

SUSQUEHANNA UNIVERSITY BULLETIN

2020-21

GRADUATE COURSE CATALOG



Susquehanna
UNIVERSITY

SUSQUEHANNA UNIVERSITY
GRADUATE BULLETIN

GRADUATE CATALOG FOR 2020-21

School of Arts and Sciences

www.susqu.edu/master-education

The 163rd Academic Year
514 University Ave.
Selinsgrove, PA 17870-1164

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COURSE CATALOG

MISSION

Susquehanna University educates students for productive, creative and reflective lives of achievement, leadership and service in a diverse and interconnected world.

ACCREDITATION

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

Susquehanna is also a member of the American Association of Colleges and Universities, American Council on Education, Council of Independent Colleges, Annapolis Group, National Association of Independent Colleges and Universities, and Lutheran Educational Conference of North America.

NONDISCRIMINATION STATEMENT

In administering its affairs, the university shall not discriminate against any person on the basis of race, color, religion, national or ethnic origin, ancestry, age, sex, sexual orientation, gender identity or expression, disability, veteran status, or any other legally protected status. Compliance inquiries may be directed to Jennifer Bucher, vice president of human resources, Susquehanna University, Selinsgrove, PA 17870-1164, 570-372-4024; or the director of the Department of Education, Washington, D.C.

CATALOG INFORMATION

This catalog is not to be considered an offer to enter into a contract or a contractual agreement between the university and the student or between the professor and the student. While frequent changes are not probable, the administration reserves the right to make any changes it deems necessary and acknowledges that under certain circumstances special activities of the university or part of the university community might impinge upon the normal academic schedule. All students are responsible for adherence to the university's rules, regulations and procedures, whether published in this catalog, the Student Handbook or other official media.

KEY TO ABBREVIATIONS

GPA = grade point average

SH = semester hours

ACADEMIC CALENDAR FALL 2020

AUG. 20, THURSDAY

Orientation begins. Opening Convocation.

AUG. 24, MONDAY

Classes begin, 8:00 a.m. Welcome Week begins.

AUG. 24-25 MONDAY-TUESDAY

Check-in and registration confirmation.

AUG. 28, FRIDAY

Drop/Add deadline for first 7-week and 14-week courses.

SEPT. 1, TUESDAY

Last day to declare S/U option (see details below#) in a first 7-week course. Last day to declare a course audit.

SEPT. 2, WEDNESDAY

Regular withdrawal deadline for first 7-week courses; last day to cancel S/U option for a first 7-week course.

SEPT. 4, FRIDAY

Last day to declare an S/U option in a 14-week course.

SEPT. 11, FRIDAY

Regular withdrawal deadline for 14-week courses; last day to cancel S/U option for a 14-week course; extended withdrawal deadline for first 7-week courses (new first-year students only**).

SEPT. 25, FRIDAY

Late withdrawal deadline for first 7-week courses (see details below*).

OCT. 2, FRIDAY

Extended withdrawal deadline for 14-week courses (new first-year students only**).

OCT. 9, FRIDAY

End of first 7-week courses.

OCT. 12, MONDAY

Start of second 7-week courses.

OCT. 16, FRIDAY

Drop/Add deadline for second 7-week courses.

OCT. 20, TUESDAY

Last day to declare S/U option for a second 7-week course; last day to declare course audit for second 7-week course.

OCT. 21, WEDNESDAY

Regular withdrawal deadline for second 7-week courses; last day to cancel S/U option for a second 7-week course.

OCT. 26-NOV. 6, MONDAY-FRIDAY

2021 Spring Semester registration.

OCT 28, WEDNESDAY

Late withdrawal deadline for 14-week courses (see details below*).

NOV. 2, MONDAY

Extended withdrawal deadline for second 7-week courses (new first-year students only**).

NOV. 13, FRIDAY

Late withdrawal deadline for second 7-week courses (see details below*).

NOV. 20, FRIDAY

Last day of on-campus classes; Thanksgiving recess begins, 10:00 p.m.

NOV. 30, MONDAY

Classes resume remotely, 8:00 a.m.

DEC. 4, FRIDAY

Classes end, 10:00 p.m.

DEC. 5-6, SATURDAY-SUNDAY

Reading Days.

DEC. 7-10, MONDAY-THURSDAY

Final examinations.

#Satisfactory/Unsatisfactory option.

*Late withdrawal policy: students are allowed to take a late withdrawal from a total of 12 semester hours of coursework during their Susquehanna career. To take advantage of this late withdrawal option, students must complete and return to the Registrar's Office the Late Withdrawal Approval form (available at the Registrar's Office).

** Regular withdrawal for new first-semester first-year students only. Students must complete and return a form which is available at the Registrar's Office.

ACADEMIC CALENDAR SPRING 2021

JAN. 18, MONDAY

Classes begin, 8:00 a.m.

JAN. 18-19, MONDAY-TUESDAY

Check-in and registration confirmation.

JAN. 22, FRIDAY

Drop/Add deadline for first 7-week and 14-week courses.

JAN. 26, TUESDAY

Last day to declare S/U (see details below#) option in a first 7-week course. Last day to declare a course audit.

