the state or country in which they plan to practice as licensure requirements and availability vary by jurisdiction. Students receiving transfer credits toward the MAAT from previous graduate coursework are advised to contact the licensure board in the state or country in which they plan to practice to ensure those credits will count toward the total number of credits needed to fulfill requirements for licensure application in that jurisdiction.

It is strongly recommended that graduates who choose to apply for the LPC credential do so immediately following completion of the MAAT degree, as the requirements for this credential are periodically revised. Graduates who pursue the licensure option after graduation are advised to make use of the many study manuals and test-preparation courses available.

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  
School for Adult and Graduate Education  
100 College Drive  
Allentown, PA 18104-6196  
USA  
Phone: 1-610-740-3770  
Email: sage@cedarcrest.edu  
Fax: 1-610-740-3786

Online Application Materials:  
http://sage.cedarcrest.edu/graduate/master-of-arts-in-art-therapy/

On the Allentown, Pennsylvania campus, the main office for the School for Adult and Graduate Education is located in Blaney Hall, Room 105. The office is open Monday, Tuesday and Friday, 8:30 a.m. - 4:30 p.m. Eastern Time; Tuesday and Wednesday, 8:30 a.m. - 6:30 p.m. Eastern Time.

Students are encouraged to contact the College to discuss their educational plans. Upon request, arrangements can be made to discuss curriculum requirements including internships and culminating project as well as AATA and ATCB guidelines with the Program Director of the MA in Art Therapy, Rebecca Arnold (rarnold@cedarcrest.edu). For more information, please contact the staff at the School of Adult and Graduate Education.

Applications for the MA in Art Therapy are accepted and reviewed at specific intervals throughout the year. Application deadlines appear on the program website and accepted students are admitted to the MA in Art Therapy program in the fall.

**MA Application Requirements**

In order to be considered for admission to the program, applicants must submit the following items:

1. A completed graduate application form (on paper or online).
2. Official undergraduate transcripts with a minimum GPA of 3.0.
3. A minimum of eighteen (18) credits of study in studio art which demonstrates a developed commitment in art making and creative processes. It is important that the applicant evidence a range of
experience using a variety of art materials.

4. Psychology coursework at a minimum of twelve (12) credits which must include developmental psychology and abnormal psychology. The applicant must have accomplished a “C” or better in all prerequisite psychology courses and all psychology credits must have been completed within 10 years of application to the MAAT program.

5. A 500-750 word personal essay that includes the following areas:
   a. Describe the focus of your art making.
   b. How did you come to choose art therapy as the focus of your graduate level education?
   c. What are your future goals as a professional art therapist?
   d. How will the MA in Art Therapy program at Cedar Crest College help you succeed in meeting these goals?

6. Two letters of recommendation from individuals (previous faculty, instructors or employers, etc.) who can assess your qualifications and potential related to the demands of graduate study.

7. A current résumé detailing any human service experience including relevant volunteer or employment experience.

8. A Portfolio including 12-16 examples of art work in each of the following three categories: painting, human figure drawing, and clay work demonstrating personal expression as well as technical skills in a range of media and subject matter. Figurative work in two and three dimensional media should be included.

If previous coursework was completed outside of the United States, applicants must have their academic degree validated as equivalent to a degree in the United States through a non-profit credential-evaluation agency, such as:

**World Education Services**
PO Box #745
Old Chelsea Station
New York, NY 10011
USA
1-212-966-6311
[www.wes.org](http://www.wes.org)

A $250 non-refundable deposit will be required for all admitted students to save one’s place in the program.
Admissions Decisions
The primary goal of the MAAT application and admission process is to ensure the best possible match between the program’s requirements and offerings, and the candidate’s strengths, professional interests, and educational needs. It is in the best interest of applicants and the program (as well as future clients) to establish an amiable pairing between the applicant’s potential and the demands of the profession.

In order to achieve this match, candidates are carefully evaluated in the areas of interpersonal skills, academic performance, relevant human service experience, creativity and overall readiness for graduate education in art therapy. It is the responsibility of the applicant to ensure that each of these areas is directly and adequately addressed in his or her application materials. Given the competitive nature of the admission process, significant deficiencies in one or more of these areas is likely to undermine an applicant’s chances for acceptance into the MAAT program.

The MA Program Director, in consultation with SAGE Graduate Admissions and art therapy faculty members, will make final admission decisions based upon a full review of each applicant’s submitted materials. Admissions decisions are based on review of the application portfolio, application essay, letters of recommendation, and art and psychology coursework indicated in transcripts as well as listed experience in the résumé. Each applicant will be considered from a holistic perspective.

Art Portfolio
The applicant must have a minimum of 18 credits in studio art courses which include experiential learning in the media, tools, and methods of both 2-dimensional and 3-dimensional art. The portfolio review will be based on representation of a high level of investigation in a variety of studio materials and techniques.

Academic performance
The applicant’s transcripts are reviewed for completion of the prerequisite course work, as well as for overall academic achievement, with special attention paid to success in psychology and studio art courses. Because graduate art therapy education must meet rigorous standards set forth by the American Art Therapy Association, it is important that applicants possess a high level of critical thinking and writing skills. Letters of reference from college or university faculty are highly valued in considering previous academic accomplishments.

Note: Interested applicants missing three or more prerequisite courses cannot be considered for admission and should delay application in order to
allow for sufficient time to complete undergraduate coursework.

**Human service experience**
The applicant’s résumé, personal essay, letters of recommendation and interview are the primary means of assessing the student’s level of experience prior to applying for the MAAT program. A strong candidate will also possess significant experience working with people in counseling, social service, recreation, or education programs or have significant volunteer experiences in human service organizations.

**Interpersonal skills**
The ability to function within a variety of roles is an essential aspect of the work of the art therapist including the ability to interact productively with others, to express one-self in a professional manner, and to listen effectively. The art therapist must be a team member, a group leader, an advocate for the profession, and a person skilled in developing and maintaining therapeutic relationships with individuals while preserving an environment conducive to art making.

Consideration is given to the applicant’s maturity, relational skills, experience in personal counseling/therapy, self-awareness, emotional stability, ethical integrity, and readiness for the personal demands of graduate art therapy education.

The applicant’s interpersonal skills are evaluated through review of the letters of recommendation and the interview process. The personal essay and interview are appropriate times for the applicant to highlight the above areas as they relate to his or her overall readiness for the Master of Arts in Art Therapy program at Cedar Crest College.

**Matriculation**
Matriculation is required for any student who plans to receive financial aid or a graduate degree. A student applies for matriculation by submitting a completed application for admission to the School for Adult and Graduate Education. 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 are registered for classes during their first semester of academic study.

**Transfer Credit**
A minimum of 48 credit hours must be completed in residence at Cedar Crest College. Up to 12 graduate transfer credits (from previous master's degrees in a related area) may be requested at the time of application for admission and are subject to approval at that time.
For transfer courses to be counted toward the MA in Art Therapy, they must have earned an equivalent grade of “B” or higher, or “Pass” if graded Pass/Fail. Once matriculated into the program, students will not receive any credit for coursework taken at another institution.

Art therapy courses completed at institutions outside the United States must be equivalent to graduate level as verified through a non-profit credential-evaluation agency such as World Education Services (www.wes.org).

**Degree Program Retention Policy**

Students must receive a “B” or higher or a grade of “P” (or “Pass” for a course that is listed as Pass/Fail) to maintain normal progress through the program. Any grade earned that is lower than a “B” will require that the student retake the course in order to achieve the minimum “B” grade. All grades are part of the annual review process and documented for each student. Students who receive a grade of “F” (or “Fail”) in any three courses or who receive a grade of “F” (or “Fail”) in the same course twice will be dismissed from the program. Within 30 days of notification, students may appeal program dismissals through a letter to the MAAT Program Director. Appeals are granted at the discretion of the MAAT Program Director and they otherwise follow the appeal process outlined in the Cedar Crest College Graduate Program Catalog.

**Repeating a Course**

Students who withdraw from or receive a grade of “F” (or “Fail”) in a required MAAT course may petition, in writing, to the MAAT Program Director to retake the course so as to maintain annual progress toward the degree. Such petitions must be submitted within 15 days after the end of the withdrawn or failed course, and they must specify a proposed alternative schedule for degree progress. Petitions are granted at the discretion of the MAAT Program Director, and approval of repeat courses depends upon faculty availability.

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.

**Leaves of Absence**

Students wishing to take a leave of absence from the program must request to do so, in writing, by completing the “Withdrawal or Leave of Absence Application” and by informing the MAAT Program Director. The granting of the requested leave is at the discretion of the MAAT Program Director and
has no bearing on the maximum period of completion of the culminating project.

**Overall evaluation**

Ongoing evaluation by the MAAT faculty is supplemented by a formal progress review in the spring of each academic year. This review process includes a self-evaluation form completed by the student, a faculty evaluation form completed by each of the student’s instructors, and a meeting between the student and program director to discuss the student’s overall progress in the program. All aspects of the curriculum (clinical and cultural competence, interpersonal skills, and academic performance) are reviewed.

A satisfactory performance evaluation on each review is necessary for the student to advance to the next phase of the educational program. Occasionally, problems arise for individual students between regularly scheduled reviews and the program director and/or faculty may address these issues by calling an additional review outside of the regularly scheduled review times.

**Academic Warning, Probation, and Dismissal**

Students who require an additional review are subject to 1) academic warning; 2) academic probation; 3) dismissal from the program. Dismissal from the program may be implemented if any of the following areas are identified at any time during the student’s education:

- An unsatisfactory progress review in which the faculty identify serious professional, interpersonal, or academic deficiencies.
- Failure in any of the Internship/Group Supervision courses.
- Justifiable expulsion, based on performance, from a placement site.

**Completion of the Graduate Program and Graduation**

The College officially confers degrees on graduates in August, January, and May. To successfully complete the Master of Arts in Art Therapy degree, a student must adhere to the following:

- Successfully complete all the requirements for the program.
- Complete all required coursework for the program, as outlined in the MAAT “Program of Study,” with a grade of “B” or higher or “P” (“Pass”). Please review Retention Policy for more information.
- Apply to the Registrar for graduation at least three months prior to the
graduating semester; or, in the case of students with candidacy extensions, apply prior to the date established by the Registrar for one of the College’s scheduled graduation dates (fall, spring, or summer).

Fulfill all financial responsibilities to the College. To participate in Commencement, students must be certified for graduation by their department chair and registered for the courses that will satisfy degree requirements in their entirety within four months of the ceremony date; such students who participate in Commencement but fail to satisfy degree requirements are not and shall not be considered to have graduated from the degree program.

MAAT graduates are welcome to participate in the annual May commencement ceremony held on the Allentown, PA, USA campus. However, students may participate in only one Commencement ceremony per academic degree.

**Maximum Period of Candidacy**
The MA in Art Therapy is designed to be completed by full-time students in as few as two years. Students who have completed all required coursework for the MAAT but have not submitted a finished culminating project (ATP 620) for review and approval by the end of the final semester of enrollment must request an extension during each subsequent semester. Once the culminating project has met the requirements for “approved” status, the student is eligible to graduate from the program and receive the MAAT degree. The maximum amount of time for completion of ATP 620 is 2 years after initial enrollment in the course. If the statute of limitations is reached without an approved thesis the student will receive no credit for the grade.

**Graduate 2016-2017 Tuition and Fees**
MAAT Graduate Tuition, per credit $821.00
Deposit (non-refundable) due upon acceptance to the program $250.00
Master’s Thesis Binding Fee (non-refundable)(ATP 620) $100.00
Full-Time/Part-Time Student Activity Fee, per semester (Fall/Spring) $20.00
Full-Time Technology Fee, per semester (Fall/Spring) $100.00
Part-Time Technology Fee, per semester (Fall/Spring) $50.00

*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.*

**Graduate Assistantships**
Graduate assistantships are designed to promote the educational goals and objectives of the master’s 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 art therapy.

To be eligible to receive an assistantship, a student must:

1. Have completed all undergraduate prerequisites for the master’s program.

2. Have completed at least 12 credits of graduate art therapy coursework.

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

The available assistantship is held by the student recipient over the course of one academic year and is awarded on a competitive basis by the Program Director in consultation with the art therapy graduate faculty. The Program Director provides the final decision in regard to the award recipient and this decision is not subject to appeal.

**Graduate Program Handbook**

Each student will be given a copy of the Graduate Program Handbook prepared specifically for the Master of Arts in Art Therapy. 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 Program Handbook. MAAT students are also bound by policies established by Cedar Crest College for graduate students, as indicated in the Graduate Catalog, Faculty Handbook, or other official college publications. Questions regarding the content of the handbook or other graduate student policies should be directed to the MAAT Program Director.

**MA Program 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.

The MAAT program may enroll its students, at the direction of the MAAT Program Director, in the appropriate courses needed to maintain the degree progress specified in the “SAGE Academic Plan” checklist. Upon course
enrollment, students will be notified via email of the courses for which they are registered at least 14 days prior to the first day of class. Students who do not wish to enroll in summer, fall, or spring MAAT courses must notify the Program Director prior to the first day of class, or they may drop courses themselves using either the Registrar Office’s online or print procedures prior to the end of the Add/Drop period established by the College. Students so enrolled are academically responsible for any coursework and are financially responsible for any tuition or fees associated with a course.

**Professional Organizations for Students**
Cedar Crest College’s MA in Art Therapy is an institutional member of the American Art Therapy Association (AATA) ([www.arttherapy.org](http://www.arttherapy.org)). The AATA is “an organization of professionals dedicated to the belief that making art is healing and life enhancing. Its mission is to serve its members and the general public by providing standards of professional competence, and developing and promoting knowledge in, and of, the field of art therapy.”

Matriculated students in the MAAT program are entitled to enroll as student members in the AATA to receive benefits that include access to the job postings and an archive of past editions of the Journal of the American Art Therapy Association. Additional benefits can be found on the organization’s website.
Master of Business Administration

Program Description
The Cedar Crest College MBA program is a unique combination of student-centered techniques and innovative co-curricular elements such as a practitioner-based mentoring system, professional networking opportunities within the regional business community, and career counseling services that emphasize the importance of creating balance in one’s professional life. The program challenges students to apply analytical tools and leadership skills within the context of group-based decision-making scenarios that are reflective of the principle that businesses and organizations are responsible not only for economic results, but also for people’s lives, and the planet’s livability.

The Cedar Crest College graduate program in business is a 36 credit degree delivered in a format featuring 10-week terms. It is designed as a part-time program which students can complete in two years.

Program Mission Statement
The Graduate Program in Business Administration at Cedar Crest College prepares leaders of organizations who serve as responsible members of the community, possess advanced functional expertise, and apply wisdom to shape organizational strategies that promote productivity, profitability, and ethical behavior.

Program Requirements
To complete the MBA degree a student in the Master of Business Administration must take a minimum of 36 credits of course work in the MBA Program of the Department of Business, Management, and Economics at Cedar Crest College.

All courses within the program must be passed with a B- or better. A cumulative grade point average of 3.0 must be achieved.

The degree has two concentrations:

- General management administration for students typically not holding an undergraduate degree in business or related discipline such as accounting, marketing, or economics.
• Business analytics in operations, marketing, and finance is targeted for students who already possess an undergraduate degree in business, technical or related discipline.

Students in both degree programs jointly take the first and last 12 credits that include courses in organizational design, creativity, systems thinking, leadership, product design, and strategy. During the middle 12 credits, students take appropriate courses for their desired degree option. Throughout, the program emphasizes teamwork and cooperation that make use of the distinct skills of students.

**Program Goals and Learning Outcomes**
The educational objectives of the General Management concentration program equip the next generation of business leaders with the skills and aptitudes to:

• Integrate and apply at the graduate level expert use of marketing, financial, operating, and strategic management techniques that include quantitative and qualitative skills
• Identify and respond to the risk of ethical lapses
• Develop and sustain productive relationships with peers, superiors, and subordinates, and evaluate contributions to work groups
• Lead colleagues through the development and execution of planning processes
• Articulate a clear and appealing organizational vision
• Design strategic, tactical, and operational plans
• Contribute to the innovative design, creation, and delivery of products or services
• Demonstrate confidence and optimism through greater self-awareness and personal evaluation

Additionally, students who choose the Business Analytics concentration will be able to:

• Interpret the application of software design and code as they impact information systems
• Administer data management systems that help to operate complex organizations
• Identify and manage relevant marketing, operational, and financial data for systematic analyses that contribute to organizational success
• Perform analytical tasks incorporating advanced analytic and data-mining techniques
• Analyze and interpret financial and non-financial data for decision-making

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
School for Adult and Graduate Education
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 main office for the School for Adult and Graduate Education is located in Blaney Hall, Room 105 and is open Monday, Tuesday and Friday, 8:30 a.m. -4:30 p.m.; Tuesday and Wednesday, 8:30 a.m.- 6:30 p.m.

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

• An applicant must have a completed application form.
• An applicant must have official transcripts sent to the School of Adult and Graduate Education.
• An applicant must possess a B.A. or B.S. degree from an accredited college or university.
• An applicant must have completed the GMAT or GRE Test.*
• The applicant must submit two letters of recommendation from individuals.
• An applicant must have submitted a copy of the applicant’s resume.
• An applicant must have submitted a goal statement essay.
It is recommended that the applicant have completed the following coursework at the undergraduate level:

1. One semester of economics.
2. One semester of social science, psychology or sociology.
3. One semester of statistics and probability.

*GMAT or GRE test may be waived if applicants meet criteria established by the program.

Admissions Decisions
An Admissions Committee composed of full and half-time faculty members working in the program will make admission decisions 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 graduate degree. A student applies for matriculation by submitting a completed application for admission to the School of Adult and Graduate Education. 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 term 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.

If students do not maintain matriculation they must request a leave of absence (see below).

Transfer Credit Policy
Students entering the program may transfer up to 3 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 complete every class with a minimum of a B-.
Students who receive a C or withdraw from a course are only allowed to repeat the class one time. If students do not receive a grade of B- or above the second time that they take a course, they will be dropped from the program. Students receiving a grade of F in a course taken for the first time will also be dropped from the program.

Leaves of Absence and Course Withdraws
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 pending approval from the Dean of the School of Adult and Graduate Education.

Completion of the Graduate Program and Graduation
To successfully complete the MBA, a student must adhere to the following:

- Complete all required coursework with no grade lower than a B- in any course.
- Apply to the Registrar for graduation by the published application deadline.
- Fulfill all financial responsibilities to the College.

Graduate 2016-2017 Tuition and Fees
M.B.A. Application fee (non-refundable) $50.00
M.B.A. Tuition, per credit $750.00
Student Activity Fee, per term $10.00
Technology Fee, per term $25.00

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.

Course Sequence
MBA 510 Critical Analytical Thinking 3 credits
MBA 520 Governance and Ethics 3 credits
MBA 530 Economic Modeling and Analysis 3 credits
MBA 540 Collaboration, Conflict and Negotiation 3 credits
MBA 545 Financial and Managerial Accounting 3 credits
MBA 546 Business Process and Information Systems 3 credits*
MBA 550  Marketing Management  3 credits
MBA 551  Data Science and Quantitative Methods  3 credits*
MBA 555  Financial Management  3 credits
MBA 556  Marketing Research  3 credits*
MBA 580  Supply Chain Management  3 credits
MBA 581  Strategic Financial Analysis  3 credits*
MBA 600  Public Policy and Legal Compliance  3 credits
MBA 605  Product Design and Development  3 credits
MBA 610  Management of Innovation  3 credits
MBA 615  Global Strategies  3 credits

*Courses in Business Analytics concentration for students who hold undergraduate business administration degrees.

