

# Graduate Programs of Study

## **ART THERAPY**

*Master of Arts in Art Therapy*

*Master of Arts in Art Therapy with Specialization in Counseling*

*Post-Master's Certificate Program in Art Therapy*

## **Faculty**

Kevin Allermagne, Ph.D.

Alvaro Q. Barriga, M.A., Ph.D.

Nina Denninger, M.A., ATR-BC, L.P.C., Program Director

Mary Ann Gawelek, Ed.D.

Cynthia A. Magistro, M.S., Ph.D.

## **Adjunct Faculty**

Dana Elmendorf, M.A.

Terrie Cobb Payne, M.A.

Brandie Woodward-Stewart, M.A.

The Master of Arts and Certificate programs in art therapy are designed to teach students the skills necessary for the effective practice of art therapy in a variety of environments (educational, clinical, and rehabilitative) and from a variety of theoretical perspectives. A strong foundation in applied psychology is coupled with an in-depth exploration of art therapy theory and practice. The art therapy program is approved by the American Art Therapy Association.

## **Educational Objectives**

Upon completion of either the Master of Arts or the Certificate program in art therapy, students:

- are familiar with the historical antecedents in the fields of art and psychology that bear on the formation of art therapy theory and practice
- are conversant with theories of art therapy, including general principles, goals, approaches, and benefits of art therapy
- can appropriately apply techniques of art therapy practice including making appropriate determinations of activity and intervention, the preparation of a therapeutic environment, and the development of a sensitive therapeutic relationship that fosters engagement with art materials and imagery
- understand the applications of art therapy practice with different populations and in different treatment settings

- appreciate the legal and ethical issues specific to art therapy practice
- have sufficient supervised practical experience to develop a unique style of art therapy practice
- are well grounded in the theoretical and practical issues in working with individuals, couples, families, and groups
- are knowledgeable about current mental health delivery systems in which art therapy and counseling services are offered
- are aware of multicultural issues inherent in the helping professions
- are critical and knowledgeable consumers of current psychological research
- are psychologically skilled, introspective, and aware.

## **Degree Programs**

The Master of Arts in Art Therapy is designed for those who have completed a baccalaureate degree and wish to pursue Registration (ATR) and Board Certification (ATR-BC) with the American Art Therapy Association.

The Master of Arts in Art Therapy with Specialization in Counseling is designed for those who have completed a baccalaureate degree and wish to pursue Registration (ATR) and Board Certification (ATR-BC) with the American Art Therapy Association and also wish to pursue licensure as a Professional Counselor (LPC) in the Commonwealth of Pennsylvania.

## **Certificate Program**

This program is designed for those who have already completed a related master's or doctoral degree and wish to pursue registration (ATR) and board certification (ATR-BC) with the American Art Therapy Association.

## **Art Therapy Registration and Board Certification, State Counseling Licensure**

Students who have completed any of the art therapy programs and a stipulated number of post-education supervised client contact hours may apply for Registration (ATR) and qualify for Board Certification (ATR-BC) through the American Art Therapy Association (AATA) and the Art Therapy Credentials Board (ATCB). Students who complete the 60 credit Master of Arts in Art Therapy with Specialization in Counseling may also apply for licensure as a Professional Counselor (LPC) in the Commonwealth of Pennsylvania after completion of a stipulated number of post-education supervised client contact hours and successful completion of the Art Therapy Registration and Board Certification requirements.

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**ART THERAPY cont.**

*Master of Arts Degree or Certificate Program*

**American Art Therapy Association**

The Art Therapy programs at Seton Hill are approved by the American Art Therapy Association.

**Admission Requirements**

In addition to the requirements for admission to the Graduate Program, applicants to the Master of Arts and Certificate programs in Art Therapy must provide:

- evidence of completion of undergraduate prerequisites:
  - 15 credits of studio art, including classes in drawing, painting, and clay sculpture, and advanced studio course work in at least one medium
  - 12 credits of psychology, including Introductory Psychology, Developmental Psychology, Abnormal Psychology, and additional Psychology coursework
- three letters of recommendation
- letter of intent addressing interest in art therapy
- 15-20 slides of the student's work, including drawing, painting, and clay sculpture
- a current resume
- a sample of recent academic or professional writing

Students may be asked to participate in an individual or group interview. Students will select one of the following options:

**1. Master of Arts in Art Therapy — Required Courses**

	<b>credits</b>	
AT500	Art Therapy : Theory and Practice	3
AT525	Art Therapy with Children	3
AT540	Art Therapy with Groups	3
AT545	Art Therapy with Families	3
AT555	Art Therapy Studio	3
AT565	Art Therapy with Adults	3
AT600	Internship 1	3
AT601	Internship 2	3
AT930	Thesis/Oral Presentation	3
FT530	Group Dynamics	3
FT540	Multicultural Therapy	3
PY500	Psychopathology	3
PY510	Lifespan Development	3
PY520	Interpersonal Processes	3
PY590	Professional, Legal, and Ethical Issues	3
PY915	Introduction to Research Methods	3
<b>Total Credits:</b>		<b>48</b>

**2. Master of Arts in Art Therapy with Specialization in Counseling — Required Courses**

courses listed for the Master of Arts in Art Therapy (above) 48

**plus:**

FT550	Couples and Family Systems	3
PY515	Counseling: History and Practice	3
PY525	Assessment	3
PY565	Vocational and Career Counseling	3

**Total Credits:** **60**

**3. Certificate in Art Therapy — Required Courses\***

AT500	Art Therapy: Theory and Practice	3
AT525	Art Therapy with Children	3
AT540	Art Therapy with Groups	3
AT545	Art Therapy with Families	3
AT555	Art Therapy Studio	3
AT565	Art Therapy with Adults	3
AT600	Internship 1	3
AT601	Internship 2	3
AT620	Independent Study	3
AT930	Thesis/Oral Presentation	3

**Total Credits:** **30**

\* Additional graduate level courses may be required. See Program Director for individual assessment of transcripts.