JAN. 27, WEDNESDAY

Regular withdrawal deadline for first 7-week courses; last day to cancel S/U option for a first 7-week course.

JAN. 29, FRIDAY

Last day to declare an S/U option in a 14-week course.

FEB. 5, FRIDAY

Regular withdrawal deadline for 14-week courses; last day to cancel S/U option for a 14-week course; extended withdrawal deadline for first 7-week courses (first-semester, first-year students only**).

FEB. 19, FRIDAY

Late withdrawal deadline for first 7-week courses (see details below*).

FEB. 26, FRIDAY

Extended withdrawal deadline for 14-week courses (first-semester, first-year students only**).

MAR. 5, FRIDAY

Mid-term break begins, 10:00 p.m.; end of first 7-week courses.

MAR. 15, MONDAY

Mid-term break ends, 8:00 a.m.; start of second 7-week courses.

MAR. 19, FRIDAY

Drop/Add deadline for second 7-week courses.

MAR. 23, TUESDAY

Last day to declare S/U option for a second 7-week course; last day to declare course audit for second 7-week course.

MAR. 24, WEDNESDAY

Regular withdrawal deadline for second 7-week courses; last day to cancel S/U option for a second 7-week course.

MAR. 31-APR.8, WEDNESDAY-THURSDAY (TENTATIVE)

2021 Fall Semester registration.

APR. 2, FRIDAY

Late withdrawal deadline for 14-week courses (see details below*). Regular withdrawal deadline for second 7-week courses (first-semester, first-year students only**).

APR. 16, FRIDAY

Late withdrawal deadline for second 7-week courses (see details below*).

APR. 30, FRIDAY

Classes end, 10:00 p.m.

MAY 1-2, SATURDAY-SUNDAY

Reading Days.

MAY 3-6, MONDAY-THURSDAY

Final examinations.

MAY 12, WEDNESDAY

Commencement.

#Satisfactory/Unsatisfactory option.

*Late withdrawal policy: students are allowed to take a late withdrawal from a total of 12 semester hours of coursework during their Susquehanna career. To take advantage of this late withdrawal option, students must complete and return to the Registrar's Office the Late Withdrawal Approval form (available at the Registrar's Office).

** Regular withdrawal for new first-semester first-year students only. Students must complete and return a form which is available at the Registrar's Office.

GRADUATE PROGRAMS AT SUSQUEHANNA UNIVERSITY

SCHOOL OF ARTS AND SCIENCES

MASTER OF EDUCATION (M. ED.)

Curriculum & Instruction

EDUCATION

FACULTY

David S. McLaughlin, Ph.D., Associate Professor of Education, department head

Valerie A. Allison, Ph.D., Associate Professor of Education

Sarah Edwards Moore, Ph.D., Associate Professor of Education

Leigh Ann Kurz, Ph.D., Assistant Professor of Education

Susan Welteroth, D.Ed., Lecturer Education

Christine M. Tiday, M.Ed., Director of Teacher Interns and Auxiliary Programs

Hilario Lomeli, Ph.D., Visiting Assistant Professor of Education

The Master of Education degree program requires analysis and evaluation of curriculum design and application of educational theory to strengthen teaching practices. The program has two main concentrations: Fundamental curricular aspects of teaching and learning that pervade PreK-12 education, and individual pedagogical developments that relate to the student's certification level and core content area(s).

The Master of Education degree program will enhance the conceptual and practical knowledge of professional teachers responsible for creating environments for learning to flourish. The program will provide an opportunity for students to deepen their understanding of fundamental teaching and learning concepts and prepare them for various roles in educational settings. Students will analyze and interpret educational research and apply these results to enhance teacher planning, instruction, and assessment for student learning. Program graduates will possess the foundational skills and knowledge necessary to enroll in educational specialist and doctoral programs.

PROGRAM GOALS:

1. Theoretical/foundational
 - a. Demonstrate knowledge of prevalent cognitive, linguistic, motivational, and sociocultural theories of educational development.
 - b. Demonstrate an understanding of the historical development of the teaching profession and track changes of perception and interpretation over time.
2. Content knowledge and pedagogical knowledge
 - a. Demonstrate content knowledge and pedagogical knowledge keeping in alignment with the standards articulated by InTASC (Interstate teacher Assessment and Support Consortium).
3. Professional disposition and ethical behavior
 - a. Demonstrate an understanding of the professional code of ethics in education and specific content areas and the consequences of violating those principles.
 - b. Demonstrate an understanding of the values of differences in our society and how to develop and implement strategies to advocate for equity and justice.
4. Reflective practice
 - a. Demonstrate an understanding of the value of personal reflection in evaluating the effects of pedagogical actions on other stakeholders within a learning community.