**Graduate Program Handbook**

Each student will be given a copy of the Graduate Program Handbook prepared specifically for the Master of Business Administration. 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 Program Handbook. MBA students are also bound by policies established by Cedar Crest College for graduate students, as indicated in the Graduate Catalog, Faculty Handbook, or other official college publications. Questions regarding the content of the handbook or other graduate student policies should be directed to the MBA Program Director.

**MBA Program 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.

The MBA program may enroll its students, at the direction of the MBA Program Director, in the appropriate courses needed to maintain the degree progress specified in the “SAGE Academic Plan” checklist. Upon course enrollment, students will be notified via email of the courses for which they are registered at least 14 days prior to the first day of class. Students who do not wish to enroll in summer, fall, winter or spring term MBA courses must notify the Program Director prior to the first day of class, or they may drop courses themselves using either the Registrar Office’s online or print
procedures prior to the end of the Add/Drop period established by the College. Students so enrolled are academically responsible for any coursework and are financially responsible for any tuition or fees associated with a course.
Master of Education

Mission:

The Cedar Crest College Graduate Program is grounded in the premise that education provides the basis for leadership, advocacy, civic engagement, and global connectivity. The Education Department is committed to developing teachers who are steeped in instructional pedagogy, content knowledge and current research. Our graduates will be dedicated to becoming leaders in the profession and advocates for the learning community.

Cedar Crest College is accredited by the Middle States Commission on Higher Education. The College is a member of 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. 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:

- Deborah Hartman, Instructor, M. S., B.C.S.E., Special Education, Kansas State University.
- Joan Kern, Director of Field Experiences and Student Teaching and Assistant Professor of Education Ph.D., Alvernia University
- Nancy King, Chair of Education Department and Associate Professor of Education, Ed.D., Widener University.
- Jill Purdy, Director of the Graduate Education Program and Associate Professor of Education, Ed.D., Widener University.

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: Early Childhood Certification (PreK-4)
• 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**
* It is recommended that secondary students hold a BS/BA or equivalent in the appropriate content area.
** Requires dual (simultaneous) certification in secondary, elementary education, or early childhood.

Graduate Program Objectives
Students completing the Master of Education program will be able to:

1. Plan and implement quality learning experiences for all learners.
2. Investigate critical issues and policies in the field of Education.
3. Analyze and synthesize research in the field of Education.
4. Demonstrate collaborative skills as a leader in the educational community.
5. Create a learning environment that engages and respects the diversity of all learners in the global society.

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
School for Adult and Graduate Education
100 College Drive
Allentown, PA 18104-6196.
Phone: 610-740-3770
Email:sage@cedarcrest.edu
Fax: 610-740-3786
Online Application Materials: www.cedarcrest.edu/graduate
On campus, the main office for the School for Adult and Graduate Education (SAGE) is located in Blaney Hall, Room 105 and is open Monday--Thursday, 8:30 a.m. - 6:30 p.m. and Friday, 8:30 a.m. - 4:30 p.m.

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. 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 summer.

**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 School for Adult and Graduate Education.
- 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 at Cedar Crest College.
- Submission of two 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 5 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/

**Standards for Admission**

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 (see statement
under general admissions).

c. An applicant may transfer a maximum of nine graduate credits prior to formal acceptance. 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 3.0 or higher. Applicants with a cumulative GPA below 3.0 may apply for admission. In such cases, the applicant may be granted provisional status, and must earn a minimum GPA of 3.0 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 (610-606-4610) to make an appointment to consult with the Director of the M.Ed. program.

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. Admission decisions are final and not subject to an appeal.

Matriculation
Matriculation is required for any student who plans to receive financial aid or a graduate degree. A student applies for matriculation by submitting a completed application for admission to the School for Adult and Graduate Education. 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/ Foreign Credit Evaluation
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 Credentials Evaluation Services, Inc
P.O. Box #745 P.O. Box 66940
Old Chelsea Station Los Angeles, CA 90066
New York, New York 10011 1-310-390-6276
1-212-966-6311

Education Credential International Education Consultants Evaluators, Inc.
P.O. Box #248233
P.O. Box #92970 Coral Gables, FL 33124
Milwaukee, WI 53202-0970 1-305-666-0233
1-414-289-3400

International Consultants Foreign Educational Document Service Credential
914 Pickett Lane P.O. Box #4019
Newark, DE 19711 Stockton, CA 95204
1-302-737-8715 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 seeking a PDE teaching certification must achieve a "B-" or better in all education courses. Accepted students are permitted to repeat a course one time to meet academic requirements. Provisional and visiting students must seek approval from the Director of the M.Ed. program prior to repeating a course. If the student fails to maintain academic standards, he/she is subject to dismissal from the program.

**Leave of Absence Policy**
Students wishing to take an authorized leave of absence from the M.Ed. program must do so in writing to the Director of the M.Ed. 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. Students seeking a teaching certification may be required to take additional
coursework and/or participate in additional field experiences to update their knowledge of instructional practices.

**Maximum Period of Candidacy:**
Students must complete the program in seven academic years beginning with the semester of matriculation.

**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 GPA of 3.0 or higher and certification students must complete courses with a minimum grade of B-.
- Apply to the Registrar for graduation at a specific scheduled graduation time.
- Complete all the requirements for a given program.
- Fulfill all financial responsibilities to the College.

**Graduate 2016-2017 Tuition and Fees**
Education Graduate Tuition, per credit $483.00
All Undergraduate Evening/Weekend/Online courses $539.00
Undergraduate Tuition rate per credit, daytime students $1,007.00
Audit Fee (non-refundable) per credit $179
Independent Study Tuition rate per credit (590 level) $539.00
Full-Time/Part-Time Student Activity Fee (Fall & Spring semesters) $20 (graduate only)
Full-Time Technology Fee, per semester $100.00
Part-Time Technology Fee, per semester $50.00
Student Teaching Honorarium $400.00
Graduate Research Project Fee (non-refundable) (EDU 599) $100
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 master’s degree 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, a student must:

1. Have completed all undergraduate prerequisites for the master’s degree program.
2. Submit an application requesting an assistantship to the Program Director.
3. 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 Adult and Graduate Education 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 has access to 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.

**Graduate Research Project in Education**
All students earning the Master of Education in the Art of Teaching will complete a research project through EDU 599 Graduate Research Project in
Education. The purpose of this course is for the student to reflect on his/her growth as an educator, conduct research and to demonstrate the learning of the following program goals: plan and implement quality learning experiences for all learners, investigate critical issues and policies in the field of education, analyze and synthesize research in the field of education, demonstrate professional and collaborative skills as a leader in the educational community, and create a learning environment that engages and respects the diversity of all learners in a global society. The student will register for EDU 599 in his/her final semester. See Graduate Handbook for more information.

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.

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; Master of Education with Early Childhood, Secondary, Special Education or English as a Second Language Certification..

Please note that the curriculum checklists for any teaching certification include all the PA Department of Education requirements. Requirements are subject to change by the Pennsylvania Department of Education.

Master of Education: The Art of Teaching (30 credits)
### Core Courses (15 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 505</td>
<td>Law and Policy in American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 525</td>
<td>Research Design and Methodology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Technology for Educators</td>
<td></td>
</tr>
</tbody>
</table>

One of the following courses: EDU 516: Diversity and Multicultural Education, EDU 583: Teachers as Leaders, or EDU 581: School and Community Partnerships

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 599</td>
<td>Graduate Research Project in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives (18 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 501</td>
<td>Foundations of Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECE 502</td>
<td>Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>ECE 505</td>
<td>Issues and Advocacy in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECE 530</td>
<td>Teaching Methods for Early Childhood Education I</td>
<td>3</td>
</tr>
<tr>
<td>ECE 531</td>
<td>Teaching Methods for Early Childhood Education II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 508</td>
<td>Integrating the Arts in the Elementary and Middle School Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 511</td>
<td>Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 514</td>
<td>Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDU 516</td>
<td>Multicultural &amp; Diversity Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 540</td>
<td>Differentiated Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 550</td>
<td>Educational Planning and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDU 559</td>
<td>Curriculum and Instruction for the English Language Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU 560</td>
<td>Special Topics in Education</td>
<td>3-12</td>
</tr>
<tr>
<td>EDU 581</td>
<td>Community and School Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDU 583</td>
<td>Teachers as Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 586</td>
<td>Creating A Digital Environment</td>
<td>3</td>
</tr>
<tr>
<td>ESL 553</td>
<td>Assessing English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ESL 555</td>
<td>Developing Cultural Awareness and Sensitivity</td>
<td>3</td>
</tr>
<tr>
<td>ESL 556</td>
<td>Second Language Acquisition and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>ESL 558</td>
<td>Approaches to ELL’s</td>
<td>3</td>
</tr>
<tr>
<td>SPE 510</td>
<td>Intensive Reading, Writing, and Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SPE 515</td>
<td>Pervasive Development Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPE 520</td>
<td>Evidence Based Approaches</td>
<td>3</td>
</tr>
<tr>
<td>SPE 533</td>
<td>Screening, Assessment, and IEP Development</td>
<td>3</td>
</tr>
<tr>
<td>SPE 542</td>
<td>The Exceptional Child: Special Education</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
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<td>---------</td>
</tr>
<tr>
<td>SPE 543</td>
<td>The Exceptional Child: Special Education Process (PreK-8)</td>
<td>3</td>
</tr>
<tr>
<td>SPE 544</td>
<td>Adaptations and Modifications and Assistive Technology Process and Transition (7-12)</td>
<td>3</td>
</tr>
<tr>
<td>SPE 546</td>
<td>Collaborative Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>SPE 547</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE 548</td>
<td>Low Incidence Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 550</td>
<td>Subject Area Content Access</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates seeking additional PDE teaching certifications should meet with their advisor for specific program requirements.

**Master of Education:**

**Early Childhood Certification, PreK-4 (49 credits)**

**Prerequisites:**
3 credits in Child Psychology or Educational Psychology

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 505</td>
<td>Law and Policy in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 550</td>
<td>Educational Planning and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>ECE 501</td>
<td>Foundations of Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 502</td>
<td>Assessment and Intervention: PreK-4</td>
<td>3</td>
</tr>
<tr>
<td>ECE 505</td>
<td>Issues and Advocacy in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 530</td>
<td>Teaching Methods for Early Childhood Education I: Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>ECE 531</td>
<td>Teaching Methods for Early Childhood Education II: A Model for Integration (Prereq. EDU 530)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 511</td>
<td>Literacy I: PreK-4 (3cr)</td>
<td></td>
</tr>
<tr>
<td>EDU 540</td>
<td>Differentiated Reading Instruction (Co or Prereq. EDU 511)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 508</td>
<td>Integrating the Arts across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 520</td>
<td>Pre-Student Teaching Field and Observation Experience</td>
<td>1</td>
</tr>
<tr>
<td>EDU 559</td>
<td>Curriculum and Instruction for English Language Learner</td>
<td>3</td>
</tr>
<tr>
<td>SPE 520</td>
<td>Evidence Based Approaches</td>
<td>3</td>
</tr>
<tr>
<td>SPE 542</td>
<td>The Exceptional Child: Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SPE 544</td>
<td>Adaptations, Modifications and Assistive Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 550</td>
<td>Subject Area Content Access</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 572</td>
<td>Student Teaching: Elementary (Capstone)</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 574</td>
<td>Professional Education Seminar (Capstone)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Please Note: All courses and field work must be completed prior to student teaching and professional seminar. The student may not take any other classes during the student teaching semester. The student will earn certification once state required exams are passed.

**Special Education Certification PreK-8, (27-40 credits)**

Students must complete hold a teaching certification or complete the certification requirements in Elementary (K-6) or Early Childhood (PreK-4) to be eligible for Special Education certification.

**Pre-requisites:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 150/550</td>
<td>Educational Planning and Classroom Management OR equivalent</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 242/542</td>
<td>The Exceptional Child: Special Education Process OR equivalent</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 245</td>
<td>Field Experience IV</td>
<td>1 credit</td>
</tr>
<tr>
<td>SPE 344</td>
<td>Adaptations, Modifications and Assistive Technology OR equivalent EDU 359</td>
<td>3 credits</td>
</tr>
<tr>
<td>OR EDU 559</td>
<td>Curriculum and Instruction for the English Language Learner</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Certification Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 510</td>
<td>Intensive Reading, Writing, and Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 515</td>
<td>Pervasive Developmental Disorders</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 520</td>
<td>Evidence Based Approaches OR equivalent</td>
<td></td>
</tr>
<tr>
<td>SPE 533</td>
<td>Screening, Assessment, and IEP Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 546</td>
<td>Collaborative Partnerships</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 547</td>
<td>Classroom Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 548</td>
<td>Low Incidence Disabilities</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 550</td>
<td>Subject Area Content Access for Students</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPE 575</td>
<td>Special Education Student Teaching</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Students seeking certification in special education will be required to take the specialty test through PECT. No other courses may be taken during the
practicum (SPE 575).

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

**Prerequisites:**
3 credits in Child Psychology or Educational Psychology

**Required Courses:**
- EDU 505 Law and Policy in Education 3 credits
- EDU 514 Reading in the Content Areas 3 credits
- EDU 520 Pre-Student Teaching Field and Observation Experience 1 credit
- EDU 521 Assessment in Secondary Education 3 credits
- EDU 525 Research Design and Methodology 3 credits
- EDU 550 Educational Planning and Classroom Management 3 credits
- EDU 559 Curriculum and Instruction for the English Language Learner 3 credits
- EDU 582 Technology for Educators Curriculum Assessment and Learning Experiences for Secondary Mathematics & Science (EDU 546), Social Studies (EDU 547), English (EDU 548) or World Language 3 credits
- SPE 520 Evidence Based Approaches 3 credits
- SPE 543 The Exceptional Child: Special Education Process and Transition 3 credits
- SPE 544 Adaptations, Modifications and Assistive Technology 3 credits
- EDU-573 Student Teaching: Secondary (Capstone) 3 credits
- EDU 574 Professional Education Seminar (Capstone) 3 credits

Please Note: All courses and field work must be completed prior to student teaching and professional seminar. The student may not take any other classes during the student teaching semester. The student will earn certification once state required exams are passed.

**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: Biology, Chemistry, English, General Science, History, Mathematics,
Political Science or Spanish. Students should consult with their advisor for specific information about the coursework required in each content area.

**Special Education Certification, 7-12 (27-40 credits)**

Students must complete the certification requirements or hold a secondary certification (7-12) to be eligible for Special Education certification.

**Pre-requisites:**

- **EDU 150/550**: Educational Planning and Classroom Management **OR** equivalent 3 credits
- **SPE-243/543**: The Exceptional Child: Special Education Process and Transition **OR** equivalent 3 credits
- **SPE 245**: Field Experience IV 1 credit
- **SPE 344**
- **OR** **SPE 544**: Adaptations, Modifications and Assistive Technology **OR** equivalent 3 credits
- **EDU 359**
- **OR** **EDU 559**: Curriculum and Instruction for the English Language Learner 3 credits

**Certification Courses:**

- **SPE 510**: Intensive Reading, Writing, and Mathematics 3 credits
- **SPE 515**: Pervasive Developmental Disorders 3 credits
- **SPE 520**: Evidence Based Approaches **OR** equivalent 3 credits
- **SPE 533**: Screening, Assessment, and IEP Development 3 credits
- **SPE 546**: Collaborative Partnerships 3 credits
- **SPE 547**: Classroom Management 3 credits
- **SPE 548**: Low Incidence Disabilities 3 credits
- **SPE 550**: Subject Area Content Access 3 credits
- **SPE 575**: Student Teaching in Special Education 3 credits

Students seeking certification in special education will be required to take the specialty test through PECT. No other courses may be taken during the practicum (SPE 575).

**English as a Second Language Certification (PreK-12) (17 credits)**

**Required Courses:**

- **ESL 551**: English as a Second Language Field Experience I 1 credit per 30 hrs
- **ESL 553**: Assessing English Language Learners 3 credits
ESL 554  English as a Second Language Field Experience II 1 credit per 30 hrs
ESL 555  Developing Cultural Awareness and Sensitivity 3 credits
ESL 556  Second Language Acquisition and Language Development 3 credits
ESL 558  Approaches to Educating ELL’s 3 credits
EDU 559  Curriculum and Instruction for the English Language Learner 3 credits

Praxis/PECT Examinations

Students should adhere to Praxis/PECT deadlines posted in Education Department and in Student Handbooks.

Information may be obtained on-line at praxis@ets.org or at (PECT) www.pa.nesinc.com.

Students should consult with their advisors if they have any questions regarding to the Praxis/PECT examination process. Software and study guides for the Praxis II may be purchased directly from the Educational Testing Service, or at area bookstores. Students holding a B.S. and a B.A. are not required to take Basic Skills exams.

Early Childhood/Elementary
PECT-PreK-4- 3 modules: 8006, 8007 and 8008

Special Education (PreK-8)-PECT-2 modules: 8011 and 8012

Secondary Content Area PRAXIS:
0235 Biology Content Knowledge (computerized 5235)
0245 Chemistry Content Knowledge (computerized 5245)
5038 English Language, Literature and Composition Content Knowledge
5161 Mathematics Content Knowledge (graphing calculator needed)
0081 Social Studies Content Knowledge (computerized 5081)
5195 Spanish Content Knowledge (contains listening section) and 0511 Fundamental Subjects (computerized 5511)

Special Education (7-12) PECT-
2 modules 8015 and 8016

Reading Specialist
0301, (computerized 5301)
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. Graduate students must have completed 12 credits.
- Be enrolled as a graduate student in education.

An email will also be sent to education students who are eligible each spring. Application materials are submitted online per the email directions.
Master of Health Science

Nutrition Concentration

Mission:
The Mission of the Cedar Crest College Master of Health Science is to develop leaders in the field of health promotion and disease prevention by providing the competencies and skills needed to assess, plan, implement, and evaluate health programming to meet the needs of diverse populations locally, nationally and globally.

The concentration in Nutrition will empower Registered Dietitians to take on the many nutrition challenges associated in public health through comprehensive assessment and effective program planning to promote positive impact in the health of the community.

Mission of the Nutrition Program
With a foundation in the liberal arts, the Cedar Crest College Department of Nutrition is dedicated to providing students the foundational knowledge and skills necessary to advance in the field of dietetics, pursue diverse career paths, and to enter graduate level studies in nutrition with a commitment to evidence-based science and professional ethics.

The Master of Health Science Program Description
The 39 credit curriculum for the MHSc Nutrition Concentration is built on clearly defined competencies for advanced level application and practice, beyond the Baccalaureate level entry level health professional. The Nutrition Concentration focuses on populations (Geriatric and Pediatric), education theory and practice to facilitate behavior change as well as the monitoring and nutrition management of Non-Communicable Diseases (NCD). The Nutrition concentration advances students and professionals in their pursuit of course work which will further support their professional goals.

Graduates of the MHSc will develop the skills needed to define, advocate and affect change in health policy.

Graduates will develop and demonstrate the skills necessary to build health programming and systems that will meet the dynamic cultural needs of the communities in which they serve.
Graduates will demonstrate the ability to assess needs and apply evidence based interventions in the development of programs, education, and treatment of populations.

The Master of Health Science is an online graduate program which incorporates:

- an intensive course of study built upon a core curriculum of health science and program development/assessment course work,
- a practicum experience built upon the course/field experiences, which will allow the student to engage in Community program planning and development as well as impact health outcomes across the nation.
- offers the prospective graduate student the opportunity to engage in a student centered course of study that would best meet individual health discipline specific needs and/or build upon professional goals.