## **BUSINESS ADMINISTRATION**

*Master of Business Administration*

### **Faculty**

Thomas J. Boyle, Ed.D., Program Director  
 Catherine E. Giunta, M.A.  
 Paul W. Mahady, Jr., M. B.A.  
 Carole Parker, Ph.D.  
 Doina Vlad, Ph.D.

The Master of Business Administration program offers two specializations — Management and Accounting. The Accounting Specialization includes four advanced accounting courses to supplement previous undergraduate coursework and is designed to prepare students for work as a Certified Public Accountant. In contrast, the Management Specialization includes a broader array of general management courses. Besides adding to the student's analytical, managerial, and communication capabilities, both specializations seek to develop a strategic perspective, an awareness of the critical role of human resources in organizational success, and an ability to lead change. The curriculum is attentive to the individual development of students and the integration of their personal values with their professional activities. The MBA program promotes a learning community. The majority of students and all faculty have significant business and life experiences to bring to the classroom.

### **Educational Objectives**

The educational objectives of the Master of Business Administration are to ensure that graduates are:

- proficient in the use of quantitative and qualitative managerial and analytical techniques to improve organizational effectiveness and decision-making
- reflective scholars/practitioners able to draw upon and critique business theories, to apply them effectively in the workplace, and to develop their own personal philosophy
- cognizant at a strategic level of the management disciplines and aware of how these functions, along with their own specific expertise, relate to the overall success of an enterprise
- able to articulate their personal value system and its impact upon their professional practice and career plans
- leaders with the abilities necessary to develop, implement, and administer change through personal and organizational transformations
- entrepreneurs
- able to direct and work in teams
- skilled in the development and management of human resources
- aware of global perspectives
- effective in their written and spoken communication

- adept in the use of computer technology for business analysis, communication, and presentation
- informed regarding current research and issues in business.

### **Accelerated Program**

The program is designed in accordance with adult education models which stress focused study, accelerated learning with emphasis on life/work experience, integration of theory and practice, collaborative learning, and applied teaching techniques such as case studies, simulations, and analysis of work situations.

### **Flex MBA**

With our flexible MBA, students can tailor their MBA studies by planning the time it takes to complete the program. Students can take classes in the evenings or on Saturday, and the number of courses taken in each term is up to them. Students can complete the MBA in one year by taking two courses in the evenings in every term or by taking two courses on Saturday in every term or through some combination of the two. Students can complete the program in two years by taking one course in each term in the evening for two years. Each course takes eight weeks to complete. Some students prefer to take more time to complete the MBA and design their course of study based upon their own circumstances.

### **Open Enrollment**

The MBA program admits students throughout the year. Admission is open six times during the year, at every eight-week course start. This gives students the opportunity to start the program at different points in the year.

### **Admission Requirements**

All candidates admitted into the MBA program must have a bachelor's degree from an accredited institution. An undergraduate major in a business-related field or work experience comparable to this academic preparation is preferred. Other majors will be considered; prerequisites may be necessary. At least two years of full-time work experience is preferred.

Those applying for the Accounting Specialization must have at least twenty-four undergraduate semester credits in accounting, auditing, business law, finance, or tax.

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**BUSINESS ADMINISTRATION cont.***Master of Business Administration*

All applications must include a completed graduate admission form, official undergraduate transcripts, three letters of recommendation, and a two to four page written personal statement. This statement should describe one's academic ability for graduate study, history of work experience, professional goals, and how the MBA program at Seton Hill supports personal and career objectives. The statement is reviewed as a writing sample. Where English is not the native language, a TOEFL score of 550 or above is also required.

**Course of Study**

The MBA program consists of thirty-six credits of graduate course work for both the Management and Accounting specializations. In addition, a student may elect to complete a three-credit research project in a particular area of concentration. This option is recommended for candidates expecting to pursue doctoral study. Students may also choose to enroll in an internship course for up to six credits. This optional course is designed primarily for international students who are seeking curricular practical training in U. S. business methods.

**MBA - Management Specialization****Required Courses**

	<b>credits</b>
BU501 Economics for Decision Making	3
BU511 Ethical and Legal Issues	3
BU516 Human Resource Management	3
BU521 Financial Management	3
BU525 Quantitative Analysis	3
BU526 Global Management	3
BU531 Organizational Dynamics	3
BU536 Marketing and Sales Strategies	3
BU541 Human Resource Development	3
BU546 Management information Systems	3
BU601 Strategic Management	3
BU611 Organizational Development	2
BU612 Capstone Project	1
<b>Total credits:</b>	<b>36</b>

**MBA - Accounting Specialization****Prerequisites**

BU100	Principles of Accounting I
BU101	Principles of Accounting II
BU201	Managerial Accounting
BU206	Auditing

**Required Courses**

	<b>credits</b>
BU511 Ethical and Legal Issues	3
BU513 Tax Research and Practice	3
BU516 Human Resource Management	3
BU518 Advanced Auditing	3
BU519 Not-for-Profit Accounting	3
BU526 Global Management	3
BU531 Organizational Dynamics	3
BU536 Marketing and Sales Strategies	3
BU541 Human Resource Development	3
BU546 Management Information Systems	3
BU602 Current Accounting Topics	3
BU611 Organizational Development	2
BU612 Capstone Project	1
<b>Total credits:</b>	<b>36</b>

**Optional Courses**

BU710	Special Topics in Business Administration	1-3
BU930	Research Project	3
BU940	Graduate Management Internship	1-6

## ELEMENTARY EDUCATION

*Master of Arts Degree*

### Faculty

Alvaro Barriga, Ph.D.  
 Michelle Conway, Ph.D.  
 Alicia Costa, S.S.F., Ph.D.  
 Terrance DePasquale, Ed.D., Associate Dean  
 of Graduate and Education Programs  
 Daniel Gray, Ed.D.  
 Frank Klapak, Ph.D.  
 Sondra Lettrich, Ph.D.  
 Audrey M. Quinlan, M.Ed.  
 Ronald Silvis, Ph.D.