REQUIREMENTS FOR ADMISSION TO THE MASTER OF EDUCATION DEGREE PROGRAM IN CURRICULUM & INSTRUCTION

- A completed application
- Hold a bachelor's degree from a nationally accredited institute of higher education
- Minimum 3.0 GPA on highest earned degree
- Three letters of recommendation

- Official transcripts from all previously attended postsecondary institutions
- Written statement of purpose for enrollment
- Current TB test results and Act 24, Act 34, Act 114, Act 126, and Act 151 clearances
- Test of English as a Foreign Language (TOEFL) scores for applicants who have not earned a degree at an institution of higher education where English is the language of instruction

Teacher Certification. The Master of Education program does not include teacher certification. However, individuals already licensed to teach in Pennsylvania can add the following endorsement to their existing certificates:

- English as a Second Language (ESL) Program Specialist (Grades K-12)

English as a Second Language (ESL) Program Specialist certification can be added to any grade level certification.

Certification Requirements. To qualify for teaching certification in Pennsylvania, students must have a grade point average of 3.00 or higher. They must also complete an accredited teacher education program, such as that offered by Susquehanna University, and pass the qualifying examinations required by the Pennsylvania Department of Education (PDE). More detailed information about these and other certification requirements is available on the PDE website <http://www.pde.state.pa.us>.

Professional Conduct. The education department faculty reserves the right to make a judgment on the suitability of students for professional teaching practice. Practicum students (those in the schools observing and/or aiding a teacher) and student teachers must follow the policies of the host school district. Practicum students and student teachers are held to a professional standard of behavior as specified by the Pennsylvania Code of Professional Practice and Conduct for Educators and will be removed from a school site by a building administrator for unprofessional conduct. A student asked to leave a school site may be assigned other academic work to complete the credits needed for graduation. Grades will be assigned by the education department faculty based on the work completed and evaluations from Susquehanna faculty and cooperating teachers.

Capstone Course. Students must complete the Master's Paper capstone course with a grade of B or higher, as a part of the program. The capstone is designed to enrich students' academic experience by allowing them to demonstrate what has been learned through a concentrated course of study at Susquehanna. This course cannot be transferred from another institution.

PROGRAM REQUIREMENTS

Curriculum and Instruction. Candidates must complete 34 credit hours from the following requirements for a Master of Education degree in Curriculum and Instruction:

26 Required core coursework:

- 4 EDUC-710 Social Foundations of Education
- 4 EDUC-711 Curriculum Design
- 4 EDUC-712 Research Methods
- 4 EDUC-750 Critical Media Literacy in the K-12 Classroom
- 4 EDUC-755 Inclusive Classroom Strategies
- 4 EDUC-760 Critical Literature and Trends in Education
- 2 EDUC-799 Master's Paper

8 Elective courses:

Courses leading to K-12 ESL Program Specialist Certification

- 4 EDUC-740 ELL Language and Literacy Development
- 4 EDUC-741 Sociocultural Contexts of Teaching and Learning Language
- 4 EDUC-742 Foundations for Teaching English Language Learners
- 4 EDUC-743 Understanding Second Language Acquisition for Educators

Special Education Courses:

- 4 EDUC-715 Assessment in Special and Inclusive Education
- 4 EDUC-720 Teaching Students with Moderate and Severe Disabilities
- 4 EDUC-725 Teaching Students with Mild Disabilities
- 4 EDUC-745 Behavior Interventions

Other Electives:

- 4 EDUC-780 Topics in Education

ESL PROGRAM SPECIALIST DUAL CERTIFICATION (GRADES K-12)

This four-course program consists of EDUC-740, EDUC-741, EDUC-742, and EDUC-743. Courses are open to all graduate students. The ESL certification program prepares teachers to address the learning needs of English Language Learners (ELLs) in inclusive settings, and to coach and support classroom teachers who have ELLs in their classrooms. The certification can be added to endorse any existing teacher certification. Upon successful completion of the four courses and their integrated field experiences (60 hours), candidates will be eligible for dual certification as an ESL Program Specialist.

UNDERGRADUATE/GRADUATE ENROLLMENT

The Pennsylvania Department of Education permits courses leading to K-12 ESL Program Specialist Certification and PreK-8 Special Education certification (for undergraduates already in the program) to be taken at the undergraduate level, graduate level, or a mixture of both. However, only graduate credits will count toward the completion of the Master of Education degree. Any students who have already completed an undergraduate/graduate enrollment course at the undergraduate level cannot retake the same course at the graduate level. The student must either take another course elective at the graduate level or complete a graduate-level independent study with their faculty advisor.

EDUCATION COURSES

EDUC-710 Social Foundations of Education

The historical, philosophical, and sociological foundations that form a basis for the development, organization, and role of US public education and other social institutions will be examined. Students will analyze the preparation of teachers, the cultural environments within which teachers are trained, and how social, cultural, political, and economic forces shape schools. A critique of the literature will include cultural identity formation and construction, teaching philosophies, and schools as political and bureaucratic structures. The goal of the course is to challenge assumptions about how schools are organized and stratified and how both are linked to mobility of and reproduction of the prevailing social order. 4 SH.

EDUC-711 Curriculum Development

This course examines theory, research, and practice of K-12 school curriculum. Students will evaluate past and current processes of curriculum development in relation to standards, learning objectives, assessment, instructional methods, and student needs. 4 SH.