The Nutrition Concentration is available to any individual with prior undergraduate course work that meets program prerequisites.

**General 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  
School for Adult and Graduate Education  
100 College Drive  
Allentown, PA 18104-6196.  
Phone: 610-740-3770  
Email:sage@cedarcrest.edu  
Fax: 610-740-3786  
Online Application Materials: www.cedarcrest.edu/graduate

On campus, the main office for the School for Adult and Graduate Education is located in Blaney Hall, Room 105 and is open Monday--Thursday, 8:30 a.m. - 6:30 p.m. and Friday, 8:30 a.m.- 4:30 p.m.

A rolling admissions policy is in effect for this program. 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 summer.
The general admissions requirements for the Master of Health Science: Nutrition Concentration program are as follows:

- Submission of a completed application form.
- Submission of official transcripts to the School for Adult and Graduate Education.
- Submission of an application essay two page outline the student’s goals and why the candidate is interested in pursuing a graduate degree in health science.
- Submission of two 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/

**Standards for Admission**

**MHSc Nutrition Concentration:**

- The prerequisites are at least one semester of Organic Chemistry & Biochemistry, Metabolism of Nutrients, Anatomy & Physiology, Science of Nutrition, and any prerequisites for the courses listed.
- Applicants should meet the following criteria:
  a. All program prerequisites must be completed before you enter the program; applicants that have not completed all prerequisites as per transcripts submitted (or cannot prove that he/she will complete the courses prior to completing their current degree) will be denied admission.
  b. A GPA of at least 3.0 on a 4.0 scale in upper-division, undergraduate coursework or a graduate degree.
  c. Two letters of recommendation.
  d. Current Resume.
  e. Practicum interest and program compatibility, evidenced in application essay.
  f. The Graduate Record Exam (GRE) is required. The department recommends scores of 600 on the Quantitative Reasoning
section and 450 on the Verbal Reasoning section, using the old scoring system, or Revised GRE scores of 150 on the Quantitative Reasoning section and 150 on the Verbal Reasoning section for a competitive application.
g. Students who have successfully completed the Cedar Crest College Dietetic Internship with a GPA of 3.5 or above are exempt from the GRE requirement.
h. Students wishing to enroll as a fulltime student in the MHSc while in the Dietetic Internship are required to submit GRE scores to secure dual enrollment.
i. For international applicants the TOEFL is required. A score of at least 550 on the paper-based exam or 80 on the internet-based exam is a university requirement.

**Practicums**

- Students are required to secure their own practicum sites. All sites must be approved by their practicum advisor. Standards for appropriate practicum sites will be developed within Practicum I.
- Practicum placements require students to comply with all background and medical clearances of their host facility.

**Admissions Decisions**

The Nutrition 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 Nutrition 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. Admission decisions are final and not subject to an appeal.

**Matriculation**

Matriculation is required for any student who plans to receive financial aid or a graduate degree. A student applies for matriculation by submitting a completed application for admission to the School for Adult and Graduate Education. 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/Foreign Credit Evaluation**

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 Credentials Evaluation Services, Inc
P.O. Box #745 P.O. Box 66940
Old Chelsea Station Los Angeles, CA 90066
New York, New York 10011 1-310-390-6276
1-212-966-6311

Education Credential International Education Consultants Evaluators, Inc.
P.O. Box #248233
P.O. Box #92970 Coral Gables, FL 33124
Milwaukee, WI 53202-0970 1-305-666-0233
1-414-289-3400

International Consultants Foreign Educational Document of Delaware, Inc
Service Credential
914 Pickett Lane P.O. Box #4019
Newark, DE 19711 Stockton, CA 95204
1-302-737-8715 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 MHSc. program. Accepted students are permitted to repeat a course one time to meet academic requirements. Provisional and visiting students must seek approval from the Director of the MHSc. program prior to repeating a course. If the student fails to maintain academic standards, he/she is subject to dismissal from the program.
Leave of Absence Policy
Students wishing to take an authorized leave of absence from the MHSc. program must apply through the Director of the MHSc. 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 MHSc. a student must adhere to the following:

- Complete all graduate education courses with a GPA of 3.0 or higher and certification students must complete courses with a minimum grade of B-.
- Apply to the Registrar for graduation at a specific scheduled graduation time.
- Complete all the requirements for a given program.
- Fulfill all financial responsibilities to the College.

Graduate 2016-2017 Tuition and Fees
Health Science Graduate Tuition, per credit $675.00
All Undergraduate Evening/Weekend/Online courses $539.00
Undergraduate Tuition rate per credit, daytime students $1,007.00
Audit Fee (non-refundable) per credit $179
Full-Time/Part-Time Student Activity Fee (Fall & Spring semesters) $20
Full-Time Technology Fee, per semester $100.00
Part-Time Technology Fee, per semester $50.00
Note: The College reserves the right to change the fees and charges when necessary.

Graduate Student Handbook
Each student will be given a copy of the Graduate Student Handbook prepared specifically for the MHSc. Nutrition Concentration. 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 Nutrition.
**Advising**

Advising is an important element of any advanced degree program. A student accepted to the MHSc. 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 practicum. The academic advisor may be, but is not required to be, the advisor for the capstone practicum.

Faculty advisors are assigned by the Director of the MHSc. 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.
Master of Science in Forensic Science

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 program is designed to prepare students for the challenges of forensic science in the 21st century by providing theoretical and practical background in all areas of criminalistics, a meaningful research experience, and opportunities to develop excellent written and oral communication skills.

The Forensic Science Program

The Forensic Science program is accredited by the Forensic Science Educational Programs Accreditation Commission and 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. 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. 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.

Faculty contributing teaching and research to the program include:

- Lawrence Quarino, Director of the Graduate Program and Associate Professor of Forensic Science, Ph.D., City University of New York.
- Jeanne Berk, - Associate Professor of Chemistry, Ph.D., Seton Hall University.
- Thomas A. Brettell, Associate Professor of Chemistry, Ph.D. Villanova University.
- K. Joy Karnas, Professor of Biology, Ph.D., University of Arizona.
- Janine Kishbaugh, Instructor of Forensic Science, M.S., Cedar Crest College.
- Rich Kliman, Professor of Biology, Ph.D., Wesleyan University.
- Thomas Pritchett, Instructor of Chemistry, M.S., Murray State University.
- Marianne E. Staretz, Associate Professor of Chemistry, Ph.D. State
University of New York at Binghamton.

• Lindsey Welch, Assistant Professor of Chemistry, Ph.D., Lehigh University

**Program Goals and Learning Outcomes**

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

1. *Have the necessary theoretical background in all the primary areas of Criminalistics.* These topics include crime scene reconstruction, pattern analysis, microscopy, forensic molecular biology, and forensic chemistry and toxicology.

2. *Demonstrate proficiency in laboratory skills necessary for a career in Criminalistics.*

3. *Demonstrate the ability to analyze and interpret scientific data.*

4. *Demonstrate the ability to provide proper scientific expert witness courtroom testimony.*

5. *Demonstrate professional conduct and the personal characteristics expected of professionals in the Forensic Science community.*

6. *Demonstrate the ability to be research scientists.*

7. *Demonstrate proficiency in oral and written communication skills.*

8. *Demonstrate knowledge of current policy, legal, and ethical guidelines for professional forensic science practice.*

**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  
School of Adult and Graduate Education  
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 main office for the School of Adult and Graduate Education is located in Blaney Hall, Room 105 and is open Monday – Thursday, 8:30 a.m. – 6:30 p.m.; Friday, 8:30 a.m. – 4:30 p.m.

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 Program Director of the Forensic Science program. For more information, please contact Dr. Lawrence Quarino at 610-606-4661 or laquarin@cedarcrest.edu.

Typically, the application deadline is March 1 for the coming academic year.

The general admissions requirements for the Master of Science in Forensic Science program are as follows:

- An applicant must have a completed application form.
- An applicant must have official transcripts sent to the School of Adult and Graduate Education.
- 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 completed the GRE General Test.
- The applicant must submit two letters of recommendation 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:

4. Two semesters of general (freshman) chemistry and two semesters of organic chemistry.
5. Two semesters of calculus (differential and integral preferred).
6. Two semesters of physics.
7. Two semesters of general (freshman) biology.

Admissions Decisions
An Admissions Committee composed of full and half-time faculty members working in the program will make admission decisions 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 graduate degree. A student applies for matriculation by submitting a completed application for admission to the School of Adult and Graduate Education. 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).

**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 complete every class with a minimum of a B-. Students who receive a C or withdraw from a course are only allowed to repeat the class one time. If students do not receive a grade of B- or above the second time that they take a course, they will be dropped from the program. Students receiving a grade of F in a course taken for the first time will also be dropped 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 pending approval from the Dean of the School of Adult and Graduate Education. 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. 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**
Students must complete the program in seven academic years beginning from the semester of matriculation.

**Completion of the Graduate Program and Graduation**
To successfully complete the MSFS, a student must adhere to the following:

- Complete all required coursework with no grade lower than a B- in any course.
- Successful completion of a master’s thesis. Approval is noted by the signatures of each member of the committee on the Approval Page of the thesis. Once approved, a minimum of three copies of the thesis need to be bound. One bound copy must be sent to the library.
- Successful completion of a graduate thesis research seminar presented to students and faculty. Approval is granted by the student’s seminar committee.
- Apply to the Registrar for graduation by the published application deadline.
- Fulfill all financial responsibilities to the College.

**Graduate 2016-2017 Tuition and Fees**
M.S.F.S. Application fee (non-refundable) $50.00
Forensic Science Graduate Tuition, per credit $796.00
Undergraduate Tuition rate per credit, daytime students $1,007.00
Deposit (non-refundable) due upon acceptance to the program $500.00
Masters Thesis Fee (non-refundable)(FSC 504) $250.00
Full-Time/Part-Time Student Activity Fee, per semester $20.00
Full-Time Technology Fee, per semester $100.00
Part-Time Technology Fee, per semester $50.00

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 master’s 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:

1. The development of new laboratory exercises for undergraduate forensic science students.
2. Assisting faculty in the instruction of undergraduate coursework laboratories as well as the assessment of student performance in the laboratories.
3. Serve as a lecturer or primary lab instructor in the event that assigned faculty is absent.
4. Perform quality assurance testing.
5. Provide background information in the form of literature searches for faculty projects.
6. 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.
7. Serve as tutors for both undergraduate and graduate students.

Students wishing to apply for a graduate assistantship may 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 6 credits during the semester of the Assistantship or be actively conducting thesis research.
- Submit an application requesting an assistantship to the Program Director.
- Successfully interview with the faculty member with whom the student will be placed if requested.

Assistantships are awarded on a semester basis and recipients are selected on a competitive basis based on GPA 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 Adult and Graduate Education 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
During the first year of academic study, students are required to write a thesis proposal and select their thesis committee as part of 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 second 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 a technical and administrative review of the thesis. The composition of the thesis committee must be approved by the Faculty.

Undergraduate prerequisites include biochemistry and genetics. Students accepted into the program without these courses must register for these courses at the undergraduate level normally 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 faculty). Cedar Crest offers two summer sessions and students will be required to register for both sessions.

During the second year Graduate Seminar course, each student will be required to present a one-hour seminar on the results of their research as part of FSC 504 (Seminar). However, the seminar will only be conducted with the approval of the primary mentor. Students requiring additional time to prepare for the seminar may do so as long as they do not exceed the required timeframe for completion of the degree. A committee of faculty 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 Course. Students requiring additional time to complete the thesis may do so as long as they do not exceed the required
timeframe for completion of the degree. 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.

**Course Sequence:**

**Fall I:**
- FSC 503 Professional Communication - 2 credits
- FSC 505 Chemical Separations – 2 credits
- FSC 506 Analytical Spectroscopy - 2 credits
- FSC 508 Forensic Toxicology and Pharmacology – 3 credits
- FSC 509 Crime Scene Reconstruction - 3 credits
- FSC 513 Advanced Microscopy - 3 credits
- FSC 515 Advanced Pattern Analysis – 3 credits

CHE 307 Biochemistry I* - 3 credits
*only required if not taken at the undergraduate level. If taken in Fall I then FSC 509 and FSC 515 move to Fall II. Alternatively, CHE 307 and FSC 508 can be taken concurrently in Fall II.

**Spring I:**
- FSC 500 Thesis Prospectus - 2 credits
- FSC 510 Recent Advances in Forensic Biology - 4 credits
- FSC 511 Molecular Biology - 3 credits
- BIO 548 Research Design and Statistics – 3 credits

BIO 313 Genetics* - 3 credits
*only required if not taken at the undergraduate level

**Summer I:**
- FSC 501 Research I - 3 credits

**Summer II:**
- FSC 502 Research II - 3 credits

**Fall II:**
- FSC 507 Forensic Chemistry - 3 credits
- FSC 516 Forensic Chemistry/Toxicology Laboratory - 2 credits
- FSC 599 Continuing Research - 1 credit

**Spring II:**
- FSC 504 Seminar - 2 credits
- FSC 512 Forensic Science Administration - 2 credits
FSC 514 Legal and Ethical Issues in Forensic Science - 2 credits
FSC 599 Continuing Research - 1 credit

**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 and 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 program.

**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. Students are also encouraged to attend the annual Pennsylvania Forensic Science Student Research Exchange 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. 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”. 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 or in violation of the Cedar Crest College Honor Code), the Director of the Forensic Science Program at his discretion may recommend to the Provost and the Dean of Adult and Graduate Education that the student not be allowed to continue in the program.
Master of Science in Nursing

For information, contact Dr. Wendy J. Robb, wjrobb@cedarcrest.edu or 610-606-4606.

The primary purpose of the Master of Science in Nursing online 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.

The Cedar Crest College Master of Science in Nursing program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, 404.975.5000.

Mission Statement
The mission of the Cedar Crest College Master of Science in Nursing Program is to educate and prepare future nurse leaders to function in the roles of nurse educator or nurse administrator within a global community.

Graduates of the MS in Nursing online 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 educates 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 Cedar Crest College Nursing Department’s facilities are housed in the Hamilton Boulevard Building, a 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 provides high speed wireless Internet and also houses a computer lab for student use. All nursing faculty offices are located in the Hamilton Boulevard Building. Full-time faculty contributing teaching and research to the program include:

- Sandra Leh, PhD, RN, CNE, Associate Professor of Nursing, Widener University
- Sharon Melincavage, DEd, RN, CRNP-BC, CNE, Associate Professor of Nursing, Director of the Graduate Nursing Program, The Pennsylvania State University
- Mae Ann Pasquale, PhD, RN, Assistant Professor of Nursing, University of Wisconsin-Milwaukee
- Wendy J. Robb, PhD, RN, CNE, Chairperson of the Nursing Department, Walter & Hazel May Endowed Chair for Excellence in Nursing, Associate Professor of Nursing, Widener University

**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  
School for Adult and Graduate Education  
100 College Drive  
Allentown, PA 18104-6196.  
Phone: 610-740-3770  
Email: sage@cedarcrest.edu  
Fax: 610-740-3786  
Online Application Materials: www.cedarcrest.edu/graduate

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 Nursing Program. For more information, please contact Dr. Sharon Melincavage at smmelinc@cedarcrest.edu, 610-606-4666 ext 3342.

A rolling admissions policy is in effect for this program. Applications are accepted and reviewed on a continuing basis throughout the year.

The general admissions requirements for the Master of Science in Nursing program are as follows:
• Completed application form with a non-refundable application fee
• Bachelor’s degree in nursing from an accredited program
• Current unencumbered RN license
• Minimum of 3.0 grade point average (on a 4.0 scale) in a BSN program
• 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
• Two (2) professional recommendations preferably from nurses with graduate degrees, including: current employer, nursing Professor, or other nursing professional.
• Completion of an interview with the Director of the Graduate Nursing Program and/or representatives from the Graduate Nursing Program Committee
• 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.

Goals of the Master of Science in Nursing Program and Competencies of the Nursing Education and Nursing Administration tracks

The Master of Science in Nursing program at Cedar Crest College has five program goals and competencies for the nursing administration and nursing education track.

1. Synthesize knowledge from a variety of resources and experiences to develop a comprehensive, ethical approach to nursing care delivery in a global society.
2. Articulate the issues and trends that affect the social, economic, political, and institutional forces that influence nursing and health care delivery.
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.
4. Reflect an awareness of self and others and convey ideas in a variety
5. Critically appraise and utilize scientific, expert, and other sources of knowledge to ensure quality outcomes in the context of evidence-based practice.

**Competencies for the Nursing Education track**

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).

**Competencies for the Nursing Education track**

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.

Clearances

Upon admission into the Master of Science in Nursing program, students will be required to submit the following documents:

• Report of Health Evaluation and Medical History
• Immunizations, Titers, , Current PPD, and Influenza vaccine
• Drug and Alcohol Screen
• CPR certification- Must be one of the following:
  o American Red Cross CPR/AED for Health Care Provider
  o American Heart Association Basic Life Support for Health Care Providers
• Proof of Health Insurance
• FBI Criminal History Clearance
• Child Abuse History Clearance
• PA Criminal History Clearance

*Clearances must be completed the semester prior to the first clinical practicum course. Information will be sent to students regarding clearances several months prior to the deadline.
Prospective and current students with criminal records must disclose their record and schedule a meeting with the Nursing Department Chairperson upon admission to or throughout progression at Cedar Crest College.

Any student not clinically cleared for clinical courses by the last day of the add/drop period will be automatically dropped from the course. Late clearances cannot be accepted.

**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.

**Visiting Student**
Candidates may apply as a non-degree visiting student and take a maximum of 6 credits from the entry level nursing courses. Upon completion of those credits, the student must apply for admission.

**Admissions Decisions**
The Graduate Nursing Program Committee will make final admission 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 Program 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 a graduate degree. A student applies for matriculation by submitting a completed application for admission to the School of Adult and Graduate Education. 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). In order for coursework to be considered for transfer students must submit a course description, course syllabus if available, and transcript indicating the student’s achieved grade for the course. Once matriculated in the program, students will not receive any credit for coursework taken at another institution.

**Graduate Nursing Program Progression Policy**

Academic situations that prevent student progression are: 1) earning a grade lower than C in any course and/or 2) a GPA lower than 3.0.

1. Earning a grade lower than C constitutes a course failure and the course must be repeated.

   a. Grade of lower than C in any entry level course (NUR 510, 512, 514, 516, 520, 522)
      (1) Students may take other entry level course(s) in order to facilitate progression.
      (2) The student must repeat the failed course at the next course offering.
      (3) The grade lower than C will not be included in the GPA calculation and will not impact the final transcript.
      (4) The failing grade will always remain on the transcript and will be calculated in the GPA if the student does not repeat the course.
      (5) A minimum grade of C is required in all entry level courses to progress.
      (6) If the student’s GPA falls below 3.0 during continued course progression, see section addressing the policy for GPA lower than 3.0 in this Master of Science in Nursing handbook.

   b. Grade of lower than C in NUR 525
      (1) Students may continue taking role courses (NUR 531, 533, 535, 541, 543, 545).
      (2) The student must repeat the failed course at the next course offering.
      (3) Students are not permitted to take NUR 558 or NUR 559 until repeating NUR 525 earning a grade of C or higher and having completed all of the role courses.
The grade lower than C will not be included in the GPA calculation and will not impact the final transcript. The failing grade will always remain on the transcript and will be calculated in the GPA if the student does not repeat the course. If the student’s GPA falls below 3.0 during continued course progression, see section addressing the policy for GPA lower than 3.0 in this Master of Science in Nursing handbook.

c. Grade of lower than C in NUR 531, 533, 535, 541, 543, 545, 558, 559
   (1) Students may not progress and must repeat the course earning a letter grade of C or higher.
   (2) The student must repeat the failed course at the next course offering.
   (3) The grade lower than C will not be included in the GPA calculation and will not impact the final transcript.
   (4) The failing grade will always remain on the transcript and will be calculated in the GPA if the student does not repeat the course.
   (5) If the student’s GPA falls below 3.0 during continued course progression, see section addressing the policy for GPA lower than 3.0 in this Master of Science in Nursing handbook.
   (6) If a student earns an F at any point in the semester in any of the role courses (NUR 531, 533, 535, 541, 543, 545) and are enrolled in NUR 558 or NUR 559, the student must withdraw from NUR 558 or NUR 559.