The Master of Arts in Elementary Education program is designed to enable teachers to enhance their skills to meet the demands of an ever-changing profession. The program of study is planned to help teachers read and evaluate educational theory, critique and conduct research, and enhance pedagogical skills. The curriculum in elementary education at Seton Hill meets the certification standards of and is accredited by the Pennsylvania Department of Education. After completing this program, teachers will return to their classrooms as master teachers and will be qualified to serve as curriculum specialists and in-service trainers.

### Educational Objectives

The objectives of the graduate program in elementary education are to ensure that graduates are:

- able to redefine their personal philosophies of education
- well grounded in the theoretical and substantive issues in elementary education
- knowledgeable in their subject matter
- able to supplement and enrich their knowledge about such crucial instructional issues as inclusion, reading and writing across the curriculum, integrating the curriculum, and varied methods of authentic assessment
- aware of the consistently changing, diverse, social context of the schools
- reflective practitioners
- scholarly agents for change.

### Degree Program

The Master of Arts in Elementary Education consists of two options. Option I is designed for persons who hold an elementary certificate and who choose to pursue a Master's Degree in Elementary Education. Option II is designed specifically for persons who hold a baccalaureate degree and wish to pursue certification in elementary education while earning a Master's Degree in Elementary Education. This option is appro-

priate for teachers who hold certification in other areas, as well as those who hold an undergraduate degree in a field other than education. Both options require the design of an independent research project or a thesis.

### Practica and Student Teaching

Students enrolled in Option I and students enrolled in Option II who hold teacher certification are not required to complete additional practica or student teaching. Students who are pursuing elementary education certification through Option II of the graduate program will be required to complete three separate practica in area schools and a clinical laboratory which prepare them for the student teaching experience. The practica are designed to move students from classroom observations to actual teaching experiences with individual students and small groups under the supervision of classroom teachers and University faculty. The clinical laboratory provides students the opportunity to refine and perfect the teaching skills they have learned in the methods courses and to develop the reflective skills which result in effective planning and teaching practices. The student teaching experience requires a commitment of one full semester of teaching in a classroom under the supervision of a classroom teacher and a member of the University faculty.

### Pennsylvania Teacher Certification and Employment

Pennsylvania Certification (Instructional I) is dependent upon completion of the course of study delineated under Option II, recommendation of the University, and achievement of passing scores on the PRAXIS Test (National Teacher's Exam). Students seeking initial certification must take the Core Battery Tests and the Specialty Area Test in Elementary Education. Students who hold certification in an area other than elementary education must take only the Specialty Area Test in Elementary Education.

To convert the Instructional I certificate to an Instructional II certificate, teachers must be employed full time for a minimum of three years and earn 24 additional credits beyond the bachelor's degree within six years of full-time employment.

Salary increases are commonly associated with the achievement of the master's degree.

### Option I: Required Courses for the Master of Arts Degree in Elementary Education

		credits
ED520	Reform in American Education	3
ED730	Classroom Management and Behavioral Disorders	3

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**ELEMENTARY EDUCATION cont.**

	<b>credits</b>
ED825 Language and Reading Processes	3
ED835 Advanced Assessment	3
ED841 Autism: Theory and Practice	3
ED912 Multicultural Education: Theory and Practice	3
ED915 Introduction to Research Methods	3
ED930 Research and Design Seminar OR	3
ED931 Master's Research Directed Study	3

**plus 3 credits from:**

ID511 Advanced Word Processing	3
ID512 Databases, Spreadsheets, and Gradebooks	3
ID513 Presentation Tools	3
ID521 Advanced Internet Use	3
ID522 Authorware Tools	3
ID523 Evaluating Educational Software	3
ID531 Digital Videography and Photography	3
ID532 Beginning Web Design	3
ID533 Advanced Web Design	3
ID541 Programming Basics	3
ID543 Electronic Portfolio Development	3
ID544 Graphic Animation	3
ID551 Desktop Publishing	3
ID552 Intermediate Databases and Spreadsheets	3
ID553 Adaptive Technology	3

**plus 9 credits from:**

ED710 Special Topics in Elementary Education	9
ED718 Integrated Fine Arts in Elementary Education	9
ED740 Teaching for Mild/Moderate Disabilities	9
ED815 The Teaching Experience in Fact and Fiction	9
ED820 Children's Literature Across the Curriculum	9
ED840 Family and Parent Issues and Conferencing	9
ED860 Overview of Assistive Technology	9

**Total credits:** 36**Option II:  
Required Courses for the Master  
of Arts Degree with Certification in  
Elementary Education**

	<b>credits</b>
ED520 Reform in American Education	3
ED605 Advanced Introduction to Exceptional Children	3
ED718 Integrated Fine Arts in Elementary Education	3
ED721 Advanced Mathematics in Elementary Education	3
ED723 Advanced Science/Health in Elementary Education	3

	<b>credits</b>
ED724 Advanced Social Studies in Elementary Education	3
ED725 Advanced Reading and Language Arts I (K-3)	3
ED726 Advanced Reading and Language Arts II (4-6)	3
ED730 Classroom Management and Behavioral Disorders	3
ED835 Advanced Assessment	3
ED912 Multicultural Education: Theory and Practice	3
ED915 Introduction to Research Methods	3
ED930 Research and Design Seminar OR	3
ED931 Master's Research Directed Study	3

**plus 3 credits from:**

ID511 Advanced Word Processing	9
ID512 Databases, Spreadsheets, and Gradebooks	9
ID513 Presentation Tools	9
ID521 Advanced Internet Use	9
ID522 Authorware Tools	9
ID523 Evaluating Educational Software	9
ID531 Digital Videography and Photography	9
ID532 Beginning Web Design	9
ID533 Advanced Web Design	9
ID541 Programming Basics	9
ID543 Electronic Portfolio Development	9
ID544 Graphic Animation	9
ID551 Desktop Publishing	9
ID552 Intermediate Databases and Spreadsheets	9
ID553 Adaptive Technology	9

**Total credits:** 42

In addition to the above listed courses, students must take the following courses to meet certification standards. Equivalent course work may be transferred from the student's undergraduate institution.