EDUC-712 Research Methods

This course introduces students to a variety of research methods common to the field of education. Quantitative, qualitative, and mixed methods approaches will be examined. The course will focus on the research process from identifying research problems through the creation and report of original research. Students will locate, analyze, and interpret educational research and use these skills to identify areas of inquiry for the completion of their Master's Paper. 4 SH.

EDUC-715 Assessment in Special and Inclusive Education

This graduate-level course analyzes the methods and materials necessary to accurately assess students within inclusive classroom settings and students who may be eligible for special education. Through experiential learning activities, students will apply the language and terminology required to assess and evaluate students to the creation of assessment tools. This course includes technical prerequisites of

understanding standardized assessment and the rationale for using curriculum-based measurement (CBM) within the broad context of special education programming. Students will develop competencies in utilizing norm-referenced, criterion-referenced, curriculum-based, and teacher-made assessment for instructional and placement decisions. Students will also be required to track the performance of a child with special needs and explain the rationale for the application of particular student performance goals based on interpretation of collected data sets. 4 SH.

EDUC-720 Teaching Students with Moderate and Severe Disabilities

Educators will learn the knowledge and skills needed to plan Individualized Education Programs (IEPs) for students with moderate and severe disabilities in this graduate-level course. Moderate and severe disabilities include those with physical and cognitive impairments as well as autism. Emphasis will be on teaching and supporting students within both special education classrooms and typical school settings, based on a vision of adult participation in typical community activities.

Associated topics of discussion include the history/treatment of individuals with moderate and severe disabilities in our society, learning characteristics of students with moderate and severe disabilities, program planning and IEP development, assessment and instructional planning in foundation skills, communication, assistive technology, supporting participation and progress in the general education curriculum, social skills and facilitating peer relationships, and transition planning. 4 SH.

EDUC-725 Teaching Students with Mild Disabilities

This graduate-level course emphasizes research-based practices to provide effective instruction in inclusive and special education classroom settings. Students will learn how to meet the diverse learning needs of individuals with mild disabilities. Students will learn how to develop and implement appropriate and individualized standards-aligned instruction for learners who have Individualized Education Plans (IEPs). Students will identify and implement research-based learning/teaching strategies to promote learners' progress (focusing on both those with high incidence disabilities). Students will also select strategies for instructional differentiation and universal design for learning principles for use within their appropriate content areas in both inclusive and special classroom settings based upon learner characteristics and interpretation of assessment data. 4 SH.

EDUC-740 ELL Language and Literacy Development

This course focuses on the academic language needed for ELLs to be successful in U.S. schools. The course begins with an emphasis on foundational knowledge of language structures (i.e., English phonology, morphology, and syntax) as well as a thorough review of key theories and principles in first and second language acquisition. The course looks at the particular issues faced by students at different points in their education: elementary, middle and high school, as well as the role of literacy in content area learning. Students will understand the complexities associated with reading and writing development in more than one language. The tutoring component of the course will give students an opportunity to apply theoretical knowledge to practice and conduct hands-on analyses and diagnostic assessments. 4 SH.

EDUC-741 Sociocultural Contexts of Teaching and Learning Language

Sociocultural and political dimensions of teaching and language learning are explored in this graduate-level course. Learning a language is not a politically neutral enterprise: Issues of power are related to who is encouraged to learn a language and who is prevented from accessing linguistic resources. The course emphasizes the interplay between the macro-level relations of power in society and the micro-level experiences of language learners by focusing on sociocultural, political, racial, and economic perspectives. Students will analyze the influence of nonverbal communication skills within intercultural contexts and explain how research on language learning should inform teacher planning, instruction, and assessment. Throughout the semester, students will make connections between theory and practice through completion of a 20-hour field experience. 4 SH.

EDUC-742 Foundations for Teaching English Language Learners

This graduate-level course will examine current research-based methods, strategies, frameworks, and resources in schools for teaching English Language Learners, with an emphasis on both curriculum and assessment. ESL teaching methods will be analyzed and critiqued. Particular emphasis will be placed on the recent developments in content-based, task-based, and critical pedagogies, as well as appropriate assessment principles and techniques. Students will also acquire skills in using technology for instructional purposes. The course includes a concurrent, required field experience (20 hours) where candidates will work with an ELL student to identify their instructional needs through assessment, apply research-based methods to address the student's needs, and then work with the learner to meet instructional goals. 4 SH.

EDUC-743 Understanding Second Language Acquisition for Educators

This graduate-level course analyzes how languages are learned. Students will analyze, interpret, and track scholarly debate of concepts related to second language acquisition and apply this knowledge to plan and teach individuals who are not native English speakers. The role of language in teaching and learning is explored throughout the term. The relevant implications for effective instruction in culturally and linguistically diverse classrooms is also emphasized. Students will track the historical development of language acquisition theories and explain how they have led to modern hypotheses on language learning and classroom practices. By the end of the course, students will create action plans that explain their understanding of language acquisition and its effective application to classroom environments. There is no required field experience for this course. 4SH.