2. GPA lower than 3.0
   a. Students must maintain a minimum GPA of 3.0 to remain in the Master of Science in Nursing program.
   b. 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.”
   c. If the student’s GPA does not meet the 3.0 requirement by the second semester, the student will be dismissed from the program.
   d. A student may appeal this decision within 30 days of receipt of program dismissal notification as per the college’s graduate appeal process.

The student will be dismissed from the graduate nursing program if he/she is unsuccessful earning the required grade of C and/or maintaining the
required GPA after repeating a course. A course may be repeated only one time. Only two courses in the graduate nursing program may be repeated.

**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 Program Committee pending approval from the Dean of the School of Adult and Graduate Education. A granted leave of absence has no bearing on the maximum period of candidacy.

**Maximum Period of Candidacy**
The graduate nursing program is a part-time program, which can be completed in as few as six semesters or as many as twelve semesters. All efforts will be made to ensure that students’ progress according to their chosen progression path and complete the program requirements on this timeline. Typically, it is expected that all students will complete program requirements within seven academic 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 one academic year (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 by the published application deadline.
- Complete an electronic end of program survey or participate in an exit interview.
- Fulfill all financial responsibilities to the College.

**Graduate 2016-2017 Tuition and Fees**
Master of Science in Nursing Application fee (non-refundable) $30.00
Nursing Graduate Tuition, per credit $772.00
Full-Time/Part-Time Student Activity Fee, per semester $20.00
Full-Time Technology Fee, per semester $100.00
Part-Time Technology Fee, per semester $50.00
Evidence-based Practice Project Fee (NUR 559) $ 150.00

**Expenses**
Graduate nursing students are responsible for all fees involved when obtaining the clinical requirements, secured electronic file management, clinical attire, equipment, books, and professional and scholarly activities. Note: The College reserves the right to change fees and charges as necessary.

**Graduate Assistantships in Nursing**
Graduate assistantships are designed to promote the educational goals and objectives of the Master’s 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.
- Serving as a lecturer or primary instructor in the event that assigned faculty is absent.
- Providing background information in the form of literature searches for faculty projects.
- Participating 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:

- 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(s) with whom the
Assistantships are awarded 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 The School of Adult and Graduate Education 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 online 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 health care delivery systems of the twenty-first century.

Master of Science in Nursing (38 credits)
All courses are offered online

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Format</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR 510</td>
<td>Conceptual and Theoretical Foundations for Nursing (Core course, 7-week format)</td>
<td>3 credits</td>
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<td>NUR 512</td>
<td>Research for Evidence-Based Nursing Practice (Core course, 7-week format)</td>
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<tr>
<td>NUR 514</td>
<td>Informatics and Technology in Nursing (Core course, 7-week format)</td>
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<tr>
<td>NUR 516</td>
<td>Issues and Trends Relevant to Nursing (Core course, 7-week format)</td>
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<tr>
<td>NUR 520</td>
<td>Vulnerable Populations: Nursing Perspectives (Practice course, 7-week format)</td>
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<tr>
<td>NUR 522</td>
<td>Advances in Nursing Practice (Practice course, 7-week format)</td>
<td>3 credits</td>
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<td>NUR 525</td>
<td>Clinical Nursing Practicum (Practice course,</td>
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<td>NUR 528</td>
<td>Nursing in a Global Community: A Study Abroad (Elective Course)</td>
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<td>NUR 531</td>
<td>Curricula in Nursing Education (Role course, 14-week format)</td>
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<tr>
<td>NUR 533</td>
<td>Teaching Strategies for the Nurse Educator (Role course, 14-week format)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>NUR 535</td>
<td>Nurse Educator Practicum (Role course, 84 clinical hours, 14-week format)</td>
<td>5 credits</td>
<td></td>
</tr>
<tr>
<td>NUR 541</td>
<td>Nursing Care Delivery Systems (Role course, 14-week format)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>NUR 543</td>
<td>Resources for the Delivery of Nursing Care (Role course, 14-week format)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>NUR 545</td>
<td>Nurse Administrator Practicum (Role course, 84 clinical hours, 14-week format)</td>
<td>5 credits</td>
<td></td>
</tr>
<tr>
<td>NUR 558</td>
<td>Evidence-Based Nursing Practice: Preparation (EBP course, 14-week format)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>NUR 559</td>
<td>Evidence-Based Nursing Practice: Translation (EBP course, 14-week format)</td>
<td>2 credits</td>
<td></td>
</tr>
</tbody>
</table>

Courses in the CORE component of the program do not have a practice specialty section. All courses in the PRACTICE, ROLE and EVIDENCE-BASED PRACTICE components 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. 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.

**Course Progression**

The Master of Science in Nursing online program is designed to provide students with maximal flexibility through several progression options. Students can progress through the program at their own pace. The degree can be completed in as few as two years of part-time study by taking two courses per semester or in four years by taking one course per semester. Progression guides assist students in planning course sequence in accordance with prerequisite requirements.
**Advising**
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. Students wishing to request a specific faculty advisor, should submit this request in writing to the Director.

**Graduate Nursing Program Orientation**
The orientation process for new students entering the graduate nursing program includes:

- Membership in the Master of Science in Nursing Program "My Cedar Crest" virtual group
- A comprehensive Graduate Nursing Program Orientation Manual
- Face-to-face Orientation Program prior to the start of classes each semester conducted by The School of Adult and Graduate Education (SAGE)

Upon acceptance into the program and registration for courses, new students are sent an invitation to join the My Cedar Crest group specifically reserved for students in the graduate nursing program. This website contains important information including access to the program handbooks, hyperlinks to a variety of College resources, list of current affiliation agreements for clinical placement, guidelines for the Evidence-based Practice Project and more.

The Graduate Nursing Program Orientation Manual is provided to students. In-depth instruction related to Information Technology services and how to access email, the learning management system, and My Cedar Crest are provided. There is also information on literature searches and the Library services, tutoring and The Writing Center, and online access to writing experts via Smart Thinking. Contact numbers for key personnel and student campus information are included for convenience.

Prior to the start of classes, students are strongly encouraged to attend a formal Orientation Program conducted by the School of Adult and Graduate Education (SAGE). The orientation provides in-coming students an opportunity to informally network with current students, obtain parking passes, and ID cards. Trips to the book store are facilitated and classroom tutoring related to computer access is provided upon request.
**Graduate Student Handbook**
Each student has access to the Graduate Nursing Student Handbook for the Master of Science in Nursing Program. 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 Nursing 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.

**Funding for Professional Development**
The Graduate Nursing program at Cedar Crest College provides funding to support student led professional learning projects that have a significant impact on the nursing profession through the Dollars for Scholars Program.

Students may apply for awards of up to $500.00 to support professional development and scholarship when presenting an oral presentation or poster at a forum that is directly related to course content as determined by the Graduate Nursing Faculty Committee. These funds may be used for conference registration, travel expenses, or printing of the poster.

In order to be considered for a Graduate Nursing Dollars for Scholars Award students must meet the following requirements:

1. Be in good academic standing (academically and financially).
2. Complete the Dollars for Scholars Application form.
3. Write a brief explanation (one page limit) on how the conference or event meets the objectives of the Graduate Nursing Dollars for Scholars Program.
4. Provide a preliminary cost summary required for attendance and presentation at the conference.
5. Include a copy of the scholarly work that will be presented.

**Lillian S. Brunner Master of Science in Nursing Award**
The Lillian S. Brunner Master of Science in Nursing Award is presented to the graduating student in the Master of Science in Nursing program who has exemplified the highest standards of graduate level scholarship through exceptional writing, scholarly discourse and the translation of current best evidence into nursing practice. The award is presented yearly in May at the College's Awards Ceremony. Students who have completed the program in August are eligible to receive the award in the following May. The recipient is determined by members of the Graduate Nursing Program Committee.
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:

- Have completed at least 10 credit hours of the Master of Science in Nursing program
- Have a minimum GPA of 3.5
- Meet the expectation of academic integrity.

Graduate students who meet eligibility criteria may apply for membership online at www.nursingsociety.org. Theta Rho will review the application and notify the candidate 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.

Pan-European Master of Fine Arts in Creative Writing

The Pan-European Master of Fine Arts in Creative Writing, a low-residency program, prepares students to produce publishable-quality work in one or more genres of writing. In doing so, the MFA program enables students to become artists adept at the written craft, to pursue careers in writing-related fields, and to fashion themselves as leaders in the literary world.
By providing craft-based writing instruction in the context of locale-inspired literature and cultural studies, the creative writing MFA program empowers students to develop and transcend their unique writing voices while experimenting within and across genre conventions. Grounded in an interdisciplinary liberal-arts learning experience, the MFA program broadens the global awareness of students by combining instruction in writing, history, literature, and other arts from a variety of European regions and cultures.

**Program of Study for the Pan-European MFA in Creative Writing**

The Pan-European Master of Fine Arts in Creative Writing, a low-residency program (48 credits), enables students to develop and refine their ability to produce publishable-quality works of creative literature. The program requires three residencies (15 days each) and four distance-learning mentorships. Students must also produce a book-length creative thesis and an accompanying critical essay.

With a focus on the power of locale to inspire literature and other arts, the MFA in Creative Writing curriculum emphasizes craft-based learning through residency workshops and seminars, followed by one-on-one distance-learning mentorships. The program offers study in three genres—fiction, poetry, or non-fiction—as well as dual genre study in any two. Students must apply and be admitted to a specific genre, or to two genres in the case of a dual-focus degree.

**Courses Required**

**MFA in Creative Writing: Fiction (48 credits)**

CWR 501 Residency Workshop I: Fiction (2 credits)
CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 508 Locale Seminar I (1 credit)
CWR 511 Writing Mentorship I: Fiction (6 credits)
CWR 521 Writing Mentorship II: Fiction (6 credits)
CWR 531 Residency Workshop II: Fiction (2 credits)
CWR 537 Craft Seminar II: Cross-Genre (3 credits)
CWR 538 Locale Seminar II (1 credit)
CWR 541 Writing Mentorship III: Fiction (6 credits)
CWR 551 Writing Mentorship IV: Fiction (6 credits)
CWR 590 Creative Thesis I (3 credits)
CWR 591 Creative Thesis II (3 credits)
CWR 592 Critical Essay II (3 credits)
CWR 598 Graduating Residency (3 credits)
MFA in Creative Writing: Poetry (48 credits)

CWR 502 Residency Workshop I: Poetry (2 credits)
CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 508 Locale Seminar I (1 credit)
CWR 512 Writing Mentorship I: Poetry (6 credits)
CWR 522 Writing Mentorship II: Poetry (6 credits)
CWR 532 Residency Workshop II: Poetry (2 credits)
CWR 537 Craft Seminar II: Cross-Genre (3 credits)
CWR 538 Locale Seminar II (1 credit)
CWR 542 Writing Mentorship III: Poetry (6 credits)
CWR 552 Writing Mentorship IV: Poetry (6 credits)
CWR 590 Creative Thesis I (3 credits)
CWR 591 Creative Thesis II (3 credits)
CWR 592 Critical Essay (3 credits)
CWR 598 Graduating Residency (3 credits)

MFA in Creative Writing: Creative Nonfiction (48 credits)

CWR 503 Residency Workshop I: Creative Nonfiction (2 credits)
CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 508 Locale Seminar I (1 credit)
CWR 513 Writing Mentorship I: Creative Nonfiction (6 credits)
CWR 523 Writing Mentorship II: Creative Nonfiction (6 credits)
CWR 533 Residency Workshop II: Creative Nonfiction (2 credits)
CWR 537 Craft Seminar II: Cross-Genre (3 credits)
CWR 538 Locale Seminar II (1 credit)
CWR 543 Writing Mentorship III: Creative Nonfiction (6 credits)
CWR 553 Writing Mentorship IV: Creative Nonfiction (6 credits)
CWR 590 Creative Thesis I (3 credits)
CWR 591 Creative Thesis II (3 credits)
CWR 592 Critical Essay (3 credits)
CWR 598 Graduating Residency (3 credits)

MFA in Creative Writing: Travel Writing (48 credits)

CWR 504 Residency Workshop I: Travel Writing (2 credits)
CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 508 Locale Seminar I (1 credit)
CWR 514 Writing Mentorship I: Travel Writing (6 credits)
CWR 524 Writing Mentorship II: Travel Writing (6 credits)
CWR 534 Residency Workshop II: Travel Writing (2 credits)
CWR 537 Craft Seminar II: Cross-Genre (3 credits)
CWR 538 Locale Seminar II (1 credit)
CWR 544 Writing Mentorship III: Travel Writing (6 credits)
CWR 554 Writing Mentorship IV: Travel Writing (6 credits)
CWR 590 Creative Thesis I (3 credits)
CWR 591 Creative Thesis II (3 credits)
CWR 592 Critical Essay (3 credits)
CWR 598 Graduating Residency (3 credits)

MFA in Creative Writing: Dual Genre (48 credits)

CWR 501, CWR 502, CWR 503, or CWR 504 Residency Workshop I: Fiction, Poetry, Creative Nonfiction, or Travel Writing (2 credits)
CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 508 Locale Seminar I (1 credit)
CWR 511, CWR 512, CWR 513, or CWR 514 Writing Mentorship I: Fiction, Poetry, Creative Nonfiction, or Travel Writing (6 credits)
CWR 521, CWR 522, CWR 523, or CWR 524 Writing Mentorship II: Fiction, Poetry, Creative Nonfiction, or Travel Writing (6 credits)
CWR 531, CWR 532, CWR 533, or CWR 534 Residency Workshop II: Fiction, Poetry, Creative Nonfiction, or Travel Writing (2 credits)
CWR 537 Craft Seminar II: Cross-Genre (3 credits)
CWR 538 Locale Seminar II (1 credit)
CWR 541, CWR 542, CWR 543, or CWR 544 Writing Mentorship III: Fiction, Poetry, Creative Nonfiction, or Travel Writing (6 credits)
CWR 551, CWR 552, CWR 553, or CWR 554 Writing Mentorship IV: Fiction, Poetry, Creative Nonfiction, or Travel Writing (6 credits)
CWR 590 Creative Thesis I (3 credits)
CWR 591 Creative Thesis II (3 credits)
CWR 592 Critical Essay (3 credits)
CWR 598 Graduating Residency (3 credits)

Program Goals and Learning Objectives
The goals of the MFA in Creative Writing are to enable students to:

1. Develop and refine their ability to craft works of creative literature.
2. Demonstrate an understanding of the breadth of voice and aesthetic in their chosen literary genres and in other genres.
3. Recognize the value of locale in inspiring the creative craft and in shaping works of literature.
4. Critique works of creative writing, including their own and of others, for artistically effective techniques.
5. Generate a sense of career goals in creative writing that is aware of ongoing and new professional opportunities in writing, publishing, and teaching and the strategies needed to obtain them.

6. Produce a publishable-quality manuscript in one or more genres of creative writing.

**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  
School for Adult and Graduate Education  
100 College Drive  
Allentown, PA 18104-6196 USA  
Phone: 1-610-740-3770  
Email: sage@cedarcrest.edu  
Fax: 1-610-740-3786  
Online Application Materials: mfa.cedarcrest.edu/apply

On the Allentown, Pennsylvania campus, the main office for the School for Adult and Graduate Education is located in Blaney Hall, Room 105. The office is open Monday, Tuesday and Friday, 8:30 a.m. -4:30 p.m. Eastern Time; Tuesday and Wednesday, 8:30 a.m.- 6:30 p.m. Eastern Time.

Students are encouraged to contact the College to discuss their educational plans. Upon request, arrangements can be made to discuss curriculum requirements, residency locales, and distance learning methods with the Internal Director of the Pan-European MFA in Creative Writing, Alison Wellford (acwellfo@cedarcrest.edu) or Director: Dr. Bob Wilson at 1-610-606-4666, x3474; Skype ID: drbobwilson; or rawilson@cedarcrest.edu.

Applications for the Pan-European MFA in Creative Writing are accepted and reviewed throughout the year. Students may begin the program at a summer residency or during a distance-learning semester in either the fall or spring. Application deadlines appear on the program website for each year’s summer, fall, and spring starting periods. Accepted students are admitted to the MFA in Creative Writing program in a specified genre or genres.

**MFA Application Requirements**

In order to be considered for admission to the program, applicants must submit the following items:

1. A completed graduate application form.
2. A portfolio of creative writing that consists of approximately 10 pages for poetry or 25 pages for either fiction, creative nonfiction, or travel writing. (If applying to multiple genres, applicants must submit a separate portfolio for each.) Send portfolio to sage@cedarcrest.edu.

3. An essay on the applicant’s reasons for seeking admission to the MFA program, expectations for the program, and the applicant’s goals as a writer. (The essay should be one page, typewritten, and single spaced.) Send essay to sage@cedarcrest.edu.

4. One letter of recommendation, either academic or professional, that addresses the applicant’s ability to succeed in graduate writing study. See the MFA program website for the Recommendation Form.

5. A $50 application fee. (If applying to multiple genres, a separate $50 fee must be submitted for each genre to which the applicant is seeking admission.)

6. Current resume that includes creative writing awards, as well as all publications, prizes, honors and grants related to the applicant’s writing. The resume should also include any writing workshops, conferences, and other non-credit courses attended. Send resume to sage@cedarcrest.edu.

7. Official academic transcripts from institutions where the applicant has completed coursework. (A bachelor’s degree or equivalent experience in creative writing is required.)

If previous coursework was completed outside of the United States, applicants must have their academic degree validated as equivalent to a degree in the United States through a non-profit credential-evaluation agency, such as:

**World Education Services**
PO Box #745
Old Chelsea Station
New York, NY 10011
USA
1 -212-966-6311
[www.wes.org](http://www.wes.org)

A $250 non-refundable deposit will be required for all admitted students to save one’s place in the program.

**Admissions Decisions**
The MFA Program Director and Internal Director will make final admission decisions based upon a review of each applicant’s submitted materials,
which may be evaluated in consultation with faculty members working within
the applicant’s creative genre. Admissions decisions are based upon a review
of the application portfolio, application essay, letter of recommendation, and
writing experience indicated in transcripts and resume. Each applicant will
be considered from a holistic perspective.

**Matriculation**

Matriculation is required for any student who plans to receive financial aid or
a graduate degree. A student applies for matriculation by submitting a
completed application for admission to the School for Adult and Graduate
Education. 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 are 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**

Students who have completed graduate-level creative writing courses in
other accredited MFA or PhD programs may submit their official transcripts
for possible transfer credit toward the Pan-European MFA in Creative
Writing. Transfer credits are evaluated at the discretion of the MFA Program
Director and MFA Internal Director. A maximum of 18 transfer credits will be
awarded (the first year’s worth of coursework), including any credit toward
residency workshops; craft, cross-genre, and locale seminars; or distance
mentorships.