	<b>credits</b>
ED201 Instructional Techniques and Strategies for Inclusive Education	3
ED212 Physical Education Activities for the Handicapped and Non-Handicapped	1
ED300 Practicum: Early Childhood/Elementary	1
ED302 Practicum: Reading	1
ED432 Pre-Student Teaching Clinical Lab	1
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
HY103 Introduction to American History	3
MA100 Structure of the Number System 1	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
One art or music course	3
One additional university level mathematics course	3
One writing course	3
One American Literature course	3

## MARRIAGE AND FAMILY THERAPY

*Master of Arts Degree*

### Faculty

Kevin Allermagne, Ph.D., Program Director  
 Alvaro Barriga, Ph.D.  
 Mary Ann Gawelek, Ed.D.  
 Cynthia Magistro, M.S., Ph.D.

The Marriage and Family Therapy Program at Seton Hill offers a Master of Arts degree in Marriage and Family Therapy. The University is dedicated to recruiting a diverse group of students who are committed to growth and learning and will provide students with the education and experiences they need to become qualified family therapists who are eligible to seek licensure as MFTs (Marriage and Family Therapists) within the Commonwealth of Pennsylvania.

The Marriage and Family Therapy Program at Seton Hill is designed to expose students to family systems theory, research, and clinical techniques with special emphasis upon understanding family process within a broader socio-cultural context. While students will study theories of human development, the uniqueness of the program resides in its focus upon studying relationship systems (at micro and macro levels) and preparing students who will become effective relationship therapists. The program is committed to preparing students who will possess a heightened awareness of themselves and the world around them, with particular emphasis upon understanding how socio-cultural issues shape clinical practice and the broader mental health service delivery system. This emphasis is consistent with the University's commitment to advocating for marginalized groups, especially women, and striving to improve relationships between people and their environment.

### Program Objectives

The objectives of the Master of Arts in Marriage and Family Therapy are to ensure that students are:

- exposed to family systems theory in general, and to the wide variety of specific family systems theories and therapies
- trained to think and act systematically, which includes recognizing the connections that exist between micro-level and macro-level processes
- sensitized to issues of power and the ways in which structured inequalities shape family process and human relationships
- taught effective skills and techniques for clinical assessment and intervention
- exposed to the latest advances in MFT research and how to critically digest, evaluate, and utilize research in their clinical practice

- educated about the landscape of the current mental health delivery system and how the MFT profession is located within that environment
- informed of the ethical and legal standards of the profession
- encouraged to develop critical thinking skills
- encouraged to develop a heightened sense of self-awareness through reflection
- provided with sufficient supervised practical experience to develop a unique style of family therapy practice.

Students who earn a Master of Arts in Marriage and Family Therapy will be eligible to sit for the examination to become Licensed Marriage and Family Therapists in the Commonwealth of Pennsylvania after the completion of 3600 hours of supervised clinical practice. Up to 450 of these hours may be completed as part of the student's clinical internship during the master's program, if these hours are accumulated after the student has completed a minimum of 48 credits in the program.

### Master of Arts in Marriage and Family Therapy required courses:

	credits
FT 530 Group Dynamics	3
FT 540 Multicultural Therapy	3
FT 550 Couples and Family Systems	3
FT 551 Couples Therapy	3
FT 552 Family Therapy (50 direct client contact hours)	3
FT 570 Families in Larger Systems	3
FT 595 Contemporary Issues in Clinical Practice	3
FT 600 Internship I (150 direct client contact hours)	3
FT 610 Internship II (150 direct client contact hours)	3
FT 620 Internship III (150 direct client contact hours)	3
FT 900 Integrative Seminar in Marriage and Family Therapy	3
PY 500 Psychopathology	3
PY 510 Lifespan Development	3
PY 515 Counseling: History and Practice	3
PY 520 Interpersonal Processes	3
PY 525 Assessment	3
PY 545 Human Sexuality	3
PY 565 Vocational and Career Counseling	3
PY 590 Professional, Legal, and Ethical Issues	3
PY915 Introduction to Research Methods	3

**Total credits:** **60**

**PHYSICIAN ASSISTANT***Master of Science Degree***Faculty**

James Hull, M.P.A.S., PA-C

Richard Hutchinson, B.S.N., M.P.A.S., PA-C

Maryanne Perry, B.S., PA-C

Cathy Shallenberger, M.S., PA-C, Program Director

Theodore Stem, M.D., Medical Director

The Master of Science Program in Physician Assistant educates students to practice medicine with the supervision of licensed physicians. Graduates function as effective team members in the delivery of primary care in a variety of health care settings with an emphasis on geriatrics and women's health. The Seton Hill program is fully accredited by the Academic Review Commission on Education of the Physician Assistant (ARC-PA). Applicants apply to the Seton Hill program through the Centralized Application Service for Physician Assistants (CASPA).

The Master of Science curriculum consists of 15 months of intensive course work followed by 12 months of full-time supervised clinical experiences (rotations). Students develop, write, and present a research proposal during (Option I) or after (Option II) their clinical rotations.