EDUC-745 Behavior Interventions

This course will focus on having students develop a foundational understanding of behavior modification principles and classroom management strategies in order to be able to most effectively teach any type of student in an inclusive setting. Special attention will be given to individuals with emotional and behavior disorders and a variety of techniques for implementing specific behavior intervention strategies at the school-wide and classroom levels will be discussed in addition to appropriate assessment procedures and behavior plan writing. Students will also learn evidence-based methods for providing academic instruction in core content areas for this population of students. 4 SH.

EDUC-750 Critical Media Literacy in the K-12 Classroom

This course prepares educators to teach K-12 students to critically read and create media. Critical media literacy combines theoretical foundations of cultural studies and critical pedagogy with practical classroom applications of new digital media as well as traditional print-based means of communication. Educators will analyze media formats and technology and question their purposes and use for communication inside and outside of the classroom. 4 SH.

EDUC-755 Inclusive Classroom Strategies

This course will study the systematic approach to planning curriculum and instruction for academically diverse learners within inclusive classroom settings. Background information tracing how special education and policies affecting general education teachers will be reviewed. Participants will learn concepts and strategies to promote successful social and academic integration of children with various abilities. Emphasis will be placed on classroom elements the educator can modify to increase learning opportunities and efficiency for students. 4 SH.

EDUC-760 Critical Literature and Trends in Education

This course will examine critical issues in education over time. It will focus on the social, political, cultural, and economic struggle to control education and delve into the present and possible future trajectories of debate through a review of seminal and contemporary educational literature. Students will analyze particular interests served by schools, what should be taught in schools, who should have access to schooling, and what environments are most conducive to student learning. 4SH.

EDUC-780 Topics in Education

Topics in Education EDUC-780 covers a variety of current issues and special interests in the field of education. The course will respond to contemporary trends and issues of importance to students and teachers in Pennsylvania as well as further afield. 1-4 SH.

EDUC-790 Independent Study

A detailed exploration of a selected educational topic or problem under faculty direction. Projects may be related to the development of a significant skill in teaching, learning, or research. Requires approval of supervising professor and department head. 1-4 SH.

EDUC-799 Master's Paper

The Master's Paper is the capstone requirement of the program. The Master's Paper will be question-oriented and analytically investigate an aspect relevant to the student's interests and/or career goals. The composition must reflect proficiency of program learning goals. Successful completion and evaluation of the Master's Paper by department faculty is required prior to graduation. Prerequisites: Completion of four (4) core courses required for the Master of Education degree. 2 SH.

ACADEMIC POLICIES AND REGULATIONS

Academic standards exist at every college and university. Many are common throughout higher education and others are specific to a particular campus. Standards are both an indicator of general educational quality and a means by which an individual student's achievement and progress can be measured. Susquehanna's academic year is composed of 30 weeks of instructional time, and in each semester a full-time student must be enrolled in at least 12 semester hours of credit. To receive the full benefit of a Susquehanna education, each student has these basic responsibilities:

- To attend class regularly (if a student misses the equivalent of two weeks of class in a 14-week course or one week of class in a seven-week course, the faculty member may remove the student from the course with a final grade of F),
- To meet frequently with the faculty adviser,
- To make steady progress toward graduation, and
- To understand and follow university policies outlined in this catalog and the Student Handbook.

Advising and Course Selection. Academic advising is one of the most important services available at a college or university. The process helps students plan an educational program that satisfies their individual needs.

The students' initial discussions with their advisor will focus on course choices and the university in general. After that, students meet with their advisers as often as necessary—at least once each semester. These are opportunities to talk about academic goals and decide upon directions for the Master's Paper. Advisers can also help students gain approval for independent study. While academic advisers may provide guidance and support as described here, students are ultimately responsible for their academic choices and the consequences of those choices.

In March and November, students register for the upcoming semester after selecting their courses with the guidance of their advisers. In addition, during the first two days of each semester, all students go through a mandatory electronic registration check-in process.

Susquehanna reserves the right to limit the size of any course. Every effort is made to accommodate individual needs, but the university cannot guarantee placement in a specific course in a particular semester.

Adding and Dropping Courses. Students may change their course schedules through mySU during the drop/add period.

Students may withdraw from a course through mySU and receive a grade of W until the end of the third week of the semester in full-semester courses or the end of the eighth day of classes in seven-week courses. After these dates, students may obtain a special late-course withdrawal and still receive a grade of W in a full-semester course until the end of the 10th week of the semester and in a seven-week course until the end of the fifth week of the course. A student may use this special late- withdrawal option for a maximum of 4.0 semester hours of credit while at SU. To take advantage of the option, the student must fill out a special late-withdrawal form and submit it to the Office of the Registrar by the appropriate deadlines. After the times indicated above, students may withdraw from a course only for extraordinary circumstances, such as medical emergency or family crisis, as approved by the Dean of Academic Engagement; in such situations, the student must provide written validation from the appropriate authority. In all other cases, the instructor will assign a final grade. Failure to attend class does not in itself constitute withdrawal, and students who stop attending a class without going through the official withdrawal procedures will receive a final grade for the course, with F's being factored in for all missing coursework.

Dropping a course can delay graduation and may affect a student's eligibility for financial assistance and insurance.

All students are responsible for their own enrollment. Failure to add, drop or withdraw from a course properly may result in no credits awarded and/or a failing grade.