For transfer courses to be counted toward the MFA in Creative Writing, they
must have earned an equivalent grade of B- or higher, or Pass if graded
Pass/Fail. The transferred coursework must have been completed within ten
years of the matriculation date of the program. Once matriculated into the
program, students will not receive any credit for coursework taken at
another institution.

Creative writing courses completed at institutions outside the United States
must be equivalent to graduate level as verified through a non-profit
credential-evaluation agency such as World Education Services
(www.wes.org).

**Visiting Students**

Prospective students may apply for up to a year of study with visiting status
in the Pan-European MFA program, indicating such in their application essay along with all other application requirements. Visiting students may complete the residency requirements (up to 6 credits) and distance mentorship study (up to 12 credits) for a maximum of 18 credits in the program. Upon completion of those credits, visiting students must apply for matriculation as degree-seeking candidates to continue study in the program.

**Auditing Courses**

Students may apply to audit courses in the Pan-European MFA program, indicating such in their applications or through notice to the Program and Internal Directors. Permission to audit a course is granted by decision of the MFA Program and Internal Directors, according to program admissions standards that may include consultation with a faculty member working in the student’s creative genre. Auditors will complete all mentorship exchanges, workshop critiques, tutorial sessions, or other assignments that are part of the audited course. An audited Pan-European MFA course does not count toward the completion of degree requirements. Audited courses are graded “S” (“Satisfactory”) or “U” (“Unsatisfactory”). The per-credit tuition rate for audited Pan-European MFA courses shall be set each semester by the College. Students may, with permission of the faculty mentor and the MFA Program and Internal Directors, convert an audited course to for-credit at any time prior the end of a program term. Adjustment of tuition and fees to the level of the for-credit rate will be made where applicable. After the start of a program term, students enrolled in a for-credit Pan-European MFA course may not convert the course to audit status.

**Post-Graduate Study**

Students who have earned an MFA or PhD in creative writing, or another terminal degree in English, from an accredited institution may apply for a year of post-graduate study in Pan-European MFA coursework. Cedar Crest College MFA graduates who wish to continue their study in an additional genre or locale may apply for such post-graduate coursework. Post-graduate students apply through the program’s normal process and upon admission may complete 6 credits of residency requirements (workshop, craft seminar, cross-genre seminar, and locale seminar) and 12 credits of distance mentorships during the following fall and spring semesters.

**Degree Program Retention Policy**

Students must receive a grade of “P” (or “Pass”) in all MFA coursework to maintain normal progress through the program. Students who receive a grade of “F” (or “Fail”) in any three courses or who receive a grade of “F” (or “Fail”) in the same course twice will be dismissed from the program. Within 30 days of notification, students may appeal program dismissals through a
letter to the MFA Program Director. Appeals are granted at the discretion of
the MFA Program Director and Internal Director, and they otherwise follow
the appeal process outlined in the Cedar Crest College Graduate Program
Catalog.

**Repeating a Course**
Students who withdraw from or receive a grade of “F” (or “Fail”) in a
required MFA course may petition, in writing, the MFA Program Director to
retake the course so as to maintain annual progress toward the degree.
Such petitions must be submitted within 15 days after the end of the
withdrawn or failed course, and they must specify a proposed alternative
schedule for degree progress. Mentorship courses that must be retaken may
use the summer for their monthly exchanges (June, July, August, and
September), although this may be in addition to summer residency
coursework. Petitions are granted at the discretion of the MFA Program
Director and MFA Internal Director, pending approval from the Dean of the
School of Adult and Graduate Education. Approval of repeat courses depends
upon faculty availability.

Students who withdraw from or fail a course may be required to complete an
additional residency or extend their schedule of mentorship exchanges or
both in order to satisfy MFA degree requirements.

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.

**Leaves of Absence**
Students wishing to take a leave of absence from the program must request
to do so, in writing, from the MFA Program Director. The granting of the
requested leave is at the discretion of the MFA Program Director and MFA
Internal Director, pending approval from the Dean of the School of Adult and
Graduate Education. A granted leave of absence has no bearing on the
maximum period of candidacy.

**Maximum Period of Candidacy**
The Pan-European MFA in Creative Writing is a low-residency program
designed to be completed by full-time students in as few as two years and
30 days or three years, depending upon the semester in which a student
begins study. The course of study consists of three summer residencies
(each 15 days long), with distance-learning mentorships taking place during
fall and spring semester and a required capstone creative thesis and critical
essay. When compelling and exigent reasons dictate an extension on this period, students may request, in writing, an extension from the MFA Program Director; the extension is approved at the discretion of both the MFA Program Director and MFA Internal Director.

Students who have completed all required coursework for the MFA except for the creative thesis must register for CWR 599 Thesis: Maintenance of Candidacy (1 credit) during each fall and spring semester until they complete the program. In all instances, the MFA program must be completed within seven years and 30 days after a student’s matriculation date.

Completion of the Graduate Program and Graduation
To successfully complete the Pan-European Master of Arts in Creative Writing, a Low-Residency program, a student must adhere to the following:

• Successfully complete all the requirements for the program.
• Complete all required coursework for the program, as outlined in the MFA “Program of Study,” with a grade of “P” (or “Pass”).
• Apply to the Registrar for graduation at least three months prior to the graduating residency; or, in the case of students with candidacy extensions, apply prior to the date established by the Registrar for one of the College’s scheduled graduation dates (fall, spring, or summer).
• Fulfill all financial responsibilities to the College.

Students who have successfully completed all degree requirements specified above may participate in the MFA’s graduation ceremony held as part of the graduating residency. The College officially confers degrees on graduates in August, January, and May. Pan-European MFA graduates are welcome to participate in the annual May commencement ceremony, held on the Allentown, PA, USA campus.

Graduate 2016-2017 Tuition and Fees
M.F.A. in Creative Writing Application fee (non-refundable) $50.00
MFA Graduate Tuition, per credit $700.00
Deposit (non-refundable) due upon acceptance to the program $250.00
Residency Fee (per each 15-day summer residency) $2,750.00
Master’s Thesis Binding Fee (non-refundable) (CWR 598) $300.00
Part-Time Technology Fee, per fall and spring semesters $50.00

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 residency.
Pass/Fail Course Grades
All courses in the MFA in Creative Writing program are graded P (Pass) or F (Fail). Since these grades do not carry quality points associated with them, a Grade Point Average is not calculated for students. Neither are credits earned by transfer from another institution, or through experiential learning or examination, computed into the Cedar Crest GPA.

Graduate Program Handbook
Each student will be given a copy of the Graduate Program Handbook prepared specifically for the Pan-European Master of Fine Arts in Creative Writing. 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 Program Handbook. MFA students are also bound by policies established by Cedar Crest College for graduate students, as indicated in the Graduate Catalog, Faculty Handbook, or other official college publications. Questions regarding the content of the handbook or other graduate student policies should be directed to either the MFA Program Director or Internal Director.

MFA Program 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.

The MFA program may enroll its students, at the direction of either the MFA Program Director or Internal Director, in the appropriate courses per genre needed to maintain the degree progress specified in the “Program of Study Checklist.” Upon course enrollment, students will be notified of the courses for which they are registered at least 14 days prior to the first day of class. Students who do not wish to enroll in summer, fall, or spring MFA courses must notify the MFA Internal Director prior to the first day of class, or they may drop courses themselves using either the Registrar Office’s online or print procedures prior to the end of the Add/Drop period established by the College. Students so enrolled are academically responsible for any coursework and financially responsible for any tuition or fees associated with a course.

Professional Organizations for Students
Cedar Crest College’s Pan-European MFA in Creative Writing is a member
program of the Association of Writers and Writing Programs (www.awpwriter.org). With over 500 member institutions, AWP is the national professional organization for academic programs in creative writing throughout North America. The mission of AWP is “to foster literary achievement, to advance the art of writing as essential to a good education, and to serve the makers, teachers, students, and readers of contemporary writing.”

Matriculated students in the MFA program are entitled to the benefits specified by AWP, including access to the AWP Job List; the AWP eLink (a Web publication including career advice, a calendar of grants and awards, and an archive of past editions of the Writer’s Chronicle); and membership discounts for entries in the AWP Award Series and registration at the AWP Annual Conference.

Through the Cedar Crest College English program, the MFA program is also a member of the Association of Departments of English (www.ade.org), an affiliated organization of the Modern Language Association (www.mla.org) with its Job Information List.

**Sigma Tau Delta, International English Honor Society, Xi Kappa Chapter**

Founded in 1924, Sigma Tau Delta (www.english.org) recognizes distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies. Among other benefits, members are eligible for internships, scholarships, awards, and grants, some of which are offered only to graduate students. Upon the recommendation of a faculty mentor, MFA students may apply for membership in Xi Kappa, the Cedar Crest College chapter of Sigma Tau Delta, after having completed the first residency requirements (6 credits). Contact the MFA Internal Director for further information.
Graduate Courses
Dietetic Internship Didactic Courses

NTR 560 Dietetic Internship Foundation – 0 credits
This course provides students enrolled in the Dietetic Internship with access to requisite resources and assignments intended to build foundation knowledge and skills needed for entry into graduate-level coursework and supervised practice in dietetics.

NTR 572 01 Practicum in Clinical Nutrition Lab – 2 credits
This course provides a comprehensive overview of dietetics principles and their application in the area of clinical nutrition. This course relies primarily on field experience as well as evidence-based research, with a strong emphasis on affective learning, preceptor feedback, and critical self-reflection.

NTR 572 02 Practicum in Clinical Nutrition – 1 credit
This course provides a comprehensive overview of dietetics principles and their application in the area of clinical nutrition. Via case studies, group discussions, and presentations, interns will apply advanced knowledge of medical nutrition therapy and will practice all steps of the Nutrition Care Process for various disease states. The course relies on a combination of online coursework as well as live virtual discussions.

NTR 573 01 Practicum in Food Service Management Lab – 2 credits
This course provides a comprehensive overview of dietetics principles and their application in the area of food service management. This course relies primarily on field experience as well as evidence-based research, with a strong emphasis on affective learning, preceptor feedback, and critical self-reflection.

NTR 573 02 Practicum in Food Service Management – 1 credit
This course provides a comprehensive overview of dietetics principles and their application in the area of food service management. Via case studies, group discussions, and presentations, interns will apply advanced knowledge of food service management in relation to concepts including management skills, scheduling, budgeting, sustainability practices, quality assessment, and the systems approach. This course relies on a combination of online coursework as well as live virtual discussions.

NTR 574 01 Practicum in Community Nutrition – 2 credits
This course provides a comprehensive overview of dietetics principles and their application in the area of community nutrition. This course relies primarily on field experience as well as evidence-based research, with a strong emphasis on affective learning, preceptor feedback, and critical self-reflection.

**NTR 574 02 Practicum in Community Nutrition – 1 credit**

This course provides a comprehensive overview of dietetics principles and their application in the area of community nutrition. Via case studies, group discussions, and presentations, interns will apply advanced knowledge of community dietetics in relation to counseling strategies, ethics, cultural sensitivity and health literacy, public health, public policy, nutrition education, and emerging trends / issues in nutrition and will practice utilizing various models of behavior change in working with clients. This course relies on a combination of online coursework as well as live virtual discussions.

**NTR 575 01 Advanced Practicum in Community Nutrition Lab – 2 credits**

This course provides a comprehensive analysis of dietetics principles and their intensive application in the area of community nutrition. This course relies primarily on field experience as well as evidence-based research, with a strong emphasis on affective learning, preceptor feedback, and critical self-reflection.

**NTR 575 02 Advanced Practicum in Community Nutrition – 1 credit**

This course provides a comprehensive analysis of dietetics principles and their intensive application in the area of community nutrition. Via case studies, group discussions, and presentations, interns will apply advanced knowledge of community dietetics in relation to community needs assessments, managing funds for community health organizations, and linking clients to appropriate community resources. This course relies on a combination of online coursework as well as live virtual discussions.
Graduate Art Therapy Courses

Art Therapy Content

**ATP 520 History and Theory of Art Therapy – 3 credits**
This course provides a foundational examination of the definitions, theoretical keystones, and historical and current trends within the field of art therapy. Course topics include psychotherapeutic theories, techniques and rationale of practice and the development of art therapy as a distinct therapeutic practice.

**ATP 533 Family Art Therapy – 3 credits**
This course focuses on the integration of art therapy theories and processes with family systems theory. Students will utilize both didactic and experiential learning methods to explore the use of art therapy within a family context. The course includes an overview of historical and more recent approaches to using art therapy with families. Ethical and cultural issues specific to family therapy are also addressed.

**ATP 539 The Studio as a Therapeutic Environment – 3 credits**
This course provides direct experience of a studio model in art therapy and will focus on self-exploration in an open studio environment. Students will explore varied art media properties used in the context of art therapy with varied populations and will investigate how different materials can promote and inspire the creative process. Students will gain a better understanding of an artist as therapist approach to art therapy treatment.

**ATP 549 Cultural Perspectives in Art Therapy – 3 credits**
This course is designed to increase awareness and develop therapeutic skills and treatment approaches with diverse populations. Students will creatively explore aspects of personal heritage and implications that culture, race, ethnicity, gender, sexual orientation, and social status play in effective treatment of individuals, families and communities. Students will examine their cultural identities and identify socio-cultural biases and prejudices. They will develop the ability to critique existing theory and practice from a multicultural lens. Students will explore issues of power, privilege and oppression as they apply to the therapeutic relationship.

**ATP 552 Group Art Therapy – 3 credits**
This course will provide an experiential opportunity for students to explore art therapy methods in a group setting. Students will develop processing skills related to images and metaphor and will explore principles of group
dynamics and leadership styles. Reading and class discussions will explore the varying types of groups including support groups, short-term, time limited, and long-term therapy groups as well as art therapy practices that best support a group’s function.

**ATP 555 Professional Ethics for Art Therapists – 3 credits**

This class will cover the basic concepts of ethics and professional practice in art therapy. Specific focus will be on a clear understanding and application of the ethical standards in the field of art therapy and in the larger world of mental health and human services. Clarity regarding credentials and licensure will be covered. Students will also be exposed to professional development and job issues and post-graduate training and supervision. Multi-cultural and diversity issues within counseling and art therapy will be interwoven in terms of ethical and practice dimensions as specifically related to a studio model of art therapy.

**ATP 559 Artistic Development across the Lifespan – 3 credits**

This course explores symbolic expression and stages of artistic development across the lifespan including visual aspects, neurological parallels, theories of development and cultural and environmental influences. Developmental phases from typical progressions to deterioration of graphic representations will inform effective art interventions and materials as related to the developmental abilities of individuals.

**ATP 575 Theories of Assessment in Art Therapy – 3 credits**

This course will explore the fundamental legal and ethical issues regarding art therapy evaluations. Emphasis on formal instruments used in assessment practices from the profession of art therapy will be presented and discussed including statistical concepts of reliability and validity, selection and administration of the assessment tool, effects of cultural and legal factors, documentation, and formulation of treatment goals. Discussion will include how images illustrate participant strengths and approaches to life tasks as well as how levels of psychological health and physical, emotional, and intellectual development are manifested in artwork and art making processes.

**ATP 620 Culminating Project – 3 credits**

The culminating project (CP) demonstrates the integration of the student’s theoretical knowledge and clinical internship experience. The final project provides a forum for the student to demonstrate critical thinking applications and responsive art making practices important to the identity of the professional art therapist. Proposals for the CP are submitted and approved in the semester prior to enrollment in the course. Students ideally register for ATP 620 during the final spring semester of their program with plans to
complete the project in conjunction with their final internship experiences through the ATP 604 course. The work will consist of three sections including 1) a literature review, 2) a case study or research proposal, and 3) a creative response, all of which will be presented in a public forum prior to graduation.

**Related Content**

**ATP 501 Research Design and Methodology – 3 credits**

This course is designed to teach students the fundamental principles of scientific methodology as applied to clinical phenomena. The course is intended to provide students with the ability to be critical consumers of research in the field of art therapy, to enable them to think scientifically and apply this mindset to evaluation of clinical work. Upon completion of this course, students will have gained experience in writing a research proposal, translating research problems into testable hypotheses, and considering ethical, professional, and diversity issues related to conducting research with human participants.

**ATP 505 Theories and Systems of Counseling Psychology – 3 credits**

This course is designed to teach students the fundamental tenets of counseling psychology by providing students with a strong theoretical basis backed by the history of the profession. This course is intended to provide students with the ability to apply a theoretical framework from which they can conceptualize their clients. Psychodynamic, cognitive-behavioral, behavioral and affective theories will be established with consideration of ethical, professional, and diversity issues related to the therapy process.

**ATP 534 Psychopathology – 3 credits**

This course covers the development, symptoms, and patterns of maladjusted behavior. Criteria of psychiatric diagnoses as related to the Diagnostic and Statistical Manual, theories of psychopathology, typical development and relevant literature will be introduced. The goals of the course are for students to evaluate abnormal behavior and personality theories as related to ethical, cultural and environmental influences as well as from a multidisciplinary framework in order to better understand individual strengths and mental health processes.

**Studio Content**

**ATP 535 Art Therapy 2D Materials and Methods – 3 credits**
The course content will cover various media and methodology of creating and reviewing 2-D art. The class will provide an open forum for graduate students, together with their peers and faculty, to discuss and review each other’s works in progress as well as after completion. Group review sessions will provide an opportunity for productive and respectful engagement of ideas. A research approach to the Visual Arts will be introduced and implemented. Multi-cultural art will be explored and serve as a source for student art-making.

**ATP 536 Art Therapy 3D Materials and Methods – 3 credits**

The course content will cover various media and methodology of creating and reviewing 3-D art. The class will provide an open forum for graduate students, together with their peers and faculty, to discuss and review each other’s works in progress as well as after completion. Group review sessions will provide an opportunity for productive and respectful engagement of ideas. A research approach to the Visual Arts will be introduced and implemented. Multi-cultural art will be explored and serve as a source for student art-making.

**Internship Experiences**

**ATP 601, 602, 603, 604 Internship/Group Supervision – 3 credits each**

These courses provide the student with an opportunity to develop art therapy clinical skills through cumulative internship experiences and to further explore applications of art therapy practice within a structured classroom setting. The student will participate in weekly group supervision during which time focal questions from the students’ practicum will be addressed. There will be a structured format for the discussion of problems, challenges, and successes presented in class during the internship experience.

**Electives**

**ATP 537 Advanced Topics in Art Therapy Material and Methods – 3 credits**

The course content will introduce various creative modalities for an interdisciplinary approach to therapy. The class will provide an open forum for graduate students, together with their peers, faculty, and specialists in art, music, dance and drama therapy to discuss and prepare for a team approach to treatment.
ATP 547 Investigations in the Treatment of Trauma – 3 credits

This course presents information on the physical, psychological, emotional and social causes of trauma. Topics of resiliency and application of creative therapy techniques based on the most current principles of neuroscience and trauma theory with various client populations will be explored.