The Seton Hill University Physician Assistant Program is dedicated to providing students a quality academic and clinical education. Compassion and respect are the cornerstones of all clinical work. Students receive primary care training with particular attention for clients who have historically been underserved, namely women and the elderly. Students are encouraged through the graduate program design to delve deeply into selected clinical or professional issues, to gain an understanding of the value and need for research, and to communicate their knowledge to others.

**Educational Objectives**

- Communicate effectively and respectfully with others to include patients, family members, office staff, other members of the healthcare team, classmates, and instructors.
- Actively engage in discussion and perform effectively as a team member in both large and small groups.
- Elicit a medical history and perform an appropriate physical examination regardless of the patient's age, gender, race, ethnicity, religious affiliation, socioeconomic standing, ethical code, or level of compliance and summarize that information in both oral and written form.
- Perform and interpret routine diagnostic procedures and integrate medical information to develop accurate differential diagnoses and working problem lists.
- Develop patient management plans, prescribe appropriate medications, and record progress notes.
- Assist in the provision of quality health care in a variety of settings.
- Perform emergency procedures and manage emergency situations by incorporating various sources of information into a changing clinical picture.
- Instruct and counsel patients and family members about compliance with prescribed therapeutic regimens, normal growth and development, reproductive issues, health maintenance, and the emotional problems of daily living.
- Identify and respond to the special needs of women and the elderly in any practice setting.
- Identify cultural differences and recognize the impact of culture on the delivery of health care.
- Accept and apply supervision and feedback.
- Think critically and reason diagnostically integrating theory, research, medical content knowledge, patient presentation, and current best practices to accurately diagnose various disease states and to create optimal, individualized treatment plans.
- Utilize self-directed research of the medical literature to maintain a current, operational knowledge of medical conditions, treatments, and the state of health care.
- Use directed clinical practice to further individual content knowledge and then disseminate that knowledge to others.

Students who earn a Master of Science degree will be eligible to sit for the Physician Assistant National Certification Examination (PANCE) to become certified.

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**PHYSICIAN ASSISTANT cont.****Admission Requirements****Applicants with a baccalaureate degree:**

- Minimum cumulative grade point average of 3.0 for the most recent degree
- Minimum grade point average for prerequisite courses of 3.0
- Completion of prerequisite courses at an accredited institution within the past 7 years

**Prerequisite Courses:**

- Medical Terminology
- Human Anatomy and Physiology I and II with laboratories
- Chemical Principles with laboratory; Principles of Organic Chemistry with laboratory; and Principles of Biochemistry OR equivalent majors-level courses in these areas of chemistry
- Microbiology with laboratory
- Lifespan Development (or courses in childhood, adolescence, and adult development)
- Statistics
- Abnormal Psychology
- Minimum of 350 hours of health care experience (paid or voluntary)
- Strong oral and written language skills
- Evidence of ability to complete intensive program of study and training
- Maturity and professional qualities required for the Physician Assistant profession as outlined in the Technical Standards

**Applicants without a baccalaureate degree:**

Students may be accepted into the physician assistant program directly from high school or as transfer students. They must complete all courses required for the Liberal Arts Core Curriculum and meet the admission requirements listed above.

Students may complete a bachelor's degree in the discipline of their choice before entering the master's degree curriculum in physician assistant. Students may also choose to complete their master's degree in physician assistant in the BS/MS joint degree option. Students must complete the master's degree curriculum before they will be granted the BS/MS degrees in physician assistant. Students who DO NOT begin or DO NOT complete the master's program in the BS/MS joint degree option must choose an undergraduate major to complete, which will delay receipt of the bachelor's degree for at least one year.

**Master of Science required courses**

	<b>credits</b>	
PA510	Behavioral Medicine	3
PA515	Medical Ethics	2
PA520	Pathophysiology I	2
PA521	Pathophysiology II	1
PA522	Pathophysiology III	2
PA540	Human Gross Anatomy	4
PA550	History and Physical I	2
PA551	History and Physical I Laboratory	1
PA552	History and Physical II	2
PA553	History and Physical II Laboratory	1
PA610	Procedures and Diagnostics I	1
PA611	Procedures and Diagnostics II	1
PA620	Pharmacology I	1
PA621	Pharmacology II	2
PA622	Pharmacology III	2
PA640	Primary Care Modules I	2
PA641	Primary Care Modules II	3
PA642	Primary Care Modules III	3
PA650	Clinical Medicine I	3
PA651	Clinical Medicine II	2
PA652	Clinical Medicine III	5
PA653	Clinical Medicine IV	5
PA660	General Surgery	2
PA661	General Surgery Laboratory	1
PA670	Women's Health	2
PA671	Geriatrics	2
PA680	Clinical Decision Making	2
PA720	Primary Care Rotation	4
PA725	Pediatrics Rotation	4
PA730	Psychiatry Rotation	4
PA735	Women's Health Rotation	4
PA740	Emergency Medicine Rotation	4
PA745	Internal Medicine Rotation	4
PA750	Geriatrics Rotation	4
PA755	General Surgery Rotation	4
PA760	Elective Rotation	2
PA915	Introduction to Research Methods I	2
PA916	Introduction to Research Methods II	1

***plus one of the following options:*****Option I**

PA920	Research Forum I	1
PA921	Research Forum II	1
PA922	Research Forum III	1
<b>Total credits:</b>		<b>99</b>

**Option II**

PA925	Research Project and Advanced Clinical Practice	3
<b>Total credits:</b>		<b>99</b>

**SPECIAL EDUCATION***Master of Arts Degree***Faculty**

Alvaro Barriga, Ph.D.  
 Michelle Conway, Ed.D.  
 Terrance DePasquale, Ph.D.  
 Daniel Gray, Ed.D.  
 Frank Klapak, Ph.D.  
 Sondra Lettrich, Ph.D., Program Director  
 Audrey m. Quinlan, M.Ed.  
 Ronald Silvis, Ph.D.  
 Mary Spataro, M.S.