Undergraduate/Graduate Enrollment. Undergraduate Susquehanna University students will be permitted to take up to 8 semester hours of graduate credit. Students must be at least junior class standing and cannot apply graduate course credit earned to their overall undergraduate degree credit requirements (although certifications such as ESL can blend undergraduate and graduate coursework). To take courses for graduate credit, undergraduate students must also have a minimum earned GPA of 3.5 or higher, be ahead in their earned credits toward graduation and keep a minimum of 12 undergraduate credits per semester. Students who complete these requirements will meet with the Director of Teacher Interns and Auxiliary Programs to confirm eligibility. Following graduation, undergraduate students who have completed graduate coursework must still apply for and meet the regular graduate program admission requirements to be considered for admission into a graduate program.

Course Loads. The course load for a full-time graduate student is 12 semester hours (typically three courses) per semester. Students may take 12 to 18 semester hours each semester without losing their full-time status.

Semester Hour. A “semester hour,” used interchangeably for Susquehanna courses with “credit hour,” is a course unit normally involving three to four hours of student effort per week during one 14-week semester. This includes both in-class contact hours and out-of-class activities. The major parameters influencing the in-class/out-of-class division include the mode of instruction and the level of the course. A special or compressed term shall meet a number of hours per credit equivalent to a semester but in a compressed or extended time frame, as determined by the registrar in consultation with the provost.

Independent Study is an option for students who would like to investigate a topic not covered by the regular curriculum. It can also provide an opportunity for more in-depth research on an issue raised in another course. To qualify for independent study, a student must have completed 12 semester hours with a cumulative GPA of 3.00 or higher. Independent study also requires written approval of the supervising faculty member and of the head of the department offering the course. Other students who are in good academic standing and who have no grades of EC, I or N may attempt an independent study if they also receive permission from the dean of the School of Arts and Sciences. Individual faculty may establish higher standards of eligibility. Normally an independent study project earns from two to four semester hours of credit.

Attendance Policy. It is the university’s policy that when a student has accumulated more absences than weekly class meetings in any particular course during the semester, the faculty member may warn the student in writing of the consequences of additional absences. When a total absence accumulation has reached the equivalent of two weeks’ class meetings (one week’s class meetings for a seven-week course), the faculty member may award a grade of F, which automatically withdraws the student from the course. As with any grade, appeal may be made through normal channels if gross unfairness or illegal discrimination is alleged.

Each faculty member may choose to establish more stringent or less stringent attendance requirements than those set by the university or to abide by the university’s policy. In either case, for each course the attendance policy must be clearly stated in the syllabus and distributed on the first day of classes.

Participation in university-sponsored events does not constitute an automatic excused absence from classes. The instructor may require student attendance if, in the context of the course, this appears to be in the student’s best interest. In any case, the student is responsible for informing the instructor of an intended absence as early as possible and at least by the class period preceding that absence. If circumstances make such notification impossible, the student must see the instructor on the first day of returning to class.

Grades and Grading. Normally, the instructor is the final authority for all grades. Grades are changed only in the event of error, and changes require authorization by the faculty member and approval by the dean of the School of Arts and Sciences. All grade changes must be submitted within one month from the end of the semester in which the grade is assigned. A student may not raise a final grade by doing additional assignments after the course has concluded or by revising previously submitted assignments. Any grade conflict that cannot be resolved between the faculty member and the student shall be referred to the department head. If the conflict cannot be resolved at the departmental level, the issue may be referred to the dean of the School of Arts and Sciences.

Grading System and the GPA. Each letter grade from A to F carries a designated number of quality points per semester hour. These points are used to calculate the grade point average (GPA). To determine the GPA for each semester, the number of quality points earned that semester is divided by the number of semester hours taken that semester. To compute the cumulative GPA, all quality points earned at Susquehanna are divided by all semester hours attempted.

The following values are used in the computation of quality points:

A	4.00 quality points	B	3.00 quality points	C	2.00 quality points	D	1.00 quality points
A-	3.67 quality points	B-	2.67 quality points	C-	1.67 quality points	D-	0.67 quality points
B+	3.33 quality points	C+	2.33 quality points	D+	1.33 quality points	F	0.00 quality points

The following grades carry no quality points and do not affect the GPA:

W	Withdraw	EC	Extended Course
TR	Credit (credit by examination or transfer credit from other institutions)	I	Incomplete
AU	Audit	N	Not Reported (final grade delayed for administrative reasons)
		CIP	Course in Progress

Coursework accepted for transfer from other institutions will be recorded only as credit earned toward graduation. It will not be included in the student's GPA.

Extended Course (EC) Grades. Some courses, especially seminars and advanced research courses, may require more than one semester to complete. In such cases, the instructor will give a temporary grade of EC. Students then submit all remaining work by the end of the next fall or spring semester or before graduation, whichever is earlier. Students who fail to complete all assignments by the required date will be graded on the work submitted up to that point. Grades of zero or F may be calculated for missing assignments.