ATP 572 Art Therapy in the Treatment of Addictions – 3 credits

This course is designed to educate the student about the dynamics of addictions, including the cycle, resistance and an individual’s recovery from a range of addictions including drugs, alcohol, sexual addiction, eating disorders, self-harm, and gambling. The inclusion of art therapy as a treatment modality will be the main focus of this course along with creative alternatives such as creative writing, drama and performance, movement, music, and audio-visual media.
Graduate Business Administration Courses

**MBA 510  Critical Analytical Thinking**
This course introduces students to the delivery, demands and expectations of the Cedar Crest College MBA. Through case study, lecture, discussion, and field trips, students will be examine themes embedded throughout the curriculum of globalization, appropriate evidence, precise argumentation, critical thinking, decision-making, data science, career awareness, leadership, the challenge of diversity within organizations, and the measurement of performance.

**MBA 520  Governance and Ethics**
This course encourages students to consider the challenges of leading people while maintaining a moral compass in a world comprised of rapidly shifting values. Emphasis is placed on the examination of traditional Western theories of ethics applied within a business context while also examining pragmatic decisions to be made in a multifaceted and capitalistically driven economy. The course will also include HR management topics in multi-national firms both large and small and cover topics such as: organizational structure, strategy and design; international joint ventures and cross-border mergers and acquisitions; selection and management of international assignees; training and management development; and health and safety and crisis management.

**MBA 530 Economic Modeling and Analysis**
This course applies modeling concepts to micro and macroeconomic tools of analysis. Introduced are econometric methods that examine demand, supply, revenue, and cost data as they relate to production and consumer activity. Additionally, national and international economic data are examined using various methods to understand patterns of consumption, investment, and savings plus the impact of monetary and fiscal policy.

**MBA 540  Collaboration, Conflict and Negotiation**
This course uses a combination of discussion, case analysis, and role play to build an understanding of the process of negotiating. Material spans the fundamental, psychological sub-processes of negotiation: power, perception, cognition, communication, persuasion and leverage. Students assess their personal style of negotiation, determine strengths and weaknesses and develop a means to address areas for improvement in a positive manner. Multi-party and multi-cultural negotiations are addressed in detail. The entire course is interwoven with discussion of ethics and leadership. The
course ties together a logical approach of analyzing a negotiating situation and creating an effective negotiating plan. **Prerequisites:** MBA 520 (Governance and Ethics)

**MBA 545  Financial and Managerial Accounting**
This course introduces accounting and examines how it helps in decision-making. Financial accounting (information needs of stockholders, creditors, and analysts) and managerial accounting (information needs of managers) are stressed equally. Topics covered include income statement and balance sheet format, purposes, and limitations; statement of cash flows; analysis of financial statements; cost behavior; use of relevant costs in decision making; budgeting; and divisional performance measurement. **Prerequisites:** MBA 540 (Collaboration, Conflict and Negotiation)

**MBA 546  Business and Process and Information Systems**
This course examines the role, design, and development of data, software programming, and networks to carry out business processes system development and implementation within organizations. Emphasis is placed on understanding the evolving fields of data science, business process analysis, and enterprise-wide systems. **Prerequisites:** MBA 540 (Collaboration, Conflict and Negotiation)

**MBA 550  Marketing Management and Strategy**
The world of marketing has changed drastically and this course recognizes the role of technology in deciphering buying behavior at the local, regional, national, and international level. In addition to traditional views of buyer behavior and positioning, students examine data mining techniques, the micro-segmentation revolution, and the impact of social media.

**MBA 551  Data Science and Quantitative Methods**
This course provides a managerial perspective to data mining and machine learning, a class of methods that assist in recognizing patterns and making intelligent use of massive amounts of data collected via the internet, e-commerce, electronic banking, point-of-sale devices, bar-code readers, medical databases, search engines, and social networks. Topics selected from logistic regression, association rules, tree-structured classification and regression, cluster analysis, discriminant analysis, and neural network methods. Presented are examples of successful applications in areas such as credit ratings, fraud detection, marketing, customer relationship management, and investments. The course introduces data-mining software. **Prerequisites:** MBA 540 (Collaboration, Conflict and Negotiation)

**MBA 555  Financial Management**
This course integrates both conceptual and mathematical information. Cases, comprehensive problems, and current events are analyzed and discussed throughout the course to provide students with hands on experience in the use and application of financial tools. The basic concepts of the time value of money, valuation and rates of return, cost of capital, and capital budgeting are covered. Students will learn how capital markets function, about the different types of securities and financing instruments that exist, and how to manage cash flow. Risk, working capital management, leverage, forecasting, and the analysis of financial statements and ratios are given particular attention.

**MBA 556  Marketing Research and Data Analysis**

In addition to standard tools such as interviews, focus groups, surveys, and modeling, this course explores issues related to digital and social media marketing. Topics include, search engine optimization, social media marketing, forecasting using online search trends data, econo-mining user generated content, and the wisdom of the crowds. **Prerequisites:** MBA 551 Data Science and Quantitative Methods

**MBA 580  Supply Chain Management**

This course provides an introduction to the topics and techniques for solving problems in the design, planning, and management of manufacturing and service operations and quality. It concentrates on the technological issues of business activities and presents a systematic study of managerial and mathematical tools for producing goods and services. The course also enhances understanding of global issues related to the management of operations and the supply chain. Specifically, the course develops knowledge of resource planning and provides knowledge on forecasting, production planning, scheduling, inventory management, capacity planning, world class manufacturing principles, and continuous improvement.

**MBA 581  Strategic Financial Statement Analysis**

This course shows how accounting and operational information is used for analysis and decision making, especially involving ratios and cost-driver analysis. Topics include the impact of alternative accounting choices for ratio analysis, the use of common size statement and the linkages between operational decisions and financial results. **Prerequisites:** MBA 551 (Data Science and Quantitative Methods)

**MBA 600  Public Policy and Legal Compliance**
This course considers regulation and its role in social, political, and economic life. Regulation affects the prices we pay for goods and services and the quality of these goods and services. Regulation affects the risks we face from different products and activities. Regulations affect the environment in which we live. As such, it is necessary to understand what determines the need for a regulation, how are they produced, who is involved, and how is legal or strategic compliance achieved? **Prerequisites:** First eight courses of program

**MBA 605  Product Design and Development**
This course integrates the financial, marketing, design, engineering, and operations functions of the firm in creating a new product. The course introduces tools and methods for product design and development; requires students to design and create a new product or service; and creates awareness of how organizational functions collaborate in producing a new product or services. This course begins the MBA capstone process focused on managing the complete life cycle of a product or service. **Prerequisites:** First 8 courses of MBA program.

**MBA 610  Management of Innovation**
This course addresses the challenges associated with achieving market success with innovative products and processes. Included are topics faced by managers who wish to turn opportunity into viable organizations that create economic and social value. Developing the entrepreneurial group. Personal assessment of skills. Market assessment. Technological assessment. Initial sales strategies. Funding. The course empowers students to develop their entrepreneurial capabilities. **Prerequisites:** MBA 605 (Product Design and Development)

**MBA 615  Global Strategies**
The decisions associated with strategic success require an all-encompassing view of the organization within a complex world. This course provides students with the ability to comprehend global competitiveness and the decisions necessary to acquire and deploy resources to gain market and financial advantage. **Prerequisites:** MBA 605 (Product Design and Development)
Graduate Creative Writing Courses

**CWR 501 Residency Workshop I: Fiction – 2 credits**

Study, practice, and critique of the mechanics of fiction writing, such as characterization, character development, variance in voice, compression and expansion of time, and the genre’s various lengths and forms. During the two-week residency period, students each submit four original works of fiction for critique and respond with critiques of their peers’ work. A reflective essay integrating lessons from the residency workshop, locale seminar, and craft seminars is due following the residency. Prerequisite: Admittance to fiction genre for MFA Creative Writing program.
Corequisites: CWR 504, CWR 507, & CWR 508.

**CWR 502 Residency Workshop I: Poetry – 2 credits**

Study, practice, and critique of the mechanics of poetry writing, such as the distinctions and confluence of sound, meaning, and imagery; poetic line and verse elements; and an examination of poetic forms, both traditional and unconventional. During the two-week residency period, students each submit four original selections of poetry for critique and respond with critiques of their peers’ work. A reflective essay integrating lessons from the residency workshop, locale seminar, and craft seminars is due following the residency. Prerequisite: Admittance to poetry genre for MFA Creative Writing program.
Corequisites: CWR 505, CWR 507, & CWR 508.

**CWR 503 Residency Workshop I: Creative Nonfiction – 2 credits**

Study, practice, and critique of the mechanics of creative nonfiction writing, such as the nature and use of truth, the conduct and use of research, the issue of narrative arc, the establishment of both focus and scope, and the genre’s various forms. During the two-week residency period, students each submit four original works of creative nonfiction for critique and respond with critiques of their peers’ work. A reflective essay integrating lessons from the residency workshop, locale seminar, and craft seminars is due following the residency. Prerequisite: Admittance to creative nonfiction genre for MFA Creative Writing program.
Corequisites: CWR 506, CWR 507, & CWR 508.

**CWR 504 Residency Workshop I: Travel Writing – 2 credits**

Study, practice, and critique of the mechanics of travel writing, such as utilizing narrative, creating sensory description, approaches to chronology and organizing principles, recreating dialogue, using language to create a sense of space, and an examination of the genre’s many forms. During the two-week residency period, students each submit four original works of travel writing for critique and respond with critiques of their peers’ work. A reflective essay integrating lessons from the residency workshop, locale seminar, and craft seminars is due following the residency. Prerequisite: Admittance to travel writing genre for MFA Creative
Writing program.
Corequisites: CWR 506, CWR 507, & CWR 508.

**CWR 507 Cross-Genre Craft Seminar I – 3 credits**
Reading and analysis of literary strategies as they evolve from and pertain to multiple genres (including but not necessarily limited to fiction, poetry, and nonfiction), conducted during a two-week residency. Students will complete a series of readings prior to the residency in order to participate in seminar discussions.
Corequisite: CWR 501, CWR 502, or CWR 503.

**CWR 508 Locale Seminar I – 1 credit**
Study of the history, culture, and literary traditions of a residency locale, conducted during a two-week residency period. Students will complete a series of readings prior to the residency in order to participate in seminar discussions. The seminar will include topics such as “The Role of the Catalan Language in Barcelona” or “Miro and Picasso in Barcelona,” and field trips will supplement seminar discussions.
Corequisite: CWR 501, CWR 502, or CWR 503.

**CWR 511 Writing Mentorship I: Fiction – 6 credits**
Study, practice, and critique of fiction writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of fiction during Writing Mentorship I and writes responses to a selection of individualized readings chosen with the instructor.
Prerequisite: CWR 501.

**CWR 512 Writing Mentorship I: Poetry – 6 credits**
Study, practice, and critique of poetry writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original selections of poetry during Writing Mentorship I and writes responses to a selection of individualized readings chosen with the instructor.
Prerequisite: CWR 502.

**CWR 513 Writing Mentorship I: Creative Nonfiction – 6 credits**
Study, practice, and critique of creative nonfiction writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of creative nonfiction during Writing Mentorship I and writes responses to a selection of individualized readings chosen with the instructor.
Prerequisite: CWR 503.
CWR 514 Writing Mentorship I: Travel Writing – 6 credits

Study, practice, and critique of travel writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of travel writing during Writing Mentorship I and writes responses to a selection of individualized readings chosen with the instructor.
Prerequisite: CWR 504.

CWR 521 Writing Mentorship II: Fiction – 6 credits

Continued study, practice, and critique of fiction writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of fiction during Writing Mentorship II and writes responses to a selection of individualized readings chosen with the instructor.
Prerequisite: CWR 511.

CWR 522 Writing Mentorship II: Poetry – 6 credits

Continued study, practice, and critique of poetry writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original selections of poetry during Writing Mentorship II and writes responses to a selection of individualized readings chosen with the instructor.
Prerequisite: CWR 512.

CWR 523 Writing Mentorship II: Creative Nonfiction – 6 credits

Continued study, practice, and critique of creative nonfiction writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of creative nonfiction during Writing Mentorship II and writes responses to a selection of individualized readings chosen with the instructor.
Prerequisite: CWR 513.

CWR 524 Writing Mentorship II: Travel Writing – 6 credits

Continued study, practice, and critique of travel writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of travel writing during Writing Mentorship II and writes responses to a selection of individualized readings chosen with the instructor.
Prerequisite: CWR 514.

CWR 531 Residency Workshop II: Fiction – 2 credits

Intermediate graduate-level study, practice, and critique of the mechanics of fiction writing, such as characterization, character development, variance in voice, compression and expansion of time, and the genre’s various lengths and forms. During the two-week residency period, students each submit four original works of fiction for critique and respond with critiques of their peers’
work. A reflective essay integrating lessons from the residency workshop, locale seminar, and craft seminars is due following the residency. Prerequisite: CWR 501. Corequisites: CWR 534, CWR 537, & CWR 538.

**CWR 532 Residency Workshop II: Poetry – 2 credits**
Intermediate graduate-level study, practice, and critique of the mechanics of poetry writing, such as the distinctions and confluence of sound, meaning, and imagery; poetic line and verse elements; and an examination of poetic forms, both traditional and unconventional. During the two-week residency period, students each submit four original selections of poetry for critique and respond with critiques of their peers’ work. A reflective essay integrating lessons from the residency workshop, locale seminar, and craft seminars is due following the residency. Prerequisite: CWR 502. Corequisites: CWR 535, CWR 537, & CWR 538.

**CWR 533 Residency Workshop II: Creative Nonfiction – 2 credits**
Intermediate graduate-level study, practice, and critique of the mechanics of creative nonfiction writing, such as the nature and use of truth, the conduct and use of research, the issue of narrative arc, the establishment of both focus and scope, and the genre’s various forms. During the two-week residency period, students each submit four original works of creative nonfiction for critique and respond with critiques of their peers’ work. A reflective essay integrating lessons from the residency workshop, locale seminar, and craft seminars is due following the residency. Prerequisite: CWR 503 Corequisites: CWR 536, CWR 537, & CWR 538.

**CWR 534 Residency Workshop II: Travel Writing – 2 credits**
Intermediate graduate-level study, practice, and critique of the mechanics of travel writing, such as utilizing narrative, creating sensory description, approaches to chronology and organizing principles, recreating dialogue, using language to create a sense of space, and an examination of the genre’s many forms. During the two-week residency period, students each submit four original works of travel writing for critique and respond with critiques of their peers’ work. A reflective essay integrating lessons from the residency workshop, locale seminar, and craft seminars is due following the residency. Prerequisite: CWR 503 Corequisites: CWR 536, CWR 537, & CWR 538.

**CWR 537 Cross-Genre Craft Seminar II – 3 credits**
Intermediate graduate-level reading and analysis of literary strategies as they evolve from and pertain to multiple genres (including but not necessarily limited to fiction, poetry, and nonfiction), conducted during a two-week residency. Students will complete a series of readings prior to the residency in order to participate in seminar discussions. Corequisite: CWR
CWR 531, CWR 532, or CWR 533.

**CWR 538 Locale Seminar II – 1 credit**
Study of the history, culture, and literary traditions of a residency locale, conducted during the second two-week residency period of a student’s residency sequence. Students will complete a series of readings and journal responses prior to the residency in order to participate in seminar discussions. The seminar will include topics such as “The Role of the Catalan Language in Barcelona” or “Miro and Picasso in Barcelona,” and field trips will supplement seminar discussions. Corequisite: CWR 531, CWR 532, or CWR 533.

**CWR 541 Writing Mentorship III: Fiction – 6 credits**
Advanced study, practice, and critique of fiction writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of fiction during Writing Mentorship III and writes responses to a selection of individualized readings chosen with the instructor. Prerequisite: CWR 531.

**CWR 542 Writing Mentorship III: Poetry – 6 credits**
Advanced study, practice, and critique of poetry writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original selections of poetry during Writing Mentorship III and writes responses to a selection of individualized readings chosen with the instructor. Prerequisite: CWR 532.

**CWR 543 Writing Mentorship III: Creative Nonfiction – 6 credits**
Advanced study, practice, and critique of creative nonfiction writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of creative nonfiction during Writing Mentorship III and writes responses to a selection of individualized readings chosen with the instructor. Prerequisite: CWR 533.

**CWR 544 Writing Mentorship III: Travel Writing – 6 credits**
Advanced study, practice, and critique of travel writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of travel writing during Writing Mentorship III and writes responses to a selection of individualized readings chosen with the instructor. Prerequisite: CWR 534.

**CWR 551 Writing Mentorship IV: Fiction – 6 credits**
Continued advanced study, practice, and critique of fiction writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of fiction during Writing Mentorship IV and writes responses to a selection of individualized readings chosen with the instructor. Prerequisite: CWR 541.

**CWR 552 Writing Mentorship IV: Poetry – 6 credits**

Continued advanced study, practice, and critique of poetry writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original selections of poetry during Writing Mentorship IV and writes responses to a selection of individualized readings chosen with the instructor. Prerequisite: CWR 542.

**CWR 553 Writing Mentorship IV: Creative Nonfiction – 6 credits**

Continued advanced study, practice, and critique of creative nonfiction writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of creative nonfiction during Writing Mentorship IV and writes responses to a selection of individualized readings chosen with the instructor. Prerequisite: CWR 543.

**CWR 554 Writing Mentorship IV: Travel Writing – 6 credits**

Continued advanced study, practice, and critique of travel writing through a one-on-one writing tutorial between student and instructor, conducted via distance learning. A student submits four original works of travel writing during Writing Mentorship IV and writes responses to a selection of individualized readings chosen with the instructor. Prerequisite: CWR 544.

**CWR 590 Creative Thesis I – 3 credits**

Independent production of a substantial manuscript of creative writing in the student’s genre or genres, created during the course of study for the Pan-European MFA program. During Creative Thesis I, a student submits a thesis proposal for approval by a faculty advisor, works with that advisor to form a thesis committee consisting of at least two faculty readers, and begins crafting and revising the thesis manuscript. The thesis must adhere to the requirements and procedures outlined in the “Pan-European MFA Creative Thesis and Capstone Essay Guidelines.” Pre- or Corequisite: CWR 551, CWR 552, or CWR 553.

**CWR 591 Creative Thesis II – 3 credits**

Culminating independent production of a substantial manuscript of creative writing in the student’s genre or genres, created during the course of study
for the Pan-European MFA program as one of the degree’s capstone projects. During Creative Thesis II, a student crafts and revises the thesis manuscript in response to feedback from a faculty advisor and submits the manuscript for review and approval by the thesis committee, consisting of the advisor and at least two faculty readers. The student publically presents a selection from the thesis manuscript during the graduating residency. The thesis must adhere to the requirements and procedures outlined in “Pan-European MFA Creative Thesis and Capstone Essay Guidelines.” Pre- or Corequisite: CWR 590.

**CWR 592 Critical Essay – 3 credits**

Culminating independent production of a seminar-length critical essay, created under the research and writing guidance of a faculty advisor. The critical essay demonstrates the student’s awareness of the craft of writing published within the thesis genre or genres, and it further articulates the student’s sense of professionalism for a career in creative writing. As one of the Pan-European MFA’s capstone projects, it must be approved by the faculty advisor. The student publically presents a selection from the critical essay during the graduating residency. The critical essay must adhere to the requirements and procedures outlined in the “Pan-European MFA Creative Thesis and Capstone Essay Guidelines.” Pre- or Corequisite: CWR 551, CWR 552, or CWR 553.