The Master of Arts in Special Education is designed to enhance the teaching skills necessary to provide quality education for all students in today's classroom. Theory and skills will be presented to help teachers address the educational needs of children and youth who have a variety of mental and/or physical disabilities. The curriculum meets the standards for special education dictated by the Pennsylvania Department of Education for certification. Program content and pedagogy are intended to provide comprehensive training for teachers of exceptional children. Upon completion of the master's program teachers will be able to serve as master teachers and will be prepared to serve as curriculum specialists and in-service professionals.

**Educational Objectives:**

The objectives of the graduate program in special education are:

- to develop the concepts and skills necessary to analyze and conduct research in special education
- to expose teachers to contemporary issues in special education through the use of educational technology
- to enable teachers to conduct diagnostic assessment and design and implement instructional strategies for exceptional children
- to prepare teachers to effectively participate in parent and family conferencing for exceptional children
- to expose teachers to the current educational philosophies of effective management of students with behavioral disorders in the classroom
- to prepare teachers to effectively provide educational development for students with severe disabilities

**Degree Program**

The Master of Arts in Special Education consists of three options. Option I is designed for persons who are certified in special education and who choose to pursue a Master of Arts in Special Education. Option I is also appropriate for candidates who wish to earn a Master of Arts in Special Education without earning certification. Option II is designed for students holding a baccalaureate degree and elementary certification and who wish to obtain certification in Special Education — Cognitive, Behavior, Physical/Health Disabilities (CBP/HD) while earning a Master of Arts in Special Education. Option III is designed for teachers who hold certification in areas other than elementary or special education, as well as those who hold an undergraduate degree in a field other than education. All three options require the design of an independent research project or a thesis. Applicants for Option I or Option II must present a copy of their teaching certificate for admission to the program.

**Practica and Student Teaching**

Students who are pursuing a Master of Arts degree and certification in special education will be required to complete a practicum/internship in an area school. The practicum/internship is designed to provide students with actual teaching experiences with special needs children in a school setting under the supervision of classroom teachers and University faculty. This experience provides an opportunity for students to demonstrate competence in using instructional techniques and curriculum appropriate for exceptional children. Those students seeking initial certification will be required to complete a full semester of student teaching in a classroom under the supervision of a classroom teacher and member of the University faculty.

**Pennsylvania Teacher Certification and Employment**

Pennsylvania Certification (Instructional I) is dependent upon completion of the course of study delineated under Option II or III, recommendation of the University, and achievement of passing scores on the PRAXIS Test (National Teacher's Exam). Students seeking initial certification must take the Core Battery Tests and the Specialty Area Test in Special Education. Students who hold certification in an area other than special education must take only the Specialty Area Test in Special Education.

To convert the Instructional I certificate to an Instructional II certificate, teachers must be employed full time for a minimum of three years and earn 24 additional credits beyond the bachelor's degree within six years of full-time employment.

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**SPECIAL EDUCATION cont.****Option I:****Required Courses for the Master of Arts Degree in Special Education:**

	<b>credits</b>
ED530 Contemporary Issues in Special Education	3
ED730 Classroom Management and Behavioral Disorders	3
ED735 Teaching for Severe/Profound and Physical Disabilities	3
ED740 Teaching for Mild/Moderate Disabilities	3
ED835 Advanced Assessment	3
ED840 Family and Parent Issues and Conferencing	3
ED841 Autism: Theory and Practice	3
ED860 Overview of Assistive Technology	3
ED912 Multicultural Education: Theory and Practice	3
ED915 Introduction to Research Methods	3
ED930 Research and Design Seminar OR	3
ED931 Master's Research Directed Study	3

**plus 3 credits from:**

ID511 Advanced Word Processing	3
ID512 Databases, Spreadsheets, and Gradebooks	
ID513 Presentation Tools	
ID521 Advanced Internet Use	
ID522 Authorware Tools	
ID523 Evaluating Educational Software	
ID531 Digital Videography and Photography	
ID532 Beginning Web Design	
ID533 Advanced Web Design	
ID541 Programming Basics	
ID543 Electronic Portfolio Development	
ID544 Graphic Animation	
ID551 Desktop Publishing	
ID552 Intermediate Databases and Spreadsheets	
ID553 Adaptive Technology	

**Total credits:** 36

**Option II:****Required Courses for the Master of Arts Degree in Special Education and (a second) Certification:**

	<b>credits</b>
ED432 Pre-Student Teaching Clinical Lab	1
ED530 Contemporary Issues in Special Education	3
ED605 Advanced Introduction to Exceptional Children	3
ED730 Classroom Management and Behavioral Disorders	3
ED735 Teaching for Severe/Profound and Physical Disabilities	3

	<b>credits</b>
ED740 Teaching for Mild/Moderate Disabilities	3
ED835 Advanced Assessment	3
ED840 Family and Parent Issues and Conferencing	3
ED912 Multicultural Education: Theory and Practice	3
ED915 Introduction to Research Methods	3
ED930 Research and Design Seminar OR	3
ED931 Master's Research Directed Study	3
ED940 Practicum	3
PY510 Lifespan Development	3

**plus 3 credits from:**

ID511 Advanced Word Processing	3
ID512 Databases, Spreadsheets, and Gradebooks	
ID513 Presentation Tools	
ID521 Advanced Internet Use	
ID522 Authorware Tools	
ID523 Evaluating Educational Software	
ID531 Digital Videography and Photography	
ID532 Beginning Web Design	
ID533 Advanced Web Design	
ID541 Programming Basics	
ID543 Electronic Portfolio Development	
ID544 Graphic Animation	
ID551 Desktop Publishing	
ID552 Intermediate Databases and Spreadsheets	
ID553 Adaptive Technology	