Incomplete (I) Grades. Occasionally an illness or family emergency may prevent a student from completing all assignments before the end of the course. Under these circumstances a professor may award the temporary grade of I. If the I is for a seven-week course in the first half of the semester, the student must complete all outstanding work by the end of the 14th week of classes. If the I is for a full-semester course or a seven-week course in the second half of the semester, the student must complete all outstanding work within the first two weeks of the next fall or spring semester. Extensions of this deadline must be approved by the instructor and filed with the registrar. Students who do not finish all assignments by the required date will be graded on the work submitted up to that point. Grades of zero or F may be calculated for missing assignments.

Auditing. Another way to take advantage of the university's diverse curriculum is to audit a course. Students who choose the audit option are not required to take examinations. They are expected to attend and participate in class regularly. Audited courses carry no academic credit, but the university does note audited courses on transcripts. Students planning to audit a course must notify the Office of the Registrar before the conclusion of the drop-add period.

Repeating a Course. There are times when students wish to retake a course, either to improve their knowledge or to earn a higher grade. In such cases, the university calculates both grades into the cumulative GPA and records both grades on the transcript. Students will not earn additional credit toward graduation by repeating a course in which they previously received a passing grade.

Coursework at Other Institutions. Up to two courses (or a total of 8 semester hours) may be counted toward the Master of Education degree. Susquehanna will accept transfer credit only from U.S. institutions that are accredited by federally recognized accrediting agencies. Transfer credit from foreign institutions will be evaluated on a case-by-case basis. Students must have earned a grade of at least B in courses accepted for transfer. The university does not calculate grades from courses taken at other colleges into a student's Susquehanna GPA, and Susquehanna will not award more transfer credit for a course than the parent institution offered for that course.

Susquehanna Summer Session. Susquehanna offers a seven-week regular summer session and two four-week intensive summer sessions, featuring a variety of online and on-campus courses, which are available both to Susquehanna degree candidates and to non-degree students. A list of the summer session courses is posted online early in the spring semester.

Services for Students with Disabilities. In compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973, the university makes efforts to provide reasonable accommodations for students with disabilities. To be considered for disability accommodations, students should forward recent documentation of their condition to the director of disability services. Full information about the required documentation and steps for obtaining accommodations is discussed in the disabilities policy available at www.susqu.edu/disability-services.

The coordinator of disability services coordinates the programs. The director of facilities management is responsible for physical facilities compliance with the Americans with Disabilities Act of 1990. The director of human resources is responsible for employment compliance.

Academic Standing and Satisfactory Progress Toward Degree. To be in good academic standing, a student must maintain a 3.0 or better cumulative GPA.

Probation Suspension

- Less than a 3.00 GPA overall

If, after one semester on probation, the student cannot raise his/her GPA to 3.00, the student will be suspended

A student with grades equivalent to or less than a 2.00 GPA can be suspended without being placed on probation.

A student on probation must complete an academic recovery plan with the Director of Auxiliary Programs, signed by his/her adviser, within the first two weeks of the semester every semester he/she is on probation. The student must meet the academic performance milestones and any other requirements of the plan or be subject to suspension.

A student returning from suspension will be on probation until meeting the criteria for good academic standing and must complete an academic recovery plan. Students returning from suspension are expected to achieve good academic standing by the end of two semesters after being readmitted. If, after two semesters, the student remains below the relevant probation criterion, he/she will normally be permanently suspended from the university. If, after two semesters, the student is above the relevant probation criterion but still below good academic standing, he/she may have a third and final semester to achieve good academic standing.

The first suspension must include at least one semester and one summer and, depending on circumstances, may require two semesters and one summer. If the student again meets the criteria for suspension after readmission, he/she will be permanently suspended from the university.

Academic probation or suspension may be appealed in writing to the provost. The appeal must include new information that was not available to the Director of Auxiliary Programs and must include a recommendation by the student's adviser and dean. An appeal based on discrimination or on capricious or negligent action may also be addressed to the provost.

Graduation Requirements. To earn a master's degree, a student must do the following:

- Complete 34 semester hours, with at least 26 semester hours completed at Susquehanna University
- Satisfy all program requirements
- Have a minimum cumulative grade point average of 3.00 (B average) or better for all courses attempted at Susquehanna; only grades of C- or higher will be applied toward the degree
- Any waivers or substitutions of course credit or program requirements must be approved by the department chair and dean
- Have program approval from his or her academic adviser and the Office of the Registrar.
- All program requirements, including Master's Paper, must be completed within a 5-year period beginning at the date of initial program enrollment.

Each student is responsible for ensuring the completion of all program requirements.

Normally candidates must declare their anticipated graduation date at least two semesters before they intend to graduate. The university expects graduating students to attend commencement ceremonies to receive their degrees. Susquehanna will award degrees in absentia only on approval of a written request addressed to the provost.

Residence Requirement. Master's degree candidates must take at least 26 semester hours of their total coursework, including their capstone course and any other course a program may designate, in residence. Eight (8) of the final twelve (12) credit hours must be taken through Susquehanna. The faculty or the Director of Auxiliary Programs must approve any variation from this policy.

Transcripts. The Office of the Registrar will issue official transcripts of the student's permanent academic record upon signed request. Susquehanna reserves the right to withhold transcripts of a student who has any outstanding financial obligations to the university.