**CWR 598 Graduating Residency – 3 credits**

Culminating study of the history, culture, and literary traditions of a residency locale, conducted during the third two-week residency period of a student’s residency sequence. Students will complete a series of readings and journal responses prior to the residency in order to participate in seminar discussions. The seminar will include topics such as “Vienna and the European Music Tradition” and “The Architecture of Vienna and Bratislava: The Ruprechtskirche & the Karlskirche, the Bratislava Castle & St. Martin’s Cathedral.” Field trips will supplement seminar discussions. As part of the Graduating Residency requirements, a student publically presents selections from both the creative thesis and critical essay capstone projects. Prerequisite: CWR 551, CWR 552, or CWR 553.

**CWR 599 Thesis: Maintenance of Candidacy – 1 credit**

Continuation of creative thesis production until completion of manuscript and approval by thesis committee. Prerequisite: CWR 591 and approval by MFA Program Director.
Graduate Education Courses

**ECE 501 Foundations for Early Childhood Education - 3 credits**

This graduate level course provides an in-depth study and analysis of the field of early childhood education with an intense focus on historical, social and philosophical background. The course content includes an exploration of current and future critical issues. The student will discuss and implement developmentally appropriate practices, current teaching trends, and best practices as defined by national professional organization principles and standards. The role of the family in early childhood education is highlighted.

**ECE 502 Assessment and Intervention: PreK-4 - 3 credits**

Designed for the graduate level student, this course prepares the Early Childhood Educator to develop appropriate assessment tools for grades Pre-K to 4. The student will explore how these assessments evaluate children’s competencies in relation to state standards. The student will also develop an extensive understanding of how assessment guides instruction in the early learning environment. Students will interpret and create both summative and formative assessments. (Pre-requisite: EDU 550)

**ECE 505 Issues and Advocacy in Early Childhood Education - 3 credits**

This course is designed for the graduate level student seeking initial certification or to enhance skills in the early childhood profession. The student will explore and reflect on the ethical and professional responsibilities of the early childhood profession. This course provides an overview of critical issues in early childhood education and focuses on the importance of developing collaborative family and community partnerships. Students in this course will develop problem solving strategies and the expertise to become a reflective decision maker and advocate for families of students with and without exceptional learning needs. Focus will be on establishing and sustaining partnerships with families and linking families to appropriate community resources. In addition, the student will review research conducted in this field.

**ECE 530 Teaching Methods for Early Childhood Education I: Content Areas - 3 credits**

This course is designed to meet the needs of graduate level students seeking initial certification in Early Childhood education (Pre-K to 4). Students are exposed to the various methodologies to successfully teach science, and math, social studies. Students will explore the constructivist theory and
model for teaching these subjects. Students will learn to integrate subjects, create hands on activities, and teach children through a challenging curriculum. Common Core Standards and PDE standards are used extensively for curriculum and assessment development. Each subject is addressed in the context of best instructional practices for that discipline.

**ECE 531 Teaching Methods for Early Childhood Education II: A Model for Integration - 3 credits**

This course is designed to meet the needs of graduate level students seeking initial certification in Early Childhood education (Pre-K to 4). As an extension to ECE 530, students in this course will continue to examine the early childhood curriculum and develop ways to integrate learning for their students. Students will examine their own philosophy of early childhood education and how it relates to the integration of all subjects. Students will build on the knowledge gained in earlier coursework to create an integrated teaching unit for the early childhood classroom. (Prerequisite EDU 530)

**EDU 505 Law and Policy in Education - 3 credits**

EDU 505 is a three credit hybrid course which serves as an introduction to the subject of public school law and school finance. This course provides an analysis of the federal, state, and local legal frameworks within which elementary and secondary education teachers teach. Particular attention is devoted to the legal rights and responsibilities of teachers in their role as both educators and employees. Topics include student discipline, liability issues, special education, contracts and collective bargaining, academic freedom, and workplace discrimination. The course also addresses state and local laws pertaining to the subject of school finance with a particular emphasis upon the concepts of equity and adequacy as they relate to educational funding in Pennsylvania.

**EDU 508 Integrating the Arts Across the Curriculum - 3 credits**

Students taking this course will gain knowledge about national standards in the arts. They will learn about state and local standards for elementary and secondary-level students. This course is designed to provide students with the opportunity to integrate the art disciplines (i.e. drama, dance, visual art and music) across the academic curriculum. This course will provide the current theories, standards and applications on how to integrate the arts across the curriculum. In addition, students will apply these academic standards to lesson plan design, research development and a final, Arts inspired presentation. This course is designed to provide prospective elementary and early childhood teachers with an understanding of the major theoretical models of reading/writing and their instructional implications. The focus of the course is emergent and developing literacy, including national organization and PDE curriculum standards and their pedagogical
implications in developing and assessing speaking, listening, reading and writing competencies for students in grades PK-4.

EDU 514 Reading in the Content Areas - 3 credits
Graduate level 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 literacy is a component of this course. (Prerequisite: EDU 550)

EDU 516 Multicultural & Diversity Education - 3 credits
Students will explore instructional and political issues related to race, ethnicity, gender, sexual orientation, age, and religion as they impact student learning and educational experiences towards developing personal sensitivity and will then explore strategies and models for fostering their students’ respect and appreciation for diversity from the perspective of critical pedagogy theory. Analysis of diversity from perspectives of critical pedagogy theorists such as Giroux, McLaren, Kanpol and others will be explored.

EDU 520 Pre-Student Teaching Field and Observation Experience - 1 credit
Graduate students will observe and participate in an elementary or secondary school classroom. Meetings with the instructor during the semester provide the prospective teacher with the opportunity for analysis and synthesis of field experiences. The student will complete 90 observation hours.

EDU 521: Assessment in Secondary Schools – 3 credits
Graduate level certification students will explore theory, research, and practices associated with assessing students’ achievement and aptitude. The focus of the course provides a base in the area of test/measurement development including scale construction, validity and reliability. The course highlights the areas of classroom based, teacher made criterion referenced tests as well as performance measurements, the development and interpretation of norm-referenced standardized achievement tests, and the practical application of these concepts in the current educational environment.

EDU 525 Research Design and Methodology - 3 credits
Research Methods and Design will provide the opportunity for students to explore the importance and value of research in the field of education. Textbook assignments, self-selected assignments, class discussions, large and small group interactions, presentations, lectures, and guided research reviews will serve as the means of delivering instruction. The course is designed to promote collaborative interactions and support between students and the Instructor toward the completion of the course requirements.

**EDU 540 Differentiated Reading Instruction - 3 credits**

This course is designed for the graduate level student seeking initial certification or teachers seeking to extend their knowledge in the area of reading instruction. The early childhood educator will learn to differentiate instruction for the PreK through Grade 4 classroom setting. A primary focus is on current intervention strategies that meet the needs of all students in the areas of reading, writing, and assessment. The student will examine how reading research and theory meet to develop strong differentiated instructional strategies. Students are encouraged to participate in national, state and local organizations that promote reading for all learners. (Prerequisite EDU 150/550 & EDU 311/511; or by professor permission)

**EDU 546 Curriculum, Assessment and Learning Experiences for Secondary Science and Mathematics – 3 credits**

This course is designed to help prospective science teachers develop the skills necessary to plan, implement, and assess effective learning experiences that foster the development of PA Core Standards and other science content and skills.

**EDU 547 Curriculum, Assessment and Learning Experiences for Secondary Social Studies – 3 credits**

This course is designed to help prospective secondary social studies teachers develop the skills necessary to plan, implement and assess effective learning experiences in history, civics, geography, economics, psychology and sociology, as well as PA Core Standards.

**EDU 548 Curriculum, Assessment and Learning Experiences for Secondary English – 3 credits**

This course will assist prospective secondary English teachers to plan, implement and assess learning experiences that foster the development of PA Core Standards and other resources for reading, writing, listening, and speaking.
EDU 549 Curriculum, Assessment and Learning Experiences for Secondary World Language- 3 credits

The purpose of this course is to help prepare prospective K-12 teachers of Spanish to plan, implement and assess learning experiences designed to foster the development of proficiency in the target language. Emphasis is placed on the PA Core Standards, national commission recommendations and resource materials.

EDU 550 Educational Planning and Classroom Management- 3 credits

By participating in this course, the prospective teacher will be involved in planning and designing grade specific lesson plans. These plans will demonstrate the ability to apply and implement strategies and techniques based upon effective teaching methods grounded in research. In addition, the learner will begin to understand the other important factors that will play a role in his/her teaching career, such as: principles of curriculum, instructional strategies, assessment, and classroom management as they relate to teaching and learning.

EDU 559 Curriculum and Instruction for the English Language Learner- 3 credits

This course prepares the graduate level elementary and secondary teacher to meet the needs of culturally and linguistically diverse students in the PreK-12 general education classroom. Students in this class will develop an understanding the challenges of being an English Language Learner in today’s classroom. The student will develop this understanding through the study of second language acquisition and specific teaching techniques. . In addition, intercultural communication skills will be acquired. An emphasis is also placed on the teachers' respect and appreciation for culture and language.

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: Early Childhood Education- 3 credits

The student will spend 14 weeks in a full-time experience in PreK-4 classrooms 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. (Co-requisite EDU 574) There is a $400.00 cooperating mentor teacher honorarium charged for this course. (Capstone Experience)
**EDU 573 Student Teaching: Secondary Schools - 3 credits**

The student will spend 14 weeks in a full-time experience in a grade 7-12 classroom 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. (Co-requisite EDU 574) There is a $400.00 cooperating mentor teacher honorarium charged for this course. (Capstone Experience)

**EDU 574 Professional Education Seminar (Capstone Experience) - 3 credits**

Professional Seminar is taken with EDU 372/572 or EDU 373/573 and is designed to cover topics of importance related to the student teaching experience and the issues related to professionalism of the new professional educator. Major topics include: professional portfolio development, interviewing techniques, professionalism and ethics, topics related to teacher professional competencies, as well as other topics of current interest and value.

*(Prerequisites: All course requirements for teacher certification)*

**EDU 581 School and Community Partnerships – 3 credits**

This course is designed for the graduate level student. Content of this course focuses on increasing community engagement, developing trust between the school and the community, improving public confidence in public schools, and enhancing communication with the community. The capacity of school personnel to engage the public and build trust with the community is critical to the success of schools. Students will study public relations issues including effective reporting to parents, acquainting the community with the purposes, methods, accomplishments and needs of the school.

**EDU 582 Technology for Educators – 3 credits**

This online course for graduate students is designed to provide classroom teachers with informational technology competencies necessary for high quality instruction of early childhood, middle, and secondary school students. Teachers will gain skills in developing their students’ IT competencies and using technology as a teaching tool. This is not an introductory computer skills course. You are expected to have previous experience with technology. This course examines the current programs and ideas to use in the classroom instruction.

**EDU 583 Teachers as Leaders – 3 credits**

This is a fully online course and is designed for the certified teacher. This
course will provide the teacher with current leadership theory and the various skills needed to take advantage of leadership opportunities. Students will create their own plan to enact change in the field of education.

**EDU 586 Creating a Digital Environment – 3 credits**

This course is designed for the graduate level student to enhance technology skills in building a digital classroom. Participants in this course will examine the most current technologies available for both teachers and students. Topics will include the teacher’s role in the digital environment, creating a digital rich curriculum, differentiation and accessibility using digital tools, and legal policy in the digital world.

**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 Graduate Research Project in Education - 3 credits**

All students earning the Master of Education in the Art of Teaching will complete a research project through EDU 599 Graduate Research Project in Education. The purpose of this course is for the student to reflect on his/her growth as an educator, conduct research and to demonstrate the learning of the following program goals: plan and implement quality learning experiences for all learners, investigate critical issues and policies in the field of education, analyze and synthesize research in the field of education, demonstrate professional and collaborative skills as a leader in the educational community, and create a learning environment that engages and respects the diversity of all learners in a global society. The student will register for EDU 599 in his/her final semester. (Prerequisite: EDU 525)

**ESL 551 English as a Second Language Field Experience I – 1 credit**

This course serves as one of two field experience courses for individuals in the ESL Specialist Certification program. The students will spend a total of 60 hours in the field working with English as a Second Language students. This is accomplished by successful completion of both ESL 551 and ESL 554. Emphasis will be placed on the application of the content studied within the program’s core courses. The field participant will use effective teaching strategies, adapt and modify instructional materials, and implement appropriate assessments. The field participant will be a collaborative member of the instructional team. A college supervisor will maintain contact with the cooperating teacher and the field student throughout the experience. (Pre or Co-requisite EDU 559)

**ESL 553 Assessing English Language Learners – 3 credits**
This course, designed for the graduate level student, focuses on approaches to designing, adapting, implementing and interpreting assessments for the English Language Learner. Students participating in this course will learn to implement multiple formative and summative assessment measures for a variety of purposes. Students will understand how formal and informal assessment guide appropriate instruction. Assessment concepts will also include discipline specific tests such as the WIDA ACCESS for English Language Learners. Finally, the learner in this course will understand how assessment can act as a measurement for accountability purposes.

**ESL 554 English as a Second Language Field Experience II - 1 credit**

This course serves as one of two field experience courses for individuals in the ESL Specialist Certification program. The students will spend a total of 60 hours in the field working with English as a Second Language students. This is accomplished by successful completion of both ESL 551 and ESL 554. Emphasis will be placed on the application of the content studied within the program’s core courses. The field participant will use effective teaching strategies, adapt and modify instructional materials, and implement appropriate assessments. The field participant will be a collaborative member of the instructional team. A college supervisor will maintain contact with the cooperating teacher and the field student throughout the experience. (Pre or Co-requisite EDU 559)

**ESL 555 Developing Cultural Awareness and Sensitivity - 3 credits**

This course, designed for the graduate level student, focuses on the relationship between cultures, multicultural education and effective teaching strategies for all students. Students will explore a dynamic view of culture and the invisible dimensions of culture including worldviews, power and privilege and their impact on student achievement. Students in this course will develop an awareness and sensitivity as they explore the own culture and how it influences their view of teaching, learning, and classroom expectations.

**ESL 556 Second Language Acquisition and Language Development - 3 credits**

Education practitioners will gain an awareness of the process of second language acquisition both in terms of the theoretical background and practical application in the classroom. Cognitive stages of language development, including linguistics, psychology and sociocultural aspects of acquisition. Course goals will be achieved through class lecture, discussion, research, presentations, and practical application projects.
**ESL 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.

**SPE 510 Intensive Reading, Writing, and Mathematics – 3 credits**

Students will be provided an overview of research-based practices that offer intensive reading, writing, and math interventions designed for students who do not respond to the core curriculum. This course includes a review of the Response to Intervention (RtI) framework, diagnostic assessment methods, progress monitoring, and research-based instructional strategies that support reading, writing, and math standards. This course will review the neuropsychological causes of dyslexia, dysgraphia, and math disabilities and effective supporting interventions. In addition, the course will address principals and standards of reading and math instruction as identified by the National Reading Panel and the National Council of Teachers of Mathematics (NCTM) respectively.

**SPE 515 Pervasive Developmental Disorders – 3 credits**

This course will explore the communication and social and relationship issues faced by individuals with Autism Spectrum Disorders (ASD) and investigate the best practices and programs for increasing academic achievement for students on the spectrum. This course will discuss issues of identification, placement, and evidence-based approaches instructional strategies found effective for students with ASD. This course includes the major theoretical perspectives of applied behavior analysis, developmental and social-relational approaches, and the theoretical approach of research-based strategies such as TEACCH and other strategies that demonstrate strong evidence-based findings.

**SPE 520 Evidence Based Approaches – 3 credits**
This course focuses on the use of PA Academic Core Standards and Anchors, and information from formative, summative, and local assessments to design instruction for students with specific learning disabilities (SLD). This course will explore the diagnostic process and specific evidence and research-based instructional strategies to support all learners, including the SLD learner. Students will apply assessment data to lesson planning, re-teaching, and unit planning.

**SPE 533 Screening, Assessment, and IEP Development - 3 credits**

This course will emphasize screening, diagnostic and the progress monitoring assessment process. Various approaches to assessment will be explored including: norm-referenced standardized tests; including curriculum-based assessment and measurement, criterion referenced assessments, performance-based, authentic, and portfolio assessment; observations, interviews, and conferences. The process and procedures for special education eligibility determination, including the response to instruction and intervention framework and the secondary transition processes (7th-12th) will be taught.

**SPE 542 – The Exceptional Child: Special Education Process - Pre-K-8th (3 credits)**

This course provides the prospective teacher with a functional understanding of the various types of exceptional children and legal responsibilities of teachers, school districts and charter schools in regard to exceptional children. This introductory domain course will explore the practices of special education identification procedure, service delivery models, and the impact these practices have on exceptional children, families, and educators within today’s society. This course will expressly focus on the special education process and the exceptional child at the pre-school and elementary level; including the transition process from early intervention to school age programming. This course is aligned with the Pennsylvania Framework for Special Education, Pre K – 8th grades, Program Guidelines PA Department of Education (PDE).

**SPE 543 – The Exceptional Child: Special Education Process and Transition – 7 - 12 (3 credits)**

This course provides the prospective teacher with a functional understanding of the various types of exceptional children and legal responsibilities of teachers, school districts and charter schools in regard to exceptional
children. This introductory domain course will explore the practices of special education identification procedure, service delivery models, and the impact these practices have on exceptional children, families, and educators within today’s society. This course will expressly focus on the special education transition process and the development of IEPs that meet transition requirements, including coordinated, measurable, annual IEP goals that will reasonably enable students to meet post-secondary outcomes. This course is aligned with the Pennsylvania Framework for Special Education, 7th -12th grade, Program Guidelines PA Department of Education (PDE). SPE 544 Adaptations, Modifications, and Assistive Technology - 3 credits

Today’s educational world is inclusive and diverse. This course will introduce educators to the range of expectations required to accommodate the special education and Section 504 qualifying students. 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 explored through journal reviews. Students will design, modify lesson plans, and prepare a research review in an area of linked interest to this course.

**SPE 546 Collaborative Partnerships- 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. They will build collaborative skills, models of co-teaching structures, communication patterns and strategic planning. Students will also implement models of collaboration that will enhance the participation of special education students within the general education environment.

**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 a mastery of functional behavioral assessment methods and the development of individual behavioral plans.

**SPE 548 Low Incidence Disabilities - 3 credits**

This course focuses on evidence-based effective instruction for low incidence disabilities. Students will be provided an overview of classification, learning characteristics, and research-based techniques relevant to the education of
students with moderate to severe disabilities. An emphasis will be on examining assessments, planning instruction and implementing curriculum for students with significant cognitive delays and multiple disabilities. Students will review peer-reviewed, research-based practices to support students with low incidence disabilities.

**SPE 550 Subject Area Content Access - 3 credits**

This course will address the skills, knowledge and competencies necessary to meet the needs of students with disabilities in the content area classroom. Students will explore the current theory and practice of working with students with learning, emotional, and behavioral disorders in the Least Restrictive Environment (LRE). Students will learn to plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices needed to make content accessible to students with learning disabilities.

**SPE-575: Student Teaching in Special Education - 3 credits**

Special Education student teaching is a 6 or 7 week experience at the student teacher’s assigned school. If the student is already a certified teacher with a core content certificate; early childhood education, middle level, or secondary certificate, and they will only be completing their special education certification at this time, they will be student teaching for 7 weeks. All other candidates will complete 8 weeks of general education student teaching and 6 weeks of special education student teaching. There is a $200.00 cooperating mentor teacher honorarium charged for this course.
Graduate Forensic Science Courses

BIO 548 Research Design and Statistics – 3 credits
This course deals with fundamental and advanced concepts in probability, statistical methods, and hypothesis testing. Topics include, but are not limited to, fundamentals of probability; summary statistics; basic hypothesis testing; analysis of frequency data; analysis of variance; regression and correlation; factor analysis and principal components analysis; discriminant analysis; and other multivariate methods. Nonparametric approaches will also be covered. Statistical power will be discussed in the context of research design.