**Total credits:** 40

**Option III:****Required Courses for the Master of Arts Degree in Special Education and Certification:**

ED530 Contemporary Issues in Special Education	3
ED605 Advanced Introduction to Exceptional Children	3
ED730 Classroom Management and Behavioral Disorders	3
ED735 Teaching for Severe/Profound and Physical Disabilities	3
ED740 Teaching for Mild/Moderate Disabilities	3
ED835 Advanced Assessment	3
ED840 Family and Parent Issues and Conferencing	3
ED912 Multicultural Education: Theory and Practice	3
ED915 Introduction to Research Methods	3
ED930 Research and Design Seminar OR	3
ED931 Master's Research Directed Study	3
PY510 Lifespan Development	3

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**SPECIAL EDUCATION cont.**

	<b>credits</b>
<b>plus 3 credits from:</b>	<b>3</b>
ID511 Advanced Word Processing	
ID512 Databases, Spreadsheets, and Gradebooks	
ID513 Presentation Tools	
ID521 Advanced Internet Use	
ID522 Authorware Tools	
ID523 Evaluating Educational Software	
ID531 Digital Videography and Photography	
ID532 Beginning Web Design	
ID533 Advanced Web Design	
ID541 Programming Basics	
ID543 Electronic Portfolio Development	
ID544 Graphic Animation	
ID551 Desktop Publishing	
ID552 Intermediate Databases and Spreadsheets	
ID553 Adaptive Technology	

**a. For candidates with a teaching certificate and who wish to obtain certification in Special Education, a copy of the certificate is required, plus:**

ED302 Practicum: Reading	1
ED321 Mathematics in Elementary Education	3
ED325 Reading and Language Arts I (K-3)	3
ED940 Practicum	3

**Total credits: 46**

**b. For candidates with no teaching certification, the following courses are required:**

ED110 Foundations of Education and School Law + Practicum	3
ED201 Instructional Techniques and Strategies for Inclusive Education	3
ED321 Mathematics in Elementary Education	3
ED325 Reading and Language Arts I (K-3)	3
ED432 Pre-Student Teaching Clinical Lab	1
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
Two college level mathematics courses	6
One writing course	3
One American literature course	3

**Total credits: 74**

**SPECIAL EDUCATION***Inclusion Certificate***Description**

Today's classrooms are populated with students with a variety of learning styles, gifts/disabilities, and socio-cultural backgrounds. Teachers and administrators need new information and strategies to keep pace with the changing population of students and the inclusionary environment. Seton Hill University has designed a sequence of graduate study to assist teachers and administrators in the task of educating these students. This certificate program is designed for professionals who are committed to educational practice which addresses the needs of all students in the classroom. The course sequence allows for presentation of special education theory, legal issues related to inclusion, attitude and advocacy necessary for success in inclusion, issues of diversity, and pedagogical strategies for inclusionary practices.

**Course of Study**

	<b>credits</b>
ED605 Advanced Introduction to Exceptional Children	3
ED730 Classroom Management and Behavioral Disorders	3
ED740 Teaching for Mild/Moderate Disabilities	3
ED840 Family and Parent Issues and Conferencing	3
ED912 Multicultural Education: Theory and Practice	3

**Total credits: 15**

**Format**

Teachers may enroll in graduate study on the Seton Hill campus, or school districts may request that the Inclusion Certificate be offered at a school in their district for a contracted rate. At the completion of the course of study teachers will be provided with a formal advanced certificate.

## TECHNOLOGIES ENHANCED LEARNING

*Master of Education Degree*

### Faculty

Shirley Campbell, Ed.D., Program Director  
Terrance DePasquale, Ed.D.  
Frank Klapak, Ph.D.  
Sondra Lettrich, Ph.D.  
Mary Spataro, M.S.

### Description

The Master of Education in Technologies Enhanced Learning offers advanced study in instructional design and technology implementation for professionals involved in education, instruction, training, and development in a variety of settings. The PA Instructional Technology Specialist Certification candidate will be prepared to perform functions described in the Scope of Authorized Functions (CSPG No. 56).

The focus of this program is the preparation of professional educators who will facilitate the learning process through appropriate design, development, and use of technologies enhanced learning programs and instructional design processes. The demand for professional educators with expertise in technologies enhanced learning is expanding at all levels of public and private education and in business, industry, health care, and social and community services. Current labor study statistics reveal the need for professionals prepared to administer training programs for adult and special needs learners in retraining, patient education, social and community services, life long learning, and retirement programs.

### Educational Objectives

Each of the Master of Education degrees in Technologies Enhanced Learning offers advanced study for professionals in education, instruction, training, and development in a variety of instructional and training settings. Upon successful completion of these programs, participants will be able to:

- manage the design, development, and delivery of instructional programs at the departmental, institutional, local, regional, and national levels.
- prepare instructional programs and resources, budgets, reports, proposals, and grant applications.
- participate in effective personnel administration and staff development.
- prepare community public relations and informational events to inform the public of the institution's efforts.
- select, review, evaluate, and recommend suitable instructional resources and strategies appropriate to the needs of a pluralistic community.
- plan, prepare, and deliver technologies enhanced in-service training, curriculum, and instructional programs in various environments.
- design and develop technologies enhanced courses and instructional resources to meet individual learner requirements.
- design and develop test, measurement, and evaluation instruments to assess learning and program success.
- research and evaluate emerging technologies for application for the instructional process.
- become agents of change in the systemic reformation of education.
- adhere to the laws and regulations which govern the selection and use of media, including educational guidelines, copyright, censorship and free speech, state, and federal regulations, and Internet and worldwide web guidelines.
- represent their professional discipline as scholars in the specialization of Technologies Enhanced Learning.