Leave of Absence. Students may take leaves of absence for personal, medical or financial reasons, or for study at other institutions with which Susquehanna has no formal cooperative program. Any interested student may arrange a leave of absence by filing the appropriate form with the Office of the Registrar. Students in good academic standing may re-enter the university after their leave by writing to the registrar. Students on academic warning or academic probation who take a leave of absence must be formally reinstated by the Academic Standing Committee before they may return to Susquehanna. The procedures for such reinstatement are identical to the procedures for readmission after academic suspension.

Withdrawal from the University. To be eligible for any refunds under the schedule established by Student Financial Services at www.susqu.edu/refund, students must complete the formal withdrawal form available from the Office of the Registrar. Simple departure from campus does not constitute official withdrawal. Students who do not immediately notify the registrar of their intention to withdraw will lose all fees and deposits. Degree candidates who withdraw or take a leave of absence from the university for more than one year are subject to any changes made in their academic program requirements during that time.

Nondegree Students. Students not formally admitted as degree-seeking candidates may enroll in courses as nondegree students with the permission of the Director of Auxiliary Programs. The registrar must approve the nature and amount of coursework based upon the student's prior academic record. Nondegree students may be required to provide a transcript of all previous academic work, and they must maintain a cumulative grade point average of 3.0 or higher in their Susquehanna courses. If the cumulative GPA falls below this point, the university may refuse permission to pursue further coursework.

Enrollment will be on a space-available basis only.

Nondegree students planning to attend the university later as degree candidates should consult the Director of Auxiliary Programs. This should be done as early as possible to assure proper guidance and to complete the admission process.

Nondegree students who have completed 8 semester hours of coursework and who intend to become degree candidates must declare their intention and be properly advised before continuing to enroll in courses at Susquehanna. Students planning to transfer Susquehanna credits elsewhere should obtain prior clearance from the academic dean or registrar of the receiving institution.

Nondegree students are subject to all rules and regulations of the university. They will be graded on the same basis as degree candidates, and the Registrar's Office will maintain a permanent academic record of all courses attempted or completed. If a student enters the university as a nondegree student and later becomes a degree candidate, the grades earned as a nondegree student are included in the GPA.

Veterans. The Commonwealth of Pennsylvania has approved Susquehanna to provide education under the public laws pertaining to veterans, reservists and the children of armed forces personnel who lost their lives in the service of their country. Candidates should present certificates of eligibility and entitlement before registration. Veterans who come to the university without the appropriate certificates may apply after arrival through the Veterans Affairs webpage at www.benefits.va.gov.

Students who are eligible for Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post 9/11 GI Bill®) benefits, and who have provided a Certificate of Eligibility or Statement of Benefits to the VA Certifying Official, will not be penalized for any delayed disbursement of funds from the VA. Students will not be assessed late fees, denied access to institutional facilities, or be required to borrow additional funds. Eligible students must provide a Certificate of Eligibility or Statement of Benefits. In addition, a written request must be submitted each semester in which the student wants to have their enrollment verified with the VA.

To be eligible for full veterans' benefits, a student must be a degree candidate in good academic standing and must be actively enrolled in at least 12 semester hours at any point during the semester. Veterans must notify the associate registrar of re-enrollment at the beginning of each semester and of any course dropped later.

Susquehanna is a participant in the Yellow Ribbon GI Education Enhancement Program. The Yellow Ribbon program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning in the United States to voluntarily enter into an agreement with the Veterans Administration (VA) to fund expenses up to the annual cap as determined by the VA each academic year. The institution can contribute up to 50 percent of any remaining tuition, and the VA will match the same amount as the institution. Contact the Office of the Registrar for information on Susquehanna's participation in the Yellow Ribbon program.

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Privacy Policy and Student Right-to-Know Act. The offices of admission, the registrar, student life and the Career Development Center maintain records on degree candidates. Enrolled students have the right to inspect and review their education records, and the right to seek to amend the records, by submitting a written request to the appropriate office. They may not remove documents from their files without the administrator's permission. University employees, including the university attorney, emeriti faculty and educational consultants employed by the university, may be given full access to student records.

Susquehanna maintains an online directory listing each student's name, program, class, campus mailbox, and campus email address. The university may release this information publicly without prior consent from the student. The university may also release student activities, photographs, home and campus address, home telephone number, dates of attendance and graduation, degrees awarded, honors received, and other educational institutions attended. Weight and height for varsity athletes may also be released. The university may also release photographs of students for use in the news media and in university publications in printed, video and electronic formats. A student may request that any of this information not be released by writing to the vice president for student life.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which students' education records and personally identifiable information (PII) contained in such records—including Social Security number, grades or other private information—may be accessed without student consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without student consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to students' education records and PII without student consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use- restriction and data security promises from the entities that they authorize to receive PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain and share without student consent PII from education records, and they may track student participation in education and other programs by linking such PII to other personal information about students that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

The university may release academic information to parents of a dependent student at any time.

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Dates in parentheses indicate the first year of service and year current position became effective.

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