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.

FSC 501 Forensic Science Research I - 3 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 I - 3 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 Professional Communication - 2 credits
The course discusses all aspects of professional communication, oral and written, and evaluates a student’s ability to effectively communicate in the professional world. Students will participate in mock job interviews with professionals.

FSC 504 Graduate Seminar - 2 credits
A lecture series involving presentations from students on their master’s thesis research in a one-hour seminar format. Select presentations from invited speakers.
Prerequisites: Successful completion of 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.

**FSC 506 Analytical Spectroscopy - 2 credits**

In this course the student will study various types of modern chemical spectroscopic techniques. From a fundamental, chemical perspective the course will challenge and advance the students understanding of these analytical methods used in forensic science. The focus of study will be the theoretical and practical spectroscopic concepts of analyzing forensic evidence. Topics will include molecular spectroscopy, ultraviolet spectroscopy, infrared spectroscopy, mass spectrometry (MS), atomic X-Ray spectrometry, inductively coupled plasma (ICP), ICP/MS, Raman spectroscopy, and surface characterization by spectroscopy.

**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: Successful completion of FSC 505 and 506 or permission from instructor.
FSC 508 Forensic Pharmacology & Toxicology - 3 credits

The course will introduce students to principles and methods in the areas of forensic pharmacology and toxicology. The course will introduce pharmacological and toxicological principles as they pertain to commonly encountered abused and toxic substances. Discussions will focus on the drugs, 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: Successful completion of a biochemistry course.

FSC 509 Advanced Crime Scene Reconstruction – 3 credits

There are various types of analysis a forensic scientist might perform when reconstructing a crime scene, all of which depend on the type of analysis that may be needed in a particular case. For example, reconstruction of violent crimes such as homicides often involves advanced techniques such as bloodstain pattern analysis (BPA) which may be accomplished by direct scene examination and/or scene photographs in conjunction with examination of clothing and weapons from the scene. Knowledge of BPA is also crucial to analysts choosing bloodstains from clothing and other items submitted to crime laboratories for serological and DNA testing. Training and experience are essential to properly reconstruct a crime scene. This course will begin with an introduction to basic crime scene investigation as it relates to crime scene reconstruction followed by an in-depth study of specialized techniques such as bloodstain pattern analysis, bullet trajectory analysis, and fire scene reconstruction. Students will then use this knowledge in hands-on exercises dealing with many of these topics. The course will end with a discussion on report writing and courtroom testimony of reconstruction cases. Laboratory included.

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 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. Laboratory included. Prerequisites: Concurrent with FSC 511 and either completion or concurrent with a genetics
course.

**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: Concurrent with or completion of a genetics course.

**FSC 512 Forensic Science Administration - 2 credits**

This course will focus on the practical application 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 current issues, prioritizing resource allocation, management of personnel, ethics, forensic science laboratory facilities, building relationships with outside agencies, leadership in a crime laboratory, and crisis response.

**FSC 513 Advanced Microscopy – 3 credits**

Lecture and practical instruction in the theory and practical application of microscopy methods. This course will focus on polarized light microscopy, fluorescent microscopy, phase contrast microscopy, scanning electron microscopy, and spectroscopic methods that can be interfaced with the microscope (such as micro-FTIR and x-ray microanalysis). Additional emphasis will be placed on microchemistry, photomicrography, and digital imaging. Laboratory included.

**FSC 514 Legal and Ethical Issues in the Forensic Sciences - 2 credits**

The role that a forensic scientist plays in the criminal justice system 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 such as discovery, quality assurance in forensic science laboratories, and the development and application of professional codes of ethic will also be discussed.

**FSC 515 Advanced Forensic Pattern Analysis - 3 credits**

Study in the comparative analysis of pattern evidence typically encountered as forensic evidence. The course will focus on the analysis and
interpretation of common forms of pattern evidence such as fingerprints, footwear impressions, and projectiles and casings from firearms. Laboratory included.

**FSC 516 Forensic Chemistry and Toxicology Laboratory – 2 credits**

Laboratory course designed for students to gain experience in some of the common analytical techniques utilized in forensic chemistry and toxicology. Prerequisites: FSC 505 and 506 or permission of instructor.

**FSC 599 Continuing Research - 1 credit each semester until completion of thesis**

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.
Prerequisites: None. Co-requisites: None.

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.
Prerequisites: None. Co-requisites: None.

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.
Prerequisites: None. Co-requisites: None.

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.
Prerequisites: None. Co-requisites: None.

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.
Prerequisites: None. Co-requisites: None.

**NUR 522 Advances in 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, care giving, 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.
Prerequisites: None. Co-requisites: None.

**NUR 525 Clinical Nursing Practicum - 4 credits/84 clinical hours**

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 health care 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.
Prerequisites: NUR 510, 512, 514, 516, 520, 522.

**NUR 528 Nursing in a Global Community: A Study Abroad - 2 credits (elective)**

This course will provide a unique opportunity for students to be part of an international general medical and public health multidisciplinary team. While experiencing clinical work first hand, students will examine the socio-cultural and economic dimensions of health and illness and systems for delivering health care in a selected country. Emphasis will be placed on enhancing cultural awareness and sensitivity as well as developing cultural competence in nursing. Students will examine cultural differences and similarities through observation and interaction with patients, community members, and health care professionals. The class will begin on campus for discussion of reading material and preparation for travel. Travel is a required aspect of this course and the location may change each year. The course will end with
an on-campus class to reflect on lessons learned. Prerequisite: BSN from an accredited program.

**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. Prerequisites: NUR 510, 512, 514, 516, 520, 522.

**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. Prerequisites: NUR 510, 512, 514, 516, 520, 522, 531.

**NUR 535 Nurse Educator Practicum - 5 credits/84 clinical hours**
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. Prerequisites: NUR 510, 512, 514, 516, 520, 522, 531, 533.

**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. Prerequisites: NUR 510, 512, 514, 516, 520, 522.

**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.
Prerequisites: NUR 510, 512, 514, 516, 520, 522, 541.

**NUR 545 Nurse Administrator Practicum - 5 credits/84 clinical hours**

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 NUR 541 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 administrator role and 42 hours (3 credits) in classroom seminars.
Prerequisites: NUR 510, 512, 514, 516, 520, 522, 541, 543.

**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 health care policy and practice in diverse health care 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.
Prerequisites: NUR 510, 512, 514, 516, 520, 522, 525, 531 or 541.
Co-requisites: NUR 533 or 543.

**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.
Prerequisites: NUR 510, 512, 514, 516, 520, 522, 525, 531 or 541, 533 or 543, 558.
Co-requisites: NUR 535 or 545.
Offices
and
Services
Offices and Services

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.

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 are located in most computer labs. Wireless internet access is available throughout the campus, including 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 10-station 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 serves students in the biological sciences. Funded by a grant from the Keck Foundation, a lab for computational biology and bioinformatics resides in the Miller Family Building.

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.

College Bookstore
The College Bookstore is located on Level I 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.
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.

Office of Academic Services
Academic Services is located in the Student Success Center in Cressman Library. The primary goal of Academic Services is to provide flexible, high quality academic support for all students. To achieve this goal, Academic Services offers the following services: professional tutors, peer tutors, online tutoring, the Writing Center, services for students with disabilities, academic advising, individual academic coaching, and a variety of academic success workshops. For more detailed information, visit the Academic Services website at www.cedarcrest.edu/acadadvising/

Professional Tutors: Professional tutors are available in a variety of topics including business, math, science, study skills, writing, and ESL. These tutors are available to work with students individually by appointment. Call 610-606-4628 for more information.

Peer Tutors: Academic Services trains and provides tutors for many 100 and 200 level course offered at Cedar Crest College. Tutors meet with a student individually for one hour per week to discuss course content, review note-taking, and prepare for exams and projects. To request a tutor, students should visit the Academic Services section of my.cedarcrest.edu.

Writing Center: The Writing Center at Cedar Crest College supports students in improving writing skills through one-on-one consultations with peer writing consultants. To make an appointment, students should visit the Academic Services section of my.cedarcrest.edu.

English as a Second Language (ESL): Academic Services offers professional tutoring and ESL courses to students attending Cedar Crest College for whom English is as an additional language. These courses support the liberal arts curriculum and may be required for students whose proficiency scores on placement tests indicate a need for supplemental
English instruction.

**Services to Students with Disabilities:** Academic Services works with students with disabilities, staff, and faculty to ensure that the regulations of the ADA, ADA with Amendments, and Section 504 of the Rehabilitation Act of 1973 are fulfilled in a reasonable and timely manner. Academic Services is responsible for coordinating specific services and resources for 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, Academic Services may assist students in identifying local test providers.

Disabilities must be documented in accord 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 website at [http://www2.cedarcrest.edu/acadadvising/ada_file.html](http://www2.cedarcrest.edu/acadadvising/ada_file.html)

**International Students:** Academic Services provides international students with academic advising, immigration advising, orientation, and programming to support their transition to Cedar Crest College and ongoing success. Upon arrival, all international students are required to present themselves to Academic Services to ensure compliance will all legal requirements. Academic Services encourages international students to maintain regular contact with the office, and to be aware of all criteria necessary to remain in legal status.

**Office of Student Activities**
The Office of Student Activities strives to create a vibrant, purposeful, and enriched co-curricular experience for all Cedar Crest College students. With over 50 clubs and organizations on campus, the office provides a number of ways for students to develop their leadership skills by encouraging them to explore, join, and eventually lead campus organizations that play to their personal and social interests, as well as their professional aspirations. In addition to overseeing all campus clubs and organizations, the Office of Student Activities works closely with the Student Activities Board (SAB), which is one of the largest student-run organizations on campus. Together they plan fun campus activities for students to enjoy during the day, in the evenings, and on weekends. Events and programs can range from live music and novelty items to comedy shows and interactive lectures. Should students be interested in getting off campus to explore other great attractions in the Leigh Valley, they can take advantage of several different
road trips to popular shopping destinations, theme parks, movie theaters, and even New York City to catch a Broadway show. Whatever your interests are, you are sure to find something to satisfy your every need through the events and opportunities available through the Office of Student Activities. Get involved. Get connected. Make the most of your college experience at Cedar Crest. Contact:

Lauren Condon, ext. 3762 or 610-740-3762
Assistant Director
Tompkins College Center, Room 319
Imcondon@cedarcrest.edu

Division of Student Affairs
The Division of 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 women’s 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.

The Division of Student Affairs is comprised of the following offices: Athletics, The Career Planning Center, The Lutz Center for Community Service, Health and Counseling Services, the Women’s Leadership Institute, Dining Services, the Campus Bookstore, Tompkins Center, Residence Life and Student Activities.

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, and issuing academic transcripts and diplomas. The Registrar’s Office is located in Curtis Hall, Room 136. 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:

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

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

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

4. 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.

5. 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.

6. 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.

**Leadership & Student Development**

The Student Activities and Leadership area is comprised of the offices of The Women’s Leadership Institute, The Career Planning Center, The Lutz Center for Community Service, and Student Activities Office and The Office of New Student Programs. We focus on supporting student engagement and preparing students to lead in a globally diverse 21st century society. Working collaboratively across campus and in the Greater Lehigh Valley community, the Student Activities Leadership area develops co-curricular programs designed to broaden students’ educational and professional experiences through leadership and experiential learning opportunities.

Members of this area work with Cedar Crest faculty and staff to provide students with the tools to envision, plan, and achieve their personal and professional life goals. Activities implemented through this unit expose students to opportunities for developing leadership skills including, communication, community and global involvement, critical thinking and decision-making, conflict management, professionalism, and an appreciation for diversity.
Student Financial Services
Student Financial Services 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.
Campus Facilities
Campus Facilities

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.

**Allen House:** The former president’s home now houses offices of the student affairs division, which includes Vice President of Student Affairs and Traditional Enrollment, Community Standards and Residence Life, the Career Planning Center and the Women’s Leadership Institute.

**Alumnae Hall and Lees Memorial Chapel (ALH):** Alumnae Hall contains classrooms, an auditorium, a small 75 seat theatre, faculty offices, a video studio and editing lab (used in the communication department) 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 Alumnae Hall, including a new state-of-the-art art therapy studio.

**Art Galleries:** Art at Cedar Crest is an integral part of daily life. The gallery system allows the opportunity to showcase a wide variety of exhibitions at locations throughout the campus. Our primary exhibition space is the Lachaise Gallery located in the Miller Family Building. In addition to this exhibition space we have the Capstone Gallery in Alumnae Hall which showcases student work and student curated exhibitions. The campus, a
nationally registered arboretum, is a site for outdoor sculpture, as well as historically significant pieces on permanent loan. The activities of the galleries are intimately woven into the programming of the art department and reach throughout the campus community and beyond.

The gallery system at Cedar Crest College is an educational arm of the art department and a public agent for the college. The mission of the campus galleries is to present exhibitions that introduce our community to innovative ideas and timely concepts about the practice of making art. Our exhibition programming leans toward contemporary art that directly relates to the art major curriculum. At the heart of the liberal arts, the gallery system becomes a vehicle for inspiring dialogue across academic disciplines.

**Blaney Hall (BHA):** The central structure on the campus Blaney Hall, re-named in honor of President Dorothy Gulbenkian Blaney in May 2006, houses administrative offices of the president, provost, chief financial officer, institutional advancement, admissions, finance, human resources, marketing & communications, the School of Adult and Graduate Education, financial aid, alumnae affairs, and student accounts. Four multimedia classrooms and a computer lab also are located in this building.

**Butz Hall:** Butz Hall contains space for student and academic activities, including a student lounge, student organization meeting and storage space, the multicultural center, offices of the student newspaper The Crestiad, the yearbook, the forensic speech team, and the college radio station (CCC Radio).

**Campus Technology:** The campus technology environment includes 12 computer labs and 37 classrooms. Internet access, e-mail and shared resources (such as application software and laser printers) are available to students through their campus network accounts. Scanners are located in several computer labs. Wireless internet access is available throughout the campus, including the residence halls. Computer classrooms and labs are found in academic departments and the residence halls. 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 10-station computer lab and 5 technology-equipped classrooms. Wireless internet service is available throughout the entire building. A Mac lab in the Dorothy Rider Pool Science Center serves students in the biological sciences. Funded by a grant from the Keck Foundation, a lab for computational biology and bioinformatics resides in the Miller Family Building. A 20-station Convergence Lab in the Cressman Library is available to all communications and art majors. 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.

**Cable Communications:** The College maintains a text-based College information channel, which is accessible from every cabled television on campus. The audio portion of the channel includes the student-run radio station. Additional channels are available for in-house programming. These are used for centralized audio/visual distribution (e.g., of taped lectures and events), and are linked to the College’s distance learning facility. A campus satellite dish receives a broad range of educational transmissions (both national and international) and can be received from any cable television on campus.

**College Bookstore:** The College Bookstore is located on Level I 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.

**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 library is equipped for wireless Internet access and all levels provide laptop electrical support. 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 contains the Student Success Center, a one-stop location for all of the academic services students need in the Department of Academic Services, including the Writing Center, tutoring, advisors, and disability support. Group study spaces, a cafe, and informal gathering spots complete the space. In addition, there are 19 computer workstations, for students to access the online catalog, the Internet and full-text resources. The Communication Department’s Media Convergence Laboratory with 20 iMac computers is also on this level, along with the Lending Services desk, Information Services Help Desk and the Information Technology Help Desk. The Marjorie Wright Miller Poet’s Corner houses the library’s collection of poetry by American women.

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 Audiovisual Services office, the media collection, and the AV listening area are also located on this level. The media collection includes DVDs, laser discs, videos, audio tapes and music CDs that can be circulated or played in the
audiovisual listening area. The WorldShare library Management System supports the on-line catalog, circulation and acquisition services as well as a discovery interface across all material types.

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 library webpage is accessible at http://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. A weekday delivery service makes it possible for our students to have access to over two million volumes in the combined collections of these institutions.

**Curtis Hall (CUR):** Faculty offices for management, mathematics, economics, education, psychology and social sciences (anthropology, criminal justice, religious studies, and social work) are located in Curtis Hall. Psychology labs on the ground floor include the Human Social Cognition and Behavior Lab (HSCB Lab), Psychophysiology Laboratory, and Animal Learning and Behavior Laboratory. The department of Information Technology, the Registrar’s Office, the Roland and Doris Sigal Center for Business and Technology, and the office of global initiatives are also located in Curtis Hall. The second floor contains the Alumnae Museum and classrooms. The third floor houses students and two multimedia classrooms. Curtis also houses the health and counseling services center and the specially equipped Inez Cantrell Donley Education Demonstration Classroom on the ground level.

**Donald P. Miller Family Building (MIL):** The College’s Miller Family Building for art, science and peace, includes a genetic engineering lab, physics lab, physics/crime scene reconstruction lab, chemical instrumentation lab, bioinformatics, geographical information systems (GIS), and computational biology computer lab, The Allen Center for Nutrition, a state-of-the-art food laboratory and the Lachaise Gallery.

**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 instructional and research facilities for biological sciences, chemistry and physics, with laboratories for course-related and independent work in all fields. The biological sciences department includes fully-equipped genetic engineering laboratories, cichlid fish brain and behavior room, environmental conservation laboratory, neuroscience laboratory, anatomy and physiology laboratory, and greenhouse. It has
instruments for electrophoresis, electrophysiology, tissue culture, high-speed and ultra centrifugation, nanodrop and standard spectrophotometers, phase, fluorescence, and confocal microscopy. Additional equipment includes a DNA sequencer and equipment for standard and real time PCR. The chemical and physical sciences department contains most modern instrumentation methods, including gas and liquid chromatography, mass spectrometry and mass spectrometry/mass spectrometry, scanning electron and infrared microscopy, UV-visible, FT-infrared, near-infrared, atomic absorption and fluorescence spectrophotometry, equipment for conducting polymerase chain reaction and genetic typing analyses, and computer techniques.

**Hamilton Boulevard Building (HBB):** Acquired in 2007, this former professional building is now a state-of-the art, high-tech learning center that benefits the entire campus community and serves as the home to the College’s nursing program. At 33,000 square feet it incorporates eco-friendly technology and includes six state-of-the-art classrooms, several nursing labs that simulate various health care environments, a seminar room, a computer lab, and two high-fidelity patient simulation rooms.

**Harold and Miriam Oberkotter Center for Health and Wellness (OBC):** The Harold and Miriam Oberkotter Center for Health and Wellness features a forensic science/microbiology lab, a biochemistry lab, a 110-seat state-of-the-art multi-media classroom, faculty offices, and a student lounge.

**Hartzel Hall (HHL):** Hartzel Hall contains faculty offices for the Department of Communication, and for the Department of History, Literature, and Languages (history, English, Spanish, philosophy, writing, and applied and professional ethics). It also contains a language laboratory, the honors program center, a multimedia room, a ceramics studio, and a paper making studio.

**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 5:00 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.
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 designed for accessibility.

Steinbright Dance Studio (STE): The facility includes sprung dance floors, extensive barres, two studios equipped with full studio-length mirrored walls, faculty offices and changing facilities.

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. It also contains the offices of the director of community service, student activities, and the office of leadership & student development. 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.