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**TECHNOLOGIES ENHANCED  
LEARNING cont.**
**Required Courses for Each of the  
Master of Education and Certification  
Specializations in Technologies  
Enhanced Learning:**

	<b>credits</b>
ED915 Introduction to Research Methods	3
ID500 Introduction to Instructional Systems Design	3
ID745 Media and Software Designs for Learning	3
ID780 Technology Issues, Ethics, and Professional Practice	3
ID880 Advanced Instructional Systems Design	3
<b>plus 9 credits from:</b>	<b>9</b>
ID511 Advanced Word Processing	
ID512 Databases, Spreadsheets, and Gradebooks	
ID513 Presentation Tools	
ID521 Advanced Internet Use	
ID522 Authorware Tools	
ID523 Evaluating Educational Software	
ID531 Digital Videography and Photography	
ID532 Beginning Web Design	
ID533 Advanced Web Design	
ID541 Programming Basics	
ID543 Electronic Portfolio Development	
ID544 Graphic Animation	
ID551 Desktop Publishing	
ID552 Intermediate Databases and Spreadsheets	
ID553 Adaptive Technology	

**plus one of the following specializations:**
**1. Classroom Technology Specialization**

ED835 Advanced Assessment	3
ID680 School Environment and Leadership Electives (2)	6

**plus 3 credits from:**

ID890 Practicum Field Experience	3
ID931 Master's Research Directed Study	

**Total credits: 39**
**credits**
**2. Pennsylvania Instructional Technology  
Specialist Certificate**

ID670 Operating System Fundamentals	3
ID675 Networking Fundamentals	3
ID680 School Environment and Leadership	3
ID815 Designing and Managing Instructional Facilities and Programs	3
ID845 Instructional Strategies for Adult Learners	3
ID890 Practicum Experience	3

**Total credits: 42**
**3. Workplace Training Specialization**

BU511 Ethical and Legal Issues	3
BU611 Organizational Development	2
ID845 Instructional Strategies for Adult Learners Electives (2)	6

**plus 3 credits from:**

ID890 Practicum Experience	3
ID931 Master's Research Directed Study	

**Total credits: 41**

## WRITING POPULAR FICTION

*Master of Arts Degree*

### Faculty

Michael Arnzen, Ph.D.

Lee Tobin McClain, Ph.D., Program Director

Albert Wendland, Ph.D.

The Master of Arts in Writing Popular Fiction helps students learn to write quality books that reach a wide audience. One-on-one mentoring by established writers enables each student to develop a writing project in genre fiction such as mystery, romance, science fiction, or children's literature. On-line contact with other participants ensures that students become part of a writing community and that they receive varied commentary on their work-in-progress. Week-long residencies, twice each year, inform and enliven the writing experience, bringing students together on Seton Hill's campus to learn the basics and complexities of popular fiction. Guest writers of regional and national fame add extra impact to this residency experience.

### Educational Objectives

The Master of Arts in Writing Popular Fiction ensures that students:

- become well-grounded in the practical issues and special requirements (characterization and plotting, style development, publishing strategies, research for writing) of such genre literature as science fiction, mystery, children's literature, and romance
- are able to define a personal philosophy of writing popular fiction
- are effective readers and editors of popular fiction, enabling students to participate in a writing community and to share their knowledge with other practitioners
- become aware of critical and theoretical issues surrounding popular fiction as it relates to society and the reading public.

### Master of Arts in Writing Popular Fiction — Required Courses:

		credits
EL610	Writers' Residency 1	3
EL615	Term Writing Project 1	5
EL620	Writers' Residency 2	3
EL625	Term Writing Project 2	5
EL630	Writers' Residency 3	3
EL635	Term Writing Project 3	5
EL640	Writers' Residency 4	3
EL645	Term Writing Project 4	5
EL650	Writers' Residency 5	3
EL930	Capstone Writing Project (completed with EL650 Writers' Residency 5)	1

**Total Credits:** 36

During each Writers' Residency, students participate in a daily Writers' Workshop. They also select four afternoon modules and attend a Guest Writers' Workshop and Presentation. In the

intervening months, students complete Term Writing Projects under the guidance of a faculty mentor and with online support from a peer writing group.

### Required Modules

Showing, Telling, and Style

Characterization and Dialogue

Conflict and Plot

The Business of Writing

Novel Organization/Synopsis Writing

Point of View

Using Personal Experience/Setting

Research for Writing

### Sample Elective Modules

#### Romance

Romance Characters: Stereotypes with a Difference

Marketing Romance and Recent Trends

Topics in Romance Writing

Sex, Style, and Plot in Romantic Fiction

#### Science Fiction

Marketing Science Fiction and Recent Trends

Astronomy for Science Fiction and Fantasy Writers

World Building

Hard and Soft Science for SF

#### Mystery

Murder as a Fine Art

Forensics: How to Kill Your Character

Getting It Right: Accuracy in Mystery and Suspense Fiction

Marketing Mysteries and Recent Trends

#### Children's Literature

Writing for Children: Rules that Rule

Writing the Picture Book

Marketing Children's Literature and Recent Trends

Writing the Chapter Book for Children

#### Other Genres

Historical Fiction

The Techno-Thriller

The Modern Young Adult Novel

Horror and Fantasy

### Certificate in Writing Popular Fiction

Students without undergraduate degrees or without significant undergraduate experience may be admitted as certificate students if their applications show:

- writing ability equivalent to other students in the program, as indicated by a strong writing sample, and
- evidence of ability to work independently.

Students in the certificate program will complete the same residencies, modules, and term writing projects as students enrolled in the degree program.